

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

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Meets: 2:00-2:55 pm Wednesdays

Office hours: To be announced

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 and Grade Assessment

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

The following distribution will calculate the final grade:

- Students are asked to write about what went into their decision to attend college, and why Ohio State University [350 words]. Assignment is to be typed and single-space, 20%.
- Powerpoint presentation of students' research report on an Historically Black College and University [Five-minutes] 35%. Three class period will be devoted to presentations.
- Map your soft skills from a university education that you believe can be purposed for racial and socio-economic justice [500 words or annotated diagram] Assignment is to be typed and single space, 25%
- Attendance and Participation 20%

Students are expected to attend class every week and contribute to class discussion each week. More than two unexcused absences are just cause for lowering a student's final grade.

Reading List

Required reading:

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>

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>

Recommended Reading:

Djāmi'a 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)

Schedule

Week 1: August 24

Week 2: August 31: A Brief History of Universities, Introduction
300-word assignment due

Week 3: September 7: The Middle Ages: 500-1500, Chapter 1

Week 4 September 14: The Early Modern Period: 1500-1789, Chapter 2

Week 5 September 21: The Nineteenth Century, Chapter 3

Week 6 September 28: The Twentieth Century, Chapter 4

Week 7 October 5: The Campus Color Line, Introduction

Week 8 October 12: The Campus Color Line, Chapter 1: "Dismantling Segregation"

Powerpoint on HBCU due. To be presented in class

Week 9 October 19: The Campus Color Line, Chapter 2: "We simply cannot operate in the Slums"

Powerpoint on HBCU due. To be presented in class

Week 10 October 26: The Campus Color Line, Chapter 3: "Race, University Systems, and Bureaucratic Resistance"

Powerpoint on HBCU due. To be presented in class

Week 11 November 2: The Campus Color Line, Chapter 4: "The Fight for Autonomy at a Public University"

Week 12 November 9: The Campus Color Line, Chapter 5: "Free Speech and Civil Rights"

Week 13 November 16: The Campus Color Line, Chapter 6: "A Truly Influential Role"

Week 14 November 30: The Campus Color Line, Chapter 7, and Conclusion

Soft skills assignment due [500 words]

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/>.

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; 098 Baker Hall, 113 W. 12th Avenue.