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Walking Tour #2 - Education

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WALKING TOUR # 2

Education

For the second tour the theme is education. On the tour you will discover the role of education and educational institutions in the transatlantic slave trade and in the struggle for civil rights. First, many colleges were created by slave owners and slave labor quite literally built college campuses. In recent years colleges have tried to grapple with their legacy. Second, colleges were key sites during the civil rights era. On the one hand, colleges often resisted desegregation efforts, while at the same time college students played a pivotal role in civil rights protests.

In this tour students will be asked to locate several historic buildings on the College of Charleston campus and take photos of each. It is a self-guided tour and should take roughly an hour to complete. At each location they will be assigned readings that provide a brief history of the building, key events, and/or notable people. Each reading was selected because it touches on the theme of education and can be completed in 5-10 minutes. Notably, reading came from a website created by faculty and staff to grapple with and memorialize our past. After finishing the walking tour, students will write a 2-3 page reflection essay that asks about the role of education and educational institutions in the history of slavery and civil rights, specifically as they unfolded on our very campus.



Walking Tour

Begin the tour inside the College of Charleston Cistern Yard (66 George Street). First, read Dr. Bernie Powers's essay about the college's African American history. Walk up the circular stairs and into the Randolph Hall lobby. Read the various plaques on the wall and take a photo of the one that most interests you. Second, read about C of C's 14th president (1945–65) George C. Grice.

- Powers, Bernard. "[Discovering African American History at the College of Charleston.](#)" College of Charleston. Accessed April 4, 2024.
- Podolsky, Robert. "[The Omitted Legacy of George D. Grice.](#)" College of Charleston. Accessed April 4, 2024.

As you exit the Randolph Hall lobby and walk back into the Cistern Yard, turn to the right and head out the iron gates onto College Way (the brick walkway). Head to the right and stop at the college's Department of Communication (9 College Way). Take a photo of the marker out front and read about the building's history.

- Greene, Harlan. "[9 College Way—Site of the Book Basement.](#)" College of Charleston. Accessed April 5, 2024.

Continue past 9 College Way and turn left onto Green Way (also a brick walkway). At Coming Street, turn left and walk half a block toward Bull Street. Walk up Bull Street for four blocks and stop at the Avery Research Center (125 Bull Street). Read about this building's importance (both past and present) as well as civil rights activist Septima Clark's time at the Avery. Take a photo of the building.

- Eichelberger, Julia. "[Education: Septima Poinsette Finds Her Calling.](#)" College of Charleston. Accessed April 5, 2024.

Lastly, walk down Bull Street back toward Coming Street. At Coming, turn right and walk two blocks to Wentworth Street. Head left on Wentworth Street and stop at Septima Clark's birthplace (105 Wentworth Street, currently the Kappa Sigma house). Take a photo of the marker outside the home. Read the two articles about Clark's life and legacy.

- Eichelberger, Julia. "[Inheritance: Septima Poinsette Clark's Family.](#)" College of Charleston. Accessed April 5, 2024.
- Kirton, Tara. "[Septima Clark and the Fight for Civil Rights.](#)" Black Perspectives. April 5, 2024.

Reflection Essay

Please answer the following questions after completing the walking tour above. In total, your completed essay should be about three double-spaced pages.

1. Why is it important for individuals to confront the past? Why is confronting the past uniquely important for educational institutions? (200–300 words)
2. What role did members of the College of Charleston play in supporting the institution of slavery and opposing civil rights? What role did members of the College of Charleston play in opposing the institution of slavery and supporting civil rights? (200–300 words)
3. Why was education so important in the struggle for civil rights? Is education still important, today, in the ongoing struggle for civil rights? (200–300 words)