

Term Information

Effective Term Autumn 2022
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GE Citizenship theme designation to this course

What is the rationale for the proposed change(s)?

This current course represents an advanced study of the focal theme of citizenship (please see attached GE Theme Courses file).

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate that adding this Theme will encourage greater enrollment, especially among students looking to fulfill a Citizenship GE.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3692
Course Title	Comparative Social Movements
Transcript Abbreviation	Cmp Social Movmnts
Course Description	Comparative and interdisciplinary analysis of social movements and theories about social movement in various global contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Culture and Ideas; Global Studies (International Issues successors)
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

- Students will be introduced to the comparative and interdisciplinary analysis of social movements and theories about social movement in various global contexts.
- Students will learn to recognize and critique organizing and framing strategies for analysis.
- Student will learn to examine discursive, symbolic, and imaginary repertoires underpinning notions of collective agency, conflict, and resistance.

Content Topic List

- Society
- Activism
- Social justice
- Community
- Identity
- Social movements
- Globalization

Sought Concurrence

No

COURSE CHANGE REQUEST
3692 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2022

Attachments

- CS 3692 - SYLLABUS-Converted.pdf
(Syllabus. Owner: Arceno, Mark Anthony)
- CS 3692 - GE Citizenship Theme Proposal.pdf
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	12/09/2021 11:01 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	12/09/2021 12:35 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:57 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 01:57 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

**College of Arts and Sciences, Arts and Humanities Division
Department of Comparative Studies**

CONTEMPORARY SOCIAL MOVEMENTS
(COMPSTD 3692)

COURSE SYLLABUS

Professor: TBA
Office: TBA
Tel. TBA
E-mail: TBA
Office Hours: TBA
Class Days, Time and Venue: TBA
Credits: 3

OVERVIEW

Over the past fifty years, social movements have been a major field of inquiry for established academic disciplines like politics and sociology. They have focused on social movements as collective actors in possession of “agency” and “consciousness” as means to articulate ideologies, programs, worldviews, cultural identities, or moral visions, which allow social movements to pursue determinate goals, many (although by no means all) of which have to do with “resistance” and “change.”

Although sometimes applied to non-Western societies and peoples of color, these perspectives reflect European or American positivistic approaches centered on the idea of the human Subject as capable of strategic intervention upon a given reality (as in labor movements’ mobilizations on wages and working conditions, feminist movements’ actions against gender discrimination, or nationalist movements’ demands for liberation and the return of stolen land.) They also endorse liberal-humanist assumptions that “civil society” is a terrain where conflict and contestation can generate progress for the common good.

In the past few years, however, a movement like Black Lives Matter—which originated in response to antiblack violence and the killing of Black people by state institutions as *gratuitous*, or not requiring any reason or prior transgression—raised a set of essential questions, which are generally neglected by social movement theories. Such questions, on the other hand, have always been central to the theory and practice of liberation from colonialism, structural racism, and anti-blackness: Can protests emerging not from human subjectivity, but from the violent denial of humanity, be categorized as “social movements”? Are the defense and protection of physical existence strategic goals comparable to the emancipation of workers, women, and oppressed ethnic or cultural identities? Is struggling (or caring) for one’s life part of “politics”? What should one make of the progressive claims of “civil society”, when civil society itself is the arena where antiblack violence is organized, justified, and enacted?

In this course we will subject the theory and practice of “social movements” to the critical examination demanded by struggles for Black lives and liberation as well as mobilizations against settler colonialism and white supremacy. Our weekly discussions will revolve around theoretical frameworks (such as hegemony, subaltern and postcolonial studies, intersectionality, decoloniality, radical abolitionism, and afropessimism) as well as the analysis of specific collective practices (such as Black Lives Matter, Black liberation movements, radical Black feminism, anticolonial movements, mobilization for environmental justice, struggles for LGBTQIA, migrants’, and disability rights, and opposition to mass incarceration and the prison-industrial complex).

The readings for this course are both academic materials and analyses or documentation produced by activists and movements themselves. While traditional disciplines tend to take activism as an object of study—and often end up exploiting or speaking on behalf of communities in struggle—we shall rather assess how practices of liberation produce—often in conditions of extreme duress, violence, and terror—their own knowledge of themselves and the world.

In the end, it is hoped that this course will make you aware of the ethical and epistemic challenges of approaching in respectful and ethically considerate ways struggles that often literally have life and death at stake.

At the end of this course you will be able to:

- 1) Critically evaluate the strengths and limitation of “social movement” as a concept geared to analyzing contentious politics in the global North and the global South;
- 2) Compare and contrast, on a global scale, social movements in their ability to speak to intersecting predicaments of communities along gender, race, class, national, and ethnic bases;
- 3) Evaluate the significance of critical perspectives on social movements as informed by the theory and practice emerging from peoples of color, indigenous people, and colonized populations;
- 4) Think critically about the specificity of contentious politics in Black communities as it confronts institutionalized racial subjugation, both contingent to institutions of white supremacy and shaped by long-duration historical processes;
- 5) Discuss and evaluate how social movements address notions of citizenship, either by seeking inclusion and recognition within dominant institutional conventions or by subjecting the very idea of citizenship to critical scrutiny;
- 6) Critically address notions of “state” and “civil society” as they not only provide social movements with arenas for engagement but also confront social movements with modes of institutionalized control.

This is a demanding course. Its strongly theoretical focus means that some of the readings will be difficult and may require you to come to terms with unfamiliar concepts and ideas. While weekly readings are arranged with the aim of being manageable and not overwhelming, the instructor will facilitate class meetings that help your comprehension of potentially tough authors and arguments, while providing ample time for their collective discussion and understanding in a friendly and supportive classroom environment.

GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES

Theme: Citizenship

GOALS – All Themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes (ELO):

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes (ELO):

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GOALS - Citizenship:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Expected Learning Outcomes (ELO):

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Expected Learning Outcomes (ELO):

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

COURSE REQUIREMENTS AND GRADING

Your work for this class will be graded according to the following components:

- 1) Attendance and Participation: 10%
- 2) Three short papers (3 pages each, double-spaced, plus bibliography): 30% (10% for each paper). **Late submissions will only be accepted ONE WEEK after the due date** and will be penalized by 50% of the grade. Papers submitted with a delay of more than one week will be graded “zero”.
- 3) Blog Project: 20%.
- 4) Presentation of Draft Final Essay: 10%
- 5) Final Essay (12 pages, double-spaced, plus bibliography): 30%.

Attendance and Participation

Class attendance and punctuality are mandatory for this course. You must sign in the attendance register when it is handed out. In order to avoid being recorded as absent, you are expected to be present at the beginning of class and not leave the class before its conclusion, except with the permission of the instructor. **You are allowed no more than FOUR unexcused absences without penalization.** You are encouraged to use your unexcused absences for events that are not excusable absences as outlined below (e.g. weddings, graduate school visits, oversleeping, non-certified illnesses, car trouble, etc.).

More than four unexcused absences, and up to six, will carry, for each absence, a 10 points penalization in the “class attendance and participation” component of your grade (which is equivalent to two points in your final grade). **SEVEN unexcused absences will result in the loss of the 20% of your grade for “class attendance and participation”.** **EIGHT or more unexcused absences will result in a FAIL grade for the course,** regardless to your grades for coursework. If you find that you will need to miss a critical number of classes, regardless of how excusable the reason, you will not be able to pass the course. **Written work due during an excusable absence MUST be submitted, via e-mail, by the due date.**

Missed classes will be **excused** (and will not be counted for penalizations) only if they are supported by adequate **written** documentation (e.g. medical notes certifying illness or hospitalization or documentation on accidents, bereavement, or other serious personal or family reasons to miss class). Scheduling an appointment at the Health Center or doctor during class time is not considered an excusable absence. **Your documentation is due the first class period after your absence; documentation presented after that time will be accepted only at the instructor’s discretion.**

Showing up late for class, or leaving early without authorization, will negatively affect your attendance grade. Two delays or early departures (**10 minutes or more**) will be counted as one unexcused absence. Students who sign in and then leave will be counted as absent. Students who are late by more than **20 minutes** will be counted absent.

For matters covered in classes you missed, you should ask for help from another student. **The instructor will not respond to requests for notes or explanations of what is covered during absences.**

Apart from attending classes, **you are expected to actively, regularly, and consistently participate in classroom discussions.** Your participation will be taken into account, at the discretion of the instructor, for your final grade. In particular, if your final numerical score is in a

borderline position between two grades, having participated in class will surely help move it to the higher grade.

The effective participation of the whole class in a conducive learning environment will be, finally, enhanced by **few basic rules**:

- All **cell phones** should be turned off or placed on vibrate during class. Texting during class is not allowed.
- **Laptops** can only be used for note-taking or other class-related activities.
- Wearing **earbuds, headphones**, etc., is not allowed during class.

Students who continuously and persistently fail to follow these guidelines may be asked to leave and counted as absent.

Blog Project: For this course you are required to develop a blog (using web-based platforms like Wordpress or Tumblr) on a specific social movement of your choice. The blog must be graphically attractive and contain a combination of original text, images, and audiovisual materials. Throughout the course, *you must post at least six times to your blog; each post should contain text for at least 400 words*. There will be classes in which you will be required to report on progress on your blog. The social movement you choose for your blog must be decided *by the third week of classes* in consultation with the instructor, but it should be a movement currently active and on which media coverage is produced during the course. **Blogs must be completed by the last day of classes.**

Your Final Research Essay is a 12-page paper based on original research. You will choose, **in consultation with the instructor**, a research topic, study it, and write about it. It **will be based on your own original critical analysis of a contemporary social movement** (such as, for example, Black Lives Matter, movements against police brutality, incarceration, or environmental racism, movements for the quality of life in Black communities, LGBTQ movements, women's movements, labor movements, student movements, land movements, churches' public engagement or activism) through the use of concepts, theories, and ideas discussed in class based on the readings. You will be required to provide **both an empirical account** of the movement's development, strategies, and goals **and a theoretical discussion** of at least one question related to the course's key concepts (such as citizenship, the state, civil society, resistance, inclusion, revolution). The essay **will require original research using materials not included in course readings**. Research materials must include published sources like newspaper articles, scholarly journal articles, encyclopedia entries, blogs, books, and book chapters. Online references like Wikipedia may be used for information and details but should not shape your essay in a substantial way. To locate relevant references, you should all familiarize yourselves with the university library system and its online databases, *and you must cite your sources properly*, either in text or footnotes. Further detailed instructions for the final essay will be circulated in class later in the course.

NOTE: Prompts for all written assignments will be circulated at least two weeks before the assignment's due date.

Submission of Written Work

All written work must be submitted on time and online (via Carmen Box). Submissions via e-mail are normally not allowed.

Late submissions will be penalized by 50% of the component grade for delays up to seven days and will be graded “zero” beyond a seven-day delay.

Penalties for late submissions of written work will be strictly enforced. Problems with computers, printing, or forgetting an assignment at home will not be considered as excuses.

Extensions or make-ups are at the discretion of the instructor, will be considered only in truly exceptional circumstances, and must be supported by written documentation.

Papers must follow the assigned prompts, which will be circulated in class. Papers not following prompts will be graded “zero”. Submitting work completed in another course is a violation of academic rules, which will lead to a “zero” grade and referral to the university’s committee on academic misconduct.

Format of Written Work

It is important that your essays look neat and polished. To this end, the following rules will apply:

- Assignments should be of the specified page length. Shorter or longer assignments will be penalized.
- All assignments must be typed. If you do not have your own computer, computer labs are available on campus.
- Pages must be numbered.
- Your assignments must include a single-spaced heading with your name, course, instructor, and date (in upper-left hand corner).
- Double-space your text and use a plain 12-point font (i.e. Times New Roman).
- Quotes longer than three lines must appear as in-text citations (i.e. paragraphs with increased left and right margins).
- Leave a one-inch margins top, bottom, left and right on each page of text.
- Every paper must have a title.
- You must attach to your assignment a bibliography or list of references, which is not included in the page count. Bibliographies **MUST** be formatted according to a citation style (Chicago, Harvard, MLA) commonly used in the humanities. Style handbooks (like the Chicago Manual of Style) are available at the library or online.
- Always make a back-up copy of every paper you turn in.

Evaluation of Written Assignments

All your written assignments will be graded with a percentage score (0 to 100) and its corresponding letter grade. **At the beginning of the course I will circulate a “Grade Scale” and a detailed rubric for the evaluation of written work,** which will be used to grade your submissions.

UNIVERSITY POLICIES AND SERVICES

Student Conduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of unethical practices on the part of the student wherever committed including, but not limited to, plagiarism, cheating, unauthorized copying or collaboration, forging signatures on class rosters, and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to COAM. Students found in violation of the Code of Student Conduct may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/csc/>).

The Department is particularly committed to discouraging plagiarism: As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community. Students must **always** cite their sources. **In this course, students’ essays containing parts or ideas copied or paraphrased from unacknowledged sources will receive a failing grade**, and may be referred to the Committee on Academic Misconduct for appropriate disciplinary action, ranging from failing the class to suspension or expulsion from the university. If you are in doubt about this matter, you are welcome to contact the instructor, who will provide further information.

Disability Services

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.

Mental Health Services

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. 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 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.

Diversity

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.

Sexual Misconduct, Harassment, or Assault

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Writing Center

The Writing Center at the Center for the Study and Teaching of Writing offers free help, including personalized tutorials by appointment, to students at any stage of the writing process for their course papers. More information and useful resources can be found on the Writing Center's webpage (<http://cstw.osu.edu/writing-center>). The Writing Center is located in 4132 Smith Laboratory, 174 W. 18th Avenue (telephone 688-4291).

If you schedule tutorials with the Writing Center, you will receive 2 additional percentage points in your final grade. To claim these points, you should ask Writing Center personnel to send the course instructor an email stating the date/s of the tutorial/s and the activities conducted.

COURSE SCHEDULE AND READINGS

Reading the assigned materials is compulsory. By the beginning of each week students are expected to have done all the readings listed under that week.

Class Meeting 1.

Introduction to the Course and Syllabus

Week 1: Hegemony, Conflict, and Antagonism

Class Meeting 2.

Gramsci, Antonio (1971, 1928), *Selections from the Prison Notebooks*, ed. and trans. by Quintin Hoare and Geoffrey Nowell Smith (New York: International Publishers), pp. 9-14.

Wilderson, Frank B., III (2003), "Gramsci's Black Marx: Whither the Slave in Civil Society?", *Social Identities* 9 (2): 225-240.

Class Meeting 3.

Wilderson, Frank B., III (2010), *Red, White & Black: Cinema and the Structure of U.S. Antagonisms* (Durham, NC: Duke University Press), pp. 1-5; 117-132; 141-143.

Johnson, Marissa Jenae (2016), "One Year Later: BLM Protester Who Interrupted Bernie Sanders' Rally Discusses the Moment and the Movement", *The Root*, August 9 (<https://www.theroot.com/1-year-later-blm-protester-who-interrupted-bernie-sand-1790856353>).

Week 2: Intersectional and Postcolonial Movements

Class Meeting 4.

Douglass, Patrice (2016), "At the Intersections of Assemblages: Fanon, Capécia, and the Unmaking of the Genre Subject", in *Conceptual Aphasia in Black: Displacing Racial Formation*, edited by P. Khalil Saucier and Tryon P. Woods (Lanham, MD: Lexington Books), pp. 103-126.

Lemieux, Jamilah (2017), "Why I'm Skipping the Women's March on Washington", *Colorlines*, January 17 (<https://www.colorlines.com/articles/why-im-skipping-womens-march-washington-opinion>).

Lucier, Aurelle Marie (2017), "Women's March On Washington: To White Women Who Were Allowed To Resist While We Survived Passive Racism", *Essence*, January 23 (<https://www.essence.com/news/white-women-racism-womens-march-washington-privilege>).

Walcott, Rinaldo (2016), "Left and Liberal Colour Blindness Imperil Real Change for Black People", *The Broadbent Blog*, July 18 (http://www.broadbentinstitute.ca/left_and_liberal_colour_blindness).

Class Meeting 5.

Chatterjee, Partha (1983), "Peasants, Politics and Historiography: A Response", *Social Scientist* 11 (5): 58-65.

Fanon, Frantz (2004, 1963), "On Violence." In *The Wretched of the Earth*, trans. Richard Philcox (New York, NY: Grove Press), pp. 1-21.

Week 3: Anticolonialism, Panafricanism, Negritude

Class Meeting 6.

Cesaire, Aime' (2000, 1950), *Discourse on Colonialism* (New York: Monthly Review Press): 31-53.

Fanon, Frantz (2004, 1963), "The Trials and Tribulations of National Consciousness." In *The Wretched of the Earth*, trans. Richard Philcox (New York, NY: Grove Press), pp. 97-110.

Class Meeting 7.

Sharpley-Whiting, T. Denean (2002), "Introduction: Caliban's Women." In *Negritude Women* (Minneapolis: University of Minnesota Press), pp. 1-24.

Fanon, Frantz (2008, 1952), "The Fact of Blackness." In *Black Skin, White Masks*, trans. Charles Lam Markmann (London: Pluto Press), pp. 82-108.

Week 4: Urban Struggles in the "Global South"

Class Meeting 8.

Bayat, Asef (2000), "From 'Dangerous Classes' to 'Quiet Rebels': Politics of the Urban Subaltern in the Global South", *International Sociology* 15 (3): 533-557.

Costa Vargas, Joao H. (2006), "When a Favela Dared to Become a Gated Condominium: The Politics of Race and Urban Space in Rio de Janeiro", *Latin American Perspectives* 33 (4): 49-81.

Class Meeting 9.

Da Silva, Denise Ferreira (2009), "No-Bodies: Law, Raciality, and Violence", *Griffith Law Review* 18 (2): 212-236.

Coleman-Adebayo, Marsha (2015), "Miners Shot Down!: 'The Marikana Massacre Represents the Beginning of the End of the ANC' (Interview with Rehad Desai)", *Black Agenda Report*. Part 1: October 28 (https://blackagendareport.com/marikana_means_end_of_anc); Part 2: November 4 (https://blackagendareport.com/miners_shot_down_end_of_anc_partII).

Kilgore, James (2013), "After the Marikana Massacre: *A Luta Continua*", *Dissent Magazine*, January 14 (https://www.dissentmagazine.org/online_articles/after-the-marikana-massacre-a-luta-continua).

Short Paper 1 Due

Week 5: Radical Black Feminism

Class Meeting 10.

Combahee River Collective (1977), "The Combahee River Collective Statement."

Spencer, Robyn C. (2008), "Engendering the Black Freedom Struggle: Revolutionary Black Womanhood and the Black Panther Party in the Bay Area, California", *Journal of Women's History* 20 (1): 90-113.

Bukhari-Alston, Safiya (1979), "Coming of Age: A Black Revolutionary." In *Imprisoned Intellectuals: America's Political Prisoners Write on Life, Liberation, and Rebellion*, edited by Joy James (Lanham, MD: Rowman and Littlefield), pp. 122-134.

Wilderson, Frank B., III (2010), *Red, White & Black: Cinema and the Structure of U.S. Antagonisms* (Durham, NC: Duke University Press), pp. 132-138.

Class Meeting 11.

Lorde, Audre (1985), *I Am Your Sister: Black Women Organizing Across Sexualities* (New York: Kitchen Table. Women of Color Press).

James, Joy (2013, 1996), "Black Feminism in Liberation Limbos." In *Seeking the Beloved Community: A Feminist Race Reader* (Albany, NY: State University of New York Press), 25-36.

Gumbs, Alexis Pauline (2016), "M/other Ourselves: A Black Queer Feminist Genealogy for Radical Mothering." In *Revolutionary Mothering: Love on the Front Lines*, edited by Alexis Pauline Gumbs, China Martens, and Mai'a Williams (Oakland, CA: PM Press), pp. 19-31.

Week 6: From Black Power to Black Lives Matter, 1: The Making of Black Revolution

Class Meeting 12.

Shakur, Assata (2001), *Assata: An Autobiography* (New York: Lawrence Hill Books), pp. 216-233.

James, Joy (2009), "Framing the Panther: Assata Shakur and Black Female Agency." In *Want to Start a Revolution? Radical Women in the Black Freedom Struggle*, edited by Dayo F. Gore, Jeanne Theoharis, and Komozi Woodard (New York: New York University Press), pp. 138-160.

Class Meeting 13.

Keeling, Kara (1999), "'A Homegrown Revolutionary'?: Tupac Shakur and the Legacy of the Black Panther Party", *The Black Scholar* 29 (2/3): 59-64.

Wilderson, Frank B. (2015), "The Black Liberation Army and the Paradox of Political Engagement." In *Postcoloniality-Decoloniality-Black Critique: Joints and Fissures*, edited by Sabine Broeck and Carsten Junker (Frankfurt-am-Main: Campus Verlag), pp.175-210.

Week 7: From Black Power to Black Lives Matter, 2: Black Lives Matter

Class Meeting 14.

Bouie, Jamelle (2015), "Where Black Lives Matter Began: Hurricane Katrina Exposed Our Nation's Amazing Tolerance for Black Pain", *Slate*, August 23 (http://www.slate.com/articles/news_and_politics/politics/2015/08/hurricane_katrina_10th_anniversary_how_the_black_lives_matter_movement_was.html).

Taylor, Keeanga-Yamahtta (2016), *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books), pp. 153-190 (Chapter 6).

Class Meeting 15.

Garza, Alicia (2014), “A Herstory of the #BlackLivesMatter Movement”, *Feminist Wire*, October 7 (<http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>).

Heatherton, Christina (2016), “#BlackLivesMatter and Global Visions of Abolition: An Interview with Patrisse Cullors.” In *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*, edited by Jordan Camp and Christina Heatherton (London: Verso).

Wilderson, Frank B. III (2014), “‘We Are Trying to Destroy the World’: Anti-Blackness and Police Violence after Ferguson” (Chicago, IL: Ill Will Editions).

Week 8: Ferguson and Palestine: One Struggle?

Class Meeting 16.

Davis, Angela Y. (2016), *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement* (Chicago, IL: Haymarket Press), Chapter 2 and 3.

Erakat, Noura, moderator (2015), “Roundtable on Anti-Blackness and Black-Palestinian Solidarity” (<http://www.nouraerakat.com/blogi/roundtable-on-anti-blackness-and-black-palestinian-solidarity>)

Class Meeting 17.

Workshop and Progress Report on Blog Projects (each student will deliver a 10-minute presentation, followed by questions and answers).

Short Paper 2 Due

Week 9: Blackness, Indigeneity, and Environmental Justice

Class Meeting 18.

Broeck, Sabine (2016), “Inequality or (Social) Death”, *Rhizomes* 29. (<http://www.rhizomes.net/issue29/broeck.html>)

Kwate, Naa Oyo A. (2016), “Black Lives Matter in Environmental Justice”, *Huffington Post*, February 2 (https://www.huffingtonpost.com/naa-oyo-a-kwate/black-lives-matter-in-environmental-justice_b_9138448.html)

“Black Lives Matter Extends Solidarity to People of Flint, Mich.” *Workers’ World*, January 26, 2016 (<https://www.workers.org/2016/01/26/black-lives-matter-extends-solidarity-to-people-of-flint-mich/>)

Khan, Janaya (2017), “Environmental Racism is a Special and Urgent Concern”, *The Root*, January 19

(<https://www.theroot.com/environmental-racism-is-a-special-and-urgent-concern-1791343793>).

Class Meeting 19.

Archambault II, David (2016), "Taking a Stand at Standing Rock." *New York Times*, August 24 (<http://mobile.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html>).

Dhillon, Jaskiran (2016), "Indigenous Youth are Building a Climate Justice Movement by Targeting Colonialism", *Truthout*, June 20 (<http://www.truth-out.org/news/item/36482-indigenous-youth-are-building-a-climate-justice-movement-by-targeting-colonialism>).

Estes, Nick (2016), "Fighting for Our Lives: #NoDAPL in Historical Context", *The Red Nation*, September 18 (<https://therednation.org/2016/09/18/fighting-for-our-lives-nodapl-in-context/>).

Black Lives Matter (2016), "Black Lives Matter Stands in Solidarity with Water Protectors at Standing Rock." September 2.

Hayes, Kelly (2016), "Where Movements Meet: Black Lives Matter Organizers Visit #NoDAPL", *Truthout*, September 2 (<http://www.truth-out.org/news/item/37468-where-movements-meet-black-lives-matter-organizers-visit-nodapl>).

Malaklou, M. Shadee (2016), "DAPL and the Matter/ing of Black Life", *Feminist Wire*, November 30 (<http://www.thefeministwire.com/2016/11/dapl-mattering-black-life/>).

Week 10: The Prison-Industrial Complex and Struggles for Radical Abolition

Class Meeting 20.

Hartman, Saidiya (2007), *Lose Your Mother: A Journey Along the Atlantic Slave Route* (New York: Farrar, Strauss & Giroux), pp.136-153 ("The Dead Book").

James, Joy (2005), "Introduction: Democracy and Captivity." In *The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings* (Albany, NY: State University of New York Press), pp. xxi-xlii.

Class Meeting 21.

Woods, Tryon P. (2016), "'Something of the Fever and the Fret': Antiblackness and the Critical Prison Studies Fold." In *Conceptual Aphasia in Black: Displacing Racial Formation*, edited by P. Khalil Saucier and Tryon P. Woods (Lanham, MD: Lexington Books), 127-154.

Rodriguez, Dylan (2016), "Policing and the Violence of White Being: An Interview with Dylan Rodriguez", *The Black Scholar*, September 12 (<http://www.theblackscholar.org/policing-violence-white-interview-dylan-rodriguez/>).

Week 11: Struggles in an Age of Populism, 1: Migrants or Captives? Troubles with Coalitions (again)

Class Meeting 22.

Saucier, P. Khalil and Tryon P. Woods (2014), “Ex Aqua: The Mediterranean Basin, Africans on the Move, and the Politics of Policing”, *Theoria* 141: 55-75.

Sexton, Jared (2015), “Don’t Call It a Comeback: Racial Slavery Is Not Yet Abolished”, *Open Democracy*, June 17

(<https://www.opendemocracy.net/beyondslavery/jared-sexton/don%E2%80%99t-call-it-comeback-racial-slavery-is-not-yet-abolished>).

Woods, Tryon P. (2015), “A Re-Appraisal of Black Radicalism and Human Rights Doctrine.” In *On Marronage: Ethical Confrontations with Antiracism*, edited by P. Khalil Saucier and Tryon P. Woods (Trenton, NJ: African World Press), pp. 235-270.

Class Meeting 23.

Wilderson, Frank B. III (2003), “The Prison Slave as Hegemony’s (Silent) Scandal”, *Social Justice* 30 (2): 18-27.

Sexton, Jared (2015), “Proprieties of Coalition: Blacks, Asians, and the Politics of Policing.” In *On Marronage: Ethical Confrontations with Antiracism*, edited by P. Khalil Saucier and Tryon P. Woods (Trenton, NJ: African World Press), pp. 271-302.

Mugabo, Delice I. (2016), “Of Rocks and Hard Places: A Reflection on Antiracism in Organizing against Islamophobia”, *Critical Ethnic Studies* 2 (2): 159-183.

Week 12: Struggles in an Age of Populism, 2: Sexualities and Abilities

Class Meeting 24.

Gossett, Che (2014), “We Will Not Rest in Peace: AIDS Activism, Black Radicalism, Queer and/or Trans Resistance.” In *Queer Necropolitics*, edited by Jin Haritaworn, Adi Kunstman, and Silvia Posocco (New York: Routledge), pp. 31-50.

Dalton, Deron (2016), “The Women of Black Lives Matter Outline Their Path Forward”, *The Daily Dot*, February 26 (<https://www.dailydot.com/irl/future-black-lives-matter/>).

Harriet Tubman Collective (2016), “Disability Solidarity: Completing The ‘Vision For Black Lives’”, *Huffington Post*, September 8 (https://www.huffingtonpost.com/entry/disability-solidarity-completing-the-vision-for-black_us_57d024f7e4b0eb9a57b6dc1f).

Harley, Justice (2017), ““Violence Against QPOC in One of the Nation’s Largest ‘LGBTQ-Friendly’ Cities’”, *Huffington Post*, July 11
(https://www.huffingtonpost.com/entry/violence-against-qpoc-in-one-of-the-nations-largest_us_59656933e4b0911162fc2fc6?ncid=engmodushpimg00000003).

On the Columbus #BlackPride4 and the arrests of Black LGBTQIA activists at the 2017 Columbus Pride Parade, see also the video on:

<https://www.facebook.com/ajplusenglish/videos/988279044646936/>

Class Meeting 25.

Presentations and Discussion on Blog Projects. Each students should deliver a 10-minute presentation, followed by questions and answers.

Short Paper 3 Due

Week 13: Course Reviews

Class Meeting 26.

Review class for Final paper.

Class Meeting 27.

Individual meetings (15 minutes each) with the instructor.

Week 14: Final Presentations

Class Meeting 28.

Presentations of final papers' drafts.

GRADES SCALE

NOTE: In the following grades scale, “**serious factual errors**” refers, but is not limited, to substantial misreading of passages in the readings, mistakes in the meaning of a fundamental concept, confusions between entirely different historical periods, getting the names of people and organizations wrong in a way that modifies the meaning of an argument.

E (Fail: grade less than 50) = Blank paper, no answer to the question; the paper makes **no sense at all** and it has **no connection whatsoever to the required task**.

D+ (55-59) or D (50-54) = The paper is very **poorly connected to what you are asked to write about**, it is **very badly written**, it substantially **lacks clarity**, and is **very poorly organized**. It is difficult to find a coherent, focused argument. The argument is **totally descriptive** and it is expressed in a **totally commonsensical and/or vague** way. The paper omits **the majority** of important issues required to respond to the question.

Within these criteria, the award of a D+ grade is awarded to papers with a higher quality of writing.

C+ (70-74), C (65-69) or C- (60-64) = The paper **adequately answers what you are asked to write on**, even if its argument is **largely descriptive**, it lacks depth, it is **generally vague and superficial**. The overall argument is not well organized, important points are barely mentioned but not adequately developed. The paper **relies overwhelmingly on lecture notes**, and it does not show a substantial effort to make use of readings. The language used is **largely commonsensical** and, even if it is **acceptably written**, it **often lacks clarity and precision**.

Within these criteria, a C- grade is awarded to papers that are totally vague, substantially unclear and poorly written. A C grade is awarded to papers that, even if vague and unclear, are somehow acceptably written. A C+ grade is awarded to papers that, apart from being acceptably written, show a somewhat effective use of course readings.

B+ (85-89), B (80-84) or B- (75-79) = The paper is still **largely descriptive**, but it is **well written, organized and focused**. The paper’s **main arguments are precise and well structured**. It is not largely commonsensical, but it **adequately uses concepts and terminology**. It **attempts to provide in-depth explanations** and it is not merely vague and superficial. Even if it still largely relies on lecture notes, **the paper reveals an effective use of materials from the readings**.

Within these criteria, a B- grade will be awarded to papers that contain serious factual errors. No serious factual errors should be present for the award of a B or a B+ grade. The difference between a B and a B+ grade depends on how effectively, at the discretion of the instructor, the course readings are used.

A (95-100) or A- (90-94) = The paper is **not descriptive**, but it is **originally and critically argued** in a way that makes **clear and pertinent references to concepts** used during the course. **It does not contain any factual errors**. It is **excellently written** in terms of clarity, focus and structure (even if minor grammar mistakes are allowed). It shows a **very good and thorough command of concepts and terminology**, and the use of scientific terms is precise and appropriate. The paper combines an **effective use of lecture notes** with a **comprehensive, articulate, creative, and detailed knowledge of course readings**.

For an A grade it is, moreover, required to provide **relevant and pertinent evidence** – citing authors, cases, countries, episodes and so on – **to support all the core points made in the paper**.

Criteria for Evaluation of Written Work (Expanded from the "Grade Scale")

Features	Excellent (A/A-)	Good (B+/B)	Acceptable (B-/C+)	Inadequate (C/D)
Introduction	Introduction engages the reader and creates interest with fresh insights. Writer clearly states a significant and compelling position or belief.	Introduction creates interest. Sufficient background information is provided. The writer's position or belief is clearly stated.	Introduction adequately identifies the topic but may lack detail. The writer's position is discernible, but is not compelling or convincing.	Introduction lacks details, or contains random collection of information. Thesis is vague, unclear, without direction.
Organization, Structure Transitions	Ideas organized in a clear, logical sequence. Paragraphs follow smoothly and graciously. Each paragraph revolves around one clear main point or claim.	There is a logical progression of ideas. Argument is easy to follow.	Organization is clear. Paragraphs roughly connect to each other.	No discernible organization. Argument hard to follow. Paragraphs are disconnected.
Focus & Detail	Details are precise, specific, original, elaborate. They clearly support the paper's core ideas or positions. No important details or evidence are omitted.	The paper incorporates specific details and sufficiently elaborates their significance. Details and facts are clear, but quotations may be overlong, or sentences may be inexact or grammatically uneven.	Specific details are there but are poorly elaborated or explained. Details and facts are unevenly or confusingly cited, with unclear grammar and meaning.	The essay lacks specific details from the readings, incorrectly recalls details. Interpretation of the facts and details is clearly erroneous or unclear.
Voice	The paper has vivid words and phrases that draw in the reader. The writing has natural flow. The author makes pertinent personal observations to highlight ideas being discussed.	The paper has vivid words and phrases, but at times choice of words is poor, lacks precision, or is overdone.	The words are clear, but the writing lacks variety or is vague. The author's voice emerges sometimes, but language is vague or unclear. Personal observations replace argument instead of supporting it.	This writer uses limited vocabulary, Confusing and unclear grammar make it difficult to connect to the author's intention. Jargon or clichés may be present and detract from clear meaning.
Sentence Structure	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar and very few errors in spelling.	Most sentences are well constructed. The author makes a few errors in grammar, but they do not interfere with understanding.	Most sentences are well constructed, but some are awkward or clunky. There are several errors in grammar, which interfere with understanding.	Sentences are distractingly awkward, or are difficult to understand. The author makes numerous errors in grammar, which seriously hamper understanding.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)