

# Welcome & Announcements

Dr. Dyrell Foster  
College President





Welcome & Announcements

President Foster

New Colleagues on Campus

President Foster

What's Right at LPC

President Foster

Student Government Update

Britney Hernandez, LPCSG Director of Communication

Changes in Student Characteristics

Rajinder Samra, Director of Research – Planning and Institutional Effectiveness

Budget Update

Sui Song, Administrative Services Officer

2024-25 Budget & SCFF

President Foster

Strategic Enrollment Management

Student Services Team

Black History Month - President Speaker Series

Dr. Angelo Williams

Speaker Reception

Room 2420, immediately following

# College Updates



# College Updates



## Maintenance & Operations

- Custodial
- Grounds
- Maintenance
- Day Crew
- Night Crew



# College Updates



## Pacific Dining Food Services

### Hawk Grill:

- Monday-Thursday: 8:30 AM - 2:00 PM
- Friday: 9:00 AM - 1:30 PM

### Coffee Bar:

- Monday-Thursday: 8:30 AM - 1:00 PM

# College Updates



## **MESA Grant**

- \$1.5 million Math Engineering Science Achievement (MESA) grant to provide academic and support services to economically and educationally under-resourced students majoring in d STEM fields who seek to transfer

## **Communication Studies**

- “Talk Hawks Soar in Below Zero Temps”

## **Journalism and Media Studies**

- “Leaders of The Express take home prestigious international awards”

## **National School Counseling Week**

- Feb. 5-9 (American Counseling Association)

# College Updates



The UC Merced Promise is a commitment to our local community college students to create a streamlined transfer process to earn their bachelor's degrees at the University of California, Merced.

This new collaboration between UC Merced and Las Positas College not only supports local students, their families and underserved populations, but it is also an investment in laying the groundwork for future graduates to and thrive in an economically growing region.

# College Updates



**BAY AREA K-16**  
COLLABORATIVE

**\$18.1 million grant**

The Bay Area K-16 Collaborative is a regional network with industry around equity pathways in: Education, Engineering/Computing, and Healthcare/Biotechnology. Three sub-regions, anchored by UC, CSU campuses and K-12 and CCC partners, in the East Bay, San Francisco/Peninsula, and San José regions. The partners will remove barriers to degree completion, accelerate transfer success, increase equitable participation in dual enrollment and expand work-based learning.



# College Updates



Become a  
Las Positas College

## PRESIDENT SCHOLAR

Applications are now  
OPEN

### About the Program

- Full payment of LPC tuition and fees for up to two years.
- Annual \$1,000 stipend for school materials

For more information, eligibility, requirements to apply, and the application scan the QR code or visit the Las Positas College webpage.

### Apply Now

Scan QR code or visit  
<https://www.laspositascollege.edu/presidentsscholars/>



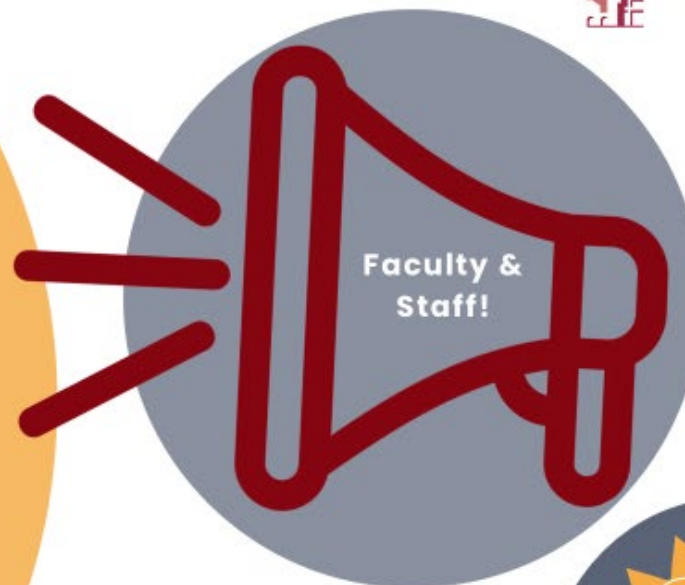
# College Updates



## OPEN HOUSE SATURDAY, MARCH 23, 2024 10AM-2PM

Join us and promote your program!  
Connect with prospective students  
and highlight your pathway.

- **ACADEMIC & SUPPORT SERVICES FAIR**
- **PROGRAM SPOTLIGHT AND INFO SESSIONS**
- **DEMONSTRATIONS | ACTIVITIES | TOURS**



sign up here



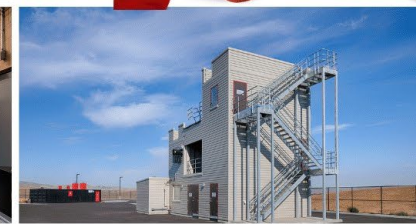
# College Updates



## Ribbon Cutting Ceremony

Tuesday, April 16, 2024  
4:15 - 5:30 PM

Public Safety Complex and  
Advanced Manufacturing &  
Transportation Building



# College Updates



## Enrollment

Fall 23		Spring 24	
FTES	2666.34	FTES	2600.54
Fill Rate	86.18%	Fill Rate	86.04%
# of Sec	733	# of Sec	722

Up  
13.74%

Up  
13.82%

Fall 22		Spring 23	
FTES	2344.23	FTES	2283.81
Fill Rate	84.53%	Fill Rate	71.09%
# of Sec	763	# of Sec	746

# New Colleagues on Campus





Yari Gonzalez

Outreach Specialist





Traci Peterson

Educational Partnerships  
Project Manager

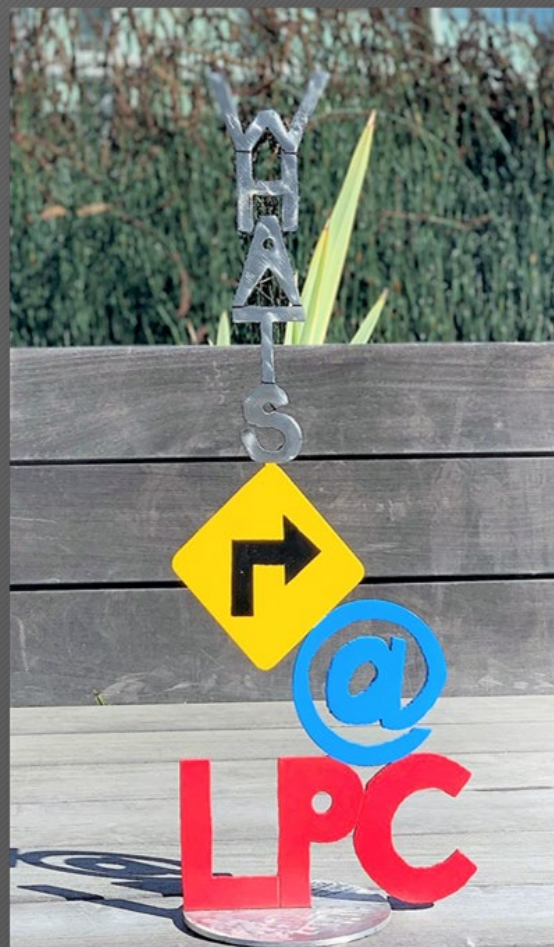


Melissa Brown

Senior Counselor Assistant  
Promotion







What's Right at LPC?



# February 2024



## Kristy Woods & Yvette Nahinu



# Las Positas College Student Government

LPC Town Meeting - February 7th, 2024

# Student Senate Cohort Update

## Total of:

- 8 Executive Cohort
- 17 Senators
- 2 Middle College Representatives
- **27 Total Members**

## New Clubs:

- Archery Club
- Red Cross Club
- Cybersecurity Club





# Back to School Week

- Held January 16th-18th
- Provided students with breakfast
- Helped students find classes and buildings



# Student Government Retreat

- Held January 19th at Las Positas College
- Trained students on the Brown Act, Robert's Rules, and Student Rights
- Various presentations from LPC Staff





# Welcome Center New Decals



# New LPCSG Merchandise



# Club and Resource Fair

- Winter Wonderland Theme
- 50+ Clubs and Departments tabling
- 650+ students participated





Thank you to all those who  
helped with the event!



# Upcoming Meetings and Events

- **February 5th:** LPCSG Elections Application Opened
- **February 7th 4:00 PM:** LPCSG Senate Meeting
  - LPCSG Senate Meetings held 1st and 3rd Wednesday of each month
- **February 21st:** Lunar New Year Event
- **February 29th:** LPCSG Elections Application Closes

# Changes in Student Characteristics

Rajinder Samra  
Director of Research –  
Planning and Institutional Effectiveness



# Budget Update

Sui Song  
Administrative Services Officer







<b>Fiscal Year</b>	<b>ACCT</b>	<b>ACCT Description</b>	<b>ADJUSTED BUDGET</b>	<b>YTD EXPENSE</b>	<b>Available Budget</b>	<b>YTD%</b>
24	1000	Instructional Salaries	22,029,449	15,330,255	6,699,193	69.59%
24	2000	Classified Salaries	7,952,752	4,281,795	3,670,957	53.84%
24	3000	Benefits	12,802,149	7,467,771	5,334,378	58.33%
24	4000	Supplies	129,397	61,037	68,360	47.17%
24	5000	Services	931,871	412,656	519,215	44.28%
24	6000	Equipment	109,860	101,263	8,597	92.17%
24	7000	Transfers	176,442	-	176,442	0.00%
2023-24		Jan Total	44,131,920	27,654,777	16,477,143	62.66%

<b>Fiscal Year</b>	<b>ACCT</b>	<b>ACCT Description</b>	<b>ADJUSTED BUDGET</b>	<b>YTD ACTIVITY</b>	<b>Available Budget</b>	<b>YTD%</b>
23	1000	Instructional Salaries	22,999,907	14,656,762	8,343,145	63.73%
23	2000	Classified Salaries	6,686,391	3,686,406	2,999,986	55.13%
23	3000	Benefits	11,017,527	6,816,109	4,201,418	61.87%
23	4000	Supplies	134,034	46,349	87,685	34.58%
23	5000	Services	900,599	428,736	471,863	47.61%
23	6000	Equipment	10,700	2,332	8,368	21.80%
23	7000	Transfers	301,550	-	301,550	0.00%
2022-23		Jan Total	42,050,708	25,636,694	16,414,014	60.97%

Note Gen Fund 103001 only

As of 02/02/24

# 2024-25 Budget & SCFF

President Foster



Fiscal Year	ACCT	ACCT Description	ADOPTED BUDGET	YTD ACTIVITY	Available Budget	YTD%
24	1000	Instructional Salaries	22,076,836	13,091,826	8,985,010	59.30%
24	2000	Classified Salaries	7,988,828	3,684,796	4,304,033	46.12%
24	3000	Benefits	12,334,445	6,350,877	5,983,569	51.49%
24	4000	Supplies	136,874	48,646	88,228	35.54%
24	5000	Services	915,744	393,263	522,481	42.94%
24	6000	Equipment*	109,610	101,263	8,347	92.39%
24	7000	Transfers	176,442	-	176,442	0.00%
2023-24		<b>Dec Total</b>	<b>43,738,780</b>	<b>23,670,670</b>	<b>20,068,109</b>	<b>54.12%</b>

FY24 Estimated Revenue	43,738,780
FY24 Estimated Expenses	47,341,341
FY24 Projected Deficit	<u>(3,602,561)</u>

# Governor's Proposed Budget



## Overall

- Budget gap of \$37.9B is now anticipated in FY 2024-25; budget gap is closed through use of reserves, program delays, and shifts in funding

## Community Colleges

- Proposed COLA of 0.76 percent

# College Budget: On the Horizon



## Opportunities and Challenges

- Enrollment growth
- Uncertainty
- Cautious, proactive approach
- Look for opportunities to enhance efficiencies
- Continue to support each other: Caring Campus Culture

# Student Centered Funding Formula (SCFF)



**Hold-harmless continues through FY 2024-25**

## **Beginning FY25-26: Student Centered Funding Formula (SCFF)**

- Based on performance and student outcomes, rather than relying solely on enrollment numbers (FTES)
- To incentivize colleges, to improve student success, and close achievement gaps among different student populations

# Student Centered Funding Formula (SCFF)



## Base Allocation

- 3 year rolling average of FTES

## Supplemental Allocation

- AB 540 students, Pell Grant (federal) recipients, and Promise Grant (state)

## Success Allocation

- 3 year rolling average of successes achieved during the academic year

# Student Centered Funding Formula (SCFF)



## Student Success Allocation:

- ADTs, associate degrees and credit certificates
- Transfers to four-year colleges and universities
- Completing transfer-level math and English within their first year
- Completing nine or more career education units
- Attaining the regional living wage



# Student Centered Funding Formula (SCFF)



## Opportunities and Challenges

- If we rely solely upon restoring enrollment to prior levels (pre-COVID), we still may not completely restore funding
- The SCFF requires us to look at data and metrics to: increase enrollment, increase retention rates, ensure more students obtain financial aid, and increase completion rates
- Culture shift in how we track and monitor data: **Strategic Enrollment Management**

# College Budget



## Strategic Enrollment Management

Metrics:

- FTES
- Financial Aid Participation Rates
- Awarding of Degrees & Certificates
- Student Education Plans

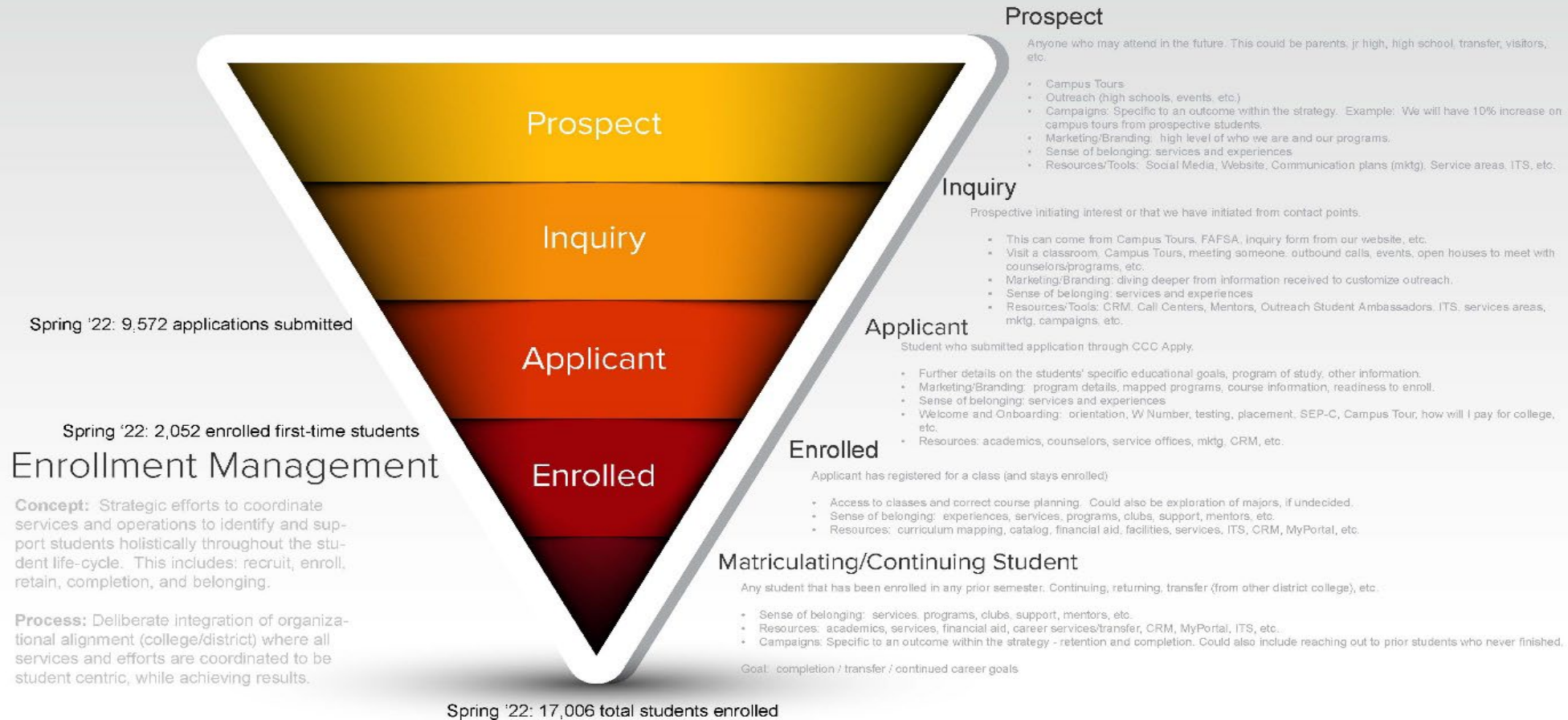
# Strategic Enrollment Management

Student Services Team



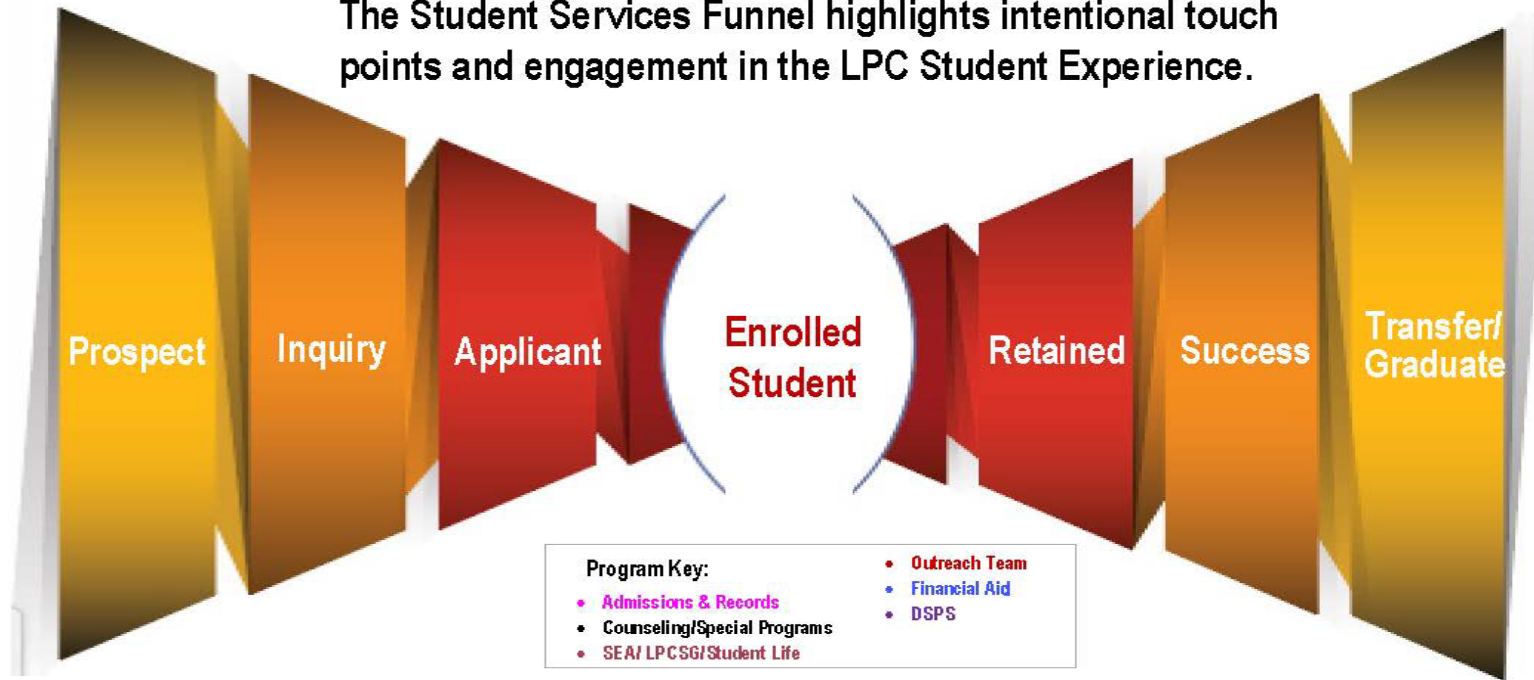
# Kennedy & Company Recommendations Funnel

## Student Experience



# LPC Student Services Funnel

The Student Services Funnel highlights intentional touch points and engagement in the LPC Student Experience.



**Program Key:**

- Admissions & Records
- Counseling/Special Programs
- SEA/LPCSG/Student Life
- Outreach Team
- Financial Aid
- DSPS

- #1 CCC Promotion
- Marketing & HS Outreach
- Middle School Outreach
- Preview Night
- LPC Open House
- Access to HS Database
- HS SPED Outreach
- FAFSA + School Code

- HS App Workshops
- Campus Tours
- CCC Apply Emails
- Parent Workshop

- Enroll Now Campaign
- W# Notification Email
- New Student Support
- 1st Semester Planning Sessions (FSPs)
- New Hawk Day

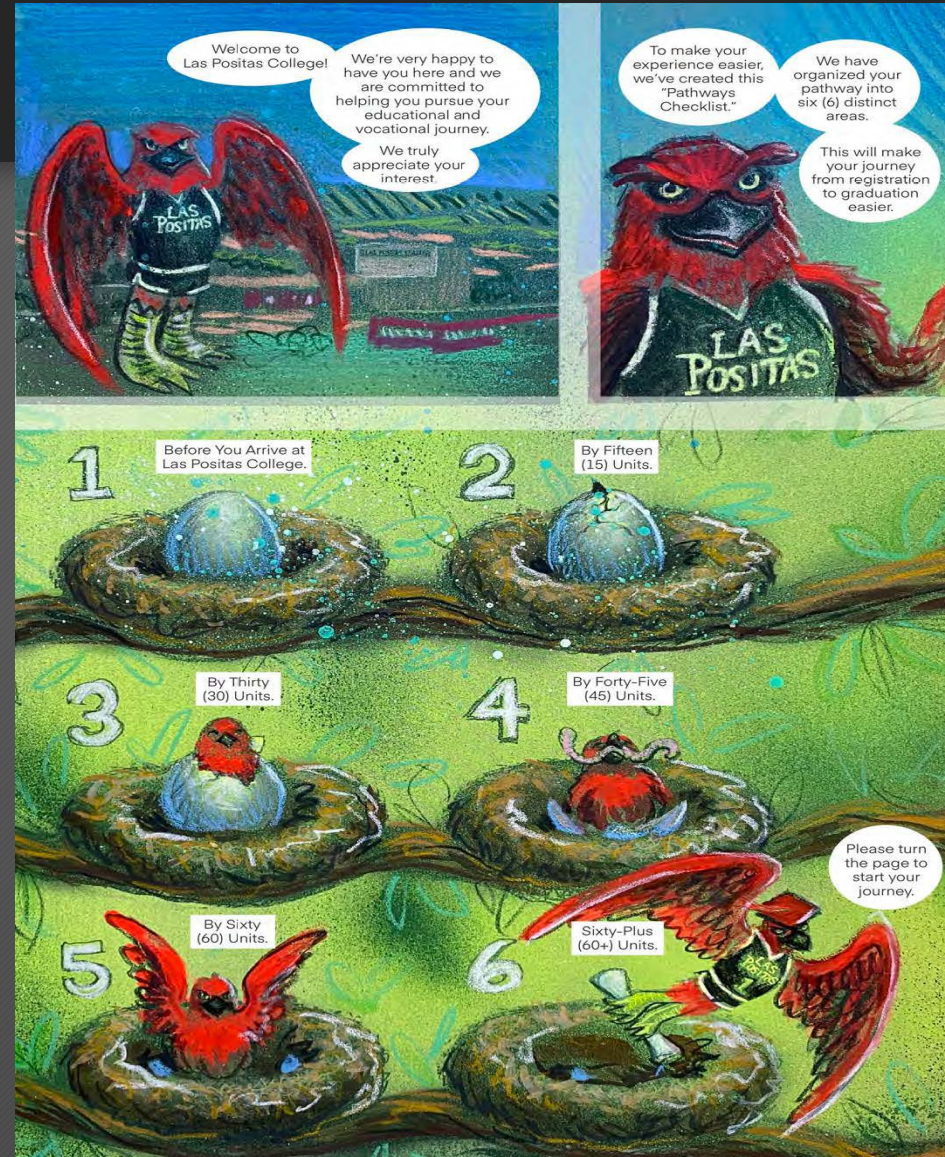
- Counselor Follow-up
- Comprehensive SEPs
- Operation Gateway
- Reg Support Center
- First Gen Welcome Day
- LPC Go! App
- Welcome Week

- Math Call Campaign
- Basic Needs Program
- Mid-semester Check-ins
- Illustrated Guide
- Club Fairs
- Embedded Workshops
- Special Programs/
- Re-Enroll "W" Campaign
- Smart Shops

- GP Success Teams
- Career Coach
- Learning Communities
- Multicultural Center
- LPC Tuition Free
- EBCAN w/DSPS
- Job and Internship Fairs

- Pending Degree Project
- Transfer Workshops
- EOY Events
- DegreeWorks Certificates
- Proactive Degree Awarding
- Grad Check Process

# My Illustrated Pathway Guide



## By Fifteen (15) Units



You've picked your classes and got your books. Now it's time to get on your pathway. By your fifteenth (15) unit, you should:



Explore your [Academic & Career Pathway](#).

During this process, you will have met your Pathway Success Team (PST), see your course sequencing, and discover all of the [student supports](#) LPC has to offer.



If you haven't decided on a major/career, there is a [pathway](#) for you!

Want to see careers that align with your interests? Create a [Career Coach](#) profile and share with your Pathway Counselor.



At this point, you need a comprehensive Student Education Plan (SEP). Make an appointment with your [Pathway Counselor](#) to do so.



To better understand your financial aid package, make an appointment with your [Financial Aid Advisor](#).



Tour the [LPC Tutoring Center](#). This is the place where you can get support with any subject.

## By Thirty (30) Units



You should create a profile on our job and internship board: [Handshake](#). By doing this, you will stay up-to-date with available vocational opportunities.



Schedule an appointment with our [Career Center](#) (room 1604B). They will help you research and prepare for your career.



Applying for Financial Aid is an annual event. Applications are due by March 2nd of the year. Please remember to complete your [FAFSA](#) or [Dream Act](#) applications before the deadline.



Attending college is more than just academics. Become more connected to the college by joining a [student club](#) or represent your peers by becoming a member of [Student Government](#).

# Financial Aid Office & Our Work to Enhance the SCFF allocation at LPC:

Work with learning communities/cohorts to more effectively personalize the needed message to lead to action in applying for aid.

Work with those students who did apply, though their file has remained incomplete.

Institute a Las Positas College 2nd year promise to help with retention year over year.

Create clear messaging to students about maximizing their aid eligibility by taking 12+ units.

Work with our Chabot counterparts, ITS, and Marketing for more common policy, procedures, & messaging.



**The Las Positas Free Tuition Promise for 2024-2025**  
Las Positas College now offers **free tuition for first-time, full-time students** in their 1st year and a 2nd year promise for those who maintain eligibility throughout the fall and spring terms.



# A&R

## Proactive Awarding Process!

The DegreeWorks Coordinator began data mining for proactive awarding in October 2023.

- Start Year: 2022-23
- Focus: Increase the number of SCFF-counted degrees awarded
- Target Population: Students meeting the following criteria:
  - Enrolled in the reporting year
  - Earned a minimum of 60 semester units
  - Earned a cumulative GPA of 2.0 or higher
  - Doesn't have transfer coursework
  - Hasn't earned an associate degree or higher
  - Doesn't have an active degree request

## A&R

# Proactive Awarding Process! (Continued)

- Process: Occurs once per year prior to the annual MIS submission
  - DegreeWorks Coordinator run data mining reports through DegreeWorksTransit tool to identify students who have:
    - Completed 100% of their declared degree or certificate program
    - Completed 100% of an AA in Liberal Arts or AS in Liberal Arts & Sciences
    - Completed 100% of commonly attained certificate program (e.g., CSU GE Breadth, IGETC, Business Administration)
- The Evaluation team validates the results, awards degrees/certificates, and notifies students.

# A&R

## Proactive Awarding for the Entire Year!

- Now that we have piloted the process, we will complete this process every year after Spring semester grades are finalized.
- In our efforts from academic year 22-23 the DegreeWorks Coordinator was able to identify the following degrees/certificates.

Summer 2022, Fall 2022 and Spring 2023 Proactive Awards		
Award Type	Major	Total Awarded
Associate in Arts	Biology: Allied Health (A)	4
Associate in Arts	Film Studies (AA)	1
Associate in Arts	Liberal A/S: Business	25
Associate in Arts	Liberal A/S: Lang Arts/Comm	9
Associate in Arts	Liberal A/S: Soc & Beh Sci	63
Associate in Arts	Liberal Arts and Sciences: Arts and Humanities	18
Associate in Arts	Liberal A/S: Math/Sci	43
Associate in Arts Transfer	Administration of Justice	1
Associate in Arts Transfer	Communication Studies	1
Associate in Arts Transfer	Economics	10
Associate in Arts Transfer	Journalism	1
Associate in Arts Transfer	Political Science (AA-T GE)	1
Associate in Arts Transfer	Psychology	1
Associate in Arts Transfer	Psychology (AA-T IGETC)	1
Associate in Science	Biology UC Pathway	1
Associate in Science Transfer	Business Admin. (AS-T GE)	1
Associate in Science Transfer	Business Administration 2.0	1
Associate in Science Transfer	Business Administration	8
Associate in Science Transfer	Mathematics	3
Associate in Arts Transfer	Psychology (AA-T GE)	1
Associate in Science Transfer	Public Health Sci (AST GE)	1
Associate in Science Transfer	Business Admin. (AS-T IGETC)	1
Certificate of Achievement	Automotive Alternative Fuel/Hybrid Tech	1
Certificate of Achievement	Automotive Chassis	1
Certificate of Achievement	Automotive Drivability	1
Certificate of Achievement	Automotive Mechanical	1
Certificate of Achievement	Automotive Smog Tech	1
Total Degrees Proactively Awarded for 2022-2023 Academic Year		201

## Counseling

# SEPs for All – Project Strategies



**NEW HAWK DAY!**

**APR 29**  
**8:30AM**

**EARLY REGISTRATION FOR SUMMER/FALL 2023 SEMESTER**

- Learn about Las Positas College
- Connect with a counselor
- Plan and sign up for classes
- Get to know the LPC campus

**COME AND JOIN US!**

Las Positas College  
3000 Campus Hill Drive  
Building 4000  
Livermore, CA 94551

Saturday, April 29th, 2023  
8:30 AM - 12 PM

**RSVP TODAY!**

**LAS POSITAS COLLEGE**

Las Positas College now offers **free tuition** for eligible first-time, full-time students.

To register, scan the qr code or go to [tinyurl.com/newhawkday23](https://tinyurl.com/newhawkday23)



- Increased appointment (required for SEPC) / drop-in ratio
- Marketing Campaign including tabling and signage
- Call campaign (Stud. Asst. calling all without SEPC)
- Full-time Counselor in-reach by pathway/ special program
- Increased Off-Contract Counseling (e.g. 50% increase over winter break)

## Early Returns – F'22 vs F'23 (July – Dec)

- 1,100 Comp SEPs completed F'22
- 1,661 Comp SEPS completed F'23 (up 51%)
- Yet, 1/3 of all students remained w/o SEP

# Proposals.....

- Develop Ellucian Advise Communications Plan
- Refine Ellucian Advise Data Dashboard
- Increase Funding for “Off- Contract” Counseling
- Require Comp SEP for Priority Reg for continuing and returning students

# Caring Campus



**Nametags:** Please wear your name badge or lanyard with employee ID so students will know who to approach with questions.

**Reach Out:** If you see a student who seems to need assistance, please say hello and ask how you can help them.

**Warm Referrals:** If you are referring students to another department, please call ahead to the receiving office to make the connection on the student's behalf or walk the student to the office they need to get to.

# Caring Campus



- Learn student's names in the first couple of weeks
- Reach out to struggling students and acknowledge students who are working hard
- Meet with each student outside of class to get to know them



# Caring Campus



- Provide students early and often with ideally with personalized feedback throughout the semester
- Rebrand "Office Hours" as "Student Support Hours"
- Be situationally fair - understanding that students' lives are full and complex

# Caring Campus



- Erick Bell (Business)
- Corey Norton (Speech Communication)
- Timothy Devine (Music)
- Elisse La Barre (Music)
- Katie Berryhill (Astronomy)
- Gabriela Discua (Counseling)
- Bobby August (Math)
- Catherine Suarez (Spanish)

# Black History Month

Carolyn Scott  
Kenneth Cooper  
Black Education Association



Las Positas College  
**BLACK  
HISTORY  
MONTH**

*African Americans & the Arts*

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**FEB 1: BLACK NATIONAL ANTHEM 12PM CAFETERIA**

**FEBRUARY 7**

AZMEND Taste of Soul & Activities 11am-2pm  
in the quad

Speaker Dr. Angelo Williams 2:30pm  
Town Meeting, room 2420

Speaker Reception 4pm, room 2401

BSU Open Mic 4-6pm, room 2401

**FEBRUARY 8**

AZMEND Video Game Take Over 12-2pm BCRC

**FEBRUARY 21**

BSU/Umoja Arts & Film Day 1-4pm BCRC

**FEB 23: SUPPORT HAWKS BASKETBALL 5 & 7PM GYM**

[LASPOSITASCOLLEGE.EDU/BCRC/EVENTS.PHP](http://LASPOSITASCOLLEGE.EDU/BCRC/EVENTS.PHP)



LAS POSITAS COLLEGE  
FOUNDATION

BCRC events page:

<https://www.laspositacollege.edu/bcrc/events.php>

# Singing of the Black National Anthem



# Singing of the Black National Anthem

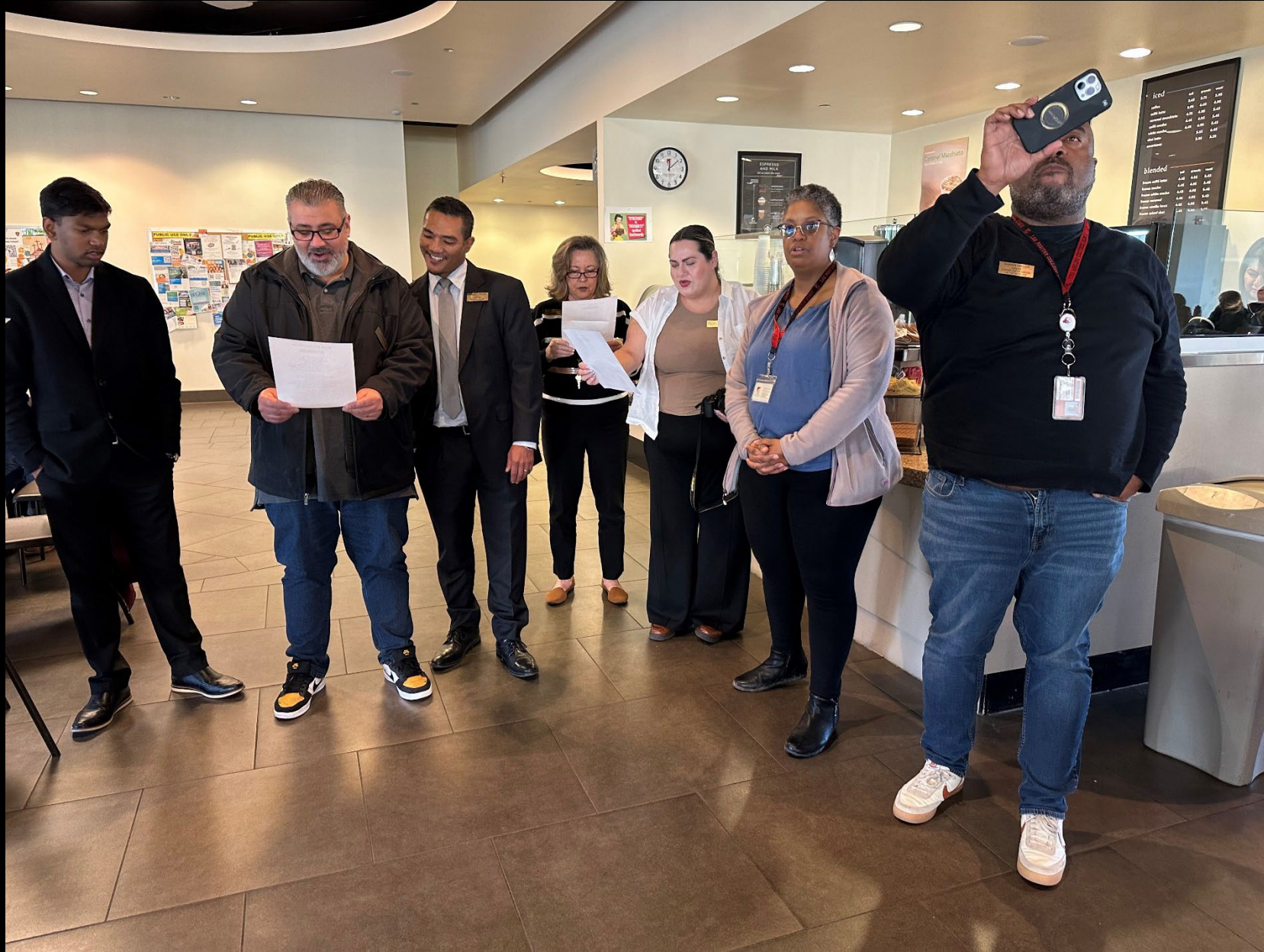


# Singing of the Black National Anthem





# Singing of the Black National Anthem



# Singing of the Black National Anthem





**A<sup>2</sup>MEND**

AFRICAN AMERICAN MALE  
EDUCATION NETWORK & DEVELOPMENT

**LAS POSITAS COLLEGE**

*Presents:*

# Taste of soul

**2/7/24 @ 11am - 2pm**

**Student Quad**

***FREE FOOD until All Gone!***

**Fried Fish, Fried Chicken, Collard  
Greens, Mac N Cheese & Corn Muffin**

*All Students Welcome!*

**SPONSORED BY:**

**A2MEND - BEA - SEA**

**SOUTHERN JAZZ KITCHEN**

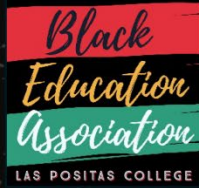
**FOOD - MUSIC - GAMES**



**BLACK  
HISTORY  
MONTH**

*Enjoy Soulfood  
With Us*





# BLACK HISTORY MONTH

## PRESIDENT'S SPEAKER SERIES

### DR. ANGELO WILLIAMS



**Town Meeting**  
Feb. 7, 2:30 p.m.  
Room 2420

Speaker Reception following in room 2401 | Light refreshments



# OPEN MIC @ LPC

**FEB  
7TH**



**ALL ARE  
WELCOMED**  
Hosted by BSU

**WEDNESDAY, FEBRUARY 7TH**

LAS POSITAS COLLEGE TUTORIAL CENTER ROOM 2401

music; poetry; spoken word; sing; rap; comedy

**COME PERFORM  
4PM-6PM**

Sign-up in advance or walk-in!

**ROOM 2401**



*3000 Campus Hill Drive Livermore, CA 94551*

Las Positas College  
**BLACK  
HISTORY  
MONTH**

*African Americans & the Arts*

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LAS POSITAS COLLEGE  
FOUNDATION

BLACK  
STUDENT  
SUCCESS  
WEEK

# BUILDING A BETTER FUTURE TOGETHER.

THE URGENCY IS NOW.

SAVE THE DATE | APRIL 22-26, 2024

THE BLACK HOUR: 12 - 1 PM THE AFTER PARTY: 1 - 2 PM

BROUGHT TO YOU BY



FOLLOW US FOR MORE INFORMATION

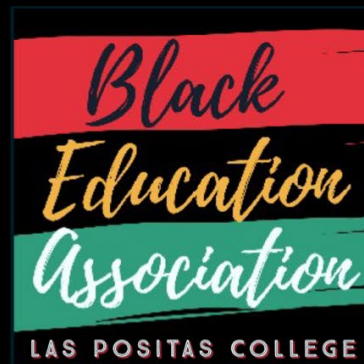


@CABlackStudents

SAVE THE DATE!

Thursday, May 9, 2024

**LAS POSITAS COLLEGE  
BLACK EXCELLENCE CELEBRATION**



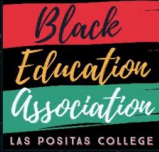




# President Speaker Series Presents: Dr. Angelo Williams

In collaboration with the  
Black Education Association  
and LPC Foundation





# BLACK HISTORY MONTH

## PRESIDENT'S SPEAKER SERIES

### DR. ANGELO WILLIAMS



**Town Meeting**

Feb. 7, 2:30p.m.

Room 2420

Speaker Reception following in rm. 2401 | Light refreshments



- **Dr. Angelo Williams** is the recipient of the Sacramento Bee's 2024 Black Change Maker Award for his decades of tenure in government and education, including his work as a professor of African American Studies at UC Davis, Educational Leadership and Public Policy at CSU Sacramento, and Sociology at Sacramento City College.
- In state government, Dr. Williams serves as Chief Deputy Director for First 5 California, leading the agency's communications, government relations, and program work on Adverse Childhood Experiences (ACEs), Toxic Stress, and the Fatherhood Initiative.
- In the Sacramento community, Angelo serves as a Senior Fellow for the Nehemiah Emerging Leaders program and a Senior Fellow and facilitator with the American Leadership Forum focused on building and connecting leaders throughout California.
- As a published author and political commentator, his works include commentary in the Discovery Channel's documentary, The Crimes that Change US Season 1, Episode 8, Rodney King, a book chapter (Crossroads Traveler) in Tough Love: Cultural Criticism & Familiar Observations on the Life and Death of Tupac Shakur, Family Story's, The Case Against Marriage Fundamentalism, CFT's Reclaiming the Promise of Racial Equity for Black Men in California, in the Source Magazine, Native Son, LA City Councilman Alex Padilla, and the New Latino Power, and numerous articles on race, gender, inequality and higher education in The Sacramento Observer, The Sacramento News and Review, The Los Angeles Sentinel and Sacramento University News and Information.

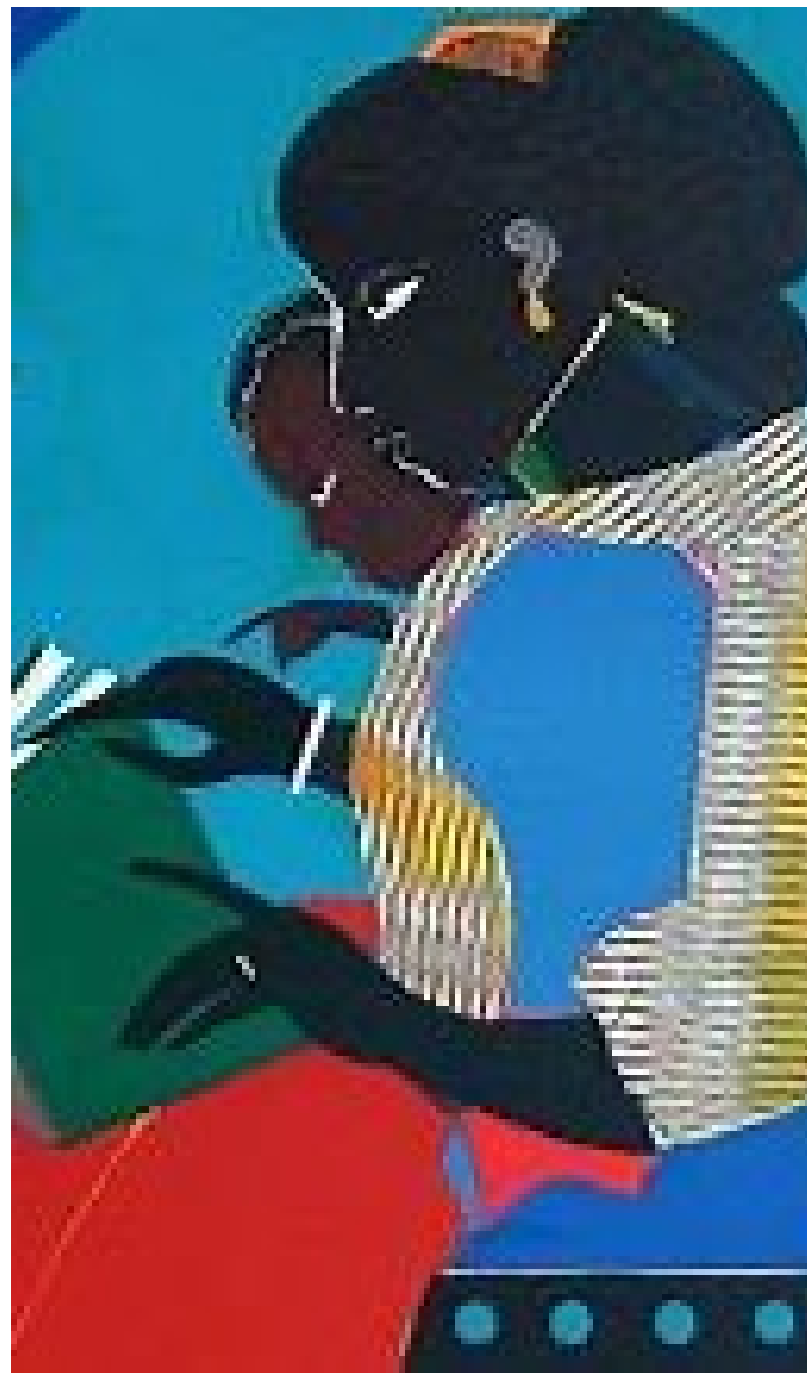
# Imagine No Line

Black Art in the Hour of Chaos

*The Social Construction of Social Reality  
African American Cultural Construction  
A Theory of Reconstruction(s)*

# Black Steele In the Hour of Chaos (Public Enemy)

- The song is about a prison break.
- The subject's objection to war is one of the reasons he's in prison.
- This is a values based, self-determined decision.
- The prison/prism that Black Folk find themselves in less external (forces allied against us) and more internal (a reliance on our cultural values to direct our activities).
- Historically, we have broken out of the prisons and prisms of slavery and segregation by our cultural beliefs and actions.
- Today we are faced with similar prisons/prisms & Black art and culture have the keys to set us free.



**We Are The Dreams of Our Ancestors**

**What Were Those Dreams?**

**How Did They Bring Them To Fruition?**

**What Are Our Dreams?**

**Those Dreams  
Did Not Start  
With Slavery.  
They Go  
Back to Antiquity.**

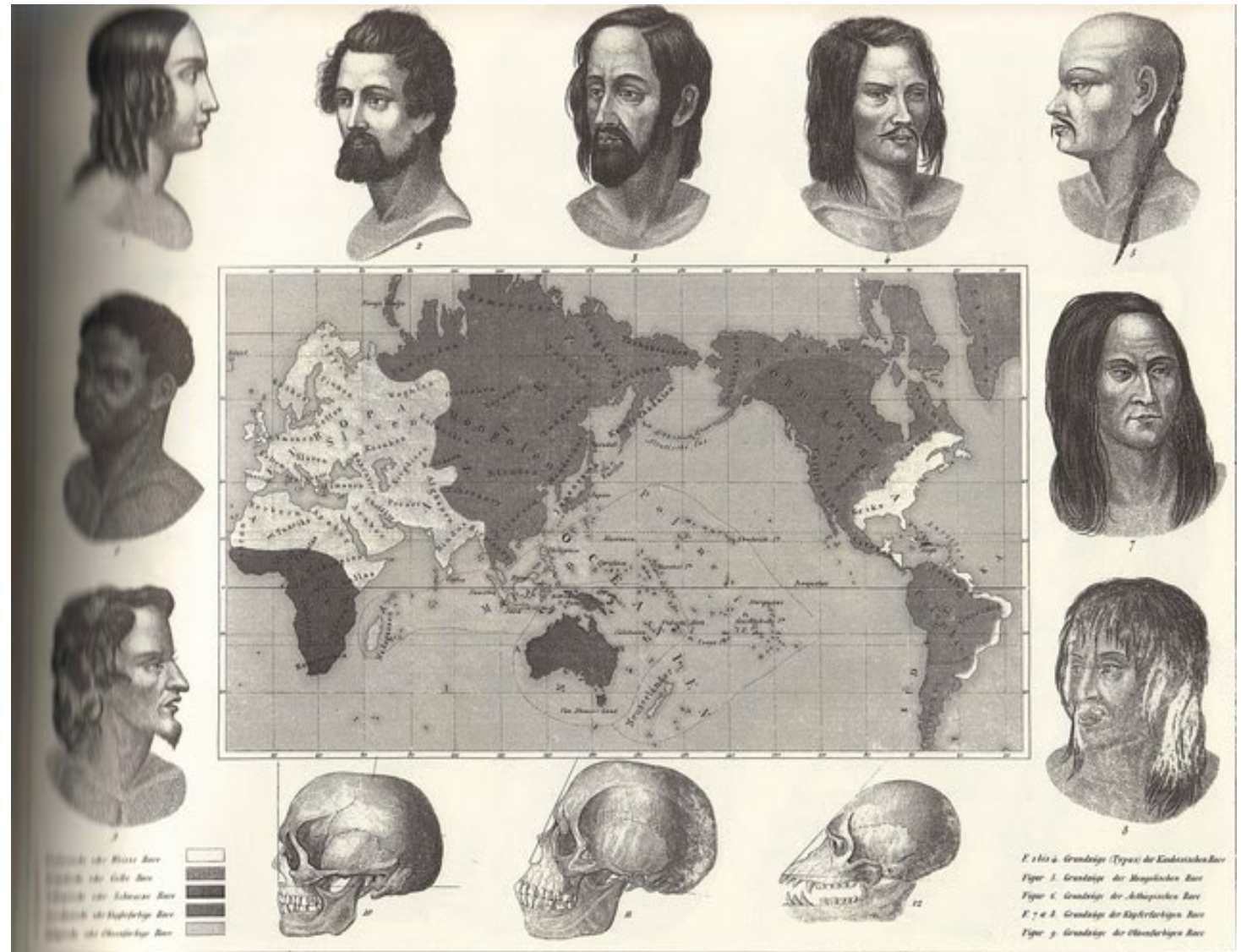
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But As American Slavery & Scientific Racism Emerged, Erasing Black History Was A Priority.

**THEORY OF OIDS:**

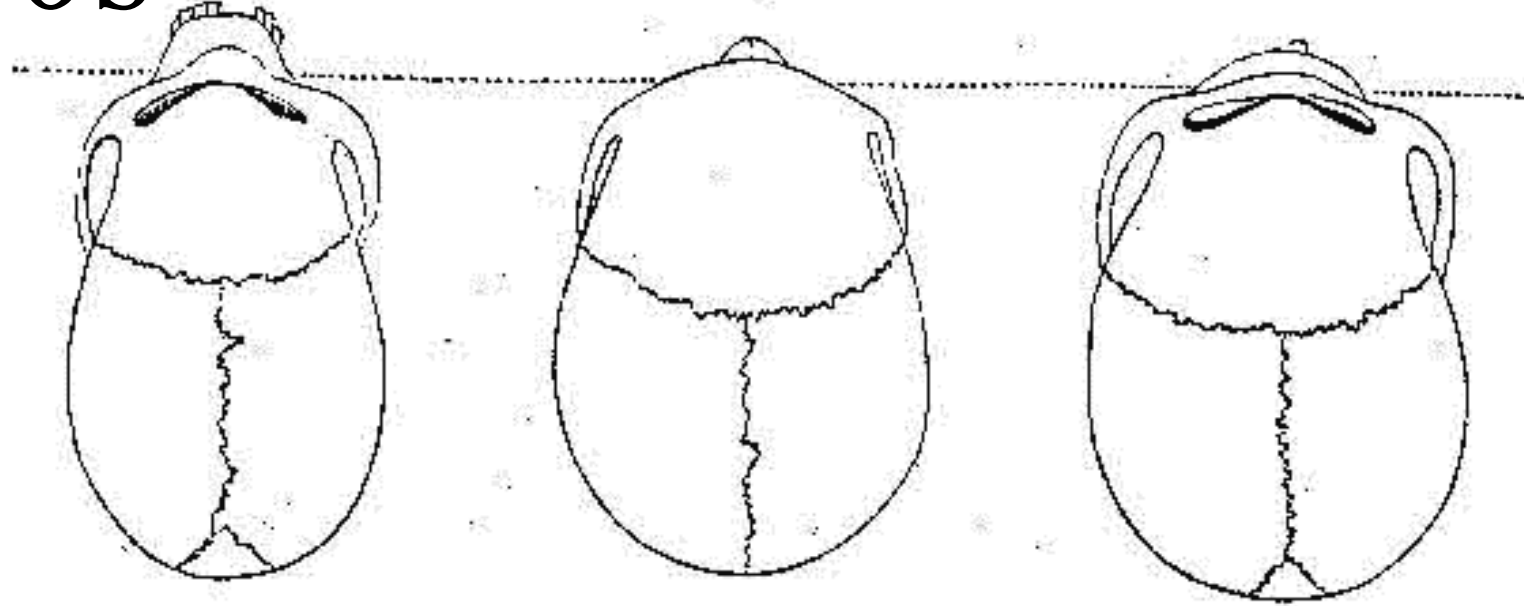
3 Races:  
Caucusoid,  
Mongoloid,  
Negroid,  
the later being the  
lowest and the only  
category without a  
geographic location.





# 1830s

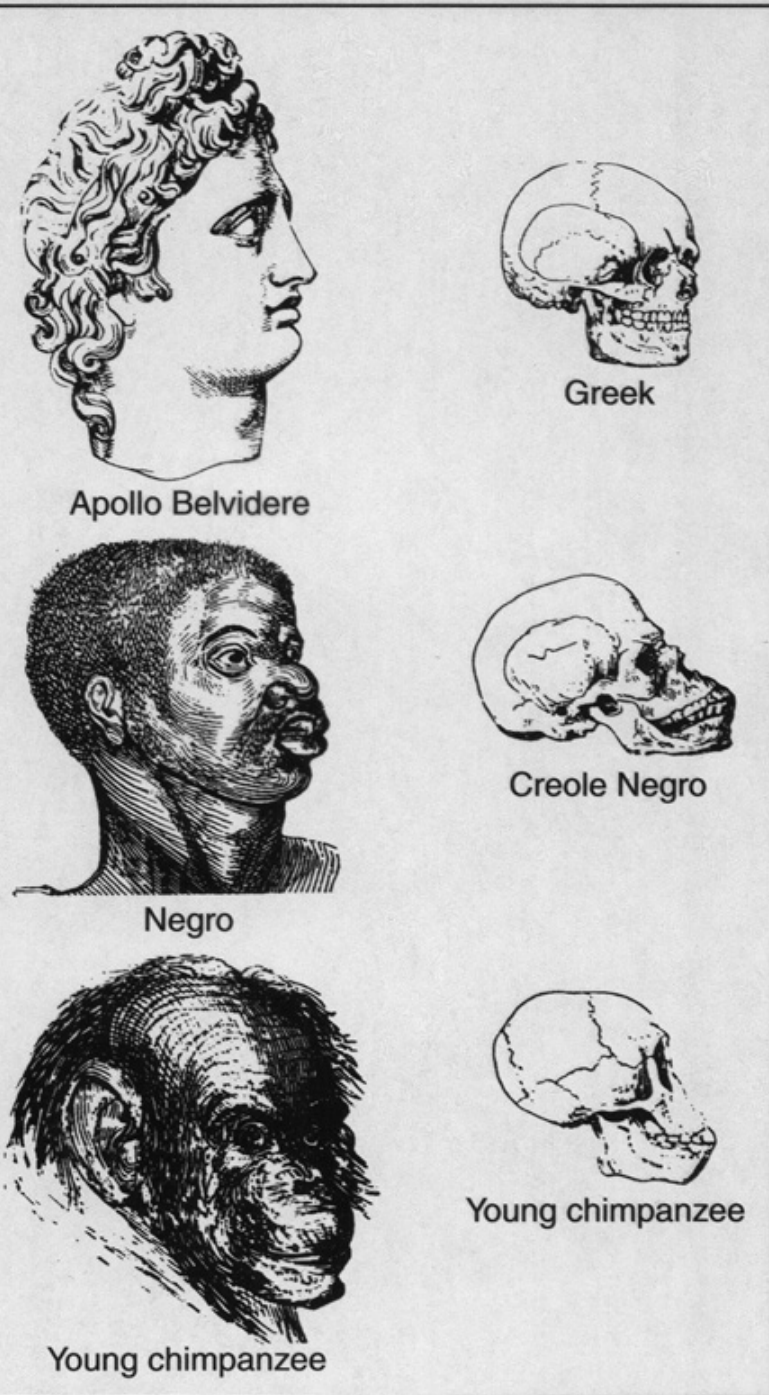
This.  
Is  
The  
Hour  
of  
Chaos



The *first* of these figures represents a Negro head, elongated, and narrow in front, with expanded zygomatic arches, projecting cheek bones, and protruded upper jaw. The *second* is a Caucasian skull, in which those parts are nearly concealed in the more symmetrical outline of the whole head, and especially by the full development of the frontal region. The *third* figure is taken from a Mongol head, in which the orbits and cheek bones are exposed, as in the Negro, and the zygomæ arched and expanded; but the forehead is much broader, the face more retracted, and the whole cranium larger. Having been at much pains to give the *norma verticalis* of the skulls figured in this work, the reader will have ample opportunity to compare for himself. He will see that the American head approaches nearest to the Mongol, yet is not so long, is narrower in front, with a more prominent face and much more contracted zygomæ.

This.

Is  
The  
Hour  
of  
Chaos



1830 - . . .

white

Japanese

Indian

Chinese

Arab

Latino/a

Indigenous

Black

**Externalized Ideas Made Into Objects & Internalized**

**Create Social Realities Through Habitual Use**

**That We Forget\* Were Ideas & Accept As Reality**

**Imagination Creates & Destroys Slavery**

## Society

### *Beliefs, Values, Norms*

Beliefs & Values tell “Norms what to do.”

## Policies

### *Public Policy, Laws*

Public Policy & Law Reflect Societal Values.

## Systems

### *Institutions*

Institutions codify societal norms & laws.



# So, **What** Is Black Culture?

## *The Social Construction of Blackness*

### Contemporary Narratives:

1. Toni Morrison: *The Shadow of Whiteness of the 'White Gaze'* - <https://youtu.be/SHHHL31bFPA>
2. bell hooks: *On White Supremacy & the Million Man March* - <https://youtu.be/1ShWJf8BlqI>
3. Kimberle Crenshaw – *Intersectionality* \_ <https://youtu.be/akOe5-UsQ2o>
4. *Still Black – Black Transmen* - <https://youtu.be/JAuBtcHDlcA>

# How Did Black Folk Create Black Folk?

- **Complexity** – That African American identity is a *complex construction of ideas about Africa and African Americans that have developed and changed over time*. That African Americans incorporate **multi-racial/ethnic identities**, and differences in political, social, and cultural points of view into the overall context of Blackness.
- **Self-Determination** – That self-determination has always been a key element in complexity and self definition. That ***the enslaved and those who were free made tremendous contributions to America*** that stand in contradiction to their overall treatment. That social institutions like the church, education, business and politics are arenas where black excellence and the reputation of being “hard working people” stood in opposition to Black stereotypes. That African Americans were not given their freedom, they, in fact, **fought for it** in large and small ways.
- **Self Definition** – That African Americans continue to define, redefine, and refine their identity. One of these ways is through artistic representation of the African American experience and what it means to be “Black.” These images are complex and important to our understanding.



# What Are The Pillars & Policy Concerns of Black Culture?

## Pillars

1. Resistance
2. Education
3. Artistic Expression
4. Organization

## Policy Concerns

1. Health
2. Justice
3. Education
4. Wealth





# How Did Black Folk Reconstruct Their Culture?



# Reconstruction(s)

- “A Third Reconstruction will inevitably arise in the future, to fulfill the lost promises and broken dreams of the first and second social protest movements.” – Manning Marable
- According to Marable (2007), the first (Pre/Post Civil War) and the second (Pre/Post Civil Rights Era) reconstructions were developed in (1) massive **conflicts**, (2) **fruition** of conflicts in policy **changes** and (3) **backlash** to the changes focused on the status of African Americans and other national minorities to establish a multi-ethnic democracy.

**CONFLICT**

**CHANGE/ FRUITION**

**BACKLASH**

**REPEAT**

Marable's conceptualization is informed by WEB DuBois' Black Reconstruction (1935) (*Black Reconstruction rewrites the history of Reconstruction to combat the "propaganda" of history that helps establish Jim Crow*)

## Marable's Conceptualization of Reconstruction(s)

Race, Reform, Rebellion (Marable, 1986, 2007)

R1 – "The first was developed in..."

**Massive Conflicts:** "Concerning the status of Blacks before [and including] the Civil War"(1861-65).

**Fruition:** "During the 12 yr. period of Reconstruction" (1865-77). Change in public policy related to Blacks (13-15<sup>th</sup> Amendments)

**Backlash:** Rise of the Klan, Establishment of Jim Crow\*" (1877 -forward).

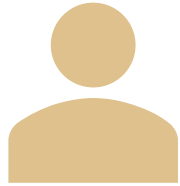
100 years later a 2<sup>nd</sup> Reconstruction (Civil Rights Movement) developed in...

**Massive conflicts –** Concerning the status of Blacks.

**Fruition -** Change in public policy related to Blacks.

**Backlash –** Public violence, changes to the public policy.

# Reconstruction(s)



## First Reconstruction

Conflict: Slavery

Fruition: Civil War, Reconstruction (13-15 Amd.)

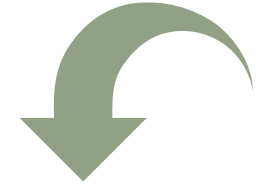
Backlash: Violence vs Blacks, Construction of Jim Crow which becomes Sys of Segregation



## Second Reconstruction

Conflict: Segregation

Fruition: Civil Rights, Civil Rights Bills  
Backlash: Violence vs Blacks, Challenges to Representative Democracy

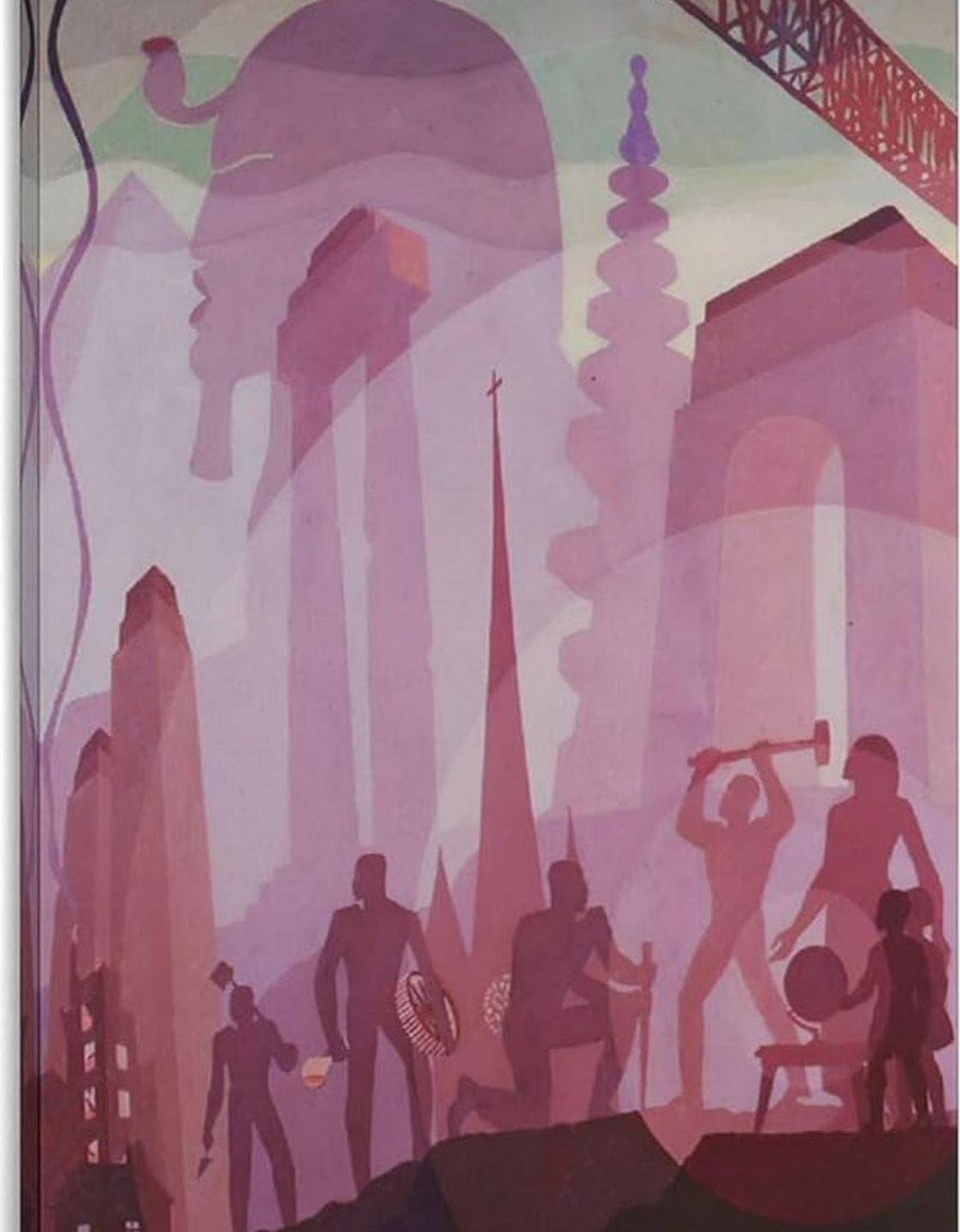


## Third Reconstruction

Conflict: Rep Democracy

Fruition: Election of Obama, Obamacare, Prog. Leg.  
Backlash: Violence vs Blacks, Challenges to Representative Democracy

R1-3: Rise of individuals in resistance, resistance movements, organizations, elected reps.



# **Reconstruction 1:** *Building More Stately Mansions* (Aaron Douglas)

*“The overall painting symbolizes the labor of black men and women in the creation of great architectural monuments, silhouetting their active figures against a utopian background. Concentric bands of muted color suggest waves of history and knowledge, linking the builders of pyramids, temples, and churches to the constructors of skyscrapers in the present time and anticipating their future intellectual and artistic achievements.”*

## Reconstruction 2:

### *The Lamp*

*(Romare Bearden)*

The Lamp was chosen for the NAACP Legal Defense and Educational Fund poster celebrating the 30th anniversary of Brown vs. Board of Education. The Image depicts a woman and girl reading a book together. Although its official title for display, "Brown v Board of Education- 30 Years Later: "The Politics of Excellence" Commemorating the 30th Anniversary of the Decision of The Supreme Court of The United States Ending Officially Imposed Segregation in Public Education," focused on ending the legal barriers to education, **the picture symbolizes a Black mother teaching her child to read in a non-school setting, at home which emphasizes the self determination of Black folk to educate themselves regardless of the law.**

## Reconstruction 3: Wiley's Napoleon Leading the Army Over the Alps (2005)

- Wiley's Napoleon Leading the Army Over the Alps (2005) is based on Napoleon Crossing the Alps (1800) by Jacques-Louis David, often regarded as a "masterpiece", now restaged by Wiley with an African rider wearing modern army fatigues and a bandanna. Wiley "investigates the perception of blackness and creates a contemporary hybrid Olympus in which tradition is invested with a new street credibility".
- <https://smarthistory.org/kehinde-wiley-napoleon-leading-the-army-over-the-alps/>







# Notes on the Art/Artist

- Kehinde Wiley (born February 28, 1977) is a New York City-based portrait painter who is known for his highly naturalistic paintings of African-Americans. The Columbus Museum of Art, which hosted an exhibition of his work in 2007, describes his work as follows: "Wiley has gained recent acclaim for his heroic portraits which address the image and status of young African-American men in contemporary culture."
- Wiley often references Old Masters paintings for the pose of the figure.[13] Wiley's paintings often blur the boundaries between traditional and contemporary modes of representation. Rendered in a realistic mode—while making references to specific Old Master paintings—Wiley creates a fusion of period styles, ranging from French Rococo, Islamic architecture and West African textile design to urban hip hop and the "Sea Foam Green" of a Martha Stewart Interiors color swatch. Wiley's slightly larger than life-size figures are depicted in a heroic manner, as their poses connote power and spiritual awakening. Wiley's portrayal of masculinity is filtered through these poses of power and spirituality.

**Externalized Ideas Made Into Objects & Internalized**

**Create Social Realities Through Habitual Use**

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# Black Culture As Resistance?

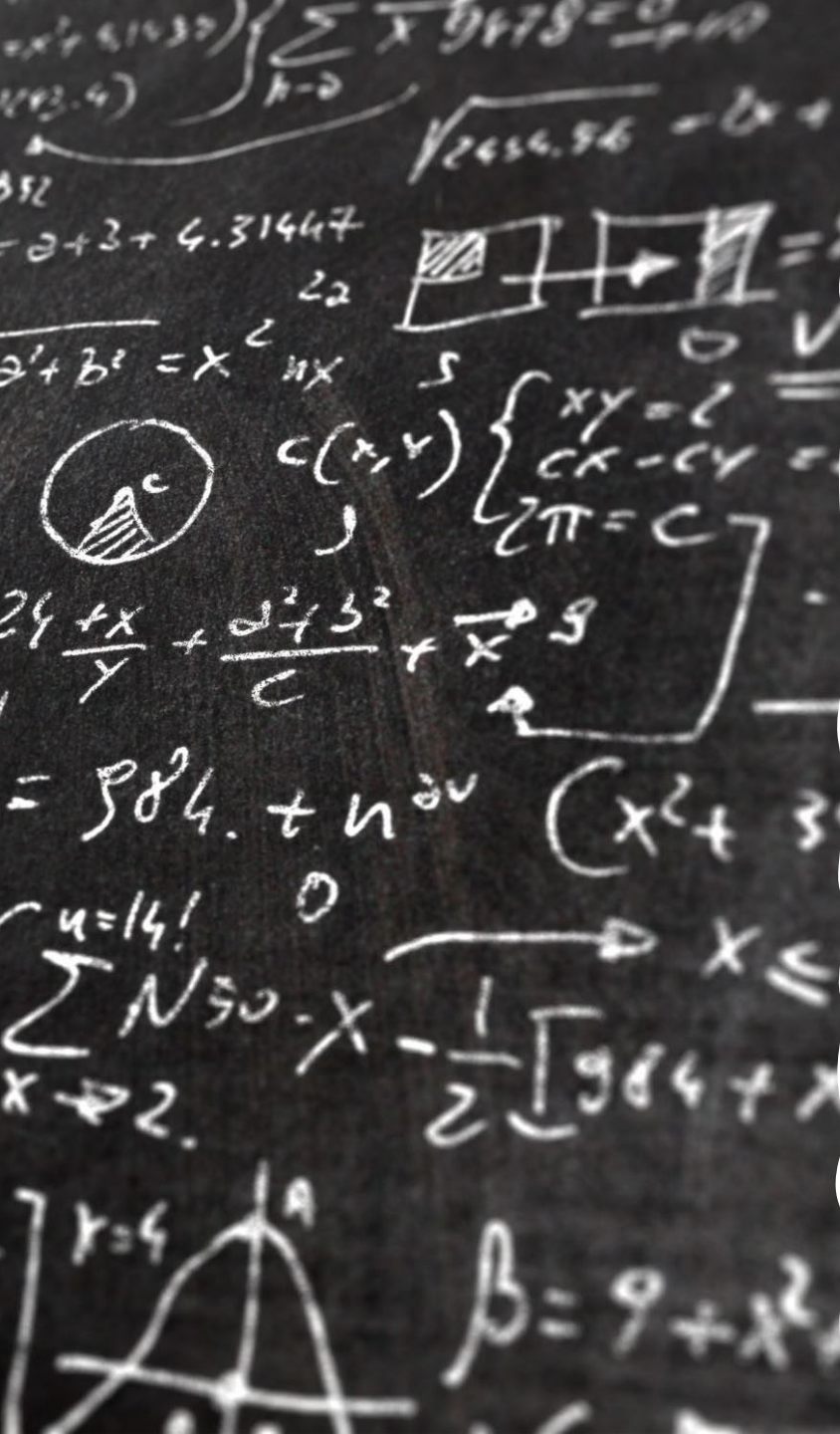
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# Painter's Argument 1

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- History exists in two frames: past, present, *but...*
- But when you think about how much happens –in **individual lives**, in the **lives of people**, and in **nations** (social interaction)-, you realize in order to make sense of what took place (the past), you need to select (in the present) what is **important** from all the other, trivial things that happened in the past.
- No selection, no meaning.



# Painter's Argument 2

---

- Making sense of the past is the work of historians (the epistemology of history – how history seeks to know the world; how? i.e the tools of historians: *primary documents, historical review, ethnography etc.*).
- Making sense of the past is the work of historians, who create a historical narrative, *objectively*.
- Historical narrative constructs a coherent story that makes sense to us now, and the story **endows and denies “importance”** to events and people(s).



# Painter's Argument 3

---

- The writing of history continues to evolve in a cycle of **(1) new issues, (2) new questions, (3) new answers.**
- In our “present” we ask *different questions* of the past. (Women, men, “everyday people.”)
- ex. #MeToo – Reframed norms in the present, reframes the past.
- ex. Black poetry (60’s) to Rap (70’s).

A close-up, shallow depth-of-field photograph of a computer keyboard. The keys are white and black, and the image is slightly blurred, focusing on the texture and shape of the keys. The keyboard is positioned on the left side of the slide, with a white, torn-edge border separating it from the main content area.

# Painter's Argument 4

---

- Historians trained to view the past objectively.
- Artists trained to view the past subjectively.
- Art work created from *personal experiences*, not necessarily primary documents.
- Black artists aim: *To reveal the “unknown greatness...,”* to battle vs. oppression (“Writing is Fighting” – Ishmael Reed)
- African American art **“recreates”** a people and story that much of *American history would obliterate* and think not “important.”

# Painter's Argument 5

---

Black art is an example of African American “historical agency” which makes black people historical actors, *not passive victims of history*.

---

Visual arts help “create” African American history –present to past, past to present, creating *(1) new issues, with (2) new questions, and providing (3) new answers*.

---

Beauty, value, brilliance to counter Ugly, disposable, deplorable (biologically, intellectually).



# Painter's Argument 6

- Invisible & silent, visible & actionable.
- “This is meaningful; we need to *pay attention*.”
- Black art history begins in the 1920's (Harlem Renaissance).
- Aaron Douglass, “Building More Stately Mansions.” 1944 – a **20<sup>th</sup> century artist's image of Africa = Egypt.**
- Conceptualized black thought of the time period

# Painter's Argument 7

Black artists created two types of images repeatedly: “*ordinary (everyday), working people (including family)* and *violence inflicted upon people of African descent* (War not until the 1960's)

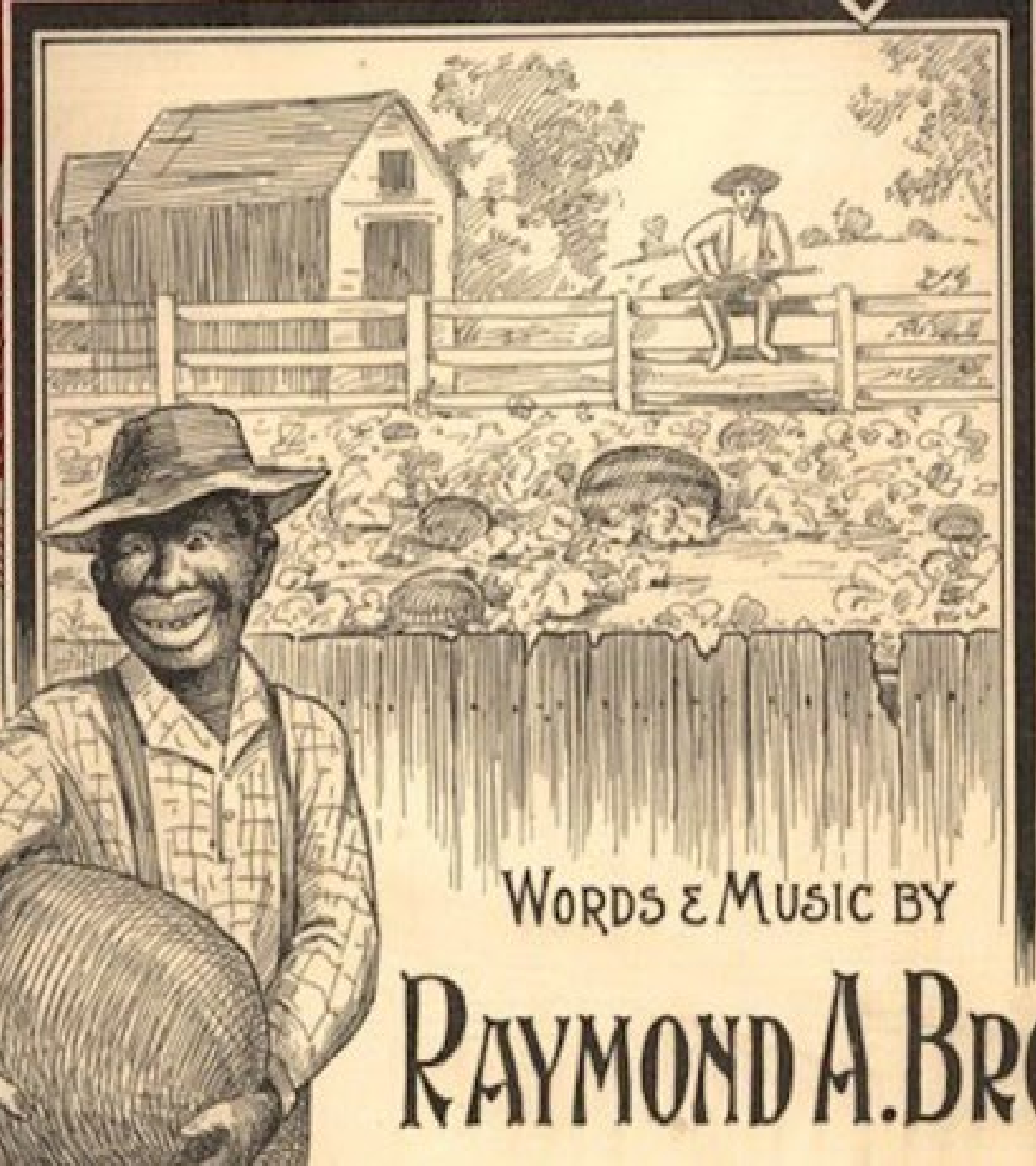
Dates of the art do not coincide with the dates of actual historical events (objective), but more appropriately *document the changing ways* in which African Americans have conceived (subjective) of their history.

**Externalized Ideas Made Into Objects & Internalized**

**Create Social Realities Through Habitual Use**

**That We Forget\* Were Ideas & Accept As Reality**

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## How Watermelons Became a Racist Trope

*Before its subversion in the Jim Crow era, the fruit symbolized black self-sufficiency.*

<https://www.theatlantic.com/national/archive/2014/12/how-watermelons-became-a-racist-trope/383529/>

- *“But the stereotype that African Americans are excessively fond of watermelon emerged for a specific historical reason and served a specific political purpose.*
- *The trope came into full force when slaves won their emancipation during the Civil War. **Free black people grew, ate, and sold watermelons, and in doing so made the fruit a symbol of their freedom.***
- *Southern whites, threatened by blacks’ newfound freedom, responded by making the fruit a symbol of black people’s perceived uncleanliness, laziness, childishness, and unwanted public presence. This racist trope then exploded in American popular culture, becoming so pervasive that its historical origin became obscure. Few Americans in 1900 would’ve guessed the stereotype was less than half a century old.”*

# Using Painter's Point of View on History

- You need to select (in the present) what is important from all the other, trivial things that happened in the past.
- Example: ***“Free black people grew, ate, and sold watermelons, and in doing so made the fruit a symbol of their freedom.”***
- ***How does this change our understanding of the Watermelon stereotype, Blk Econ Dev.?***



# Using Painter, Marable

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- Painter – **Black Americans create black Americans**  
(Central contributors to American history, etc.)

***“...the fruit a symbol of their freedom.”***

- Marable – **Conflict, Fruition, Backlash** (Cycles based on changes in policy)

***“Southern whites, threatened by blacks’ newfound freedom, responded by making the fruit a symbol of black people’s perceived uncleanliness, laziness, childishness, and unwanted public presence.”***

*Conflict – Over the status of African Americans*

*Fruition – Newfound freedom via 13-15 Amends (Policy)*

*Backlash – Creation of the Watermelon stereotype*



# Using Kendi, Coates

---

- Kendi – **Producers and Consumers of Racist Ideas** (Producers create ideas w/ self interest in mind)

*“Southern whites, threatened by blacks’ newfound freedom, responded by making the fruit a symbol of black people’s perceived uncleanness, laziness, childishness, and unwanted public presence. This racist trope then exploded in American popular culture...”*

- Coates – **The Black Body** (To understand the condition of African Americans investigate the use/abuse of the black body)
- **The Black body working for itself not others is attacked by stereotype seeking to subdue it/control it.**

# Hard-Working People in the Depths of Segregation (1896-1919)

- Palmer Hayden, “John Henry on the Right, Steam Drill on the Left,” 1944-1954
- The legend / folklore/ /mythology of John Henry, created and forwarded by African Americans, exemplifies the **‘hard working’ nature of African Americans**. Countered stereotypes
- “In 1890, **more than half of all Black Americans of all ages were working**: 57.7 percent compared to 46.6 percent of whites.”





**This.**

Is

The Hour

**Chaos**

**CONFLICT**

**CHANGE/ FRUITION**

**BACKLASH**

**REPEAT**

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**John Henry is the Icon or Avatar for Africans Americans resisting Segregation**

Hard working people making gains ....

*In education* – Graduates & HBCU's

*As professionals* – Inventors & Intellectuals

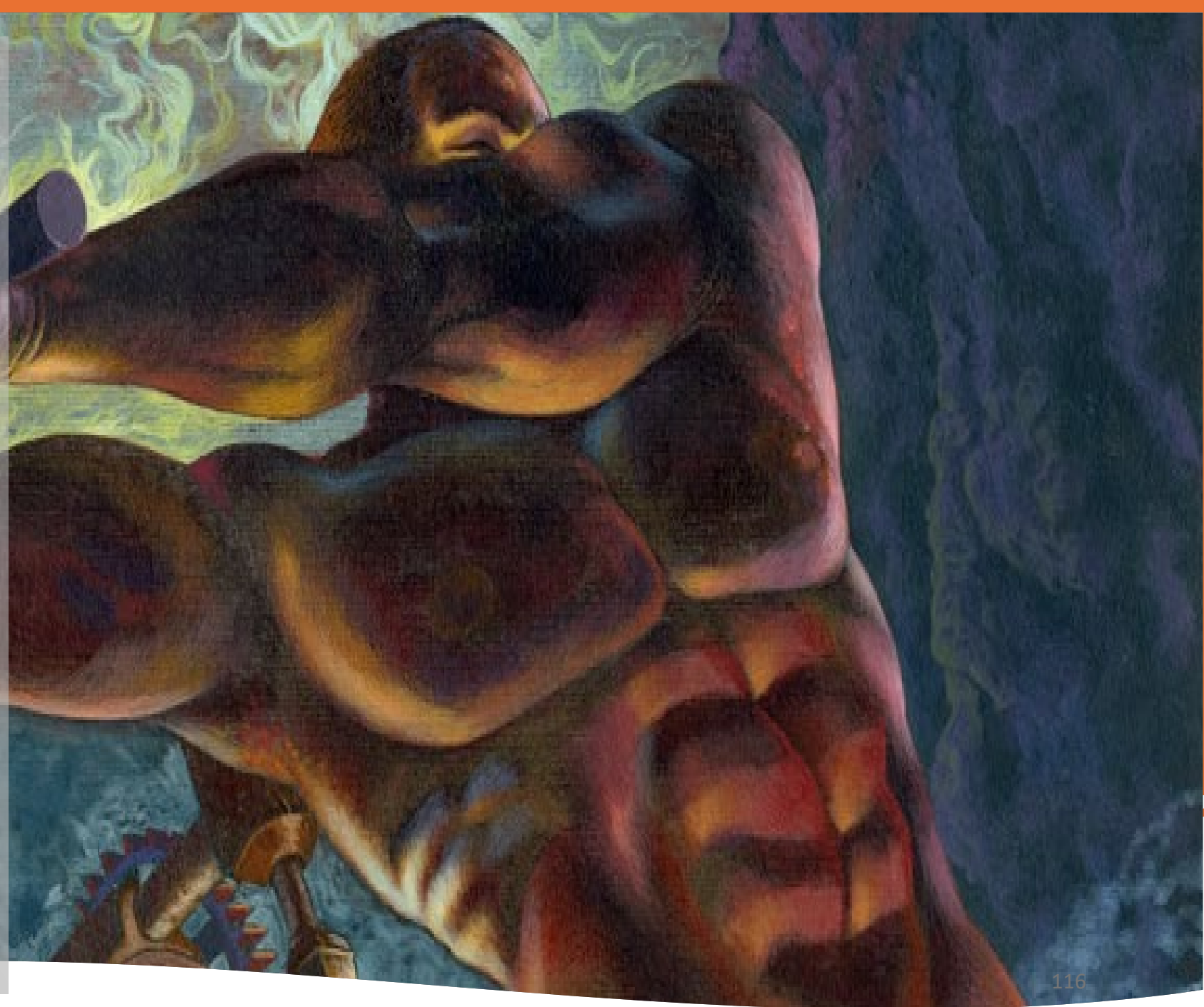
*In Business* – Companies & Prof Orgs

**Constructing Black Towns & Churches**

*In Athletics* – J. Johnson, Baseball, Negro Leagues

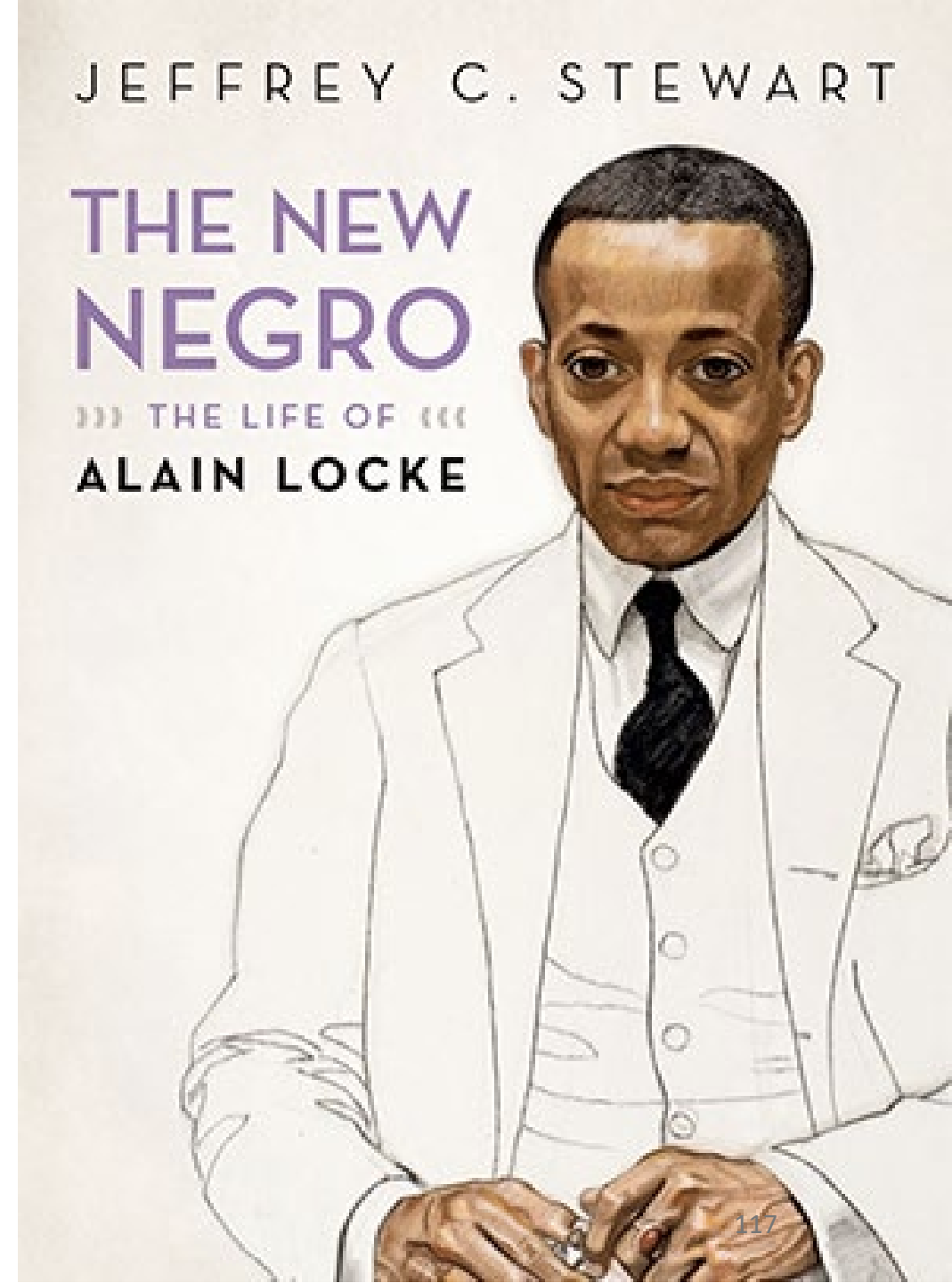
*Countering Stereotypes* – Newspapers & Artists

*Battling White Supremacy* – Lynching & Voting



# The New Negro (1915-1932)


- The New Negro disposition (“The negro fought back.”) creates transformational changes evidenced in...
  - The Great Migration – 6 million move (1916-1970)
  - **WWI – International disposition**
  - Jazz – International proliferation of Black Culture
  - Organizations – **NAACP, UNIA, Pan African Congress**
  - Harlem Renaissance – Literature, Arts, Scholarship





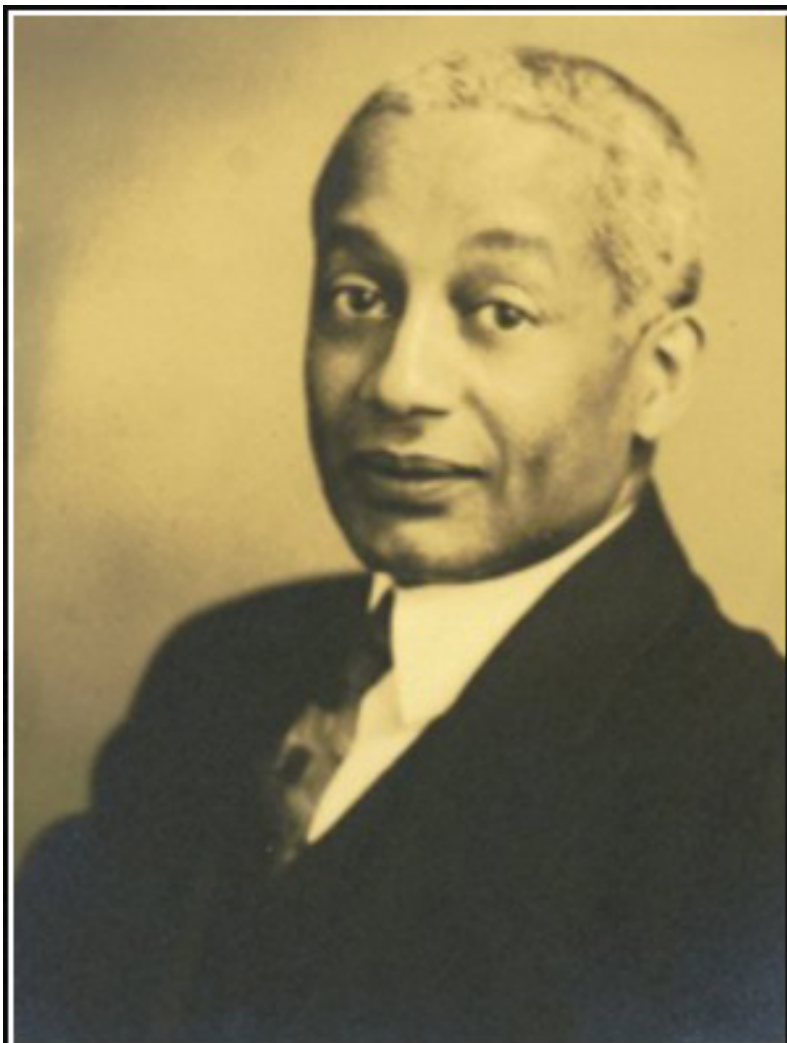
The New Negro (1915-1932)

- **\*Jacob Lawrence, "Migration of the Negro, Panel 1: During the World War there was a Great Migration by Southern Negroes," 1940-41**
- Lawrence shows the *masses of black people of all ages crowding on to trains* on their way to Chicago, New York, St. Louis.

The painting depicts a group of African American people, including men, women, and children, walking across a vast, flat, brown landscape. They are carrying various items such as suitcases, bundles, and bags, suggesting they are migrating. The style is characterized by bold, flat colors and a sense of movement. The background shows a horizon line under a pale sky.

## The New Negro (1915-1932)

- \*Jacob Lawrence, "Migration of the Negro, Panel 1: During the World War there was a Great Migration by Southern Negroes," 1940-41
- 'They voted against segregation with their feet.' New Negro disposition. Great Migration: 6 million move South to North (1916-1970)



The Younger Generation comes,  
bringing its gifts. They are the first  
fruits of the Negro Renaissance.  
Youth speaks, and the voice of the  
New Negro is heard.

— *Alain LeRoy Locke* —

AZ QUOTES



## Protest Makes A Civil Rights Revolution 1960-1967

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- Jeff Donaldson, “Aunt Jemima & The Pillsbury Doughboy,” 1963 is a **double protest work of art**. The figures, a black woman and a police officer, speak to police brutality (key during the Civil Rights movement and beyond) and, because *Jemima & Doughboy* are known American icons, is a larger critique on American history.
- The Civil Rights Movement is a high water mark for the New Negro disposition. The **Negro fights back in protest**, through legal means in *artistic representation*.



# Black Power 1966-1980

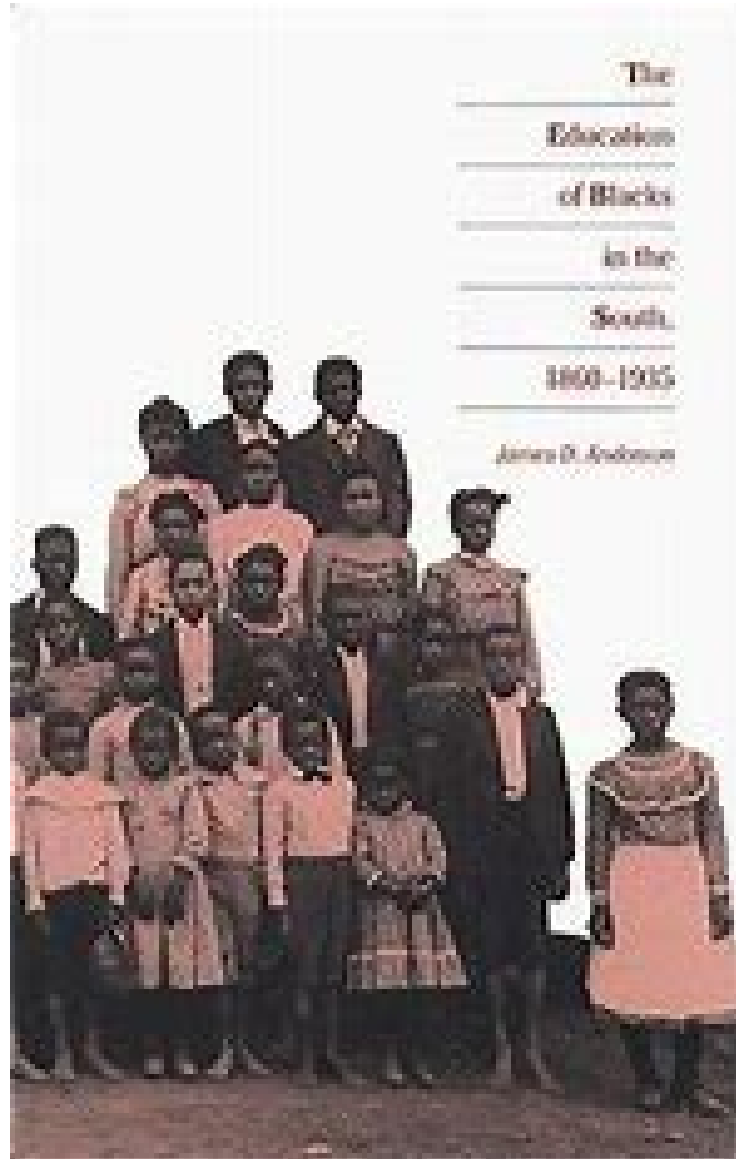
- Jeff Donaldson's, "Wives of Shango," 1968 and Carroll Parrot Blue's "Angela Davis in Los Angeles," 1972 represents the often *ignored reality of Black women leadership* in the most dynamic movement of black politics since the New Negro movement, **Black Power**.
- Both portraits represent **the emergence of a new consciousness consequentially more politically urgent** ("We want what's ours, now.") African (style of dress, hair, etc.) and still American though redefined by *self-definition and determination aka Blackness*.
- **Black Power is the New Negro intensified and self-defined.**



**We Are The Dreams of Our Ancestors**

**What Were Those Dreams?**

**Education Is Freedom**



**“...the movement by ex-slaves to develop an educational system singularly appropriate to defend and extend their emancipation.**

**Within this movement the basic form, philosophy, and subject matter of black education reflected the ex-slaves’ intent to restructure and control their lives.”**

- Anderson, James D.. The Education of Blacks in the South, 1860-1935 (p. 3). The University of North Carolina Press.

**This.**

Is

The Hour

**Chaos**

**CONFLICT**

**CHANGE/ FRUITION**

**BACKLASH**

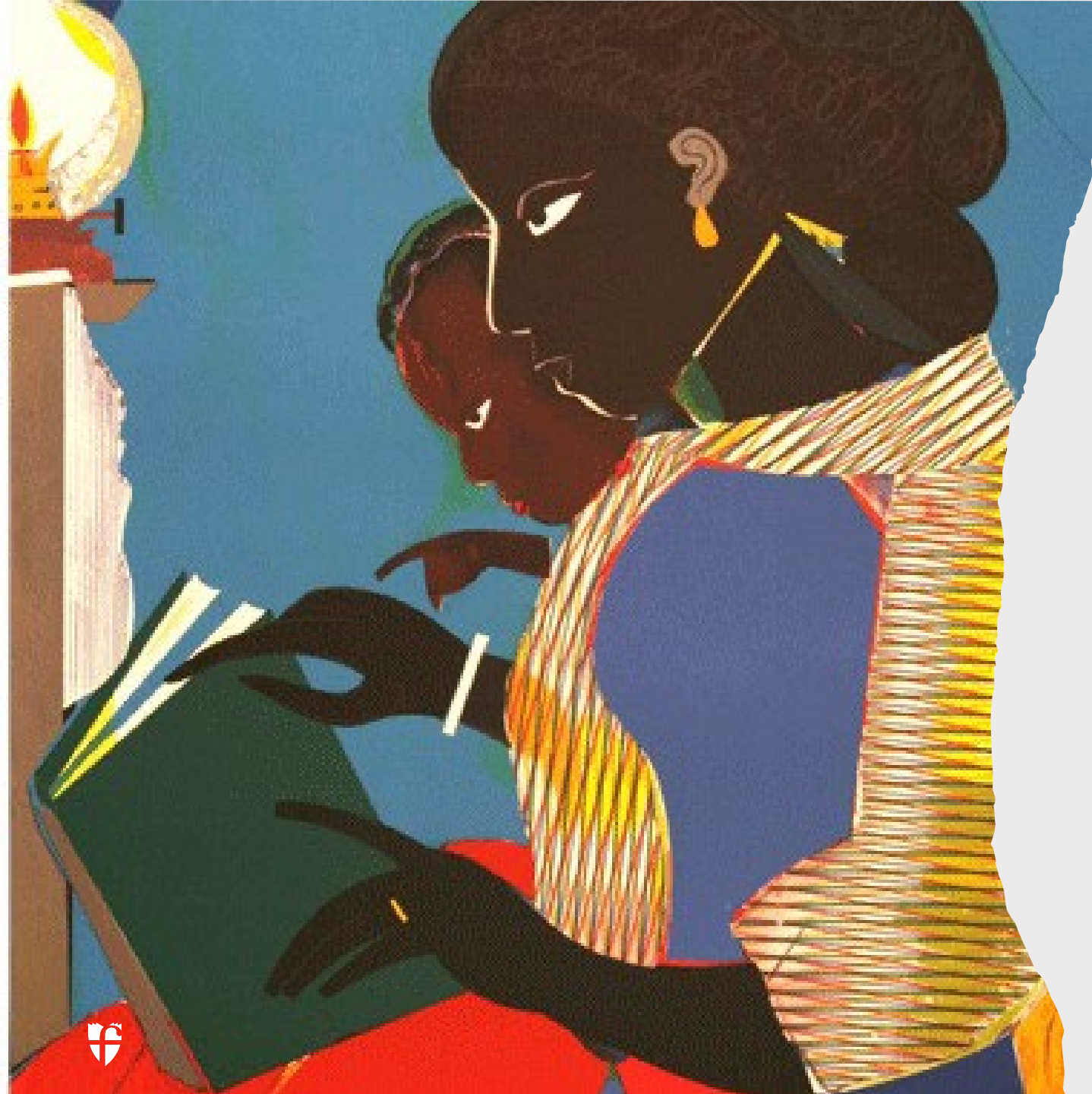
**REPEAT**

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# Context for Anderson's Work

- **History exists in two frames** (past/present) **BUT** unexamined details have the power to create a new historical narrative.
- **Dr. Anderson's work reveals new details** and recreates the historical narrative about African Americans and education.
- "Black art is an example of African American "historical agency" which makes **Black people historical actors**, not passive victims of history."
- [Nell Irving Painter \(2006\), Creating Black Americans](#)



# A Repeat of History?

- **Seemingly intractable problems, especially in Education for African Americans? When wasn't there an Achievement Gap?**
- **Society creates Policy. Policy creates Systems. Systems never die.**
- **The “Gap” is a by product of Society, Policies & Systems, AND**
- **Dr. Anderson's work reveals an African American cultural and social ethic, effort and experiences that have been lost to the historical record.**
- **Anderson's Work = TOTAL RECALL**

# In a Nutshell...

- **Conventional wisdom** says those enslaved were given their freedom and their educational institutions.
- **The historical record describes** enslaved African Americans as the central dynamic force emancipation and the progenitors of free public schools in the South for all.
- **The historical record describes** the fight for African American education starting with secret literacy societies during slavery, the construction of their own schools before the Freedmen's Bureau, and a constant battle against the slaverhoder's version of education.
- **This is why Bearden's "The Lamp" is so important. Self determination, Self definition. Education is a cultural pillar.**



***“There is one sin  
that slavery committed against me,”  
professed one ex-slave,  
“which I will never forgive.  
It robbed me of my education.”***

# What Did They Dream, What Did They Do?

---

- Former slaves were the **first** among native southerners to depart from the planters' ideology of education and society and to campaign for universal, state-supported public education.
- Blacks emerged from slavery with **a strong belief** in the desirability of learning to read and write. This belief was expressed in the pride with which they talked of other ex-slaves who learned to read or write in slavery and in the esteem in which they held literate blacks.
- It was **expressed** in the intensity and the frequency of **their anger** at slavery for keeping them illiterate. "There is one sin that slavery committed against me," professed one ex-slave, "which I will never forgive. It robbed me of my education."

# Textual Evidence of Black Ideas & Actions

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- “They rushed not to the grog-shop but to the schoolroom—they cried for the spelling-book as bread, and pleaded for teachers as a necessity of life.” - Harriet Beecher Stowe (1879)
- Journalist Charles Nordhoff reported that New Orleans’s ex-slaves were “almost universally ... anxious to send their children to school.”
- “Few people who were not right in the midst of the scenes can form any exact idea of the intense desire which the people of my race showed for education. It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn” (BT Washington).

# Textual Evidence of Black Ideas & Actions

---

- The foundation of the freedmen’s educational movement was their **self-reliance** and deep-seated desire **to control** and sustain schools for themselves and their children that started decades before the Civil War.
- “They have a natural praiseworthy pride in keeping their educational institutions in their own hands. There is jealousy of the superintendence of the white man in this matter. **What they desire is assistance without control.**”
- The **values of self-help and self-determination** underlay the ex-slaves’ educational movement. To be sure, they accepted support from northern missionary societies, the Freedmen’s Bureau, and some southern whites, but their own action—class self-activity informed by an ethic of mutuality—**was the primary force** that brought schools to the children of freed men and women.

# Textual Evidence of Black Ideas & Actions

---

- The South's postbellum movement for universal education is best understood as an expression of the ex-slaves' beliefs and behavior.
- W. E. B. DuBois was on the mark when he said: "Public education for all at public expense was, in the South, a Negro idea." Such a view of postbellum southern education acknowledges the important contributions of northerners but recognizes the ex-slaves as the principal challenge to the region's long-standing resistance to free schooling.
- "Throughout the entire South," Alvord reported, "an effort is being made by the colored people to educate themselves." "In the absence of other teaching they are determined to be self-taught; and everywhere some elementary text-book, or the fragment of one, may be seen in the hands of negroes." Not only were individuals found teaching themselves to read and write, but Alvord also discovered a system of what he chose to call "native schools," – 1866 Freedmen's Bureau Report

# Textual Evidence of Black Ideas & Actions

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- Two of Alvord's findings must be heavily emphasized. First, he found "native schools," in his own words, "throughout the entire South."
- Second, he discovered many of them in places that had not been visited by the Freedmen's Bureau or northern benevolent societies. Alvord, realizing that his findings did not square with existing perceptions of "the character of the Negro," took "special pains" to ascertain the facts on native schools. Such schools were found in "all the large places I visited," and they were "making their appearance through the interior of the entire South."
- Alvord had little doubt about the significance of his findings: "This educational movement among the freedmen has in it a self-sustaining element." This "self-sustaining" activity was rooted firmly in the slave experience and began to surface before the war's end.
- [The growth in Black education and schools] has been wrongly used to attribute the freed-men's school movement to Yankee benevolence or federal largesse.



# Textual Evidence of Black Ideas & Actions

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- “The consternation of the colored population was intense. ... They could not consent to have their children sent away from study, and at once expressed willingness to be assessed for the whole expense.” Black leaders petitioned Yankee military officers to levy an added tax upon their community to replenish the bureau’s school fund. Petitions demanding the continuation of universal schooling poured in from all over Louisiana.
- In 1865 Afro-American leaders formed the Georgia Educational Association...by the fall of 1866, they financed entirely or in part 96 of the 123 day and evening schools. They also owned 57 of the school buildings. Such accomplishments fulfilled the primary purpose of the Georgia Educational Association, “that the freedmen shall establish schools in their own counties and neighborhoods, to be supported entirely by the colored people.”
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# Textual Evidence of Black Ideas & Actions

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- In Savannah, ... 28 schools in 1866, and 16 of them, reported the black Loyal Georgian, were “under the control of an Educational Board of Colored Men, taught by colored teachers, and sustained by the freed people.”
- These beliefs and behavior were consistent with the activities of ex-slaves in Virginia, South Carolina, and Louisiana. In 1867, for instance, the Freedmen’s Record complained about the tendency of ex-slaves to prefer sending their children to black-controlled private schools rather than supporting the less expensive northern white-dominated “free” schools.
- The ex-slaves’ educational movement became a test of their capacity to restructure their lives, to establish their freedom. Although they appreciated northern support, they resisted infringements that threatened to undermine their own initiative and self-reliance....ex-slaves initiated and sustained schools whether or not northern aid was available.

# Textual Evidence of Black Ideas & Actions

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The “Sabbath” school system, about which little is known, operated largely on the strength of the ex-slave community. Frequently, Sabbath schools were established before “free” or “public” schools. These church-sponsored schools, operated mainly in evenings and on weekends...“They reached thousands not able to attend weekday schools.”

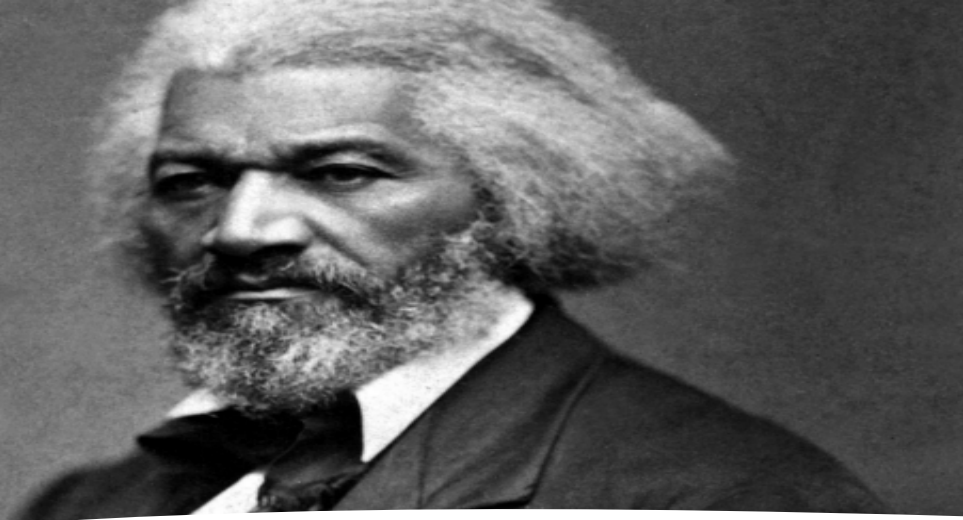
Sabbath schools among freedmen have opened throughout the entire South...”one of the most thrilling spectacles [in the South], and often upon the plantations, is the large schools gathered upon the Sabbath day, sometimes of many hundreds, dressed in clean Sunday garments, with eyes sparkling, intent upon elementary and Christian instruction”

In some areas [Sabbath schools] constituted the only viable system of free instruction. T. K. Noble, Freedmen’s Bureau superintendent of education in Kentucky, said in 1867: “The places of worship owned by the colored people are almost the only available school houses in the State.”

# Textual Evidence of Black Ideas & Actions

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- The Sabbath schools represent yet another remarkable example of ex-slaves seeking, establishing, and supporting their own schools. Conservative estimates: 1,512 schools, 6,146 teachers, 107,109 pupils. Sabbath schools continued to grow in the black community long after Reconstruction.
- In 1868 the African Methodist Episcopal church (AME), for example, enrolled 40,000 pupils in its Sabbath schools. By 1885, the AME church reported having “200,000 children in Sunday schools” for “intellectual and moral” instruction.
- In the 19th century, the AME Church of Ohio collaborated with the Methodist Episcopal Church, a predominantly white denomination, in sponsoring the second independent historically black college (HBCU), Wilberforce University in Ohio.



## Rebel Literates, Stealin' A Meeting

By 1860 5 percent of the slaves had learned to read. Many paid a high price for their literacy. "It seemed to me that if I could learn to read and write...I really thought it would point out to me the way to freedom...I knew if my book was discovered that all was lost, and I felt prepared for any hazard or suffering rather than give up my book and my hopes of improvement." Thomas H. Jones, North Carolina.

Elizabeth Sparks was part of a group of rebel slaves who held secret literacy sessions in the slave quarters. The gatherings, known among slaves as "stealin' a meetin'."

After slavery many of the leading black educators emerged from among the rebel literates, those slaves who had sustained their own learning process in defiance of the slave owners' authority. They viewed literacy and formal education as means to liberation and freedom. Frederick Douglass, Bishop Henry M. Turner, Bishop Isaac Lane, Bishop Lucius H. Holsey, and P. B. S. Pinchback, etc.

# A Coda

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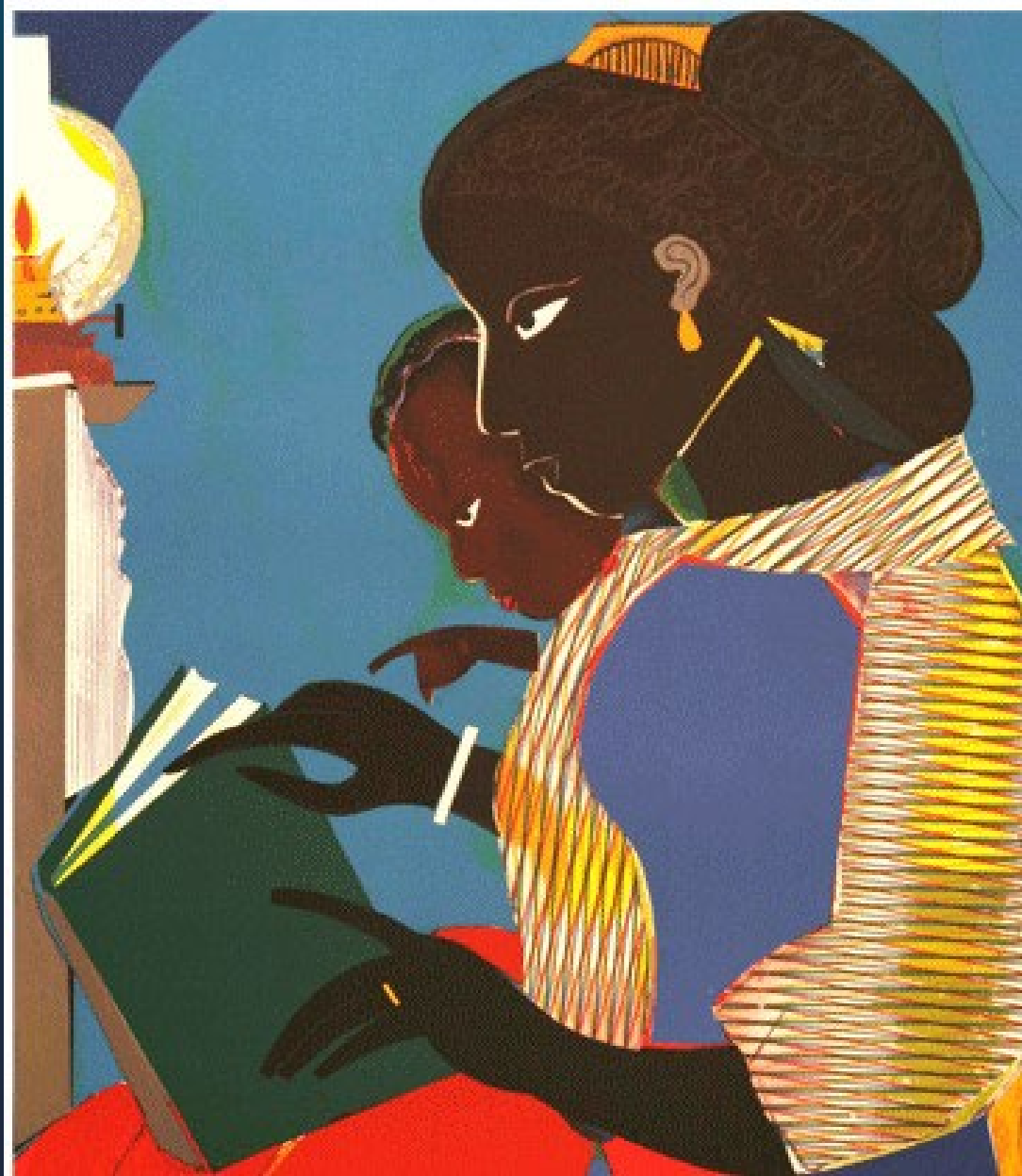
- An aged black woman was asked why she was so determined to learn to read and write, she replied, “so that the Rebs can’t cheat me.”
- Universal education was certain to become a reality in black society, not because ex-slaves were motivated by childlike, irrational, and primitive drives, but because they were a responsible and politically self-conscious social class.
- Ultimately, the formation and development of the ex-slaves’ beliefs and behavior regarding universal education in the postwar South will have to be understood as part of a process that started decades before the Civil War.
- Education for the freedmen could serve as a safeguard against fraud and manipulation.



## BACKLASH:

*Freedmen's schoolhouse burned, Memphis riots of 1866, as illustrated in Harper's Weekly.*

**This. Is The Hour of Chaos**



Culture eats Strategy for Breakfast  
(Values)

Public Ed In the South “A Negro  
Idea” (Philosophy)

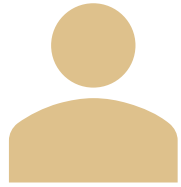
Dual Strategies:

Self definition + Control

Ex.: Change the Law, Keep Control.  
Vote & Run.



# Reconstruction(s)



## First Reconstruction

Conflict: Slavery

Fruition: Civil War, Reconstruction (13-15 Amd)

Backlash: Violence vs Blacks, Construction of Jim Crow which becomes Sys of Segregation

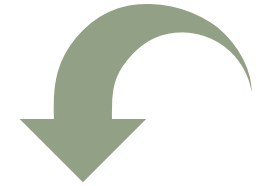


## Second Reconstruction

Conflict: Segregation

Fruition: Civil Rights, Civil Rights Bills

Backlash: Violence vs Blacks, Challenges to Representative Democracy



## Third Reconstruction

Conflict: Rep Democracy

Fruition: Election of Obama, Obamacare, Prog. Leg.

Backlash: Violence vs Blacks, Challenges to Representative Democracy

# A Third Reconstruction



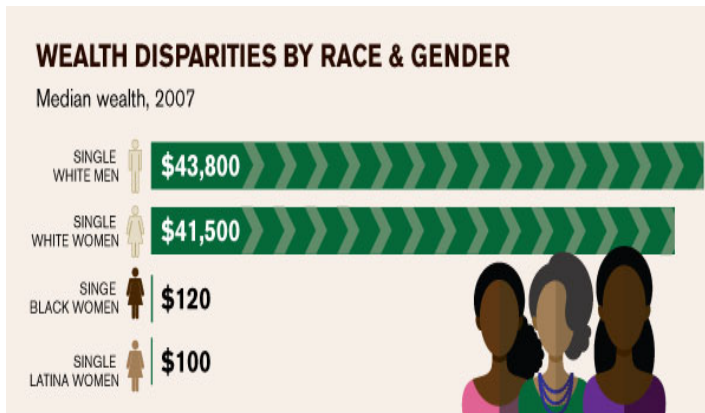
## Massive Conflict



## Fruition



## Backlash?



Center for  
Global Policy  
Solutions

Mariko Chang. Data source contained in "The Wealth Gap for Women of Color," available at [globalpolicysolutions.org](http://globalpolicysolutions.org).





# A 3rd Reconstruction

**This.**

Is

The Hour

**Chaos**

**CONFLICT**

**CHANGE/ FRUITION**

**BACKLASH**

**REPEAT**

**Externalized Ideas Made Into Objects & Internalized**

**Create Social Realities Through Habitual Use**

**That We Forget\* Were Ideas & Accept As Reality**

**Imagination Creates & Destroys Slavery**

# Repetitive Themes in African American History : Fight for the Vote and Electoral Representation

## The Rise of the Black Vote in R3, R2, R1

- R3 – What Black Voters Want - <https://www.theatlantic.com/politics/archive/2018/05/what-black-voters-want/559775/>
- R1 – Rise of the Black Vote 1868-1920 - <http://umich.edu/~lawrace/votetour3.htm>

## Election of Progressives After Conflict/Backlash

- R3 – Black, progressive, insurgent: Is this the future of the Democratic Party? - <https://www.nbcnews.com/politics/elections/black-progressive-insurgent-future-democratic-party-n906841>
- R1 – (Eric Foner, 2008) - Rooted in Reconstruction: The First Wave of Black Congressmen - <https://www.thenation.com/article/rooted-reconstruction-first-wave-black-congressmen/>

# Repetitive Themes in African American History: Criminal Justice System

## Kalief Browder & the Scottsboro Boys

- R3 – The Case of Kalief Browder - <https://www.pbs.org/wgbh/americanexperience/features/scottsboro-boys-who-were-the-boys/>
- R2 – Scottsboro Boys - <https://www.pbs.org/wgbh/americanexperience/features/scottsboro-boys-who-were-the-boys/>

## Emmet Till & Michael Brown

- R2 - How Emmet Till's Murder Changed the World <http://time.com/4008545/emmett-till-history/>
- R3 - How Michael Brown's Murder Awakened A Nation to Police Brutality <https://www.teenvogue.com/story/michael-brown-death-anniversary-police-brutality-black-lives-matter>





# So, **What** Is Black Culture?

## *The Social Construction of Blackness*

### Contemporary Narratives:

1. Toni Morrison: *The Shadow of Whiteness of the 'White Gaze'* - <https://youtu.be/SHHHL31bFPA>
2. bell hooks: *On White Supremacy & the Million Man March* - <https://youtu.be/1ShWJf8BlqI>
3. Kimberle Crenshaw – *Intersectionality* \_ <https://youtu.be/akOe5-UsQ2o>
4. *Still Black – Black Transmen* - <https://youtu.be/JAuBtcHDlcA>

# How Did Black Folk Create Black Folk?

- **Complexity** – That African American identity is a *complex construction of ideas about Africa and African Americans that have developed and changed over time*. That African Americans incorporate **multi-racial/ethnic identities**, and differences in political, social, and cultural points of view into the overall context of Blackness.
- **Self-Determination** – That self-determination has always been a key element in complexity and self definition. That ***the enslaved and those who were free made tremendous contributions to America*** that stand in contradiction to their overall treatment. That social institutions like the church, education, business and politics are arenas where black excellence and the reputation of being “hard working people” stood in opposition to Black stereotypes. That African Americans were not given their freedom, they, in fact, **fought for it** in large and small ways.
- **Self Definition** – That African Americans continue to define, redefine, and refine their identity. One of these ways is through artistic representation of the African American experience and what it means to be “Black.” These images are complex and important to our understanding.



# What Are The Pillars & Policy Concerns of Black Culture?

## Pillars

1. Resistance
2. Education
3. Artistic Expression
4. Organization

## Policy Concerns

1. Health
2. Justice
3. Education
4. Wealth



## Society

### *Beliefs, Values, Norms*

Beliefs & Values tell “Norms what to do.”

## Policies

### *Public Policy, Laws*

Public Policy & Law Reflect Societal Values.

## Systems

### *Institutions*

Institutions codify societal norms & laws.

# Repetitive Themes in African American History: Resistance to Oppression

- Ida B. Wells -  
<https://escholarship.org/content/qt1kc308xf/qt1kc308xf.pdf>
- Alicia Garza, Patrisse Cullors, Opal Tometi, Brittney Packnett <https://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>
- Timeline: Black Lives Matter -  
<http://www.abc.net.au/news/2016-07-14/black-lives-matter-timeline/7585856>
- Black Lives Matter in 80 images -  
<https://www.newsweek.com/black-lives-matter-five-turbulent-years-80-iconic-images-1017971>

**Life = Discovery + Construction**

**What Are Our Ideas/Dreams?**

**What Objects Will We Create?**

**How Will We Internalize Them?**

**What New Reality Will We Create?**