

**The Ohio State University  
Freshman Seminar Program  
Course Proposal**

**Course Information.**

1. Attach a sample syllabus that includes the following. (Sample syllabi can be found at <http://freshmanseminars.osu.edu>).
  - the course goals
  - a brief description of the content
  - the distribution of meeting times
  - a weekly topical outline
  - a listing of assignments
  - grade assessment information (A-E or S / U)
  - required textbooks and / or reading list
  - the academic misconduct and disability services statements (sample statements can be found at <http://artsandsciences.osu.edu/currofc/resources.cfm>)
  
2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Dr. Hasan Kwame Jeffries      Dept. of History  
\_\_\_\_\_  
Proposer's Name and Academic Unit

*Hasan Kwame Jeffries*  
\_\_\_\_\_  
Proposer's Signature

Jeffries.57@osu.edu      614-688-4120 (office) / 614-403-4157 (cell)  
\_\_\_\_\_  
Proposer's e-Mail Address      Contact Phone Number

April 29, 2016  
\_\_\_\_\_  
Submission Date

*[Signature]*  
\_\_\_\_\_  
Signature Department Chair of Academic Unit

Please indicate the semester you would like to offer the seminar: AU 2016 SP \_\_\_\_\_

**This form and any attachments should be mailed to Freshman Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Dawn Nolen or e-mailed to [nolen.2@osu.edu](mailto:nolen.2@osu.edu). For additional information, please call 614/292-4680.**

**#BlackLivesMatter**  
**Arts & Sciences 1137.xx, Freshman Seminar**  
**1 Semester-hour Credit**  
**TH/10:20-11:15 Room TBA**

**Instructor Name: Dr. Hasan Kwame Jeffries**  
**Email: [Jeffries.57@osu.edu](mailto:Jeffries.57@osu.edu)**

**Office Hours: W/1:00-3:00pm**  
**Office: Dulles Hall Room 336**

**COURSE DESCRIPTION**

#BlackLivesMatters is now trending! In fact, it has been trending since 2012. But a quick online search of the hashtag yields all manner of myths and misconceptions about its meaning and the social movement that has sprung up around it. The truth behind #BlackLivesMatter, however, is no mystery. It is, as US Congressperson Keith Ellison has explained, "a call to action. A challenge to the criminal justice system. [And] most of all, it's a declaration of dignity. Yes, Black Lives Matter too." This course will examine the meaning and deep historical roots of #BlackLivesMatter. It will also explore the reasons for the hashtag's resonance, as well as the reasons why the hashtag continues to be misunderstood.

**LEARNING OBJECTIVES**

At the conclusion of this course, students will be able to:

1. Place #BlackLivesMatter in historical context;
2. Explain contemporary issues spurring African American activism;
3. Identify solutions to persistent racial inequality;
4. Critique popular misconceptions of black protest.

**REQUIRED TEXTS**

Sue Bradford Edwards and Duchess Harris, *Black Lives Matter*, Minnesota: Abdo Publishing, 2015

**COURSE POLICIES**

**Attendance**

Your presence is **required** at every class; attendance will be taken before class begins. Each absence after three (3) will result in a full final letter grade deduction. Six (6) absences, which is the equivalent of missing half the semester, will result in a grade of E for the course.

**Class Participation**

Each class will revolve around large and small group discussions of all the material assigned for the week (readings and films/documentaries). In all classes, students will be expected to participate actively in discussions, which are intended to help students more fully understand the subject material. The discussions are also intended to promote collaborative learning; students can learn as much from each other as they can from the professor.

### **Blog**

Each student is required to make a weekly entry into an online blog in which s/he draws on class material (readings, discussions, films) to reflect on a major news story. The weekly news story/topic will be announced in class.

### **Group Oral Presentation**

The class will be divided into 4 groups of 4-5 people. Each group will be responsible for creating a short video (scripted or unscripted) about an aspect of #BlackLivesMatter. Further instructions regarding format and content will be distributed during the semester.

### **Student Evaluation**

#### Grade calculation:

Class participation: 20%  
Journal Blog: 30%  
Group Oral Presentation: 50%

#### Grading Scale:

A: 93 and above	C+: 77-79	E: 62 and below
A-: 90-92	C: 73-76	
B+: 87-89	C-: 70-72	
B: 83-86	D+: 67-6	
B-:80-82	D: 63-66	

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

### **Students with Disabilities**

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/>.

### **Biographical Statement**

Since arriving at The Ohio State University in 2003, I have taught a range of courses on African American history, most regularly the Civil Rights and Black Power Movements and African American History through Film. In 2012, I received The Ohio State University Alumni Award for Distinguished Teaching, the university's highest teaching award. My published work, including my first book *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*, focuses on contemporary African American activism. I am currently editing a volume on best practices for teaching civil rights history.

### **WEEKLY SCHEDULE**

#### **Week 1 – Course Overview**

Introductions

#### **Week 2 – Myths and Misconceptions about Civil Rights Movement**

Reading: Jeffries, "Remaking History: Barack Obama, Political Cartoons, and the Civil Rights Movement" in Crosby, ed., *Civil Rights History from the Ground Up* (Handout)

#### **Week 3 – Michael Brown and Ferguson, Missouri**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 1

#### **Week 4 – Original Sin: Slavery in America**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 2  
Online Documentary: *Unchained Memories*

#### **Week 5 – How Free is Free? Convict leasing**

Reading: Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*, Chapter 1 [Handout]  
Online Documentary: *Slavery by Another Name*

#### **Week 6 – The Civil Rights Movement**

Online Documentary: *Soundtrack for a Revolution*

#### **Week 7 – Black Power!**

Reading: Stokely Carmichael, "What We Want" (Handout)  
Online Documentary: *Black Power Mixtape*

#### **Week 8 – Oscar Grant**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 3  
Online Film: *Fruitvale Station*

**Week 9 – The War on Drugs and Mass Incarceration**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter, 4  
Online Documentary: *The House I Live In*

**Week 10 – Stand Your Ground: Trayvon Martin**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 5

**Week 11 – To Protect and Serve? Policing Black Communities**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 6

**Week 12 – Renisha McBride**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 7

**Week 13 – The Case for Reparations**

Reading: Ta-Nahisi Coates, "The Case for Reparations," *The Atlantic* (June 2014)  
[Handout]

**Week 14 – Calling for Change**

Reading: Edwards and Harris, *Black Lives Matter*, Chapter 8