

## Norman Harris, Ph.D.

One World Archives

### “Red Was the Midnight:” The 1906 Atlanta Race Riot

1. Program
  - a. “Red Was the Midnight:” The 1906 Atlanta Race Riot—Online
  - b. 3 PLU Minimum of 30 Contact Hours
2. Goals Addressed / Participants Will
  - a. Gain an overview of the causes of the 1906 Atlanta Race Riot
  - b. Gain an overview of the quality of life for Atlanta’s African American community at the turn of the 20<sup>th</sup> century
  - c. Gain an overview of the quality of Atlanta race relations at the turn of the 20<sup>th</sup> century
  - d. Gain an overview of the quality of life for Atlanta’s African American community at the turn of the 21<sup>st</sup> century
  - e. Gain an overview of the quality of Atlanta race relations at the turn of the 21<sup>st</sup> century
  - f. Gain an overview of the role of “class” in determining the quality of race relations in Atlanta
3. Improvement Practices

With its visible black middle class, a consortium of historically black colleges and universities, and a long history of successful black businesswomen and men, Atlanta enjoys a reputation as a Mecca for Black People. Often characterized as the “City Too Busy to Hate,” Atlanta also enjoys a reputation for being a place with excellent race relations. But this characterization was certainly not operative almost a century ago. In September of 1906 things went horribly wrong when rampaging whites killed African Americans and destroyed important sections of their communities. Was it jealousy that prompted whites to transform themselves into racial terrorists? Or was it just plain old racism? Whatever it was, certainly the conditions and attitudes that caused the 1906 Atlanta Race Riot are no longer operative. After all, we are almost a century removed from the 1906 Atlanta Race Riot. What possible relevance can it have to Atlanta today? The 1906 Atlanta Race Riot is relevant in two ways: first, it is a part of Atlanta’s history that is often glossed over or buried beneath bland euphemisms—so we need to know that history in as full and in as stark detail as possible. Such information and knowledge lead to the second reason why studying the 1906 Atlanta Race Riot is relevant: it is an opportunity to discover where our community is in relationship to the issues that precipitated the riot, and it helps us as individuals discover how are attitudes confirm or transcend those attitudes that were operative at the time of the 1906 Atlanta Race Riot. Participants in this course will learn the facts of the 1906 Atlanta Race Riot, the attitudes of blacks who defended themselves during the riot, and the attitudes of whites who attacked and killed them.
4. Competencies / Participants will be able to:

- a. Identify and define key facts surrounding the 1906 Atlanta Race Riot—the dates of the riot; the role of Atlanta Police during the riot; the role of the militia during the riot; when did the riot “end;” etc.
- b. Identify and define the way the riot was reported in the local, state, national and international press;
- c. Identify important demographic characteristics of Atlanta’s black community—employment, education, health
- d. Identify white leaders whose comments and actions seemed to have set the stage for the riot;
- e. Identify black leaders whose comments and actions seemed intended to lessen the chances of white violence being perpetrated on blacks;

#### 5. Performance Indicators

As a result of this course, participants will demonstrate their ability to:

- a. Use course resources to answer at an 80% success rate questions about the facts of the 1906 Atlanta Race Riot;
- b. Use course resources to answer at an 80% success rate questions about media coverage of the 1906 Atlanta Race Riot;
- c. Use course resources to answer at an 80% success rate questions about the demographic conditions leading up to the riot;
- d. Use course materials to answer questions at an 80% success rate questions about the role of white and black leaders in the period leading up to the riot;
- e. Keep an online journal of personal reactions/reflections to the information learned;
- f. Actively participate in threaded online discussions about posted questions that explore the contemporary relevance of the 1906 Atlanta Race Riot

#### 6. Preparation Phase

- a. This workshop will be a maximum of 30 clock hours;
- a. A signed Prior Approval Form must be faxed to One World Archives before participants are allowed to register. The OWA fax number is 1-800-450-4021
- b. A short video explaining the registration process can be found at the “OWA Online” link at our website: <http://www.oneworldarchives.com> Questions about the course or about the registration process can be directed to Dr. Norman Harris at 404-384-3615. Our email address: [nharris@oneworldarchives.com](mailto:nharris@oneworldarchives.com)
- c. After successful registration, participants will log-on to our course management site (<http://www.owa-online.org>) for instruction and assignments. Our course management software automatically generates a time log for online activity for each participant. Each participant must spend a total of at least 30 hours online during the length of the course.
- d. Location: Online Course.
- e. The course will be offered three times a year on a continuous basis. The times for 2006 appear below:
  - i. February 1 through March 7, 2006
  - ii. June 5 through June 30, 2006
  - iii. September 11 through October 9, 2006

- f. Instructors with qualifications: Dr. Norman Harris is the instructor. Dr. Harris has more than thirty years of university teaching experience. He consults regularly with the National Education Association—he was the keynote speaker at the 2005 National Education Association Southeast Regional Leadership Conference held in Baton Rouge, Louisiana. Dr. Harris’s publications have appeared in numerous professional journals. His essay on technology and Black Studies appears in the recently published *Handbook of Black Studies*, which is edited by Molefi Asante and Maulana Karenga. Dr. Harris is the author of the interactive CD, titled *Black Studies 101: The Journey*. *Black Studies 101* is being used in the Rochester, New York School System, the Fayette, Georgia School System, and the Auburn Avenue Research Library on African American Culture and History.
  - g. Teaching strategies in the workshop will include multimedia tours, online readings, and a variety of online quizzes.
7. Course Assessment: Master verification will be used because this is an online course. Master verification will be demonstrated by:
- a. Regular participation in threaded discussions;
  - b. Keeping an online journal
  - c. Pass two online quizzes at an 80% success rate
  - d. Using a rubric to develop a 1906 Atlanta Race Riot lesson plan
  - e. Dr. Norman Harris, President of One World Archives, will assess master verification.