

Term Information

Effective Term

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	Undergraduate
Course Number/Catalog	3110S
Course Title	Social (In)Justice and the Black Experience: An Inside-Out Prison Exchange Course
Transcript Abbreviation	SocJustBlackExp
Course Description	Provides an historical foundation of the Black experience in America in an effort to help students understand some of the most pressing issues facing African Americans today; focuses on key events, movements, and ideas that have shaped and informed Black peoples' social justice efforts in the 20th and 21st centuries
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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	Field Experience, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Exclusions	None
Electronically Enforced	No

Cross-Listings

Cross-Listings	None
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Subject/CIP Code

Subject/CIP Code	05.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Social Diversity in the United States; Service-Learning (new)

Course Details

Course goals or learning objectives/outcomes

- Students will understand selected Black social justice movements in America and the connections between and among them
- Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context
- Students will understand how privilege and power (based on a variety of social constructions) operate in American society
- Students will appreciate the real-world issues being raised by current social justice activists

Content Topic List

- The Civil Rights Movement
- Mass incarceration
- Movement for Black Lives

Sought Concurrence

Yes

Attachments

- AAAS_3110_SyllabusTemplate.docx: Course Syllabus
(Syllabus. Owner: Skinner, Ryan Thomas)
- GE_Assessment_Form_AAAS_3110.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Skinner, Ryan Thomas)
- AAAS_3110_S_designation_form.docx: Service Learning Form
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- InsideOut_Concurrence_Sociology.pdf: Concurrence Sociology
(Concurrence. Owner: Skinner, Ryan Thomas)
- CurriculumMap&ProgramLearningGoals_AAAS.docx: AAAS Curriculum Map
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- AAAS_3110S_Syllabus_v2_10April2019.docx: Revised Course Syllabus
(Syllabus. Owner: Skinner, Ryan Thomas)
- AAAS_3110_S_designation_form_v2_10April2019.docx: Revised Service Learning Form
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- History_Concurrence_22April2019.pdf: Concurrence History
(Concurrence. Owner: Skinner, Ryan Thomas)

Comments

- -See History concurrence attached.
 - Faculty member has opted for GE SL designation, see updated syllabus and S-designation form.
 - S has been included after the course number above. *(by Skinner,Ryan Thomas on 04/24/2019 12:38 PM)*
- - Courses that want GE Historical Study need to have a concurrence from the Dept of History addressing the specific GE request.
 - Remember that there is GE Service-Learning & non-GE SL.The syllabus and other docs indicate that you are requesting GE SL. However, the form does not have that GE checked off. Note that this will entail additional GE assessment work for the instructor and no benefits. Indeed, the GE SL can only apply in the Open Option, which as the name indicates can be populated by the other GE categories of this course. So requesting this GE does not do anything for the course. (In that case, please consider simply requesting the non-GE Service-Learning.)
 - If you do wish to request GE Service-Learning, please use the appropriate S-Designation form.<https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/1/23910/files/2015/10/S-GE-Request-Form-and-Rubric-1dzn49y.pdf> (w/ end-of-course assessment instructions)
 - Please write S after the number of the course on the form. *(by Vankeerbergen,Bernadette Chantal on 04/03/2019 04:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Skinner,Ryan Thomas	03/25/2019 05:19 PM	Submitted for Approval
Approved	Drake,Simone Charice	03/25/2019 05:21 PM	Unit Approval
Approved	Heysel,Garett Robert	03/25/2019 05:25 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/03/2019 04:18 PM	ASCCAO Approval
Submitted	Skinner,Ryan Thomas	04/24/2019 12:38 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	04/24/2019 12:39 PM	Unit Approval
Approved	Heysel,Garett Robert	04/24/2019 08:49 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/24/2019 08:49 PM	ASCCAO Approval

The Ohio State University at Newark
AAAS 3110S – Social (In)Justice and the Black Experience:
An Inside-Out Prison Exchange Course
Tuesdays, 5:30-8:15pm

Dr. Tiyi Morris

Office: 2072 Founders Hall

Office Hours: Tu/Th 11am-noon; by appt.

Phone: 740-366-9113

E-mail: morris.730@osu.edu

REQUIRED TEXTS:

- Michelle Alexander, *The New Jim Crow*
- Barbara Ransby, *Making all Black Lives Matter: Reimagining Freedom in the 21st Century*
- Course Packet for inside students and readings on Carmen for outside students

COURSE DESCRIPTION:

This course will provide an historical grounding/foundation of the Black experience in America in an effort to help students understand some of the most pressing issues facing African Americans today. In so doing, this course will focus on key events, movements, and ideas that have shaped and informed Black peoples' social justice efforts in the 20th and 21st centuries. Topics to be explored include: the Black Studies Movement, Black Feminism, Civil Rights, Black Power, the struggle against Mass Incarceration, #BlackLivesMatter, and #SayHerName.

This course is an Inside-Out Prison Exchange Program class. It will be held at Franklin Medical Center (FMC), enrolling both "inside" (incarcerated) and "outside" (OSU students) students. This course design emphasizes discussion and collaboration in learning and provides a unique experience for all students that will hopefully have a transformative effect during the semester and beyond.

COURSE FORMAT:

Class will meet every Tuesday evening from 5:30-8:15pm at FMC, with the exception of scheduled OSU breaks. Most of the time, the meetings will take place at Franklin Medical Center (FMC). On the few days that we do not meet as a whole group at FMC, outside students will meet in a classroom at OSU Newark. The meetings at FMC will consist of a guided dialogue, in both the large group and smaller subgroups, on the particular topics of the week.

GE REQUIREMENTS:

Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes - Social Diversity in the United States:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Service Learning: Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

COURSE OBJECTIVES:

1. Students will understand selected Black social justice movements in America and the connections between and among them.
2. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context. Students will understand how privilege and power (based on a variety of social constructions) operate in American society.
3. Students will appreciate the real-world issues being raised by current social justice activists.
4. Students will understand the value of intersectionality in analyzing systems of oppression.
5. Students will be empowered and encouraged to become more active participants in their own education.
6. Students will hone their ability to analyze primary and secondary documents and express ideas effectively through critical analysis, discussion, and writing.

LEARNING OUTCOMES:

- 1a. Students will be able to explain various Black social justice movements in America.
- 1b. Students will be able to compare and contrast various social movements.

- 2a. Students will explain the impact and legacy of institutional racism on individuals and communities.
- 2b. Students will analyze their own privilege and power (and lack thereof) in society.
- 2c. Students will recognize the ways they can challenge social injustices.
- 2d. Students will formulate ideas about how individuals can counteract injustices facing Black communities in contemporary society.

3. Students will explain the ways that contemporary issues of racial, gender, and class injustice, among others, are impacting Americans.

- 4a. Students will explain the concept of intersectionality.
- 4b. Students will explain in what contexts intersectionality has been used.
- 4c. Students will describe why intersectionality is a useful framework.

4d. Students will explain the consequences of non-intersectional approach.

5a. Students will create an environment that facilitates the honest exchange of ideas in a dialogic format.

5b. Students will reflect on the connections among course material, class discussions, and their prior knowledge.

6a. Students will be provided an opportunity to explore their views about social justice issues in an academic setting.

6b. Students will further develop their capacities for both written and oral self-expression.

REQUIREMENTS/GRADING:

Attendance is mandatory. Because we meet only once a week, you are required to attend all classes. The success of this course is dependent upon attendance and participation by all students. By enrolling in the class, you are committing to attend every class session. Any absence will change the dynamics of the group, as well as disappoint other members of the class. If you are unable to attend class you must contact me in advance, with a **serious and verifiable reason**. Outside students who miss one class will lose half a letter grade from their final grade. **Two (2) absences results in automatic failure of the course.**

For outside students, being on time to the facility is vital to attendance. You must be on time every week, no exceptions, in order to be processed in a timely manner. Your lateness can cause difficulties at the gate and will delay the class for all. You are responsible for your attendance and transportation. I will help you organize carpools prior to the start of the semester so that students who do not drive or do not have access to a car can enroll.

Participation (75 points/17.6% of final grade): This is a reading intensive and participation centered course. Readings are due on the date they are listed on the syllabus. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. Active participation is key to this class. We will be discussing a variety of issues, some of which may be controversial in nature. We are all -- everyone involved -- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it is meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions.

Additionally, class participation means speaking and listening; make sure you practice equal parts of both. And, while listening is vitally important and necessary to this process, sitting back to just listen is not acceptable. Everyone must be fully involved for this to work. Everyone must be respected, even if you do not agree with her/his comments. Sexist, racist, classist, or homophobic language will not be tolerated.

Reflection Papers (75 points/17.6% of final grade): Students are required to write 3 short papers. For the Outside students, the papers are to be typed, double-spaced, and at least 3½ pages in length (longer, if desired). Inside students may hand write their papers, also double-spaced, written as clearly as possible (seven pages handwritten are about 3½ pages typed). Reflections papers should have three sections and follow the format described below:

Section One: Observations

Identify two things that you observed during our time in class. These observations can include anything that especially stood out for you, such as certain kinds of interactions, observations about the setting or surroundings, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations. (1 page in length)

Example: During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

Be sure to include, and explain, two observations.

Section Two: Analysis and Integration

In this section, you are to look at the issues that were discussed in class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least three relevant quotes, with footnoted citations. (1½-2 pages in length)

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (maybe two) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

Example: The War on Drugs has contributed to an increase in the number of men and women in prison. During the last decade, tougher drug laws have been introduced in most states. These laws often have a greater impact on men than women. As Dr. Keisha Jones states in *Her Really Good Book*, “women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p. 3). This trend is likely to continue for the next decade, and its impact will extend beyond the lives of incarcerated women. As Prof. Krumholz writes, “incarceration also punishes the families of men and women on the inside” (PPB p.7). Lawmakers should consider how these laws affect those who are incarcerated and their loved ones.

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the Bristol County HOC.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR analysis of all this. Make sure you can back your analysis up with something. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis.

Section Three: Reactions

Talk briefly about your emotional reaction (in other words -- how you felt) after the class. Be as honest as you can. Honesty will never have a negative effect on your grade. Try to explain why you might have had the reaction that you did -- whether negative or positive. As you write your papers throughout the semester, you may want to observe and describe any internal shifts that you are experiencing in the process of this study. (½ - 1page in length.)

Literature Circle Papers (75 points/17.6% of final grade): Literature circles are small groups of students who read a book in common and discuss it together during class. On those days, the first part of class will be devoted to discussion of your assigned book with your group. During the second part of the class, one member of your group will present the major themes of the book to the class. Each time your Literature Circles meets, you will take on one of the roles listed below. You cannot take on the same role twice.

(a) *Discussion Facilitator*. This student directs the entire meeting, making sure that everyone has a chance to participate and all roles are fulfilled during the meeting. This student is responsible for developing the discussion questions for the reading assignment. The Discussion Facilitator uses the questions during the meeting to encourage discussion among the members of the group. These questions are used as stimulators for other issues to be discussed as they arise. Open-ended questions (not simple yes/no questions) are important to allow for substantive discussions. A copy of the questions should be given to the Reporter.

(b) *Literary Luminary*. The person who has this job is responsible for choosing 3-4 passages from the reading assignment to share with the group. These passages may be chosen because the Literary Luminary finds them illuminating to overall topic, applicable to a certain idea or method, or notable in some way. The Literary Luminary can share these passages with the group by choosing someone to read them aloud or by reading them aloud to the group. The student explains why she or he chose the passage, and the other students are given the opportunity to make comments or ask questions.

(c) *The Connector*. The Connector shares 3-4 text-to-self, text-to-world, or text-to-text connections made while reading. Making connections to other course readings, events in the news (local, national, world), or personal experiences are examples of this. After sharing these connections, the rest of the group can share any connections they made as they read the text.

(d) *The Summarizer*. This student is responsible for summarizing the main ideas from the text. She/he has to summarize fully the main events or primary purpose for the reading for that week. After sharing the summary, The Summarizer encourages group discussion and clarification if needed. The summary should be given, in writing, to the Reporter for that week.

(e) *The Reporter*. The Reporter collects the written material including who is present, the discussion questions, page numbers of passages, connections made, and the summary. This

person also notes key points and questions that resulted from the discussion. She or he is responsible for reporting the main ideas from the text and the group discussion to the entire class.

After three of the Literature Circle meetings, each person writes a reflection about the experience following the same guidelines as the course reflection papers.

Group Project and Presentation (100 points/23.5% of final grade): Students will be assigned into small groups comprised of both inside and outside students. In an effort to connect theory with practice, your assignment is to design a project that serves the need of a segment of the Black community, i.e. Black girls, expectant moms, incarcerated youth, incarcerated fathers, LGBT youth and/or addresses a contemporary issue of concern for Black communities, i.e. food deserts, school expulsion, literacy, reproductive justice. Each group will focus on one issue, approved by the professor, with no overlapping projects. Each group will present their project to the class.

Your groups must write a grant proposal that details your statement of need, your goals and objectives, and budget as described below:

1. *Statement of Need* (4-page minimum) – Describe the problem the program will address. Be sure to include a description of the targeted population/issue and why you have chosen it. This section should include research (minimum of 2 scholarly sources per group member) that supports your assertion of need, including how the problem is currently being addressed and what is lacking in terms of resources. Scholarly sources only refer to (1) academically published books and their chapters, and (2) articles published in peer-reviewed academic journals. Online magazines, news articles, websites, videos, blog entries, dictionary entries, and Wikipedia entries cannot be counted toward the scholarly reference requirement.
2. *Program Description, Goals, and Objectives* (4-page minimum) – Clearly state your goals. Identify the program objectives in measurable terms that address the need of your specified population. Describe the program and how it will be implemented. Include information on what will be accomplished, a timeline for implementation, the uniqueness of your program, and what void your program is filling.
3. *Budget* – Provide a detailed list of expenses; not to exceed \$5,000.
4. *Annotated bibliography* – each group member should complete an annotated bibliography for two of their sources, which should be combined for one complete bibliography.

Final Paper (100 points/23.5% of final grade) A final paper is due at the end of the semester when we meet to debrief. The paper 8-10page paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed.

The paper should evaluate and assess the degree of transformation that occurred during the semester, focusing on both your personal development and the evolution of the class as a whole. In so doing, you should compare the traditional educational process to the learning environment you experienced this semester and explain how the unique structure of this classroom setting impacted your learning experience. You should also explain the self-awareness you gained regarding your position in and responsibility to your community and society. Finally, you should discuss the importance of Black social justice movements in America and how they have shaped your understanding of privilege, oppression, power, knowledge (education), and intersectionality.

GRADES (per the OSU Grade Scheme)

93-100 (A)

80-82.9 (B-)

67-69.9 (D+)

90-92.9 (A-)

77-79.0 (C+)

60-66.9 (D)

87-89.9 (B+)

73-76.9 (C)

Below 60 (E)

83-86.9 (B)

70-72.9 (C-)

UNIVERSITY POLICIES

Land Acknowledgement

The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land on which we gather.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Disability Services

It is recommended that students with disabilities register with Student Life-Disability Services to ensure that you have appropriate accommodations. Regardless of whether or not you have registered with Student Life-Disability Services, if you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me as soon as possible as that we can discuss options to support your academic success. Student Life-Disability Services is located in Warner Center 226 for Newark students and 098 Baker Hall, 113 W. 12th Avenue on the Columbus campus.

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 33356-5-487). For additional information, see the Code of Student Conduct.

Course Schedule: The assigned readings are to be done PRIOR TO CLASS MEETINGS

Week 1: Introductions/Theorizing Black Studies

Mo: Meeting with Outside Students (Inside-Out Rules and FMC Rules)

Tu: 4:00-5:30pm Training at FMC

1st combined class: in class reading/discussion

Week 2: Foundations: Black Activism during The Nadir and pre-War era

Tu: Course Packet/Carmen:

Rdg. 1: Anna Julia Cooper, "The Status of Woman in America"

Rdg. 2: Ida B. Wells-Barnett, "Self-Help"

Rdg. 3: "Resolutions of the NACW"

Rdg. 4: "The Niagara Movement"

Rdg. 5: W. E. B. DuBois, "Returning Soldiers"

Rdg. 6: Marcus Garvey, "Declaration of Rights of the Negro Peoples of the World"

Rdg. 7: Cyril Briggs, "What the African Blood Brotherhood Stands For"

Rdg. 8: James Grossman, "A Chance to Make Good"

F: Reflection paper #1 due on Carmen by 2pm for Outside Students

Week 3: The Civil Rights Movement
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Tu: Reflection paper #1 due for Inside Students

Course Packet/Carmen:

Rdg. 9: "The Movement Responsibility: An Interview with Judy Richardson on Movement Values and Movement History"

Literature Circle Books:

- Charles Cobb, *This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible*
- Hasan K. Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*
- Danielle McGuire, *At the Dark End of the Street: Black Women, Rape and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise Black Power*
- Tiyi M. Morris, *Womanpower Unlimited and the Black Freedom Struggle in Mississippi*

F: Literature Circle Reflection paper #1 due on Carmen by 2pm for Outside Students

Week 4: The Civil Rights Movement
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Tu: Literature Circle Reflection paper #1 due for Inside Students

Literature Circle Books, continued

F: Literature Circle Reflection paper #2 due on Carmen by 2pm for Outside Students

Week 5: The Black Power Movement
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Tu: Literature Circle Reflection paper #2 due for Inside Students

Course Packet/Carmen: Rdg. 10: *Black Power in the Belly of the Beast*, “Introduction”

Literature Circle Books:

- Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*
- Judson L. Jeffries, *Black Power in the Belly of the Beast*
- Assata Shakur, *Assata: An Autobiography*
- Robyn C. Spencer, *The Revolution Has Come: Black Power, Gender and the Black Panther Party in Oakland*

Week 6: The Black Power Movement
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Course Packet/Carmen: Rdg. 11: *Black Power in the Belly of the Beast*, “Conclusion”
BPP Ten Point Program

Literature Circle Books, continued

F: Literature Circle Reflection paper #3 due on Carmen by 2pm for Outside Students

Week 7: Experiencing the Carceral State

Tu: Literature Circle Reflection paper #3 due for Inside Students

Alexander, *The New Jim Crow*

Handout: TBA

Week 8: Experiencing the Carceral State

Tu: Alexander, *The New Jim Crow*

F: Reflection paper #2 due on Carmen by 2pm for Outside Students

Week 9: Black Liberation and Black Feminism

Tu: Reflection paper #2 due for Inside Students

Ransby, *Making all Black Lives Matter*

Handouts: Black Liberation Collective Statement

Vision for Black Lives Platform and Policy Demands

Week 10: Spring Break

No Class

Week 11: Black Liberation and Black Feminism

Tu: Ransby, *Making all Black Lives Matter*

F: Reflection paper #3 due on Carmen by 2pm for Outside Students

Week 12: Group Projects

Tu: Reflection paper #3 due for Inside Students

Course Packet/Carmen:

Rdg. 12: Robert Moses, “Algebra and Civil Rights?”

Rdg. 13: Kali Akuno, “The Jackson-Kush Plan: The Struggle for Black Self-Determination and Economic Democracy”

Rdg. 14: Sacajawea Hall interviewed by Thandisiziwe Chimurenga “Coming Full Circle: The Intersection of Gender Justice and the Solidarity Economy”

Readings for Group Project

Week 13: Group Projects

Tu: Readings for Group Project

Week 14: Group Projects

Tu: Readings for Group Project

Finalize closing ceremony

Week 15: Closing Ceremony

Tu: Group Projects Due

Week 16: Debriefing/Evaluations
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Separate meetings with inside and outside students

Tu: 10:20am – Outside Students

Tu: 5:30pm – Inside Students

Final Papers Due

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu. (Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation? **Yes** ~~No~~ (as a Group Studies course AAAS 2194)

2. Is this class always taught with a service-learning component? **Yes** ~~No~~ (if no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

Students will meet for class once a week at the prison site for approximately 3 hours, with a typical enrollment of 10-15 undergraduate students and 10-15 incarcerated students. The course is service learning because it is assisting the correctional facility in its efforts to better prepare incarcerated individuals for reintegration into society via educational initiatives. It is a reciprocal exchange in which both sets of students are afforded and create a transformative educational experience.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

The community partner is the Ohio Department of Rehabilitation and Correction (ODRC), which has a variety of educational and training programs to assist incarcerated individuals in reentry to society. Inside-Out courses are offered throughout the state of Ohio and have been approved as an official re-entry program for the ODRC. See Table 1.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience. Please describe goals/expectations/responsibilities for:

a) Faculty:

The faculty member is required to have completed training through the National Inside-Out Prison Exchange Program. She is responsible for interviewing all students for admission/participation in the course. The interview process assesses students' maturity, open-mindedness, and willingness to follow the course (institution and university) parameters. The faculty member designs the course content and will offer a college based course at the prison site and will provide all readings for Inside students. Faculty will also conduct evaluations to measure the impact of the course on students.

b) Students:

In addition to faculty approval for OSU-N students, they will be required to write an essay explaining why they are interested in participating in the course, what they hope to gain from the course, and what they will contribute to the course. Inside students will be required to submit a similar essay. Outside students will learn about ODRC and the specific correctional facility prior to and during participation in the course via class discussions and assignments. As mandated by the Inside-Out curriculum guidelines, prior to the first joint class, Outside students will have a separate meeting during which we will discuss issues of cultural sensitivity concerning the incarcerated students and Inside students will discuss expectations for college courses. After our initial joint introduction/ice-breaker meeting at the correctional institution with both groups of students, Inside and Outside students will again have separate meetings to debrief. After that, OSU students will participate in weekly meetings at the facility with the Inside students centered on discussion of the assigned readings. Active participation is key to this class. For this experience to be the real educational opportunity that it is meant to be, each student is expected to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions. Students are expected to follow a strict set of institutional and classroom rules, including semi-anonymity and no contact among the students after the course. Students are expected to attend every class, having completed all of the assignments, and to actively participate in discussions and activities.

c) The community partner(s):

Each prison site collaborates with each instructor concerning the criteria used for recruitment of incarcerated students, since each facility differs in population, as well as the specific logistics of the course offered.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

ODRC's approval of Inside-Out as a reentry program has solidified the sustainability of the course. As an ODRC a reentry program economic sustainability is probable from state, correctional, and University funding partnerships. Additionally, \$1000 of the Service Learning

Grant I received in 2017 was allotted to cover the costs of reading materials for the Inside students. The majority of these materials will be used for subsequent course offerings. The Newark campus has a continuing commitment to the Inside-Out program and has provided a modest budget to support Inside-Out courses and programming.

Course Goals

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

Service-Learning GE-specific questions

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)

2. A course syllabus that follows the ASC syllabus template guidelines. (see pp. 12-13 of ASC Curriculum and Assessment Operations Manual)

3. A GE rationale that answers specifically the following questions:

a) *What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?*

In an effort to connect theory with practice, students will work in small groups comprised of both Inside and Outside students to design a social justice project that serves the need of a segment of the Black community, i.e. Black girls, expectant moms, incarcerated youth, incarcerated fathers, LGBT youth and/or addresses a contemporary issue of concern for Black communities, i.e. food deserts, school expulsion, literacy, reproductive justice. Groups will write a grant proposal that details a statement of need, goals and objectives, and a budget.

b) *What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?*

The Inside-Out Prison Exchange Program was established 21 years ago in an effort to transform and democratize educational practices by bringing together college-based students with incarcerated students with the hope that both groups of students will be empowered to work

toward social justice. That the course takes place at the prison allows the Outside students to learn more deeply about the community with which they are learning. Additionally, meeting with the Inside students will be especially beneficial for the Outside students during discussion of readings on the Pipeline to Prison, Mass Incarceration, and #BlackLivesMatter as they will likely be able to engage more meaningfully when learning with people affected by the criminal justice system.

c) How does the course promote reflection on and evaluation of the impacts of the service learning activity?

Students will be required to write a minimum of six reflection papers as well as a final 10-page paper. The smaller reflection papers are designed to allow students to respond to and engage one or more ideas from the readings and discussions in greater depth than what was explored in class and with the benefit of additional time for reflection. Papers will be open ended reflections or responses to prompts I provide, such as “how have your ideas about incarcerated individuals or the criminal justice system changed because of what you have learned from your Inside classmates?” or “has what you observed at the incarceration facility been reinforced by the readings?” The final paper is a more comprehensive assessment of the semester’s work – the readings, the discussions, and the experience itself (including the individual student’s and the class’ evolution and how they understand the transformative power of education).

4. A GE Assessment Plan

As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are required to give students an end-of-course assignment that should be scored using the Scoring Rubric provided below. This assignment can take different forms, including-- but not limited to--a student reflection paper or a student video presentation. (See Appendix below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

As part of the proposal, please explain the end-of course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Service-Learning Initiative, is included in the Appendix.

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor’s explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, etc.), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically (keep copies for your own and your department’s records).

Further details about end-of-course assignment:

All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole, and as a new option in the GE.

The assignment should assess all three of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.
3. Evaluate the impacts of the service-learning activity. Use concrete examples

GE Assessment Plan for AAAS 3110S:

Assignment to assess Service-Learning ELOs:

paper 8-10page paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed.

The paper should evaluate and assess the degree of transformation that occurred during the semester, focusing on both your personal development and the evolution of the class as a whole. In so doing, you should compare the traditional educational process to the learning environment you experienced this semester and explain how the unique structure of this classroom setting impacted your learning experience. You should also explain the self-awareness you gained regarding your position in and responsibility to your community and society. Finally, you should discuss the importance of Black social justice movements in America and how they have shaped your understanding of privilege, oppression, power, knowledge (education), and intersectionality.

Additionally, I will conduct both the University required student evaluations as well as the required Inside-Out evaluations designed to measure the impact the courses have on participants. Previous Inside-Out instructors have worked with the prison administrators to assess the impact the course has on Inside students' behavior in the prison, as well as identify and measure possible effects of the program on Inside students' upon their release to the community. Information from my students will be used to assist in these efforts. I will use all of this data to make improvements to the course as necessary to increase learning outcomes, cultural sensitivity, etc. for future classes. Information will be archived with the Inside-Out coordinator for the state of Ohio (if they are an OSU professor) and/or with the AAAS administrative staff to be made available to future instructors.

GE Assessment Rubric

GE: *Service Learning*: Students gain and apply academic knowledge through civic engagement with communities.

ELO1: Students make connections between concepts and skills learned in an academic setting and community-based work.

Specific Question/Assignment

Group Project - In an effort to connect theory with practice, students will design a project that serves the need of a segment of the Black community.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of how individuals can counteract injustices facing Black communities in contemporary society.	Demonstrates adequate understanding of how individuals can counteract injustices facing Black communities in contemporary society.	Demonstrates partial understanding of how individuals can counteract injustices facing Black communities in contemporary society.	Demonstrates little to no understanding of how individuals can counteract injustices facing Black communities in contemporary society.	

ELO2: Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.

Specific Question/Assignment

Final Paper – asks students to compare the traditional educational process to the learning environment experienced this semester and explain how the unique structure of this classroom setting impacted their learning experience.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of	Demonstrates adequate understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of	Demonstrates partial understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of	Demonstrates little to no understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of	

correctional facilities.	correctional facilities.	correctional facilities.	correctional facilities.	
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ELO3: Students evaluate the impacts of the service-learning activity.

Specific Question/Assignment

Final Paper – requires students to evaluate and assess the degree of transformation that occurred during the semester, focusing on both their personal development and the evolution of the class as a whole. Students are expected to explain the self-awareness gained regarding their position in and responsibility to their community and society.

Excellent	Good	Fair	Poor	Totals
Thorough assessment of how the course enriched their academic experience and intellectual and personal development.	Adequate assessment of how the course enriched their academic experience and intellectual and personal development.	Partial assessment of how the course enriched their academic experience and intellectual and personal development.	Little to no assessment of how the course enriched their academic experience and intellectual and personal development.	

Table 1
By Angela Harvey, PhD

POTENTIAL BENEFITS OF INSIDE-OUT TO VARIOUS STAKEHOLDERS

STAKEHOLDER	SHORT TERM	MEDIUM TERM	LONG TERM
Incarcerated Students	<ul style="list-style-type: none"> • Experience a college class • Experience a situation in which different viewpoints are valued and conflict is handled productively • Spur educational self-confidence, interest, ambition • Learn to see themselves differently • Understand lives in a larger social context • Understand criminal history and the criminal justice system in a larger social context • Experience normal relationships that are not circumscribed by expectations • Experience a challenging and egalitarian classroom dynamic • Learn through experience about communication w/ people who are different from them • Learn about themselves, including assumptions, preconceptions, etc. • Contextualize and rethink what they have learned in their past • Engage w/ I-O course material • Produce writing that explores personal and theoretical aspects of the class 	<ul style="list-style-type: none"> • Students recognize capacity as agents of change in their own lives and in the broader community • Students develop an increased repertoire of pro-social and communication skills • Students plan for and engage in additional educational opportunities 	<ul style="list-style-type: none"> • Students have an increased repertoire of pro-social and communication skills for use in prison and the larger community • Students pursue longer term education and professional goals • Students become positive agents of change in their own lives and broader community • Students build positive lives outside prison and avoid returning to incarceration

STAKEHOLDER	SHORT TERM	MEDIUM TERM	LONG TERM
Prison System	<ul style="list-style-type: none"> • Provide a quality, low-cost educational and personal growth opportunity to incarcerated men and women • Provide an effective management tool that not only benefits those participating in the class but also gives participants skills to create a more pro-social atmosphere in the institution at large 	<ul style="list-style-type: none"> • Improve the ability of incarcerated men and women to prepare for release • Improve safety of prison for those incarcerated and for corrections staff alike • Strengthen relationship with institutions of higher education 	<ul style="list-style-type: none"> • Increase likelihood that those who are released will not return to prison, improving institution's ability to make a difference in the lives of incarcerated men and women and enhance public safety • Prison becomes a safer, more humane environment; working conditions improve for prison staff • Prison has greater access to educational resources (not just for those incarcerated) and current research and thinking on correctional issues
Criminal Justice System	<ul style="list-style-type: none"> • Efficient and creative use of community resources to enhance mission of rehabilitation and protecting the public • Provide additional education and training opportunity for future criminal justice professionals. 	<ul style="list-style-type: none"> • Greater success at providing genuine "rehabilitation" • New CJ professionals who are willing to think outside the box 	<ul style="list-style-type: none"> • Helps create a more just, effective and humane criminal justice system

<p>Outside Students</p>	<ul style="list-style-type: none"> • Provides a direct experience of prison • Meet and get to know incarcerated people • Experience a different classroom dynamic • Learn through experience about communication w/ people who are different from them • Learn about themselves, including assumptions, preconceptions, etc. • Contextualize and rethink what they have learned in the classroom • Engage w/ I-O course material • Produce writing that explores personal and theoretical aspects of the class • Experience a situation in which different viewpoints are valued and conflict is handled productively. 	<ul style="list-style-type: none"> • Students inspired to be involved in social change • Students inspired to make a difference in their chosen fields, particularly criminal justice • Students become more critical, analytical thinkers 	<ul style="list-style-type: none"> • Long-term careers in criminal justice informed by lessons learned in Inside-Out • Students implement ideas that result in a more effective, humane and restorative correctional system
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STAKEHOLDER	SHORT TERM	MEDIUM TERM	LONG TERM
Instructors	<ul style="list-style-type: none"> • Develop skills in experiential pedagogy • Develop skills in working w/ non-traditional students 	<ul style="list-style-type: none"> • Enhance ability to provide transformative educational opportunities, in prison as well as in other contexts • Contextualize and rethink theories that they have been teaching in a “real world” environment 	<ul style="list-style-type: none"> • Ability to have an impact in one’s discipline as students go out into the world • Deepen instructor’s sense of self as agent of change through connecting theory to the real world • Deepen framework for approaching academic field of expertise
Universities & Colleges	<ul style="list-style-type: none"> • Provide a service learning /experiential learning opportunity for students • Provide service to the community • Provide an opportunity for faculty to develop skills in alternative pedagogical approaches 	<ul style="list-style-type: none"> • Inspire institution to expand service learning and experiential learning opportunities • Relationship with the community expanded and deepened • Further educational opportunities available to non-traditional students 	<ul style="list-style-type: none"> • Enhance academic reputation and program offerings • Deepen institution’s commitment to service learning and experiential learning opportunities • Resources more effectively used to benefit community
Society at Large	<ul style="list-style-type: none"> • Deepen conversation about crime and justice 	<ul style="list-style-type: none"> • Transform ways of thinking about crime and justice • Better educated CJ professionals; incarcerated men and women better equipped to leave prison 	<ul style="list-style-type: none"> • Transform approaches to issues of crime and justice • A more just, effective, and humane criminal justice system • Improved public safety

GE ASSESSMENT REPORT FORM

Course: AAAS 3110

Terms: Spring 2020

Instructor: Tiyi Morris

Number of Enrolled Students:

GE: Historical Study

GE: Historical Study	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students construct an integrated perspective on history and the factors that shape human activity.	100% will meet fair requirements 70% will meet good requirements	At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO2 Students describe and analyze the origins and nature of contemporary issues.	100% will meet fair requirements 70% will meet good requirements	At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO3	100% will meet fair requirements	At the end of each course offering, the instructor will

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.	70% will meet good requirements	review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
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GE: Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition.

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment

Class Discussions – Students will analyze the benefit of a bottom-up vs. a top-down analysis of the Civil Rights Movement.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of an integrated perspective on history.	Demonstrates adequate understanding of an integrated perspective on history.	Demonstrates partial understanding of an integrated perspective on history.	Demonstrates little or no understanding of an integrated perspective on history.	

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment

Class Discussions – analyzes how social justice movements of the 20th century have influenced the Movement for Black Lives.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of the impact and legacy of	Demonstrates adequate understanding of the impact and legacy of	Demonstrates partial understanding of the impact and legacy of	Demonstrates little to no understanding of the impact and legacy of	

institutional racism and a legacy of Black activism on individuals and communities.	institutional racism and a legacy of Black activism on individuals and communities.	institutional racism and a legacy of Black activism on individuals and communities.	institutional racism and a legacy of Black activism on individuals and communities.	
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ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment

Reflection paper analyzing the Black Power Movement.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of how to write critically about primary and secondary historical sources.	Demonstrates adequate understanding of how to write critically about primary and secondary historical sources.	Demonstrates partial understanding of how to write critically about primary and secondary historical sources.	Demonstrates little to no understanding of how to write critically about primary and secondary historical sources.	

GE: Diversity

GE: Diversity	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	100% will meet fair requirements 70% will meet good requirements	At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.

<p>ELO2</p> <p>Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
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GE: Diversity: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

ELO1: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Specific Question/Assignment

Class discussion – explain the concept of intersectionality, in which contexts it has been used, and why it is a valuable social justice framework.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of intersectionality as a social justice framework.	Demonstrates adequate understanding of intersectionality as a social justice framework.	Demonstrates partial understanding of intersectionality as a social justice framework.	Demonstrates little to no understanding of intersectionality as a social justice framework.	

ELO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Specific Question/Assignment

Final paper – students explain the self-awareness gained regarding their position in and responsibility to their community and society.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of	Demonstrates adequate understanding of	Demonstrates partial understanding of	Demonstrates little to no understanding of	

their own privilege and power (or lack thereof) and how it shapes their perspectives on others.	their own privilege and power (or lack thereof) and how it shapes their perspectives on others.	their own privilege and power (or lack thereof) and how it shapes their perspectives on others.	their own privilege and power (or lack thereof) and how it shapes their perspectives on others.	
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GE: Service Learning

GE: Service Learning	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students make connections between concepts and skills learned in an academic setting and community-based work.	100% will meet fair requirements 70% will meet good requirements	At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO2 Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	100% will meet fair requirements 70% will meet good requirements	At the end of the course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.

<p>ELO3</p> <p>Students evaluate the impacts of the service-learning activity.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
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GE: Service Learning: Students gain and apply academic knowledge through civic engagement with communities.

ELO1: Students make connections between concepts and skills learned in an academic setting and community-based work.

Specific Question/Assignment

Group Project - In an effort to connect theory with practice, students will design a project that serves the need of a segment of the Black community.

Excellent	Good	Fair	Poor	Totals
<p>Demonstrates thorough understanding of how individuals can counteract injustices facing Black communities in contemporary society.</p>	<p>Demonstrates adequate understanding of how individuals can counteract injustices facing Black communities in contemporary society.</p>	<p>Demonstrates partial understanding of how individuals can counteract injustices facing Black communities in contemporary society.</p>	<p>Demonstrates little to no understanding of how individuals can counteract injustices facing Black communities in contemporary society.</p>	

ELO2: Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.

Specific Question/Assignment

Final Paper – asks students to compare the traditional educational process to the learning environment experienced this semester and explain how the unique structure of this classroom setting impacted their learning experience.

Excellent	Good	Fair	Poor	Totals
Demonstrates thorough understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.	Demonstrates adequate understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.	Demonstrates partial understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.	Demonstrates little to no understanding of the benefits of breaking down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.	

ELO3: Students evaluate the impacts of the service-learning activity.

Specific Question/Assignment

Final Paper – requires students to evaluate and assess the degree of transformation that occurred during the semester, focusing on both their personal development and the evolution of the class as a whole. Students are expected to explain the self-awareness gained regarding their position in and responsibility to their community and society.

Excellent	Good	Fair	Poor	Totals
Thorough assessment of how the course enriched their academic experience and intellectual and personal development.	Adequate assessment of how the course enriched their academic experience and intellectual and personal development.	Partial assessment of how the course enriched their academic experience and intellectual and personal development.	Little to no assessment of how the course enriched their academic experience and intellectual and personal development.	

Subject: FW: Concurrence Request for AFAMAST 2194: Group Studies
Date: Wednesday, March 20, 2019 at 2:25:59 PM Eastern Daylight Time
From: Drake, Simone
To: Skinner, Ryan
Attachments: image001.png

Hello Ryan,

See the concurrence below.

Simone



Simone C. Drake, PhD, MSL

Hazel C. Youngberg Trustees Distinguished Professor & Chair
College of Arts & Sciences | African American & African Studies
470 University Hall | 230 N. Oval Mall | Columbus, OH 43210
614-292-4460 Office | 614-292-2293 Fax
drake.194@osu.edu <https://www.simonedrake.com>

Faculty Affiliate: English | Film Studies | Popular Culture Studies | Women's, Gender, and Sexuality Studies

From: "Martin, Andrew" <martin.1026@osu.edu>
Date: Wednesday, September 5, 2018 at 8:57 AM
To: "Drake, Simone" <drake.194@osu.edu>
Cc: "Skinner, Ryan" <skinner.176@osu.edu>, "Mphande, Lupenga" <mphande.1@osu.edu>
Subject: Re: Concurrence Request for AFAMAST 2194: Group Studies

Sociology is pleased to grant concurrence for this course.

Best

Andrew Martin



Andrew W. Martin

Professor and Director of Undergraduate Studies
Department of Sociology
238 Townshend Hall,
[1885 Neil Avenue, Columbus, OH 43210](https://www.osu.edu/undergraduate-studies)
[614-247-6641](tel:614-247-6641) Office
martin.1026@osu.edu

On Sep 5, 2018, at 7:39 AM, Drake, Simone <drake.194@osu.edu> wrote:

Andrew:

I am writing to request concurrence for the attached "Inside-Out" course on African Americans and Social Justice that Tiyi Morris (Newark campus) wishes to teach in Spring 2019.

Please let me know if you have any questions.

Simone



Simone C. Drake, PhD, MSL

Hazel C. Youngberg Trustees Distinguished Professor & Chair
College of Arts & Sciences | African American & African Studies
486F University Hall | 230 N. Oval Mall | Columbus , OH 43210
614-296-8796 Mobile | 614-292-2293 Fax
drake.194@osu.edu<https://www.simonedrake.com>

Faculty Affiliate: English | Film Studies | Popular Culture Studies | Women's, Gender, and Sexuality Studies

<AAAS 2194 draft(1).pdf>

Subject: concurrence

Date: Monday, April 22, 2019 at 9:51:48 AM Eastern Daylight Time

From: Otter, Christopher

To: Skinner, Ryan

Hi Ryan,

The History Dept. is happy to grant concurrence for AAAS 3110S.

Many thanks!

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

	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
Elective Courses			
2000-Level (Max of 3 courses)	Beginning	Beginning	Beginning
3000- Level (Max of 3 courses)	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
4000-Level	Advanced	Advanced	Advanced
5000-Level	Advanced	Advanced	Advanced