

1619 Project
Waverly Community Study Group
Fall 2022

Co-sponsored by:

- Waverly Branch - American Association of University Women
- City of Waverly Human Equity & Diversity Commission
- Wartburg's Multicultural Student Services
- EMBRACE: An Organization Celebrating Diversity in the Cedar Valley

The 1619 Project

The Project:

Telling the whole story matters. The 1619 Pulitzer prize-winning series by Waterloo, IA native, Nikole Hannah-Jones, is a vehicle to help us learn about slavery from the perspective of Black Americans and its impact on the many generations following. Not all history books are equal and much that has been written is from a white perspective, which is often not historically accurate or complete. This an important series of essays that helps to fill in many factual and experiential gaps left out by white historians and writers.

Community Reading of the 1619 Curriculum:

While you can certainly read and listen to the materials on your own, ***conversation in community brings a richness and better understanding of the issues***. Community conversation means you listen as much or more than you talk, which is almost always a good thing.

Waverly Community 1619 Project

Join us as we engage in conversations of issues and topics raised in the New York Times 1619 project. Readings, poetry, podcasts and discussions will offer a profoundly revealing vision of the American past & present, contextualizing the systems of race & class: *The Idea of America Capitalism & the Wealth Gap, A Broken Health Care System & Health Inequity, American Popular Music, Traffic, Undemocratic Democracy & Mass Incarceration, Education Malpractice.*

Participants in the Community Study Group will be provided with the links to readings and other material at no cost. Discussion sessions will take place once a week for 6 weeks Tues., Sept. 20-Nov. 1, 2022, 7:00-8:30 p.m. on Wartburg's campus. (Location provided once registered.) There will be no meeting Oct. 11.

In order to learn more about this opportunity please contact Ann Henninger at ann.henninger@wartburg.edu or Kim Folkers at kimberly.folkers@wartburg.edu. To register, [click this link](#). (Must be registered to participate.)

The 1619 Project Resources

FULL ISSUE OF *The New York Times Magazine*, 1619 PROJECT – Sessions 1-5

https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf

Supplementary broadsheet from the *Times* newspaper – Session 6

https://pulitzercenter.org/sites/default/files/18maglabs_1619_issue_shipped_0.pdf

Reading Guide – 1619 Essays:

[Pulitzer Center Reading Guide for 1619 Essays](#)

Reading Guide – 1619 Creative Works:

[Pulitzer Center Reading Guide for 1619 Creative Works](#)

Week 1, Tues., Sept. 20, 7:00-8:30 p.m.

Location: Wartburg Campus – provided when registered

“The Idea of America” by Nikole Hannah-Jones (pages 14-26 of full NY Times issue)

- Read: Declaration of Independence
<https://www.ushistory.org/declaration/document/>
- Read “The Idea of America” pp 14-26. A few questions will focus on pp 16-17.
As you read the essay, “The Idea of America”, think about these 2 questions:
 1. How have laws, policies and systems developed to enforce the enslavement of black Americans before the Civil War influenced laws, policies and systems in the years since?
 2. How has activism by black Americans throughout U.S. history led to policies that benefit all people living in the U.S.?
- > Print and complete the Session 1 worksheet (available at this link):
http://www.pulitzercenter.org/sites/default/files/pdf_for_lesson_1st_graphic_organizer.pdf
Record your answers in the left column of examples of racial oppression. In column on the right, record examples of black resistance and efforts to build a better society for all.

“Chained Migration” by Tiya Miles (page 22)

1. How was the expansion of the U.S. shaped and made possible by slave labor?
2. When did free black Americans begin to travel west, and why?

PODCAST - Introducing “1619”, 5 minutes.

<https://www.stitcher.com/podcast/the-new-york-times/nyt-1619/e/63280329>

PODCAST - Episode 1: The Fight for a True Democracy, 44 minutes

<https://www.stitcher.com/podcast/the-new-york-times/nyt-1619/e/63412705>

Week 2, Tues., Sept. 27, 7:00-8:30 p.m.

Location: Wartburg Campus – Heritage Ballroom, Student Center <https://waverly-ia.aauw.net/1619-project/>

Capitalism and The Wealth Gap

“Capitalism” by Matthew Desmond (pages 30-40)

How does the author describe capitalism in the U.S.?

How did slavery in the U.S. contribute to the development of the global financial industry?

What current financial systems reflect practices developed to support industries built on the work of enslaved people?

“Mortgaging the Future” by Mehrsa Baradaran (page 32)

How are current banking practices in the U.S. influenced by bank administration and regulation practices developed to fund the Civil War?

How are bank regulation practices established after the Civil War connected to the 2008 economic crisis in the U.S.?

“Fabric of Modernity” by Mehrsa Baradaran (page 36)

How did increased production of cotton in the South through slave labor influence trade and business in the U.S., and around the world?

How have the laws and contracts developed before the Civil War to support the cotton industry influenced the financial documents we use today?

“Municipal Bonds” by Tiya Miles (page 40)

How did enslaved people contribute to the construction of northeastern cities like New York City?

How did banks and other financial institutions profit from slavery, even after it was abolished in the North?

“The Wealth Gap” by Trymaine Lee (pages 82-83)

How does a person accumulate and keep wealth in the U.S.?

How have policy and exclusion from government wealth-building programs limited black Americans’ opportunities to accumulate wealth?

Does racial inequity, as described in these articles about the wealth gap, exist in our own community? If so, what could be done to address this inequality?

PODCAST - Episode 2: The Economy That Slavery Built, 33 minutes

<https://www.stitcher.com/podcast/the-new-york-times/the-daily-10/e/63592019>

Week 3, Tues., Oct. 4, 7:00-8:30 p.m.

Location: Wartburg Campus – Heritage Ballroom, Student Center <https://waverly-ia.aauw.net/1619-project/>

A Broken Health Care System & Medical Inequality

“A Broken Health Care System” by Jeneen Interlandi (pages 44-45)

1. How have health care policies, city planning and other government systems in the U.S. limited who has access to health care services?
2. According to the author, what factors help diseases to spread in a community?
3. The author asks: Why doesn't the U.S. have universal health care? She says the answer begins with policies enacted after the Civil War. Agree/Disagree?

“Medical Inequality” by Linda Villarosa (pages 56-57)

1. What inaccurate and unfounded assumptions have doctors made throughout history about the bodies of enslaved black people and how did they attempt to prove those assumptions?
2. How have racist medical procedures and attitudes influenced the medical treatment that black Americans have received throughout history, and continue to receive today?

“Tuskegee syphilis experiment” by Yaa Gyasi (p 68)

“Sgt. Isaac Woodard” by Jacqueline Woodson (p 69)

1. Does racial inequity, as described in these articles about health care, exist in our own community? If so, what could be done to address this inequality?
- **PODCAST - Episode 4: How the Bad Blood Started, 40 minutes**
<https://www.stitcher.com/podcast/the-new-york-times/nyt-1619/e/63898025>

Week 4, Tues., Oct. 18, 7:00-8:30 p.m.

Location: Wartburg Campus – Castle Room, Student Center <https://waverly-ia.aauw.net/1619-project/>

“American Popular Music” by Wesley Morris (pages 60-67)

1. How have popular musical and performance trends throughout history used traditions and styles developed by black Americans?
2. How does the author describe black music and blackness in music?

- PODCAST: [Episode 3: The Birth of American Music](https://www.stitcher.com/podcast/the-new-york-times/nyt-1619/e/63739639), 35 minutes
<https://www.stitcher.com/podcast/the-new-york-times/nyt-1619/e/63739639>

Fiske Singers: <https://www.youtube.com/watch?v=yID4zvvN79Y>

Lil Nas X & Billy Ray Cyrus “Old Town Road”: <https://www.youtube.com/watch?v=uPdx3AxiCac>

Week 5, Tues., Oct. 25, 7:00-8:30 p.m.

Location: Wartburg Campus – Heritage Ballroom, Student Center <https://waverly-ia.aauw.net/1619-project/>

Traffic, Undemocratic Democracy & Mass Incarceration

“Traffic” by Kevin M. Kruse (pages 48-49)

1. What policies contributed to neighborhood segregation in the U.S.?
2. How have transportation systems reinforced segregation?
3. Does racial inequity, as described in this article about traffic and urban renewal, exist in our own community? If so, what could be done to address this inequality?

“Undemocratic Democracy” by Jamelle Bouie (pages 50-55)

1. According to the author how do 19th century U.S. political movements aimed at maintaining the right to enslave people manifest in contemporary political parties?

“Mass Incarceration” by Bryan Stevenson (pages 80-81)

13th Amendment to the U.S. Constitution, ratified in 1865, states: *“Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”*

1. How have laws been written and enforced in the U.S. over the past 400 years to disproportionately punish black Americans?
2. What are the “Black Codes”?
3. How does Stevenson argue that the modern-day prison system acts as a continuation of slavery?
4. What does racial inequity, as described in this article about mass incarceration, look like in our own community and state? How can this inequality be addressed?

Week 6, Tues., Nov. 1, 7:00-8:30 p.m.

Location: Wartburg Campus – Heritage Ballroom, Student Center <https://waverly-ia.aauw.net/1619-project/>

Education Malpractice; Wrap Up and Next Steps

Education Malpractice

Read Supplementary broadsheet from the *Times* newspaper

https://pulitzercenter.org/sites/default/files/18maglabs_1619_issue_shipped_0.pdf

“Why Can’t We Teach This?” by Nikita Stewart (Broadsheet from the New York Times, Aug. 18, 2019, pages 2-3)

1. According to the Southern Poverty Law Center’s study, what are some of the ways in which U.S. history textbooks are “failing”?
2. Why do students infrequently learn a full history of slavery in schools?
3. What are some suggestions that appear in Stewart’s essay for improving education on slavery?

“History of Slavery 1455-1865” Curated by Mary Elliott, with text by Mary Elliott & Jazmine Hughes (Broadsheet from the New York Times, Aug. 18, 2019, pages 5-15)

- a. 1455-1775: Slavery, Power, and the Human Cost (pages 5-9)
 - b. 1776-1808: The Limits of Freedom (pages 10-11)
 - c. 1809-1865: A Slave Nation Fights for Freedom (pages 12-15)
1. What information about slavery is new to you or differently presented from what you learned in school?

Wrap Up & Next Steps