**First-Year Seminar:**
**Racism, Social Justice, and Higher Education in HBCUs and PWIs**

**Instructors:**  Judson L. Jeffries, PhD, Dept. African American and African Studies
 Professor of African American and African Studies

Joy McCorriston, PhD, Dept. Anthropology
 Professor of Anthropology

**Meets:** 2:00-2:55 pm Wednesdays

**Course Goals**

* Students will appreciate the context of their educational experiences
* Students will develop civic understanding education in the 20th-21st Centuries
* Students will understand the intersection of education and racial justice
* Students will understand the role that education played in perpetuating racial discrimination
* Students will appreciate HBCUs such that they will be among the options of those seeking an advanced degree

**Course Description and Objectives**

This course will feature prominently the history of universities and colleges in cultural contexts. Together in faculty-led discussions, we will learn about the ways in which higher education both promotes and undermines democracy in the US. Building on a foundational understanding of the value of an education, we will explore the future of higher education and its merits in its global context. Not only will we discuss those US universities considered the most prestigious such as Harvard, Yale, University of Chicago, but we will also study Historically Black Colleges and Universities, e.g., Howard University, Fisk University, Tuskegee University.

**Weekly Topical Outline**

* Whence the University? Europe, The Church, Theocracy, and Epistemology
* Alternate Epistemologies; the University and Islam
* Al-Azhar, Isfahan, and Timbuktu: Dar al Islam
* Padua, Paris and the beginnings of empiricism
* Enlightenment, Humanism and Science
* America’s first universities and canonical curricula
* HBCUs and segregation
* Morrill Act 1862, 1890, 1994 Land Grant Public Universities
* Land Acknowledgements—performative or political?
* OSU’s Land Acknowledgement—a discussion
* Diversity and the Production of knowledge
* Higher education financing and the economy, the burden of debt
* Exploring the future of the global university

**Assignments**

* Reflection on students’ own position within the academy [300 words]
* oral presentation accompanied by a Powerpoint of students’ research report on an HBCU [Five-minutes]
* Map your soft skills from a university education that can be purposed for racial and socio-economic justice [500 words or annotated diagram]

**Grade Assessment**

This course will be assessed on an A-E grade basis.

The following distribution will calculate the final grade:

Attendance and Participation 50 %

Assignments 50%

**Required Textbooks and/or Reading List**

Selections from:

Cole, Eddie Rice II 2020 *The Campus Color Line: College Presidents and the Struggle for Black Freedom.* Princeton: Princeton University Press. <https://muse.jhu.edu/chapter/2668423/pdf>

# *D̲j̲āmiʿa* Encyclopedia of Islam Second Edition (online)<https://referenceworks.brillonline.com/entries/encyclopaedia-of-islam-2/djamia-COM_0181?s.num=0&s.rows=20&s.f.s2_parent=s.f.book.encyclopaedia-of-islam-2&s.q=universities>

Harris, Adam 2021 *The State Must Provide. Why America’s Colleges Have Always Been Unequal – and How to Set Them Right.* Ecco Press.

Jones, Dan 2021 *Powers and Thrones: A new history of the Middle Ages*. NY: Viking Press
(on Peter Abelard)

Moore, John C. 2018 *A Brief History of Universities*. (online) Palgrave MacMillan. [https://link.springer.com/content/pdf/10.1007%2F978-3-030-01319-6.pdf](https://link.springer.com/content/pdf/10.1007/978-3-030-01319-6.pdf)

And assorted appropriate articles and media

**ACADEMIC MISCONDUCT**

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

DISABILITY STATEMENT

**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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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**](http://www.ods.ohio-state.edu/)**; 098 Baker Hall, 113 W. 12th Avenue**.