Festschrift – noun, plural -schrift-en
(often initial capital letter) a volume of articles, essays, etc., contributed by many authors in honor of a colleague, usually published on the occasion of retirement, an important anniversary, or the like.

Origin: 1900–05; < G, equiv. to Fest feast, festival + Schrift writing


DURHAM, N.C. – John Hope Franklin, the scholar who helped create the field of African-American history and dominated it for nearly six decades, has died at the age of 94.

Franklin died of congestive heart failure at Duke Hospital this morning. He is survived by his son, John Whittington Franklin, daughter-in-law Karen Roberts Franklin, sister-in-law Bertha W. Gibbs, cousin Grant Franklin Sr., a host of nieces, nephews, great-nieces and great-nephews, other family members, many generations of students and friends.

"John Hope Franklin lived for nearly a century and helped define that century," said Duke President Richard H. Brodhead. "A towering historian, he led the recognition that African-American history and American history are one. With his grasp of the past, he spent a lifetime building a future of inclusiveness, fairness and equality. Duke has lost a great citizen and a great friend."

Franklin, James B. Duke Professor Emeritus of History, was a scholar who brought intellectual rigor as well as an engaged passion to his work. He wrote about history – one of his books is considered a core text on the African-American experience, more than 60 years after its publication – and he...
lived it. Franklin worked on the Brown v. Board of Education (1954) case, joined protestors in a 1965 march led by Martin Luther King, Jr. in Montgomery, Ala. and headed President Clinton's 1997 national advisory board on race.

He is perhaps best known to the public for his work on President Clinton's 1997 task force on race. But his reputation as a scholar was made in 1947 with the publication of his book, "From Slavery to Freedom: A History of African-Americans," which is still considered the definitive account of the black experience in America.

In a nutshell, this is what this semester’s Senior Seminar in History is all about. A festival of writing in honor of one of America’s greatest historians.

Books for the Course.

I’m asking you to purchase three books, two of which we will in entirety.


We will also read significant portions of


A Tentative Schedule.

Initially I’m presenting the target dates as broadly as possible, and I’m laying on your shoulders much of the responsibility for managing your own time. One of the purposes of the Senior Seminar is further the transformation of students into independent and autonomous scholars.

So here’s the first schedule.

I’d like to have the autobiography read in its entirety by Thursday, October 1, with *Racial Equality in America* finished by Thursday the 8th. I am not going to post specific lengths of reading per class session. I am going to require reports on readings twice a week, these reports on reading will be entered into your journal before class. They will include the pages which have occupied your time since the last class session and your thoughts, reflections, reactions, and ideas about the content of those pages. You’ll present this in informatl writing s of around 300 words.
The purpose of this part of the course is twofold—to give you a chance to explore things which you’d enjoy writing about and to crank up your writing skills, which may have developed a little rust over the summer.

Once this first period of the course is completed, we’ll move on to a period of narrowing focus for the paper which will be the major activity of the course.. We’ll do this by selecting essays from *Race and History*. You’ll note that they’re grouped by subject, rather than chronologically. I’ve sent out a chronological content list by e-mail this summer. In case some didn’t get it, I’ll append it at the end of this introduction. One can approach these essays in several ways—by subject as their organized, by relationship to events in Franklin’s life, or as a key to the development of his intellectual style. We’ll probably do a bit of all three.

**Procedures: The fine print.**

- I’m going to use the your journals as the basis for class discussions. Here’s how that’s going to work. Write your journal entry for Mondays and Thursdays no later than 2:00 p.m. This will give me time to select several of them to post to the class website. We’ll use those as a basis for class discussion. Following class return to the journal section on blackboard to enter any comments you may have upon the journal entries discussed or on the journal entries of anyone else.
- **Thirty days hath September.** Hmmm. **Thirty Days Hath Mirror to America.** That may be useful information.
- Modifications of this procedure will happen at later times in the course.
- Your principal product for this course will be a research paper with a minimum length of 25 pages, double spaced, and formatted according to the *Chicago Manual of Style* as cited in Benjamin’s *A Student’s Guide to History*. **The Chicago Manual of Style is also online.**

**Evaluation for this course.**

The major portion of your grade will be determined by the quality of the work of your research paper. That is going to count about 60 per cent of the grade for the course. The final version of this paper will be presented in .pdf format and published to the class website. More about this later.

Your faithfulness in preparing your journal entries and in being ready to discuss them in timely fashion will count another 20 per cent.

The final 20 percent will be assigned based on your participation and assistance to other class members by your willingness to critique their work seriously and share your research findings with them, as well as your own analysis of the work you’ve accomplished. More about this later
We’ll begin this procedure immediately. Check to see if your blackboard journal is functioning properly. I have to set all of these up by hand and occasionally I don’t push enough buttons. Then begin reading Franklin’s Autobiography, and record your reactions, ideas, comments, questions, thoughts, and so forth in your journal by Monday at 2:00 p.m. You may find it easier to compose these in a word processor in order to take advantage of spell and grammar checking, and then copy them into your journal.

This first paper syllabus for this course is also the last paper syllabus for this course that I’ll distribute this way. IF there is something to distribute which makes sense in a paper format I’ll provide a like for it online, as is my general practice. The course website [http://hist420seminar.homestead.com/](http://hist420seminar.homestead.com/)