

Term Information

Effective Term Autumn 2016

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5240
Course Title Race and Public Policy in the United States
Transcript Abbreviation Race in Pub Pol US
Course Description This course explores Race and Public Policy in the United States from Reconstruction to the present. In particular, the class is designed to look at the long list of "hot topics" in the current policy landscape, including policing, housing, wealth gap, immigration, voting, political representation, and others.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Jr, Sr, or Grad standing; or permission of instructor
Exclusions Not open to students with credit for PUBAFRS 5240

Cross-Listings

Cross-Listings PUBAFRS 5240

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Upon the conclusion of this course, students will:
 - Have gained an appreciation for the diversity and interdisciplinary nature of public affairs.
 - Have gained an appreciation for individual and group differences in perspectives, backgrounds, interests, and needs
 - Have developed the ability to communicate and interact productively with a diverse and changing workforce and citizenry

Content Topic List

- Race and Races: Voting and Elections
 - Race and the White House
 - Race and the Urban Crisis
 - Race and Taxes
 - Race and the Carceral State
 - The Racial Wealth Gap
 - Reparations

Attachments

- PUBAFRS 5240 - AAAS 5240 rev 2-11-16kmh-1.docx: PUBAFRS 5240-AAAS 5240 Syllabus cross-list
(Syllabus. Owner: Austin,Curtis J)
- AAAS UG Curriculum Map 2016.docx: AAAS Curriculum Map
(Academic Program Revision Stmt. Owner: Austin,Curtis J)

Comments

- See 3-17-16 e-mail to C.Austin. *(by Vankeerbergen,Bernadette Chantal on 03/17/2016 03:02 PM)*
- Subsidy Level Changed (by Reed, Katherine Marie on 02/02/2016 12:11 PM) *(by Austin,Curtis J on 02/17/2016 05:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Austin,Curtis J	02/17/2016 05:12 PM	Submitted for Approval
Approved	Austin,Curtis J	02/17/2016 05:13 PM	Unit Approval
Approved	Heyssel,Garett Robert	02/22/2016 02:24 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/17/2016 03:03 PM	ASCCAO Approval
Submitted	Austin,Curtis J	03/18/2016 12:52 PM	Submitted for Approval
Approved	Austin,Curtis J	03/18/2016 12:52 PM	Unit Approval
Approved	Heyssel,Garett Robert	03/18/2016 02:54 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/18/2016 02:54 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Race and Public Policy in the US

PUBAFRS 5240 / AAAS 5240, 3 credit hours

John Glenn College of Public Affairs and Department of African and African American Studies

COURSE SYLLABUS

Fall 2016, Page Hall Room XX

DAY(S), TIME: TBD

Professor: Devin Fergus

Office: 486 University Hall

Phone: 614.247.2420

E-mail: fergus.24@osu.edu

Office hours: TBD

STUDENT LEARNING GOALS AND OBJECTIVES

Upon the completion of this course, students will:

- Students have an appreciation for the diversity and interdisciplinary nature of public affairs.
- Student have an appreciation for individual and group differences in perspectives, backgrounds, interests, and needs.
- The ability to communicate and interact productively with a diverse and changing workforce and citizenry.

COURSE DESCRIPTION

This course explores race and public policy in the United States from Reconstruction to the present. In particular, the class is designed to look at the long history of “hot topics” on the current policy landscape: policing, housing, wealth gap, immigration, voting, political representation, etc. By 2043, we will live in a majority-minority country. Yet the issue of race—especially for African Americans in the immediate aftermath of the Obama administration—continues to result in unequal gaps in pay, wealth, insurance, health, and education, among other significant indicators.

This class combines lectures, readings (primary and secondary), discussions, and assignments. Readings will include both primary and secondary sources. Lectures, discussions, and assignments are designed to complement, expand, and elaborate the reading material. The topical outline is generally divided into two alternating unit parts: Then and Now. One week (“Then”) we will explore the deeper roots of a current policy topic like civil or voting rights, the racial wealth gap, or reparations. The next week (“Now”) we will discuss how, if at all, a policy has changed over time along with its contemporary impact and import. These currents may well mark a continuation or even exacerbation of a policy matter as well as a clear disruption or resolution of a social problem.

This course is intended for upper division undergraduate and graduate students with an interest in social policy and race. The course is open to both doctoral and master's students.

COURSE READING MATERIALS

Required Texts (and other course materials where they are available)

- Katherine Newman and Rourke O'Brien, *Taxing the Poor: Doing Damage to the Truly Disadvantaged* (University of California Press, 2011) ISBN 9780520269675
- Ira Katznelson, *When Affirmative Action Was White* (W. W. Norton, 2006) ISBN 9780393328516
- Robert C. Lieberman and Fredrick C. Harris, eds. *Beyond Discrimination: Racial Inequality in a Post-Racist Era* (Sage, 2013) ISBN 9780871544551

For Graduate Students Only:

- Julian Zelizer, *New Directions in Policy History* (Penn State University Press, 2005) ISBN 9780271027197
- Robert Lieberman, *Shaping Race Policy: The United States in Comparative Perspective* (Princeton University Press, 2006) ISBN 9780691130460
- Adolph Reed Jr., *Stirrings in the Jug: Black Politics in the Post-Segregation Era* (University of Minnesota Press, 1999) ISBN 9780816626816
- Daria Roithmayr, *Reproducing Racism: How Everyday Choices Lock in White Advantage* (NYU Press, 2014) ISBN 9780814777121

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

Note: Readings not listed above will be available on Carmen

GRADING AND COURSE REQUIREMENTS

The graded components in this course include:

Undergraduate students

- 20%: Assignment #1
- 20%: Assignment #2
- 30%: Three Response Papers
- 10%: Participation
- 20%: **Final Exam**

Graduate students

- 20%: Assignment #1
- 20%: Assignment #2
- 30%: Three Response Papers
- 10%: Participation
- 20%: **Final Paper**

COURSE ASSIGNMENTS AND EXAMINATIONS

Assignment #1 – Analytical essay (20%)

Due Week 7 (e.g., October 4): You will present research and original analysis of a policy-related historical event of your choice between 1945 and the present. The event could be the passage of legislation, a court decision, an election, etc. You will submit your chosen topic for approval on Week 3 (e.g., September 6), and you will complete a draft by Week 5 (e.g., September 20). This assignment will require the use of primary documents, either in archives or online archival collections, as well as scholarly secondary sources. Of the secondary sources, at least 1 (but no more than 3) must come from the scheduled readings list on the syllabus. For additional research in secondary sources, you should make full use of the library and its resources. Word limit: 1250 words.

Assignment #2 – Brief on a contemporary public policy issue (20%)

Due Week 14 (e.g., November 22): You will prepare a brief on the historical dimensions of a contemporary public policy issue at the national, state, or local level. You will submit your chosen topic for approval on Week 9 (e.g., October 18), and you will complete a draft by Week 11 (November 1). This assignment will require research of both historical/scholarly sources and policy sources (think tanks and/or government documents). Word limit: 2000 words.

Response Papers (30%)

Part of your grade is based on a series of short, critical response papers. The response should focus on your consideration as the key issues of the reading. (At times, you may be asked to address a specific issue in your response.) You are required to submit 3 responses. It is important that you provide an original opinion or thought rather than a summary of the reading. This requires you to assess the claims the author is making: What does the text get “right?” What does the text get “wrong?” Are there other perspectives that would complement the text? Please submit on Carmen discussion board the evening prior to class.

Participation (10%)

In-class participation totals 10 percent of your grade. The instructor will assess the quality of each student’s participation. In-class participation serves as an important complement to lectures and written assignments. Effective class participation (e.g., asking good questions or providing empirical or evidence-based answers) contributes to the overall knowledge base of the class and demonstrates an ability to think critically about a particular reading or synthesize course-related materials. I encourage your questions about readings and lectures as well as ideas for discussion. Of course, it is impossible to participate if you do not come to class.

Final Exam (20%) – Undergraduate Students Only

A cumulative exam, covering major themes and concepts of the course. Probable format includes short answer questions and essay(s).

Final Research Paper (20%) – Graduate Students Only

This course requires you to write an original research paper, which constitutes 20 percent of your final grade. The topic is up to you, as long as it is related to race and social policy. I encourage you to start thinking about your topic as early as possible and meet with me to discuss it.

- You will be asked to focus on the history of an issue or institution
- Or what you regard as a critical inflection or turning point in history

- Or the relevance of history to a contemporary policy or issue
- The paper may be focused on a subject related to your professional work or interests

The final paper should be no more than twelve pages (approx. 2500–3000 words), exclusive of notes and citations. Please be sure to cite all references.

- An ungraded, research proposal will be due midway through the semester to make sure you are on track.
- The final paper is due December 6, 2016 via Carmen.

Evaluation Criteria

To evaluate your participation and written work, I will generally use the following grading rubric:

	PARTICIPATION	WRITTEN WORK
A	Makes creative contributions that push discussion in fruitful directions	Writes insightful, coherent, original pieces; Has followed all instructions and executes a deft and innovative incorporation of both readings, class discussions, and lectures
B	Participates instructively in discussions	Writes authoritative but conventional pieces; Has followed all instructions and uses readings, class discussions, and lectures to support the claim well
C	Participates superficially in discussions	Writes competent pieces, but of limited scope or insight; Has followed all instructions of the assignment
D	Fails to participate in a meaningful way in discussions	Writes garbled, confused, or disjointed pieces that demonstrate limited understanding of central concepts or course themes; Has followed some instructions of the assignment
E	Does not come to class or fails to participate	Writes incoherent pieces that demonstrate lack of understanding of central concepts or course themes; Has followed some instructions of the assignment

Grading Scale

93–100	A	80–82	B-	68–69	D+
90–92	A-	78–79	C+	64–67	D
88–89	B+	73–77	C	63 & below	E
83–87	B	70–72	C-		

Class Attendance

Students are expected to attend each session; part of your class participation grades naturally come from your attendance.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

ACCOMMODATION POLICY

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

WORKLOAD/COURSE EXPECTATIONS

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments. I encourage you to let me know if the workload gets out of proportion on a regular basis.

GRADE APPEALS

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned, you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>

ASSIGNMENT CALENDAR

Due Date	Assignment
Week 3	Students submit topic for analytical essay
Week 5	Draft of analytical essay due
Week 7	Final draft of analytical essay due
Week 9	Student submit topic for history policy brief
Week 11	Draft of history policy brief due
Week 14	Final draft of history policy brief due
Week 17	Final Exam or Final Paper Due

TENTATIVE WEEKLY SCHEDULE

(Tues, Aug 23 - Tues, Dec 6)

Week 1 **Introduction**
8.23(T) Course Introduction

- 8.25(H) • “Historians Politely Remind Nation to Check What’s Happened in Past before Making Any Big Decisions.” *The Onion* 47.39 (2011).
 • Edward Berkowitz, “History, Public Policy, and Reality,” *Journal of Social History* 18.1 (Autumn 1984): 79–89.

Readings for Graduate Students Only

- Julian Zelizer, *New Directions in Policy History* (Penn State University Press), Preface – page 11, pages 72–92.
 • Ernest May and Richard Neustadt, *Thinking in Time: The Uses of History for Decision Makers*, Preface–Chapter 3.

Week 2 Race and Races: Voting and Elections (Then)

- 8.30(T) • Eric Foner, “A New Birth of Freedom.” In *Story of American Freedom*, pages 95–114.
 • Darlene C. Hine, “Blacks and the Destruction of the Democratic White Primary 1935–1944” *Journal of Negro History* (1977): 43–59.

- 9.01(H) • Brian K. Landsberg, *Free at Last to Vote: The Alabama Origins of the 1965 Voting Rights Act*, Preface–page 33.

Readings for Graduate Students Only

- Mark Stern, “Calculating Visions: Civil Rights Legislation in the Kennedy and Johnson Years.” *Journal of Policy History* 5.2 (Apr. 1993): 231–47.
 • Hugh D. Graham, “Race, Policy, and History: African Americans and Civil Rights since 1965.” *Journal of Policy History* 6.1 (Jan. 1994): 12–39.

Week 3 Race and Races: Voting and Elections (And Now)

- 9.06(T) • Michael Dawson, “Groups Interests, Class Divisions and African American Policy Preferences.” In Behind the Mule, pages 181–200.

- 9.08(H) • Gavin Wright, *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South* (Harvard, 2013), chapters 1, 6.
 • Daniel P. Tokaji, “Responding to Shelby County: A Grand Election Bargain.” *Harvard Law & Policy Rev.* 8.1 (2014): 71.

Graduate Students Only

- Gavin Wright, “Economics of the Civil Rights Revolution.” Retrieved from <http://web.stanford.edu/~write/papers/THE%20ECONOMICS%20OF%20CIVIL%20RIGHTS%20REVOLUTION.pdf>

Week 4 Race and the White House (Then)

9.13(T) • Kenneth O'Reilly, *Nixon's Piano: Presidents and Racial Politics from Washington to Clinton* (Free Press, 1995), Intro – Chapter 2

9.15(H) • *Nixon's Piano*, Chapter 3 – Chapter 5

Week 5 Race and the White House (And Now)

9.20(T) • *Nixon's Piano*, Chapter 6 – Chapter 7

9.22(H) • *Nixon's Piano*, Chapter 8 – Chapter 9

• “Barack Obama and the Spin of No Spin” in David Greenberg, *The Republic of Spin: The Inside History of the American Presidency* (Norton, 2016), pages 437–48.

Week 6 Race and Urban Crisis (Then)

9.27(T) • Thomas Sugrue and Michael B. Katz, “History, Public Policy, and the Underclass Debate.” SSRC Working Paper (New York: National Center for Children in Poverty, 1995).

9.29(H) • Ira Katznelson and Suzanne Mettler, “On Race and Policy History: A Dialogue about the GI Bill.” *Perspectives on Politics* 3 (2008): 519–37.

Graduate Students Only

Thomas Sugrue, “Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940–1964.” *Journal of American History* (1995), 551–78.

Week 7 Race and Urban Crisis (And Now)

10.04(T) • Michael B. Katz, *Why Don't American Cities Burn: The City in the Twenty-First Century* (Pennsylvania, 2013), Introduction, Chapter 2–Epilogue.

10.06(H) • Michael B. Katz and Mark Stern, “Beyond Discrimination: Understanding African American Inequality in the Twentieth-First Century.” Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1135&context=spp_papers

Graduate Students Only

• Adolph Reed Jr., *Stirrings in the Jug: Black Politics in the Post-Segregation Era*, Chapters 2, 3, 5 and 6.

Week 8 Race and Taxes (Then)

10.11(T) • Katherine Newman and Rourke O'Brien, *Taxing the Poor: Doing Damage to the Truly Disadvantaged* (Princeton, 2010), Preface to Chapter 2.

10.13(H) Fall Break

Week 9 Race and Taxes (And Now) [*Contact Brown re book publication date]

10.18(T) • *Taxing the Poor*, Chapter 4 – Chapter 5

10.20(H) • Dorothy A. Brown. “Race, Class and the Obama Tax Plan.” *Denver Law Review* 86.575 (2009).

Graduate Students Only

• *Taxing the Poor*, Read entire book

Week 10 Race and the Carceral State (Then)

10.25(T) • Khalil G. Muhammad, *Condemnation of Blackness: Race, Crime, and the Making of Urban America* (Harvard, 2011), especially Introduction, Chapter 6, and Conclusion.

10.27(H) • Naomi Murakawa, “The First Civil Right: Protection from Lawless Racial Violence.” In, *The First Civil Right: How Liberals Built Prison America* (Oxford, 2013), pages 1–26.

Week 11 Race and the Carceral State (And Now)

11.01(T) • Yale Ferguson Working Group: Working Paper Series. Retrieved from <http://isps.yale.edu/deconstructing-ferguson-working-group#.VqB-mccyDww>

11.03(H) • Yale Ferguson Papers, continued

Week 12 Racial Wealth Gap (Then)

11.08(T) • Kirk White, “Initial Conditions at Emancipation.” *Journal of Economics Dynamics and Control* 31.10 (2007): 3370–95 (Please Skim)

• William Collins and Robert Margo, “Race and Home Ownership From the Civil War.” Retrieved from <http://www.nber.org/papers/w16665>

• Ira Katznelson, *When Affirmative Action was White: An Untold History of Racial Inequality* (Norton, 2005), Preface, Chapter 2 – Chapter 3

11.10(H) • *When Affirmative Action Was White*, Chapter 4 – Chapter 5

Graduate Students Only

• *When Affirmative Action Was White*, Read entire book

Week 13 Racial Wealth Gap (And Now)

- 11.15(T) • Thomas Shapiro, “The Racial Wealth Audit: Measuring How Policies Shape the Racial Wealth Gap.” Retrieved from <http://community-wealth.org/content/racial-wealth-audit-measuring-how-policies-shape-racial-wealth-gap>
- 11.17(H) • Laura Sullivan et al., “The Racial Wealth Gap: Why Policy Matters.” Retrieved from <https://iasp.brandeis.edu/pdfs/2015/RWA.pdf>
- Week 14** **Film** (if schedule permits)
- 11.22(T) • Film and Discussion
- 11.24(H) Thanksgiving Holiday
- Week 15** **Reparations (Then and Now)**
- 11.29(T) • William Darity and Dania Frank, “The Economics of Reparations.” *American Economic Review* 93.2 (2003): 326–29.
- 12.01(H) • Ta-Nehisi Coates, “Pro Reparations.” *The Atlantic* (June 2014).
 • David Frum, “The Impossibility of Reparations.” *The Atlantic* (June 2014).
- Week 16** **Conclusion**
- 12.06(T) Final Exam Review Session (Undergraduate Students Only)
 Final Paper Due (Graduate Students Only)

	Program Learning Goals		
	Goal A: Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, Conditions, and transformations evident throughout the African World.	Goal B: Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African- descended peoples.	Goal C: Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
Core Courses			
2201	Beginning	Intermediate	
3310	Intermediate	intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
4788	Intermediate	Intermediate	Advanced
Representation and Performance Cognate Area Courses			
2251	Beginning		
2253	Beginning		
2281	Beginning		
2270	Beginning	Beginning	
2288	beginning	Beginning	
3342H	Intermediate		
3451	Intermediate		
3376	Intermediate		
4378	Advanced		
4460	Advanced		Intermediate
4551	Advanced		Intermediate
4571	Advanced		Intermediate
4582	Advanced		Intermediate
4584H	Advanced		Intermediate
Social Issues, Community Development, & Public Service Cognate Area Courses			

2218	beginning		
2261	beginning	beginning	
2290	beginning	beginning	
2291	beginning	beginning	
2327	beginning		
3230	Intermediate	Intermediate	
3361	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4504	Advanced	Intermediate	Intermediate
4561	Advanced		Intermediate
4570	Advanced		Intermediate
4921	Intermediate	Advanced	Intermediate
5189S		Intermediate	Advanced
5240	Advanced		
Histories, Cultures, Languages, & Literatures Cognate Area Courses			
2367.01	Beginning		Beginning
2367.02		Beginning	
2251	Beginning		
2253	Beginning		
2281	Beginning		
3342H	Intermediate		
3376	Intermediate		
3451	Intermediate		
4452	Advanced		Intermediate
4453	Advanced		Intermediate
4460	Advanced		Intermediate
4551	Advanced		Intermediate
4527	Advanced	Intermediate	Intermediate
4571	Advanced		Intermediate
4584H	Advanced		Intermediate
5485.01	Advanced		Intermediate
5485.02	Advanced		Intermediate
5798	Advanced		Intermediate
Race, Ethnicity, Gender, & Sexuality Cognate Area Courses			
2367.02		Beginning	Beginning
2261	Beginning	Beginning	
2291	Beginning	Beginning	
2243	Beginning	Beginning	

3230	Intermediate	Intermediate	
4527	Advanced	Intermediate	Intermediate
4535	Advanced	Advanced	Intermediate
4921	Intermediate	Advanced	Intermediate
3440	Intermediate	Advanced	Beginning