ABOUT THE PARTNERSHIP

THE UNIVERSITY OF MISSISSIPPI LOTT LEADERSHIP INSTITUTE was established in 1999 to honor U.S. Senator Trent Lott, a distinguished graduate of the University. The Lott Institute has a three-fold mission. First, it prepares students to assume positions of leadership in an increasingly complex world. Second, it supports policy relevant research through the Public Policy Research Center. Third, it develops a wide range of leadership and outreach programs to enhance the opportunities and lives of our citizens. The Lott Institute sponsors summer leadership programs for high school students and University undergraduates designed to refine the leadership skills inherent in all students. The Institute also supports and organizes a wide range of leadership development programs for professionals and those citizens already established in the workplace. (http://www.lottinst.olemiss.edu/)

MISSISSIPPI PUBLIC BROADCASTING (MPB) provides relevant instructional and public affairs programming to Mississippians through its statewide television and radio network. MPB enhances the work of educators, students, parents and learners of all ages by providing informative programming and educational resources. MPB’s locally-produced programming focuses on the people, resources and attractions that reflect Mississippi’s unique culture and diverse heritage. Children’s television programs constitute a major portion of the daytime and weekend morning schedules. MPB provides a valuable resource to Mississippians in disseminating information as part of the state’s emergency preparedness and response system. Since 1970, MPB has won over 400 national, regional and statewide awards, including Emmy®, Edward R. Murrow and Parents’ Choice® Awards. Please visit www.mpbonline.org for more information.
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ABOUT THIS GUIDE

What does reconciliation mean? What does it look like? Can it ever be reached? Begin an exploratory journey of three countries and their civil rights struggles, while reflecting on their current state of affairs and continual press toward reconciliation. Shift perspectives and look at life through the eyes of eighteen students from the United States, Northern Ireland, and South Africa. Gain insight on what diversity means and discover race, religion, and reconciliation.

As a companion to the documentary Divided We Stand: Race, Religion, and Reconciliation, this document is intended to be used as a viewing guide, providing an overview of the documentary, guiding questions, and points to ponder. In addition, this guide also features a glossary and additional resources to aid the viewer. It also highlights the civil rights/human rights, culture, and global affairs strands from the 2011 Mississippi Social Studies Framework for teachers of students in grades 10-12.
SUMMARY OF DOCUMENTARY

Oppression. Hate. Segregation. These were not only words used to describe the United States and the fight for civil rights. Northern Ireland struggled with the same three words. But in the Troubles, the line was not drawn on racial terms. It was religious. The hate was still there. And even more recently, the world saw oppression of black South Africans that was similar to that which African Americans suffered. But Apartheid remained until 1994. All three countries have spent the years since working to rebuild their communities and reconcile their people. The question raised is what does reconciliation even look like? And can it ever truly be reached?

During the summer of 2008, the Trent Lott Leadership Institute sent eighteen graduate students from three separate continents to embark on a five-week journey to study race, religion, and reconciliation. Equipped with video cameras, they traveled throughout the United States, Northern Ireland, and South Africa to document their experiences. Six University of Mississippi students joined six University of Ulster (Northern Ireland) and six Nelson Mandela Metropolitan University (South Africa) students. Along the way they learned about the similarities and differences between each country and each other.

Divided We Stand: Race, Religion, and Reconciliation hits on a multitude of topics, some uplifting and others heart-wrenching. From the children living in the poverty of the townships in South Africa due to forced removals during Apartheid to the visible line of separation of the Catholics and Protestants in Derry, “the walled city,” each place holds its own story. But one of the most unique parts of this tale lies in the students living it, a total of eighteen very different people who are not only learning about these countries’ tragic pasts, but also many of whom are living their own. Lucy, from Uganda, who in just 6 months, buried both her brother and her uncle due to AIDS. Gaudance, who took her children and fled Rwanda during the genocide to only now be able to return to school. Divinia, from South Africa whose family witnessed unspeakable terror during Apartheid, hears some of the stories for the first time on this trip. This documentary provides an eye-opening experience that one of the students describes as “life-changing and perspective altering.” “If a trip like that doesn’t alter you, I don’t know what will.”

COUNTRY   SCHOOL
USA         University of Mississippi
Northern Ireland University of Ulster
South Africa Nelson Mandela Metropolitan University

Divided We Stand: Race, Religion, and Reconciliation was produced by Mississippi Public Broadcasting (MPB) in partnership with The University of Mississippi Lott Leadership Institute.
P ART 1
THE UNITED STATES/MISSISSIPPI

GUIDING QUESTIONS

☐ This was Zimbini Ogle’s first time outside of South Africa. How does exposure to or lack of exposure to other countries, ideas, and ways of life shape a person’s perspectives and beliefs?
☐ What is your definition of reconciliation?
☐ Why do people have a tendency to associate with others who are similar and focus on the differences of people who are dissimilar?
☐ How can communication be enhanced between people from different cultures and backgrounds?
☐ What was the impact of racial segregation and desegregation in Mississippi?
☐ What role did the Blues play in Mississippi?
☐ Describe the plight of rural African Americans.

POINTS TO PONDER

☐ We speak now of terrorism in this country as if it began with the events of September 11, 2001. But let me tell you in that dark period when I was growing up in the 50s and 60s here in Mississippi and in many other places in the deep South, there was a terror in our midst that was so real and as grim as deadly and as deadly as any to be found anywhere today. The Ku Klux Klan was an organization fanatically devoted to maintaining segregation of the races. - Former Governor William Winter
☐ Segregation just doesn’t hurt those of us of color; it hurts those of us who would fraternize with those of color. So, it hurt all of us. - Judge Wingate
PART 2
NORTHERN IRELAND

GUIDING QUESTIONS

- What role did religion play in the political and social environment of Northern Ireland?
- How did the Civil Rights Movement in the United States impact the Civil Rights Movement in Northern Ireland?
- What happened on Bloody Sunday in Northern Ireland?
- How did religious profiling affect economic and workforce development?
- How do the concepts of power and control contribute to the social and political woes in Northern Ireland?
- Describe the process of tearing down walls metaphorically and literally and its impact on the society.
- Is it possible to move forward when images and symbols of the past remain prevalent?

POINTS TO PONDER

- *Even children can be the casualty of our own error.* - Derrick Donald
- *All conflict is about what? It’s about difference, whether it’s difference of race, difference of religion, or difference of nationality. But difference is an accident of birth; therefore, it’s not something that anyone should fight about. It’s something that should be respected.* - John Hume
- *You can’t just ignore the past. You can’t just ignore a wrong that’s been done to you. You have to deal with it. You have to address it and find some way to forgive or to heal on what has happened. And if you don’t, you can’t move on.* - Laura Fowler
PART 3
SOUTH AFRICA

GUIDING QUESTIONS

- What factors contributed to the fall of Apartheid in South Africa?
- How was sports used as a unifying factor in South Africa?
- Why was the National Anthem written in four different languages?
- How did youth contribute to the end of Apartheid?
- Describe the impact of HIV/AIDS on the people and society as a whole.
- How has your definition of reconciliation changed since Part 1?
- How do the experiences in South Africa compare to those in Northern Ireland and the United States?

POINTS TO PONDER

- I could never understand why race should have been the determinant of where I should live and where I could work. - Divinia Pillay’s father
- The most important part of the preamble of that act was admissions and forgiveness. - Divinia Pillay’s father
- The biggest victim of the Apartheid system was education. - Divinia Pillay’s father
- I had to work hard. I told them nothing comes easy. You just have to work hard. - Zimbini Ogle
- [What exactly does a reconciled society even look like?] And no one can really answer that because if we think about reconciliation as process, process demands that in some
ways we have to know what we’re moving to. And if that is a colorless, classless society where people of all races, all religions can coexist in a completely unprejudiced way, I just don’t know if that’s possible because we are human beings. We notice otherness. It is in our nature to recognize the other. - Douglas Ray

But I realized when it comes to reconciliation, you first have to deal with the emotional aspect. People have to tear down their personal barriers and open up to one another. - David Meinie

Reconciliation is not something that has an end point. - Anton Botha
Glossary/Key Terms

General

civil rights  
race
Civil Rights Movement  
religion
human rights  
reconciliation

1. **CIVIL RIGHTS** - rights to personal liberty established by the 13th and 14th Amendments to the U.S. Constitution and certain Congressional acts, especially as applied to an individual or a minority group; of, relating to, or promoting equality in social, economic, and political rights

2. **CIVIL RIGHTS MOVEMENT** - The civil rights movement was a worldwide political movement for equality before the law occurring between approximately 1950 and 1980. In many situations it took the form of campaigns of civil resistance aimed at achieving change by nonviolent forms of resistance. In some situations it was accompanied, or followed, by civil unrest and armed rebellion. The process was long and tenuous in many countries, and many of these movements did not fully achieve their goals although, the efforts of these movements did lead to improvements in the legal rights of previously oppressed groups of people.

3. **HUMAN RIGHTS** - According to *The American Heritage Dictionary of the English Language, Fourth Edition*, human rights are “...the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.”

4. **RACE** - A local geographic or global human population distinguished as a more or less distinct group by genetically transmitted physical characteristics; an arbitrary classification of modern humans, sometimes, especially formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups; a group of persons related by common descent or heredity.

5. **RELIGION** - a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs; a specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects; any formal or institutionalized expression of such belief

6. **RECONCILIATION** - to make (oneself or another) no longer opposed; to become friendly with (someone) after estrangement or to re-establish friendly relations between (two or more people); to settle (a quarrel or difference); to make (two apparently conflicting things) compatible or consistent with each other
Bible Belt integration segregation
Bloody Sunday Judge Henry Wingate slavery
Blues Ku Klux Klan stereotype
colored/negro Lorraine Motel Tutwiler Community Center
Delta Blues Museum Martin Luther King, Jr. University of Mississippi
desegregation Mississippi Delta
discrimination National Civil Rights Museum
Governor William Winter Rowan Oak
Independence Day rural

7. **BIBLE BELT** - The name "Bible Belt" has been applied historically to the South and parts of the Midwest, but is more commonly identified with the South, where religion is a significant part of the culture.

8. **BLOODY SUNDAY** - On March 7, 1965, 525 to 600 civil rights marchers headed east out of Selma on U.S. Highway 80 for the first march from Selma to Montgomery. The march was led by John Lewis of SNCC and the Reverend Hosea Williams of SCLC, followed by Bob Mants of SNCC and Albert Turner of SCLC. The protest went smoothly until the marchers crossed the Edmund Pettus Bridge and were attacked by state troopers waiting for them on the other side. Brutal televised images of the attack roused support for the U.S. civil rights movement. Seventeen marchers were hospitalized, leading to the naming of the day "Bloody Sunday".

9. **BLUES** - a type of folk song devised by Black Americans at the beginning of the 20th century, usually employing a basic 12-bar chorus, the tonic, subdominant, and dominant chords, frequent minor intervals, and blue notes

10. **COLORED/NEGRO** - belonging wholly or in part to a race other than the white, especially to the black race.

11. **DELTA BLUES MUSEUM** - The Delta Blues Museum in Clarksdale, Mississippi exists to collect, preserve, and provide public access to and awareness of the blues. Along with holdings of significant blues-related memorabilia, the museum also exhibits and collects art portraying the blues tradition, including works by sculptor Floyd Shaman and photographer Birney Imes.

12. **DESEGREGATION** - the elimination of laws, customs, or practices under which different races, groups, etc., are restricted to specific or separate public facilities, neighborhoods, schools, organizations, or the like.

13. **DISCRIMINATION** - treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit; unfair treatment of a person, racial group, minority, etc; action based on prejudice

14. **GOVERNOR WILLIAM WINTER** - (born February 21, 1923, in Grenada, Mississippi) an American politician from Mississippi; he served as the 58th Governor of Mississippi from 1980 to 1984 as a
Democrat. He is known for his strong support of public education, racial reconciliation, and historic preservation. Winter is best remembered for the passage of the Mississippi Education Reform Act. The law was the first serious attempt at improving state education in over 20 years and, among other things, established public kindergartens.

15. INDEPENDENCE DAY - an annual celebration commemorating the anniversary of a nation's assumption of independent statehood, usually after ceasing to be a colony or part of another nation. In the United States, independence from Great Britain is celebrated on July 4.

16. INTEGRATION - the act of amalgamating a racial or religious group with an existing community; the combination of previously racially segregated social facilities into a nonsegregated system.

17. JUDGE HENRY WINGATE - chief judge for the United States District Court for the Southern District of Mississippi; he was appointed by President Reagan.

18. KU KLUX KLAN (KKK) - Often abbreviated KKK and informally known as The Klan, the Ku Klux Klan is the name of three distinct past and present far-right organizations in the United States, which have advocated extremist reactionary currents such as white supremacy, white nationalism, and anti-immigration, historically expressed through terrorism. The first Klan flourished in the South in the 1860s, and then died out by the early 1870s. Members adopted white costumes: robes, masks, and conical hats, designed to be outlandish and terrifying, and to hide their identities. The second KKK flourished nationwide in the early and mid 1920s, and adopted the same costumes and code words as the first Klan, while introducing cross burnings. The third KKK emerged after World War II and was associated with opposing the civil rights movement and progress among minorities. The "Ku Klux Klan" name was used by many independent local groups opposing the Civil Rights Movement and desegregation, especially in the 1950s and 1960s.

19. LORRAINE MOTEL - The motel where Rev. Martin Luther King, Jr. was assassinated and is now the site of the National Civil Rights Museum in Memphis, Tennessee.

20. MARTIN LUTHER KING, JR - (January 15, 1929 – April 4, 1968) an American clergyman, activist, and prominent leader in the African American civil rights movement; he is best known for being an iconic figure in the advancement of civil rights in the United States and around the world, using nonviolent methods following the teachings of Mahatma Gandhi.

21. MISSISSIPPI DELTA - The Mississippi Delta is the distinct northwest section of the state of Mississippi that lies between the Mississippi and Yazoo rivers. Technically not a delta but part of an alluvial plain, created by regular flooding over thousands of years, this region is remarkably flat and contains some of the most fertile soil in the world.

22. NATIONAL CIVIL RIGHTS MUSEUM - The National Civil Rights Museum in Memphis, Tennessee, USA, is a privately-owned complex of museums and historic buildings built around the former Lorraine Motel at 450 Mulberry Street, where Martin Luther King, Jr. was assassinated on April 4, 1968. Major components of the complex on 4.14 acres include a museum which traces the history of the Civil Rights Movement from the 1600s to the present, the Lorraine Motel and hotel buildings as well as the Young and Morrow Building at 422 Main Street, the site where
23. **ROWAN OAK** - Rowan Oak, also known as the William Faulkner House, is William Faulkner's former home in Oxford, Mississippi. It is a primitive Greek Revival house built in the 1840s by Robert Sheegog. Faulkner purchased the house when it was in disrepair in the 1930s and did much of the renovations himself. Other renovations were done in the 1950s. The house sits on four landscaped and twenty nine acres of largely wooded property known as Bailey's Woods. One of its more famous features is the outline of Faulkner's Pulitzer-prize winning novel *A Fable*, penciled in graphite and red on the plaster wall of his study.

24. **RURAL** - of, pertaining to, or characteristic of the country, country life, or country people; rustic; living in the country; of or pertaining to agriculture

25. **SEGREGATION** - the practice or policy of creating separate facilities within the same society for the use of a minority group; separation of individuals or groups and esp. racial groups; the policy and practice of imposing the separation of races. In the United States, the policy of segregation denied African-Americans their civil rights and provided inferior facilities and services for them, most noticeably in public schools, housing, and industry.

26. **SLAVERY** - Slavery in the United States was a form of unfree labor which existed as a legal institution in North America for more than a century before the founding of the United States in 1776, and continued mostly in the South until the passage of the Thirteenth Amendment to the United States Constitution in 1865. The first English colony in North America, Virginia, acquired its first Africans in 1619, after a ship arrived, unsolicited, carrying a cargo of about 20 Africans. Thus, a practice established in the Spanish colonies as early as the 1560s was expanded into English North America. Most slaves were black and were held by whites, although some Native Americans and free blacks also held slaves; there were a small number of white slaves as well.

27. **STEREOTYPE** - a set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly

28. **TUTWILER COMMUNITY CENTER** - The Tutwiler Community Education Center provides programs and events in response to the hopes and dreams of the people of Tutwiler and the surrounding areas so that they may be filled with pride and hope for themselves and their community. The Center is located in Tutwiler, Mississippi, a small rural town, located in the Mississippi Delta. Besides the programs at the Center, the town has no recreation programs for children or teenagers.

29. **UNIVERSITY OF MISSISSIPPI** - The University of Mississippi, also known as Ole Miss, is a public, coeducational research university located in Oxford, Mississippi, and is the third largest university in the state.
**NORTHERN IRELAND**

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<thead>
<tr>
<th>Event</th>
<th>Organization</th>
<th>Group</th>
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<td>Battle of the Bogside</td>
<td>Good Friday Agreement</td>
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<td>Battle of the Boyne</td>
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<td>Bloody Sunday</td>
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<td>Bogside</td>
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<td>Derry/Londonderry</td>
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<td>Garden of Remembrance</td>
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<td>Gerrymandering</td>
<td>Museum of Free Derry</td>
<td>William of Orange</td>
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30. **BATTLE OF THE BOGSIDE** - The Battle of the Bogside was a very large communal riot that took place August 12-14, 1969 in Derry, Northern Ireland. The fighting was between residents of the Bogside area (allied under the Derry Citizens' Defence Association) and the Royal Ulster Constabulary (RUC). The rioting erupted after the RUC attempted to disperse Irish nationalists who were protesting against a loyalist Apprentice Boys parade along the city walls, past the nationalist Bogside. Rioting continued for three days in the Bogside. The RUC was unable to enter the area and the British Army was deployed to restore control. The riot, which sparked widespread violence elsewhere in Northern Ireland, is commonly seen as one of the first major confrontations in the conflict known as the Troubles.

31. **BATTLE OF THE BOYNE** - The Battle of the Boyne was fought on July 12, 1690 between two rival claimants of the English, Scottish and Irish thrones – the Catholic King James and the Protestant King William, who had deposed James in 1688. The battle, won by William, was a turning point in James' unsuccessful attempt to regain the crown and ultimately helped ensure the continuation of Protestant supremacy in Ireland.

32. **BLOODY SUNDAY** - Bloody Sunday, sometimes called the Bogside Massacre, was an incident on January 30, 1972 in the Bogside area of Derry, Northern Ireland, in which twenty-six unarmed civil rights protesters and bystanders were shot by soldiers of the British Army. The incident occurred during a Northern Ireland Civil Rights Association march; the soldiers involved were the First Battalion of the Parachute Regiment (1 Para). Thirteen males, seven of whom were teenagers, died immediately or soon after, while the death of another man four and a half months later has been attributed to the injuries he received on that day. Two protesters were injured when they were run down by army vehicles. Five of those wounded were shot in the back.

33. **BOGSIDE** - The Bogside is a neighborhood outside the city walls of Derry, Northern Ireland. The area has been a focus point for many of the events of The Troubles, from the Battle of the Bogside and Bloody Sunday in the 1960s and 1970s. The large gable-wall murals by The Bogside Artists, Free Derry Corner and the Gasyard Feile (an annual music and arts festival held in a former gasyard) are popular tourist attractions. The Bogside is a majority-Catholic area, and shares a border with the majority-Protestant Fountain neighborhood; this interface area is largely responsible for the Bogside's history of unrest.

34. **CATHOLICS** - members of a Catholic church, especially the Roman Catholic Church
35. **DERRY OR LONDONDERRY** - “the walled city”; Derry or Londonderry is the second-biggest city in Northern Ireland. In 1613, the city was granted a Royal Charter by King James I and the "London" prefix was added, changing the name of the city to Londonderry. While the city is more usually known as Derry, Londonderry is also used and remains the legal name. Derry is the only remaining completely intact walled city in Ireland and one of the finest examples of a walled city in Europe. The walls constitute the largest monument in State care in Northern Ireland and, as the last walled city to be built in Europe, stands as the most complete and spectacular. The Walls were built during the period 1613-1619 by The Honourable The Irish Society as defenses for early 17th century settlers from England and Scotland.

36. **GARDEN OF REMEMBRANCE** - The Garden of Remembrance is a memorial garden in Dublin dedicated to the memory of "all those who gave their lives in the cause of Irish Freedom". It is located in the northern fifth of the former Rotunda Gardens in Parnell Square (formerly Rutland Square), a Georgian square at the northern end of O'Connell Street.

37. **GERRYMANDERING** - to divide the constituencies of (a voting area) so as to give one party an unfair advantage; to manipulate or adapt to one's advantage

38. **GOOD FRIDAY AGREEMENT** - sometimes called The Belfast Agreement or Stormont Agreement; a major political development in the Northern Ireland peace process that established the Northern Ireland Assembly with devolved legislative powers and marked a de-escalation of violence in The Troubles. It was signed in Belfast on April 10, 1998 (Good Friday) by the British and Irish governments and endorsed by most Northern Ireland political parties. On May 23, 1998 the Agreement was endorsed by the voters of Northern Ireland in a referendum. On the same day, voters in the Republic of Ireland voted separately to change their constitution in line with the Agreement and the Agreement came into force on December 2, 1999.

39. **IRISH REPUBLICAN ARMY (IRA)** - was an Irish republican revolutionary military organization that played a major role during the Irish War of Independence

40. **JOHN HUME** - a former Irish politician from Derry, Northern Ireland. He was a founding member of the Social Democratic and Labour Party, and was co-recipient of the 1998 Nobel Peace Prize, with David Trimble.

41. **KING JAMES** - James II & VII (October 14, 1633 – September 16, 1701) was King of England and King of Ireland as James II and King of Scotland as James VII, from February 6, 1685. He was the last Catholic monarch to reign over the Kingdoms of England, Scotland, and Ireland. He was replaced by William of Orange who became king as William III, ruling jointly with his wife (James's daughter) Mary II.

42. **LOYALISTS** - a person who is loyal; a supporter of the sovereign or of the existing government, especially in time of revolt.

43. **MEDITERRANEAN** - a person whose physical characteristics are considered typical of the people native to or inhabiting the Mediterranean area; the islands and countries of the Mediterranean Sea collectively.
44. **MILLTOWN CEMETERY** - a large cemetery in west Belfast, Northern Ireland; Milltown Cemetery opened in 1869 and there are now approximately 200,000 of Belfast's citizens buried there. Most of those buried there were Irish Catholic.

45. **MUSEUM OF FREE DERRY** - Free Derry was a self-declared autonomous nationalist area of Derry, Northern Ireland, between 1969 and 1972. The area, which included the Bogside and Creggan neighborhoods, was secured by community activists for the first time on January 5, 1969 following an incursion into the Bogside by members of the police force, the Royal Ulster Constabulary (RUC). Violence reached a peak on August 12, 1969, culminating in the Battle of the Bogside—a three day pitched battle between residents and police. The Museum of Free Derry contains artifacts from the Free Derry Era.

46. **NATIONALISTS** - people devoted to nationalism; a member of a political group advocating or fighting for national independence, a strong national government, etc.

47. **ORANGE ORDER** - The Orange Institution (more commonly known as the Orange Order or Orange Lodge) is a Protestant fraternal organization based mainly in Northern Ireland and Scotland, though it has lodges throughout the Commonwealth and United States. The Institution was founded in 1796 near the village of Loughgall in County Armagh, Ireland. Its name is a tribute to Dutch-born Protestant William of Orange, who defeated the army of Catholic James II at the Battle of the Boyne (1690). Politically, the Orange Institution is strongly linked to unionism.

48. **ORANGE ORDER PARADE** - The parade marks the defeat of King James II—a Catholic—by Prince William of Orange—a Protestant—at the Battle of the Boyne in 1690.

49. **PROTESTANTS** - adherents of any of those Christian bodies that separated from the Church of Rome during the Reformation, or of any group descended from them.

50. **THE TROUBLES** - The period of ethno-political conflict in Northern Ireland which spilled over at various times into England, the Republic of Ireland, and mainland Europe. The duration of the Troubles is conventionally dated from the late 1960s and considered by many to have ended with the Belfast "Good Friday" Agreement of 1998. The principal issues at stake were the constitutional status of Northern Ireland and the relationship between the mainly-Protestant unionist and mainly-Catholic nationalist communities in Northern Ireland. The Troubles had both political and military (or paramilitary) dimensions. Its participants included republican and loyalist paramilitaries, the security forces of the United Kingdom and of the Republic of Ireland, and politicians and political activists on both sides.

51. **UNIONISTS** - (before 1920) supporters of the union of all Ireland and Great Britain; (since 1920) supporters of union between Britain and Northern Ireland

52. **UNIVERSITY OF ULSTER** - The University of Ulster (formerly shortened to UU) is a multi-campus, coeducational university located in Northern Ireland. It is the largest single university in Ireland, discounting the federal National University of Ireland.

53. **WILLIAM OF ORANGE** - William III & II (November 4, 1650 – March 8, 1702) was a sovereign Prince of Orange by birth. From 1672 he governed as Stadtholder William III of Orange over
Holland, Zeeland, Utrecht, Guelders, and Overijssel of the Dutch Republic. From 1689 he reigned as William III over England and Ireland. As King of Scotland, he is known as William II. He is informally known in Northern Ireland and Scotland as "King Billy". A member of the House of Orange-Nassau, William won the English, Scottish, and Irish crowns following the Glorious Revolution, in which his uncle and father-in-law, James II & VII, was deposed. In the British Isles, William ruled jointly with his wife, Mary II, until her death on December 28, 1694. The period of their joint reign is often referred to as "William and Mary". William's victory over James at the Battle of the Boyne in 1690 is commemorated by the Orange Institution in Northern Ireland to this day. His reign marked the beginning of the transition from the personal rule of the Stuarts to the more-Parliament-centered rule of the House of Hanover.
SOUTH AFRICA

AIDS/HIV                        rand
amnesty                        refugee
Apartheid                      rugby
Black Consciousness Movement   shanty town
dompas                         Soweto Uprising
genocide                       township
Nelson Mandela                 Truth and Reconciliation Commission
Nelson Mandela Metropolitan University  Tuberculosis

54. AIDS/HIV - AIDS (Acquired Immuno-Deficiency Syndrome) is a disease of the immune system characterized by increased susceptibility to opportunistic infections; caused by a retrovirus (HIV – Human Immuno-Deficiency Virus) and transmitted chiefly through blood or blood products that enter the body's bloodstream, especially by sexual contact or contaminated hypodermic needles.

55. AMNESTY - a general pardon, especially for offences against a government; a period during which a law is suspended to allow offenders to admit their crime without fear of prosecution.

56. APARTHEID - A system of legal racial segregation enforced by the National Party government of South Africa between 1948 and 1994, under which the rights of the majority non-white inhabitants of South Africa were curtailed and minority rule by white people was maintained.

57. BLACK CONSCIOUSNESS MOVEMENT - The Black Consciousness Movement (BCM) was a grassroots anti-Apartheid activist movement that emerged in South Africa in the mid-1960s out of the political vacuum created by the jailing and banning of the African National Congress and Pan Africanist Congress leadership after the Sharpeville Massacre in 1960. The BCM represented a social movement for political consciousness.

58. DOMPAS - the official document that black people had to carry with them to prove their identity and where they could live or work; pass laws in South Africa were designed to segregate the population and limit severely the movements of the non-white populace. This legislation was one of the dominant features of the country's Apartheid system. The Black population was required to carry these pass books with them when outside their compounds or designated areas. Failure to produce a pass often resulted in the person being arrested. Any white person, even a child, could ask a black African to produce his or her pass.

59. GENOCIDE - the deliberate and systematic extermination or killing of a national, racial, political, or cultural group.

60. NELSON MANDELA - served as President of South Africa from 1994 to 1999, and was the first South African president to be elected in a fully representative democratic election. Before his presidency, Mandela was an anti-Apartheid activist, and the leader of Umkhonto we Sizwe, the armed wing of the African National Congress (ANC). In 1962 he was arrested and convicted of sabotage and other charges, and sentenced to life in prison. Mandela served 27 years in prison, spending many of these years on Robben Island. Following his release from prison on February
11, 1990, Mandela led his party in the negotiations that led to multi-racial democracy in 1994. As president from 1994 to 1999, he frequently gave priority to reconciliation.

61. NELSON MANDELA METROPOLITAN UNIVERSITY - is a South African tertiary education institution with its main administration in the coastal city of Port Elizabeth. The merger creating the NMMU was realized in January 2005 but its history dates back to 1882 with the foundation of the Port Elizabeth Art School. The merger brought together the University of Port Elizabeth, the Port Elizabeth Technikon and the Port Elizabeth campus of Vista University. The University draws international students from all over the world. There are over 3000 international students, including students from the United States, France, China, Germany, Belgium, Denmark, Finland, Netherlands, Norway, Sweden, United Kingdom and many other countries.

62. RAND - a coin and monetary unit of the Republic of South Africa, equal to 100 cents

63. REFUGEE - person who flees for refuge or safety, especially to a foreign country, as in time of political upheaval, war, etc.; an individual seeking refuge or asylum; especially: an individual who has left his or her native country and is unwilling or unable to return to it because of persecution or fear of persecution (as because of race, religion, membership in a particular social group, or political opinion)

64. RUGBY - a form of football, played between two teams of 15 members each, that differs from soccer in freedom to carry the ball, block with the hands and arms, and tackle, and is characterized chiefly by continuous action and prohibition against the use of substitute players; The 1995 Rugby World Cup was the third Rugby World Cup. It was hosted and won by South Africa, and was the first Rugby World Cup in which every match was held in one country. The World Cup was the first major sporting event to take place in South Africa following the end of Apartheid. It was also the first in which South Africa was allowed to compete.

65. SHANTY TOWN - a section, as of a city or town, characterized by shanties and crudely built houses; a whole town or city that is chiefly made up of shantylike houses.

66. SOWETO UPRISING – “the Revolt”; The Soweto Uprising, also known as "June 16", was a series of student-led protests in South Africa that began on the morning of June 16, 1976. Students from numerous Sowetan schools began to protest in the streets of Soweto, in response to the introduction of Afrikaans as the medium of instruction in local schools. An estimated 20,000 students took part in the protests, and roughly 176 people were killed. The 16th of June is now a public holiday, Youth Day, in South Africa, in remembrance of the events in 1976.

67. TOWNSHIP - (formerly, in South Africa) a planned urban settlement of Black Africans or Colored people

68. TRUTH AND RECONCILIATION COMMISSION – Truth and Reconciliation Commissions are tasked with discovering and revealing past wrongdoing by a government (or, depending on the circumstances, non-state actors also), in the hope of resolving conflict left over from the past. In South Africa after the transition from Apartheid, President Nelson Mandela and former Archbishop Desmond Tutu authorized a truth commission to study the effects of Apartheid in that country.
69. **TUBERCULOSIS (TB)** - an infectious disease that may affect almost any tissue of the body, especially the lungs, caused by the organism *Mycobacterium tuberculosis*, and characterized by tubercles.

ADDITIONAL RESOURCES

- Link to Lott Leadership Institute web site
  - http://www.lottinst.olemiss.edu/Exchange/gradexchange.html

- Race, Religion, and Reconciliation: A Comparative Dialogue
  - Link to students’ blog
    http://rrrdialogue.blogspot.com/
HIGH SCHOOL CURRICULAR CONNECTIONS

FOR HIGH SCHOOL TEACHERS

This guide incorporates competencies and objectives associated with the required Social Studies courses and some elective Social Studies courses for students in grades 10-12. The 2011 Social Studies Framework is included for those courses and potential competencies and objectives addressed in the documentary and the guide are printed in bold. The strands for Civil Rights/Human Rights, Global Affairs, and Culture are particularly targeted.
MISSISSIPPI STUDIES
- one half credit -

CONTENT STRANDS:

Domestic Affairs  Economics
Global Affairs  Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand how geography, history, and politics have influenced the development of Mississippi.
   a. Identify the major (Chickasaw, Choctaw, and Natchez) and minor (Biloxi, Tunica) Native American groups found living in Mississippi by the first European explorers in the region and discuss their governmental, economic and ecological systems. (DOK 1)
   b. Describe the social, economic and political context of Mississippi when it was held by France, England and Spain and describe the process by which the Mississippi territory was admitted to the United States. (DOK 1)
   c. Analyze the development of slavery in Mississippi including the various factors (economic, geographic, and social) that contributed to its development and explain the opposition to slavery in Mississippi. (DOK 2)
   d. Trace the events that led to the secession of Mississippi from the Union in 1861 and explain why certain groups opposed the secession. (DOK 1)
   e. Compare and contrast the four constitutions of Mississippi and explain the reasons for their development. (DOK 2)
   f. Identify and locate major geographical features of Mississippi and how they contribute to the social and economic development of the state. (DOK 1)

2. Understand the major responsibilities of state and local government and how they are executed.
   a. Identify and describe the duties of the three branches of state government in Mississippi. (DOK 1)
   b. Examine the various forms of local governments (i.e., city managers, municipal supervisors, mayor/city council, etc.) and evaluate how they help meet the needs of local communities. (DOK 2)

Global Affairs

3. Understand the role that Mississippi has played in international, political, and economic affairs.
   a. Cite specific evidence of Mississippi's involvement (through imports and exports) in the global economy including communication, technology, transportation, education and manufacturing. (DOK 2)
b. Cite evidence of the growing international diversity of the Mississippi population by identifying the various immigrant groups in Mississippi during the 20th and 21st centuries and analyze their motivations (or push-pull factors) for migrating to the state. (DOK 2)

Civil Rights/Human Rights

4. Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi.
   a. Compare and contrast *de facto* segregation and *de jure* segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission, etc.), and their impact on Mississippi’s history and contemporary society. (DOK 2)
   b. Identify and explain the significance of the major actors, groups and events of the Civil Rights Movement in the mid 20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.). (DOK 2)
   c. Compare and contrast the development and resulting impact of civil rights movements (e.g., women’s suffrage, African American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi. (DOK 2)
   d. Investigate and describe the state government’s responses to the *Brown v. Board of Education of Topeka, Kansas* Supreme Court decision in the 1950s, 1960s and 1970s. (DOK 2)

Economics

5. Understand the importance of how geography, history, and politics affect the economic life of Mississippi from the past to the present.
   a. Identify and analyze the economic development over time of major industries in Mississippi (including but not limited to agricultural production, manufacturing, rise of machines, boll weevil, development of natural resources, international investments, the Great Migration, etc.). (DOK 3)
   b. Analyze the economic impact of the Civil War on Mississippi. (DOK 3)
   c. Explain the reasons why Mississippi became more industrialized in the mid-20th century. (DOK 1)
   d. Analyze the current trends and historic record of poverty and wealth distribution in Mississippi. (DOK 3)

Culture

6. Understand the trends, ideologies, and artistic expressions in Mississippi over time and place.
a. Examine the cultural impact of Mississippi artists, musicians and writers on the state, nation and world. (DOK 2)
b. Analyze the ways Mississippians have adapted to change and continue to address cultural issues unique to the state (e.g., the establishment of historical and commemorative markers for Civil Rights Movement and Confederate icons). (DOK 3)
c. Analyze the impact of religious traditions upon the daily lives of Mississippians from the era of European exploration to the present. (DOK 3)
INTRODUCTION TO WORLD GEOGRAPHY
-one half credit-

CONTENT STRANDS:

Domestic Affairs Economics
Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the role of the United States in the world geo-political system.
   a. Recognize the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world. (DOK 1)
   b. Analyze the ways that public policy makers in the United States manage post Cold War tensions between the U.S. as a world superpower and other countries and organizations as emerging powers. (DOK 3)

Global Affairs

2. Understand the physical environments in the United States and the world along with the processes that shape them and the problems they present to human occupation and use.
   a. Identify and explain the concepts and processes that effect physical environments around the world and explain the subsequent patterns and distributions of natural resources and physical environmental changes that result from those processes. (DOK 3)
   b. Recognize problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution). (DOK 2)

3. Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.
   a. Recognize and explain the concepts and processes (e.g., location, space, economy, development of a —nation-state, etc.) that shape the patterns and distributions of human activity around the world. (DOK 2)
   b. Identify the characteristics of human settlements around the world, sort them into categories (e.g., urban, suburban, rural, gentrified, slums, etc.), and analyze how each type of settlement develops and is sustained through time. (DOK 3)
   c. Recognize and explain how the human forces of contact, cooperation, and conflict influence the division and control of earth’s land and resources. (DOK 2)
Civil Rights/Human Rights

4. Understand civil rights and human rights in the contemporary world.
   a. Identify and describe the social and economic circumstances of the world's indigenous peoples and assess the causes and effects of those circumstances. (DOK 2)
   b. Describe how processes of structural racism (e.g., social justice, environmental racism, power relations, the gap between rich and poor, migration streams) operate in diverse places and with various groups of people around the world. (DOK 2)

Economics

5. Understand economic development, economic globalization and global resource use.
   a. Use maps and other geographic representations, tools, and technologies to explain the geographic reasons of economic interactions among people, places, and environments of the world. (DOK 2)
   b. Identify world patterns of resource distribution and utilization and evaluate the impacts of global economic interdependence (e.g., regional trade agreements, outsourcing, global division of labor). (DOK 3)
   c. Categorize human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies. (DOK 2)
   d. Identify and analyze the ways in which innovations in transportation and communication networks impact the world. (DOK 3)

Culture

6. Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.
   a. Identify processes of divergence and convergence of cultures. (DOK 1)
   b. Assess the ways in which places and regions contribute to the creation of individual and social identity. (DOK 2)
   c. Identify major culture regions of the world and explain how the characteristics of each give it a distinctiveness that sets it apart from the others. (DOK 2)
CONTENT STRANDS:

Domestic Affairs Economics
Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand different political systems in the Modern Western World and their impact on the respective societies that adopted them.
   a. Compare and contrast governmental forms (Democracy, aristocracy/oligarchy, absolutism, constitutionalism, totalitarianism, monarchy and republic) as practiced by the societies that adopted them over time. (DOK 2)
   b. Compare and contrast the ideologies and practices of communism, socialism, liberalism, fascism, nationalism, and imperialism. (DOK 2)
   c. Analyze the different governmental systems of countries in Europe, Asia, and the Americas (e.g., Fascism in Italy and Germany, Communism in Russia and China, Democracy in the United States, Monarchy in England, etc.) since the Age of Enlightenment in terms of the main factors that contributed to their rise and fall. (DOK 4)

2. Understand the impact of political, technological, economic, cultural, religious, and demographic changes within the global community.

   a. Analyze and explain the origins, spread, and impact of the First and Second Industrial Revolutions. (DOK 3)
   b. Explain, by drawing on different political and cultural contexts, the evidence of the tensions between religions, within religions, and between secularism and religion. (DOK 2)
   c. Describe the nature of the transitions from one governmental form to another (e.g., violent, non-violent, ideological, economic). (DOK 2)
   d. Analyze international demographic trends (population growth, decline, movement) and their relationship with the development of various societies around the world. (DOK 2)
Global Affairs

3. Understand causes and consequences of contact, cooperation, and conflict (e.g., diplomatic, economic, political, cultural/ethnic, military, biological) between various societies, nations, and groups of people.
   a. Analyze the role of imperialism and industrialism as factors in the rise of global conflict since the Age of Enlightenment. (DOK 3)
   b. Critique the successes and failures of initiatives to create international security (e.g., Bourbon Family Compact, Concert of Europe, Holy Alliance, League of Nations, United Nations, SEATO, Non-Aligned States, etc.). (DOK 3)
   c. Analyze the causes, effects, and unique features of World War I and World War II in terms of the changes in diplomatic relationships among the various countries involved. (DOK 3)
   d. Describe the causes of the Cold War and its effects on contemporary world affairs. (DOK 2)

4. Understand that increased interactions among people have resulted from:
technological and communication innovation, political and economic change, and demographic and climate change.
   a. Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. (DOK 3)
   b. Identify the various locations of colonial rule of nations such as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States and analyze the colonial relationships of each. (DOK 3)
   c. Analyze the integration of countries into the global community and the roles of demographic change, climate change, medical advances, and cultural exchange in that integration. (DOK 3)
   d. Analyze the international developments in the post–World War II world in terms of global economic, military, and political power shifts (e.g., developments of nationalism in Africa and the —Middle East, the effects of the Truman Doctrine and the Marshall Plan in Southeast Asia, the collapse of the Soviet Union, etc.). (DOK 4)

Civil Rights/Human Rights

5. Understand rights in society and changing conception of rights (civil or human).
   a. Differentiate between civil rights and human rights in their historical contexts (e.g., the Enlightenment, American and French Revolutions, Colonial Independence Movement--such as the Free India Movement, and movements in Latin America). (DOK 2)
   b. Describe the role and impact of international civil rights movements and leaders (e.g., Gandhi, Tiananmen Square protests, Tibetan Freedom Fighters, Ras Tafari Movement, etc.) on the colonized countries in places such as Africa, Caribbean/South America, and Southeast Asia, etc., in appeals for independence. (DOK 2)
c. Identify and distinguish between the methods of proponents of civil or human rights and the methods of their opponents since the Age of Enlightenment (e.g., Rousseau, Wollstonecraft, Blanqui, anarchists, Gandhi, Ho Chi Minh, Cesar Chavez). (DOK 2)

Economics

6. Understand the economic causes and patterns of global change in the era of New Imperialism in Africa, Southeast Asia, China, India, Latin America, and the Philippines.
   a. Assess the role that scarce resources, the quest for —markets, and technological innovation have played in conflicts between states and/or empires since the Age of Enlightenment. (DOK 3)
   b. Analyze the role of imperialism, geography, and market economies in the development of the economies of —third world nations in Africa, Southeast Asia, Latin America and the Philippines. (DOK 3)

7. Understand the development of various economic systems through time and place and how those systems have shaped global relations.
   a. Analyze the integration of countries into the world economy and roles of the informational, technological and communication revolutions (e.g., steamship, the telegraph, television, satellite, and computer) in that integration. (DOK 3)
   b. Cite evidence of how the world has evolved from a multitude of economic systems to a global interdependent economy. (DOK 2)
   c. Draw conclusions using examples of how governments, international institutions (e.g., Napoleon's Continental System, GATT), and private corporations (e.g., East India Company) have sought to regulate economics since the Age of Enlightenment. (DOK 3)

Culture

8. Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.
   a. Assess the impact of the Scientific Revolutions on society and culture. (DOK 3)
   b. Cite evidence to illustrate cultural fusion and exchange on an international scale (e.g., influence of non-Western cultures on the West, the influence of the West on non-Western cultures, and other cross-fertilization between cultures) from the 18th century to the present. (DOK 2)
   c. Examine cultural artifacts to illustrate the relationship between major artistic trends (e.g., Romanticism, Modernism, and Expressionism) in their historical contexts (e.g., political, intellectual, social, economic). (DOK 2)
   d. Analyze the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity in the development of Western political thought. (DOK 3)
UNITED STATES HISTORY FROM POST-RECONSTRUCTION TO PRESENT
-one credit-

CONTENT STRANDS

Domestic Affairs Economics
Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

Domestic Affairs

1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.
   a. Cite and analyze evidence that the United States Constitution is a "living‖ document as reflected in Supreme Court cases, Amendments, and presidential actions. (DOK 3)
   b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)
   c. Explain and analyze the expansion of federal powers. (DOK 3)
   d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)

2. Understand major social problems and domestic policy issues in post-reconstruction American society.
   a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)
   b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and imminent domain). (DOK 2)
   c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)

Global Affairs

3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.
   a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)
b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)
c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)
d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)
e. Explain and analyze America’s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)
f. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf. (DOK 3)

Civil Rights/Human Rights

4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).
   a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)
   b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)
   c. Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)
   d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)
   e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans. (DOK 2)
   f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

Economics

5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.
   a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th century. (DOK 3)
   b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor’s effectiveness in achieving its goals. (DOK 3)
c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)

6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.
   a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)
   b. Analyze and evaluate historical arguments regarding monetary policy. (DOK 3)
   c. Critique the government's use of tariffs and trade agreements. (DOK 3)
   d. Evaluate deficit spending as a means of financing government programs. (DOK 3)

Culture

7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.
   a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)
   b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)
   c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)
   d. Contrast modernism and traditionalism relating to social change. (DOK 2)
   e. Cite and explain evidence of the diversity of the United States. (DOK 2)
ADVANCED WORLD GEOGRAPHY
- one credit-

CONTENT STRANDS:

Domestic Affairs Economics
Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

1. Understand the role of the United States in the world system.
   a. Recognize and explain the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world.
   b. Analyze and evaluate the ways that public policy makers in the United States manage post Cold War tensions between the U.S. as world superpower and other countries and organizations as emerging powers.

2. Understand the physical environments of the world along with the processes that shape them and the problems they present to human occupation and use.
   a. Explain and analyze the concepts and processes that create, maintain, and modify physical environments around the world and explain the patterns and distributions of physical environmental characteristics that result from those processes.
   b. Analyze problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution, etc.).

3. Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.
   a. Explain and analyze the concepts and processes that shape the patterns and distributions of human activity around the world.
   b. Identify regions of various types around the world and explain how their characteristics give each a measure of cohesiveness and distinctiveness that set them apart from one another.
   c. Identify the characteristics of human settlements around the world, sort them into categories (e.g., urban, suburban, and rural, gentrified, slums, etc.), and analyze their patterns, functions, and processes of change.
   d. Explain and analyze how the forces of contact, cooperation, and conflict influence the division and control of earth's surface based on political, ethnic, and religious groupings.
   e. Describe patterns of global power and influence.
4. Understand the geographic patterns and processes found around the world.
   a. Identify the characteristics and interpret the patterns of the geography of the world by using the concepts of geography (e.g., map elements, latitude and longitude, time zones, mental maps, map projections, etc.).
   b. Use maps and other geographic representations, tools, and technologies (e.g., population pyramids, climographs, geographic information systems, satellite images, aerial photography, etc.) to analyze information to identify problems associated with the processes of interaction among and between the people, places, and environments around the world.

5. Understand civil rights and human rights in the contemporary world.
   a. Identify and analyze the circumstances of the world’s indigenous peoples and assess the causes and effects of those circumstances.
   b. Analyze how processes of structural racism (e.g. social justice, environmental racism, power relations, the gap between rich and poor, the North/South divide, and migration streams) operate in diverse places and groups around the world.

6. Understand economic development, economic globalization, and global resource use.
   a. Explain and analyze the geographic processes of economic interactions among people, places, and environments of the world by using maps and other geographic representations, tools, and technologies.
   b. Identify and explain measures of economic development and draw conclusions about the lives and futures of people and societies in the various world regions, countries, and regions within countries.
   c. Analyze evidence for global economic interdependence and evaluate the impacts and consequences of that interdependence (e.g., regional trade agreements, outsourcing, global division of labor).
   d. Identify and explain human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies.
   e. Identify and analyze the ways in which innovations in transportation and communication networks impact the world.
   f. Identify world patterns of resource distribution and utilization.
   g. Identify and analyze the changes that occur in the meaning, use, sustainability, and importance of resources.
   h. Describe the best locations for industries, businesses, services, etc. around the world and within the various world regions, countries, and regions within countries by analyzing information such as market areas, resources, labor supply, etc.

7. Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.
   a. Identify and describe processes of divergence and convergence of cultures.
   b. Identify and explain the characteristics, distributions, and migrations of human populations on Earth’s surface.
   c. Identify and analyze the ways in which places and regions contribute to the production of individual and social identity.
d. Identify and describe major culture regions of the world and explain how their characteristics give each a measure of cohesiveness and distinctiveness that set them apart from one another.
SOCIOLOGY
-one half credit-

CONTENT STRANDS:

Domestic Affairs Economics

Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

1. Understand the various schools of sociological thought and trace their progress.
   a. Identify historic backgrounds of modern-day sociology.
   b. Identify and analyze various schools of sociological thought.
   c. Describe how sociology affects every aspect of society.

2. Understand the nature of culture and analyze conformity with and deviance from cultural mores.
   a. Define culture.
   b. Compare and contrast conformity and deviance from cultural mores.
   c. Analyze instances of cultural conformity and deviation.

3. Understand social structure.
   a. Describe social roles, their development, and their relationships among social groups.
   b. Compare and contrast formal and informal groups, and evaluate their importance.
   c. Analyze social stratification in traditional and industrial societies.

4. Understand major social problems.
   a. Describe major social problems and their affects on the social structures.
   b. Analyze causes and effects of social problems.
   c. Compare and contrast the nuclear family and extended family.

5. Understand continuity and change in social groups.
   a. Describe relationships between social groups.
   b. Explain ways groups resist and accommodate change.
   c. Explain how location affects change in social groups.
SURVEY OF WORLD RELIGIONS
-one credit-

CONTENT STRANDS:

Domestic Affairs Economics
Global Affairs Culture
Civil Rights/Human Rights

COMPETENCIES AND OBJECTIVES

1. Understand the philosophical ideas posed by the religion in reference to the human condition.
   a. Cite and explain the major tenets of the religion.
   b. Explain the purpose of human life, according to the religion.
   c. Analyze what the religion says about the human condition.
   d. Describe the afterlife experience proposed by the religion.

2. Understand the proliferation of the religion in the United States.
   a. Explain the rate at which the religion is prevalent in the United States.
   b. Describe the characteristics of American society that characterize the growth or lack thereof of the religion in the United States.

3. Understand the different types of religions.
   a. Describe the historical development of the religion, noting aspects such as when and how it reports its origins, the development of religious publications, and the spread of the religion throughout the different regions of the world.
   b. Describe the different characteristics of monotheistic, polytheistic, and monistic religions, categorizing the religion in its proper context.
   c. Compare and contrast the characteristics of prehistoric/animistic and classical/archetypical religions.

4. Understand the role that religion plays in the ordering of the society in which the religion was founded.
   a. Explain how the landscape, historical context, and geo-political standing of the region where the religion was founded may have influenced the development of the religion.
   b. Explain the concept of a Theocracy and cite areas of the world where there are theocracies, noting the religion that the theocracy is based.

5. Understand how religions spread across time and space.
   a. Analyze how and why people have accepted a religion in areas other than where it originated.
   b. Describe the aspects of the religion that affect how it appeals to people in various cultures around the world.
6. Understand how the religion explains the distribution of resources among its adherents.
   a. Cite and explain the religion’s tenants concerning wealth, poverty, charity and
      business relations.
   b. Analyze the impact of the financial tenants of the religion in the lives of the
      adherents (e.g., what is the general financial state of the typical adherent? What
      factors play a significant role in that condition- the religious practice, the country of
      origin, etc.?).

7. Understand the role that the religion has played in the various movements for
   civil/human rights throughout time and space.
   a. Analyze the importance of the religion’s teachings on the concepts of
      equality and justice and how they may inspire people to become engaged in
      civil rights movements.
   b. Analyze the role that the religion’s teaching may have played in both the
      creation of the problems and in the work for solutions during civil rights
      movements.

8. Understand the cultural contributions of the religion to the development of the overall
   society.
   a. Identify and define various holidays associated with the religion that are observed
      by larger societies.
   b. Cite examples of music, literature, and clothing in the larger societies that are
      relative to the religion.
APPENDIX A

MAPS OF LOCATIONS

SOUTH AFRICA

- Johannesburg, South Africa
- Cape Town, South Africa
- Grahamstown, South Africa
- Port Elizabeth, South Africa
- Post Retief, South Africa

*Map developed using Google Maps
NORTHERN IRELAND/IRELAND

- Derry, Northern Ireland
- Dublin, Ireland
- Belfast, Northern Ireland
- Stormont, Northern Ireland

*Map developed using Google Maps
UNITED STATES/MISSISSIPPI

- Memphis, Tennessee
- Oxford, Mississippi
- Clarksdale, Mississippi
- Jackson, Mississippi

*Map developed using Google Maps
## APPENDIX B

**TRENT LOTT LEADERSHIP INSTITUTE INITIATIVE PROGRAMME CALENDAR 2008**

| Tuesday, July 1 | Group departs for United States  
|                 | PE Flight: BA6242 (13:25)  
|                 | Arrive Johannesburg (15:05)  
|                 | Depart Johannesburg for London Heathrow (20:40)  
|                 | Arrive London Heathrow (06:50 following day)  
|                 | Depart London Heathrow (11:30) / Arrive Washington (14:40) |

| Wednesday, July 2 | 6:30 am - UM group leaves campus  
|                   | 9:57 am - UM group departs Memphis  
|                   | 3:39 pm - UM group arrives to DC (Reagan)  
|                   | 6:50 am - Ulster group departs Belfast  
|                   | 1:45 pm - Ulster group arrives to DC (Dulles)  
|                   | 2:20 pm - NMMU group arrives to DC 2:20 pm (Dulles)  
|                   | Airport transfers from airport to hotel  
|                   | 5:30 pm - Meeting in Hotel Lobby  
|                   | 7:30 pm - Dinner as group  
|                   | **Hotel: Georgetown Suites**  
|                   | 1111 30th St & 1000 29th St NW  
|                   | Washington, DC 20007  
|                   | 202/298-1688 ph |

| Thursday, July 3  | AM - Visit to Capitol Hill  
|                  | 12:00 - Lunch hour visit with National Fair Housing Alliance (NFHA)  
|                  | 2:30 Visit to The Freedom Forum, tour of the USS \( \text{USS} \)  

| Friday, July 4   | Independence Day – tour monuments and enjoy fireworks  
|                  | Events:  

| Saturday, July 5 | 6:30 am - Group departs DC (Reagan Field)  
|                 | 9:27 am - Arrive to Memphis  
|                 | Transport from Memphis Airport to hotel  
|                 | 12:00 noon – walk to Peabody Place for lunch  
|                 | 2:00 pm - Visit to Civil Rights Museum  
|                 | Evening – free to enjoy Beale Street  
|                 | **Hotel: Comfort Inn Downtown**  
|                 | 100 North Front  
|                 | Memphis TN 38103  
|                 | 901-526-0583 phone |

| Sunday, July 6   | AM - Free to attend a house of worship  
|                  | 12:00 noon – depart Comfort Inn for Oxford  
|                  | 1:30 – arrive to Oxford, check in to dormitory & hotels  
|                  | 2:30 pm - Oxford tour on Double Decker bus, including Rowan Oak, tour of campus  
|                  | 4:00 pm – Welcome Reception, Bryant Hall  
|                  | **Housing: campus dormitories for students, Inn at Ole Miss for faculty** |

| Monday, July 7   | 9:00 AM – departure for MS Delta  
|                  | 10:30 am - Rome – Community Development Center  
|                  | 12:00 pm Lunch and activities at Tuskegee Community Education Center  
|                  | 3:30 pm - Clarksdale – meeting with Bill Lockett and early dinner at Ground Zero  
|                  | 4:30 pm – tour of Delta Blues museum  
|                  | Return to Oxford, MS for live music in the evening |

| Tuesday, July 8  | 7:30 am – departure for Jackson, MS  
|                  | 10:30 am – meeting with former Gov. William Winter  
|                  | 2:00 pm – meeting with Mission Mississippi  
|                  | 4:00 pm – meeting with Judge Wingate  
|                  | Dinner in Jackson  
|                  | Late PM – return to Oxford |

| Wednesday, July 9 | On campus in Oxford:  
|                  | Lectures and discussions with UM institutes and professors:  
|                  | 10:00 – opening discussion with Charles Wilson  
|                  | 11:00 am – William Winter Institute for Racial Reconciliation, David Motin  
|                  | 1:00 – Dr. Andy Mullins – Overview of Education in Mississippi  
|                  | 2:30 – Dr. Adam Gussow – Southern, Northern, Old, and New:  
<p>|                  | A Conversation about the Blues |</p>
<table>
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<tr>
<th>Date</th>
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| Thursday, July 10 | Early AM – depart for Memphis; visit with Latino Memphis  
11:30 – arrive at airport  
1:39 pm – UM & Ulster group – departure for Belfast (NWA 284)  
(arrive July 11, 10:40 am to Belfast)  
1:10 pm – NMMU group – depart Memphis for Miami (Flight AA4508 – 13:10/Arrive 16:45) – Depart Miami for London Heathrow (Flight VS6 – 19:10/Arrive 08:50) |
| Friday, July 11      | Depart London Heathrow for Belfast (Flight EI33 – 10:50)  
Arrive Belfast (12:10)  
PM – Visit to Northern Ireland Assembly – Stormont  
Evening – University Hills (UJ) Orientation |
| Saturday, July 12    | Orange Order Parade – Belfast City  
Evening – To Dublin |
| Sunday, July 13      | Dublin Tour (all day)  
Evening – Dublin City Centre hostel |
| Monday, July 14      | AM – Guinness House  
PM – Travel to Derry  
Evening – Drumcreeagh Student Village (DdV) - films |
| Tuesday, July 15     | AM – Mayor’s Reception in Guildhall  
PM – Tour of Derry’s historic walls, Bogside and Fountain, Memorial Hall  
Evening – Local pub for live traditional music (DdV) |
| Wednesday, July 16   | AM – Tour of Omagh Folk Park  
PM – Centre for Migration Studies  
Evening – Return to Derry for cultural evening |
| Thursday, July 17    | AM – Magee Campus, lectures  
PM – Welcome from Nobel Peace Laureate Professor John Hume  
Evening – Formal dinner hosted by University Provost |
| Friday, July 18      | AM – Travel to Belfast  
Meeting at Invest, Northern Ireland  
CRC?  
PM – BBC to meet with senior reporter; meet with Deputy Lord Mayor  
Brian Feneby?  
Evening – Dinner in Belfast  
University Halls |
| Saturday, July 19    | AM – Belfast Cathedral Quarter tour and lunch in Golden Thread gallery  
PM – Walking tour of West Belfast, meet community leaders, newspaper editor and ex-prisoners  
Evening – Music and dinner in local Irish-Italian restaurant  
University Halls |
| Sunday, July 20      | AM/PM – Giant’s Causeway and tour of Bushmills Distillery  
Evening – Dinner at restaurant on Causeway Coast – hosted by Dean of Faculty of Arts?  
University Halls |
| Monday, July 21      | AM – Depart Belfast International Airport for London Heathrow (Flight EI34 – 12:55)  
Arrive London Heathrow (14:15)  
Depart London Heathrow for Johannesburg (Flight VS601 – 20:30) |
| Tuesday, July 22     | Arrive Johannesburg (08:35)  
Flight from Johannesburg to Port Elizabeth (Flight BA6241 – 11:10)  
Arrive in Port Elizabeth at 12:50  
Settle in at Accommodation  
Evening: Dinner at Bush Camp  
**Housing:** Bantry Apartments  
17 Honeymood Road  
Tel.: +27 41 5860474  
Staff: Fifth Avenue Beach House Beach Strand |
<table>
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<th>Date</th>
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| Wednesday, July 23 | AM – Welcome and Campus Tour  
AM - SA History Lecture – Dr N Jooste (and Mrs Herbst)?  
Afternoon – City and Township Tour  
Evening: Dinner at Shebeek in township  
**Housing**: Bantry Apartments  
**Staff**: Fifth Avenue Beach House |
| Thursday, July 24 | AM – Talk by Judge R. Pillay  
Venue: South End Museum  
AM/Afternoon: Travel to Grahamstown  
Afternoon: Visit to African Musical Instrument Factory  
Settle in at Accommodation  
Evening: Dinner In Grahamstown (possible interaction with Rhodes Golden Key members)  
**Housing**: Grahamstown Protea Hotel  
**High Street**, Grahamstown  
Tel.: +27 46 622 2324 |
| Friday, July 25 | AM - Early talk by Alan Weyers in Grahamstown before departing for  
Fort Hare University  
AM – Visit to Fort Hare University  
Afternoon: Travel to Farmers, Post Relief  
Evening: With Farmers  
**Housing**: With Local Farmers |
| Saturday, July 26 | Frontier Trip  
Weather depending – visit to Fort Fordyce and walk the '10th Pass'  
(Indigenous forest)  
Evening: With Farmers  
**Housing**: With Local Farmers |
| Sunday, July 27 | AM – Frontier Trip  
Afternoon: Travel back to Port Elizabeth  
Evening: Take-out dinner  
**Housing**: With Local Farmers |
| Monday, July 28 | AM - Lecture – Possible speaker (NMU VC)  
14:00: Talk by Dr Janet Cherry at the Red Location Museum  
Evening: Dinner at Primis Plat, Dolphin's Leap  
**Housing**: Bantry Apartments  
**Staff**: Fifth Avenue Beach House |
| Tuesday, July 29 | AM - Guest Talk (tbc) – Possible speaker (Dr Joe Diesho)  
Afternoon: Visit to Kagga Kamma Game Park  
Evening: Dinner at El Greco Restaurant, The Boardwalk  
**Housing**: Bantry Apartments  
**Staff**: Fifth Avenue Beach House |
| Wednesday, July 30 | AM – Guest Lecture – ProfS. from Univ. Of Mississippi, Univ. of Ulster and NMU  
Afternoon: Talk Shop – NMU students and visiting students (Topic: Truth and Reconciliation)  
Evening: Dinner at Pine Lodge  
**Housing**: Bantry Apartments  
**Staff**: Fifth Avenue Beach House |
| Thursday, July 31 | AM – Fly to Cape Town  
Flight: SA1808 – 10:00  
Afternoon: Visit to Robben Island  
Evening: Dinner at Waterfront  
**Housing**: Fynbos Villa Guest House  
14 Neethling Street  
Stellenbosch  
Tel.: +27 21 883 8670 |
<table>
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<th>Day</th>
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<tr>
<td>Friday, August 1</td>
<td>AM – Guest talk (tbc) – Possible speaker (Dr Allan Boesak)</td>
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<td>Afternoon: Visit to Slave Quarters/District Six Museum</td>
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<td>Evening: Dinner in Stellenbosch</td>
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<td></td>
<td><strong>Housing:</strong> Fynbos Villa Guest House, Stellenbosch</td>
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<tr>
<td>Saturday, August 2</td>
<td>AM – Visit to Table Mountain</td>
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<td>Afternoon: Currie Cup Rugby in Wellington (Boland vs Free State)</td>
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<td>Evening: Dinner (venue tbc)</td>
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<td><strong>Housing:</strong> Fynbos Villa Guest House, Stellenbosch</td>
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<tr>
<td>Sunday, August 3</td>
<td>Possible discussion session (tbc)</td>
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<td>Flight from Cape Town to Johannesburg BA6418 4pm</td>
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<tr>
<td></td>
<td>Flight from Cape Town to Port Elizabeth SA1831 4pm</td>
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<tr>
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<td>US and Irish group - Depart South Africa for US and Ireland</td>
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