

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5440
Course Title Philosophical Perspectives on Race, Education, and Citizenship
Transcript Abbreviation Race Ed. & Citizen
Course Description This course allows participants to pursue philosophical questions at the intersection of race, education, and political life. These include: Does education play a very specific role in racialized patterns of benefit/detriment? What role does race play in understandings of educational policy & practice? How does race affect understandings of "education for citizenship"
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings ESPHE 5440

Subject/CIP Code

Subject/CIP Code 13.0901
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

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

- Demonstrates proficiency in analysis and critique of philosophical and theoretical approaches to race and education.
- Provides evidence of an increased appreciation of the subtleties of race-based arguments within education.
- Reflects a heightened attention to the civic dimensions of the contexts within which such analyses, critiques, and argumentation occur.

Content Topic List

- Ontology and Identity: What is Race?
 - Recognizing the Social/Political Stakes.
 - Education within a Framework of Racialized Knowers.
 - Civic (Under-)Preparation and Educational Demands
 - Discipline Disparity and Racial Identity.
 - Constrained Choices and the Creation of Citizens.
 - Burdens of Speech and Audience in Classrooms.
 - Education's Role in Democracy and Difficult Conversations Across Differences.
- No

Sought Concurrence

Attachments

- Philosophy 5440 - Philosophical Perspectives on Race Education and Citizenship.docx: Syllabus
(Syllabus. Owner: Brown,Michelle E.)
- Philosophy Concurrence.pdf
(Concurrence. Owner: Brown,Michelle E.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brown,Michelle E.	10/01/2019 01:18 PM	Submitted for Approval
Approved	Downing,Lisa J	10/03/2019 11:22 AM	Unit Approval
Approved	Heysel,Garett Robert	10/07/2019 05:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/07/2019 05:48 PM	ASCCAO Approval

Philosophy 5440

Philosophical Perspectives on Race, Education, and Citizenship

Spring 2020, 3 Credits, Undergraduate/Graduate

Ramseyer Hall

Wednesdays, 4:10-6:50pm

Instructor: Winston C. Thompson, PhD

Office: 165C Ramseyer Hall

Email: Thompson.3588@osu.edu

Office Hours scheduled via appointment at:

www.calendly.com/winstonthompson/20min/

Course Overview

Description/Rationale

This course in philosophy of education presents its participants with a unique opportunity to engage in a close study of race and education within a political context. The course takes seriously the large body of scholarship in philosophy that suggests that race functions within, across, and through political institutions to confer dis/advantage of various sorts. This course will focus on the educational consequences of this idea, carefully investigating some of the underlying claims, entailments, implications, and normative obligations that accompany them.

This course will allow participants to pursue a good many of the questions that rest at the intersection of race and education. Among these are the following: Does education play a specific role in racialized patterns of benefit and detriment? Can an analysis of education role in forming citizens be adequately conducted without considering race? Is race (necessarily) a salient concept in discussing/designing educational policy? Educational practice? How, if at all, does race impact informal/non-formal educational experiences? How contextual (i.e., geographical, temporal, etc.) ought an understanding of race and education be? Does a philosophical study of race and citizenship offer any clarity regarding other subjects and their impact on education? How, if at all, does race intersect with other identity categories (gender, class, sexuality, etc.) in educationally significant ways? Does race present special challenges to abiding concerns within the field of philosophy of education?

Relation to Other Courses

Prerequisites: No prerequisite coursework is required.

Prerequisite Knowledge: No specialist knowledge is required.

Learning Objectives

Working within a specifically analytic philosophical tradition, the course attempts to balance recent scholarship with influential work in order to give a fairly broad engagement with a number of subtopics within the course subject area.

Designed for participants of diverse disciplinary backgrounds, completion of this course 1) demonstrates proficiency in analysis and critique of philosophical and theoretical approaches to race and education; 2) provides evidence of an increased appreciation of the subtleties of race-based arguments within education; and 3) reflects a heightened attention to the civic dimensions of the

contexts within which such analyses, critiques, and argumentation occur. Participants are strongly encouraged to connect the themes of the course to their fields of study and/or practice.

Course Materials

Required

Many required articles and chapters have been posted online and are accessible through our course portal on Carmen (Canvas). The following texts (with suggested editions) need to be obtained by you:

- Elizabeth Anderson, *The Imperative of Integration*. Princeton University Press, 2010
- Derrick Darby & John L. Rury, *The Color of Mind*. University of Chicago Press, 2018
- Meira Levinson, *No Citizen Left Behind*. Harvard University Press, 2012.

Supplemental/Optional

- Clarissa Hayward, *How Americans Make Race*. Cambridge University Press, 2013

[Please see our schedule of readings, below]

Course Requirements/Evaluation

Grades

Assignment / Category	%
Participation	25
Discussion Guidance	15
Short Paper(s)	20
Final Paper	40
TOTAL	100%

Please see below for assignment descriptions and due dates.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Assignment Descriptions

Discussion Guidance:

For each of our meetings, 2-3 students will share their responses or some other remarks (5-10 minutes each) in the service of facilitating a portion of our class discussion. This responsibility does not burden a

member of our group with the task of presenting a lecture or synopsis of the day's texts. Instead, it acknowledges that, as we each stand in different relation to our ongoing study, we each approach our work together from a social position and set of experiences that might draw our attention to particular issues of salience. By creating this space to listen to one another, we might have a richer conversation than we otherwise would. Preparation for this task can be as simple as an especially focused reading of the text or as involved as crafting discussion points and questions towards advancing an argument through our discussion. You will sign up for topics (to be evenly distributed) during the first week of class. The sign-up sheet on the back of this syllabus will allow us to set and record that schedule.

Participation:

As mentioned below (See: **Course Policies**) you will be self-evaluating your participation this semester. At our final group meeting, please submit to me a grade (%) accompanied by a reflection paper (1000-word limit) on the quality of our semester-long dialogue and your involvement therein. I encourage you to draft and update this account early and throughout the semester, asking yourself what it means for you to be a good citizen in the space we have created together.

Additionally, each week (excluding our first) you will submit at minimum one half (undergraduate) to one full (graduate) page of thoughts about a set of readings. These documents will represent a journal of your engagement with the main themes of the course. The journal entries need not be polished pieces of writing but may be a series of questions, bullet points of salient issues, or further explorations. You will be evaluated on your engagement with the text. Full credit (10 points) is earned by showing evidence of your critical questions and/or comments originating from or identifying tensions, omissions and/or assumptions in the readings and/or our previous discussions. These must be submitted via Carmen (please copy and paste your text rather than attaching a document) **before 9:00am** on the morning of our meeting (or the due date). I will provide commentary on a number of your entries and do ask that you please consult the perpetually updated grade roster on our Carmen site.

Written Work will be due at various points in the semester. In brief, the papers will be assessed according to the paper evaluation rubric (see below) and should take the following forms:

1)

The **Analysis Paper** will be a direct treatment of a particular philosopher or set of ideas that we have read. In this space, you can respond to the issues that have been raised through our readings and discussions as you engage foundational questions of race and education. Philosophical rigor should be prioritized; please allow yourself to engage the ideas well, as “ends in themselves”, so to speak, rather than as instrumental for some larger purpose. (Undergraduate: 2000-word limit; Graduate: 3000-word limit)
This paper can be submitted at any point before the final 3 weeks of the semester.

2)

Using the themes and content of this course as a point of departure, the **Application Paper** (Due X/XX) will aim to apply our work to either resolve or significantly clarify a problem or ambiguity that you have identified, either afresh this semester or in relation to your ongoing scholarly interests. Please pay close attention to the philosophical structure of the claims that you advance even as you build upon the ideas related to race and education we have studied. We will share brief presentations of these papers during our final meeting. Please email me a concise proposed paper topic during the latter half of the semester (preferably before X/XX) and

know that I am available if you wish to discuss possible theses. (Undergraduate: 3000-word limit; Graduate: 4500-word limit)

This paper can be submitted at any point in the semester.

Paper Evaluation Rubric

Formal writing will be evaluated on the basis of five criteria:

- 1) Articulation of a well-developed original thesis,
- 2) Strength of logical arguments,
- 3) Synthesis of relevant readings and class discussions,
- 4) Evidence of outside research appropriate to the work, and
- 5) Clarity of expression.

Each criterion will receive a score on a scale between “0” and “20” with a grading sheet identifying those scores attached to all graded work with comments returned to students.

Also, please note that citations should be in a uniform style. I recommend you use APA style, but urge you to use the style with which you are most comfortable.

Course Policies

Preparation, Attendance, and Participation

As this course requires discussion of the lived experiences and high stakes of race, education, and citizenship, the quality of our collective experience depends upon participation. This means careful and close reading of our texts alongside ample intellectual contributions (please see below). While I will sometimes make use of lecture or presentation formats, this course requires that we all engage with the material as scholars. Attendance is necessary if you hope to retain your momentum with and fluency in the material. Please contact me as soon as possible in the case of an emergency absence.

As mentioned above, your participation is essential. Our active dialogue requires individual assessments about one’s own interventions (e.g.: Is my idea relevant to the present discussion? How might my input shape the direction of the discussion? Have I created space for others to engage?) and many of these judgments will be invisible to the external observers. Therefore, I ask that you each evaluate your own preparation and participation (See above: **Participation**).

Readings

We will be reading texts with the intention to do more than only trace philosophical thinking about the subject of education. We also aim to participate in philosophical dialogue, linking the texts to our own practices and habits of thought. As such, I ask that you read our texts very carefully and bring your extensive notes (with remarks and questions) to our seminar. Our individual and collective readings of the texts form a subject of inquiry unto itself (an additional text, if you will) and it is one that we will benefit greatly from studying. Feel free to call attention to word choices, subtleties of definition, muted distinctions, allusions, imagery, and the like.

Even if you have previously read one or more of our texts, this sort of reading promises to (re)awaken nuance and (re)new interpretation. If you have not previously read any of these texts, know that this course assumes no specific background in academic philosophy and that moments of uncertainty are expected as we progress. For some of you, additional sources will deepen your

understanding and enjoyment of our texts. For others, such works will increase feelings of confusion. You are each welcome to consult secondary sources at your discretion, but I ask that you only do so after first “sitting with” the assigned content this semester.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, all students should read and understand the University’s Code of Student Conduct and complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.” The Ohio State University’s Code of Student Conduct (Section 3335–23–04) defines academic misconduct. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If the Committee on Academic Misconduct (COAM) determines that a student has violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in the relevant course and suspension or dismissal from the University

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

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 are 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's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Schedule Conflicts

Please alert me at the beginning of the semester of any scheduled observations of conscience (be they religious or otherwise) that may conflict with our meetings.

Course Schedule

Note: Students taking the course for graduate credit should read the "Required" and "Graduate" texts. "Graduate" texts are "Optional" for other students.

We shall pursue our course objectives each week via the following reading schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	1/7	Introductions and preliminary work	<p>Read: In-Class Handouts</p> <p>Discuss: "Why might engaging the topic(s) of our course be uncomfortable?"</p> <p>Discuss: "What should be the ground rules or standards for our conversation this semester?"</p>	
2	1/14	Ontology and Identity: What is Race?	<p><u>Required:</u> Charles Mills, "'But What Are You Really?'" The Metaphysics of Race", in <i>Blackness Visible: Essays on Philosophy and Race</i>, Cornell University Press, 1998.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<p><u>Graduate/Optional:</u> Sally Haslanger, "You Mixed? Racial Identity without Racial Biology", in <i>Adoption Matters: Philosophical and Feminist Essays</i>, eds. Sally Haslanger & Charlotte Witt. Cornell University Press, 2005.</p>	
3	1/28	Context Matters: Part 1	<p><u>Required:</u> Clarissa R. Hayward, "Introduction" and Chapter 1," in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p> <p><u>Graduate/Optional:</u> Clarissa R. Hayward, "Chapter 2" in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
4	2/4	Context Matters: Part 2	<p><u>Required:</u> Tommie Shelby, "Introduction" and "Chapter 1", in <i>Dark Ghettos: Injustice, Dissent, and Reform</i>. Belknap Press of Harvard University Press, 2016.</p> <p><u>Graduate/Optional:</u> Tommie Shelby, "Chapter 2" and "Chapter 3", in <i>Dark Ghettos: Injustice, Dissent, and Reform</i>. Belknap Press of Harvard University Press, 2016.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

5	2/11	Recognizing the Social/Political Stakes	<p><u>Required:</u> M. Victoria Costa, "Introduction", in <i>Rawls, Citizenship and Education</i>. Routledge, 2011.</p> <p>Michelle Moody-Adams, "Race, Class and the Social Construction of Self-Respect," <i>Philosophical Forum</i>, XXIV, (1992): 251-66.</p> <p><u>Graduate/Optional:</u> M. Victoria Costa, "Free and Equal Citizens", in <i>Rawls, Citizenship and Education</i>. Routledge, 2011.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
6	2/18	Education within a Framework of Racialized Knowers	<p><u>Required:</u> Derrick Darby & John L. Rury, "The Racial Achievement Gap" in <i>The Color of Mind</i>. University of Chicago Press, 2018</p> <p>Derrick Darby & John L. Rury, "The Color of Mind: Constructing Racial Differences in Intellect, Character and Conduct" in <i>The Color of Mind</i>. University of Chicago Press, 2018</p> <p><u>Graduate/Optional:</u> Derrick Darby & John L. Rury, "Old Poison in New Bottles: How the Color of Mind Thrives in Schools and Affects Achievement" in <i>The Color of Mind</i>. University of Chicago Press, 2018</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			Derrick Darby & John L. Rury, "Unjust Schools: Why the Origins of the Achievement Gap Matter" in <i>The Color of Mind</i> . University of Chicago Press, 2018	
7	2/25	Civic (Under-)Preparation and Educational Demands	<p><u>Required:</u> Meira Levinson, "The Civic Empowerment Gap" in <i>No Citizen Left Behind</i>. Harvard University Press, 2012.</p> <p>Meira Levinson, "How to Soar in a World You've never Seen: Making Citizenship Visible in Schools" in <i>No Citizen Left Behind</i>. Harvard University Press, 2012.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
8	3/4	Discipline Disparity and Racial Identity	<p><u>Required:</u> Sigal Ben Porath, "Deferring virtue: The new management of students and the civic role of schools.", <i>Theory and Research in Education</i>, Vol. 11, No. 2 (2013): 111-128.</p> <p>Joan F. Goodman & Emily Klim Uzun, "The Quest for Compliance in Schools", <i>Ethics and Education</i>, Vol. 8, No. 1 (2013): 3-17.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
9	3/18	Constrained Choices and the Creation of Citizens	<p><u>Required:</u> Mary Pattillo, "Everyday Politics of School Choice in the Black Community", <i>DuBois Review: Social</i></p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<p><i>Science Research on Race</i>, Vol. 12, No. 1 (2015): 41-71.</p> <p>Harry Brighthouse & Gina Schouten, "To Charter or Not to Charter: What Questions Should We Ask, and What Will the Answers Tell Us?", <i>Harvard Educational Review</i>, Vol. 84, No. 3 (2014): 341-364.</p>	
10	3/25	Non/Ideal Solutions: Part 1	<p><u>Required:</u> Elizabeth Anderson, "Democratic Ideals and Segregation" in <i>The Imperative of Integration</i>. Princeton University Press, 2010</p> <p>Elizabeth Anderson, "The Imperative of Integration" in <i>The Imperative of Integration</i>. Princeton University Press, 2010.</p> <p><u>Graduate/Optional:</u> Elizabeth Anderson, "Understanding Affirmative Action" in <i>The Imperative of Integration</i>. Princeton University Press, 2010.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
11	3/1	Non/Ideal Solutions: Part 2	<p><u>Required:</u> Michael S. Merry, "Voluntary Separation" in <i>Equality Citizenship, and Segregation: A Defense of Separation</i>. Palgrave, 2013.</p> <p>Liz Jackson, "Review of Michael S. Merry, Equality, Citizenship,</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p> <p>Recommended deadline for discussion about Final Paper</p>

			<p>and Segregation: A Defense of Separation” <i>Educational Theory</i>, Vol. 64, No. 6 (2014): 661-667.</p> <p><u>Graduate/Optional:</u> Michael S. Merry, Remainder of <i>Equality Citizenship, and Segregation: A Defense of Separation</i>. Palgrave, 2013.</p>	
12	4/8	Burdens of Speech and Audience in Classrooms	<p><u>Required:</u> Eamonn Callan, “Education in Safe and Unsafe Spaces” <i>Philosophical Inquiry in Education</i>, Vol. 24, No. 1 (2016): 64-78.</p> <p>Lawrence Blum, “Interventions in Racial Incidents: The Question of Moral Symmetry” in <i>High Schools, Race, and America’s Future: What Students Can Teach Us About Morality, Diversity and Community</i>. Harvard Education Press, 2012.</p> <p>Lawrence Blum, “The N-Word: Boundaries and Community in a Multicultural Classroom” in <i>High Schools, Race, and America’s Future: What Students Can Teach Us About Morality, Diversity and Community</i>. Harvard Education Press, 2012.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p>
13	4/15	Education’s Role in Democracy	<u>Required:</u>	Submit Weekly Journal

		and Difficult Conversations Across Differences	<p>Danielle Allen, "Brotherhood, Love, and Political Friendship" in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004.</p> <p><u>Graduate/Optional:</u> Danielle Allen, "Sacrifice, a Democratic Fact" in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004.</p> <p>Danielle Allen, "Sacrifice and Citizenship" in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004.</p>	Potentially submit Application Paper
14	4/22	Further Study	Presentations and Concluding Thoughts	<p>Submit Weekly Journal</p> <p>Submit Application Paper</p> <p>Reflection Paper</p>

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Discussion Guidance Sign Up Sheet

Week 2 _____

Week 3 _____

Week 4 _____

Week 5 _____

Week 6 _____

Week 7 _____

Week 8 _____

Week 9 _____

Week 10 _____

Week 11 _____

Week 13 _____

Brown, Danielle

From: Thompson, Winston C.
Sent: Thursday, September 19, 2019 5:12 PM
To: Brown, Danielle
Subject: Fwd: Philosophical Perspectives on Race, Education, and Citizenship

Hello again Danielle,

The course has been approved for cross listing with Philosophy.

Best wishes,

Winston

Winston C. Thompson, PhD

[pronouns: he, him, his]

The Ohio State University

Department of Educational Studies

Ramseyer Hall, 29 West Woodruff Avenue,

Columbus, OH 43210

Office Hours Appointments: www.calendly.com/winstonthompson

www.pipeline.fm

From: Turner, Piers <turner.894@osu.edu>

Sent: Thursday, September 19, 2019 10:59 PM

To: Thompson, Winston C.

Cc: Lin, Eden

Subject: RE: Philosophical Perspectives on Race, Education, and Citizenship

Hi Winston (and Eden, cc'd),

I just checked in with Lisa Downing, our Chair. The department had a favorable discussion about the syllabus, but it needed to be approved by our Undergrad Comm. That committee has now approved it, so we are prepared to take the next steps to have it cross-listed with Philosophy!

I am cc-ing my colleague Eden Lin, our Curriculum Committee chair, who would help shepherd that process on our end. Eden, could you use this thread to ask Winston and me for anything you might need from us in terms of justification and so forth? I think Lisa sent around the syllabus prior to the last faculty meeting.

Thanks all – glad this is moving forward.

Best,

Piers

From: Thompson, Winston C. <thompson.3588@osu.edu>

Sent: Thursday, September 19, 2019 1:14 PM

To: Turner, Piers <turner.894@osu.edu>

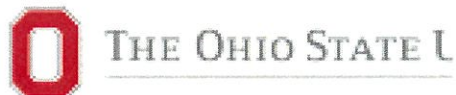
Subject: Re: Philosophical Perspectives on Race, Education, and Citizenship

Hi Piers,

Do you have any updated sense of a timeline for this review in Philosophy? EHE may require a statement of concurrence.

All my best wishes,

Winston



Winston C. Thompson, PhD

[pronouns: he, him, his]

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