**Black Greek-Letter Fraternities and Sororities in American Life**

**Instructor:**

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**Fall 2022**

**Meets:** 3:00-3:55 pm Wednesdays

**Office hours**: To be announced

**Course Goals**

* Students will learn the history and origins of the earliest Black Greek-letter fraternities and sororities
* Students will develop an appreciation for the Black Greek-letter fraternities and sororities commonly known as the Divine Nine
* Students will understand the intersection of Black Greek life and racial justice
* Students will understand the role that Black Greek-letter organizations have played in the struggle for freedom, justice, and equality

**Course Description and Objectives**

This course will feature prominently the history of Black Greek-letter fraternities and sororities at both historically Black campuses as well as predominantly white campuses universities. We will learn about the ways in which Black Greek-letter fraternities and sororities both promotes academic success, leadership and racial and gender equality. Finally, students will learn how the advent of Black Greek-letter fraternities and sororities have helped change the landscape in higher education in both the 20th and 21st centuries.

**Examples of Weekly Topical Outline**

* The birth of Black Greek-letter fraternities and sororities
* The decline of the very first Black Greek-letter fraternities and sororities
* Administrators’ resistance to Black Greek-letter fraternities and sororities
* Black Greek-letter fraternities and sororities during the early 1900s
* Black Greek-letter fraternities and sororities during the 1920s
* Black Greek-letter fraternities and sororities during the Women’s Suffrage Movement
* Black Greek-letter fraternities and sororities during Modern Civil Rights Movement
* Black Greek-letter fraternities and sororities during the Women’s Liberation Movement
* Black Greek-letter fraternities and sororities during the Black Power Era
* Black Greek-letter fraternities and sororities and Black Political Incorporation
* Black Greek-letter fraternities and sororities in the age of Black Lives Matter

**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 someone whom they admire who happens to be a member of a Black Greek-letter fraternity and sorority. Explain why you admire that person and what they have done to uplift others [500 words]. Said person cannot be a peer or someone who is still currently in college. Said person can be a famous personality or someone you know personally. Assignment is to be typed and single-space, **25%**.
* Powerpoint presentation of a Black Greek-letter fraternity and sorority and one of the organization’s many mandated community-oriented programs. Show how that particular community program has enhanced the life chances of people over time. This assignment requires you to interview a member of that organization. Students are encouraged to contact the international offices of those Greek-letter organizations for assistance in identifying and/or contacting an interviewee [10-minutes] **30%**. They will be more than happy to help. Three weeks will be devoted to presentations depending on the number of students in class.
* Write a 500-word essay detailing the various ways in which you believe fraternities and sororities can: a) help improve the climate for Black students on predominantly white campuses or 3) help dismantle racism and sexism on campuses and in society **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*:

Lawrence Ross (2000). *The Divine Nine: The History of African American Fraternities and Sororities*. New York: Kensington Publishing.

**Schedule**

Week 1: August 24: Introduction and Chapter 1 **(Alpha Phi Alpha)**

Week 2: August 31: Chapter 2 **(Kappa Alpha Psi)**

**500-word assignment due**

Week 3: September 7: Chapter 3 **(Omega Psi Phi)**

Week 4 September 14: Chapter 4 **(Phi Beta Sigma**)

Week 5 September 21: Chapter 5 **(Iota Phi Theta)**

Week 6 September 28: Chapter 6 **(Alpha Kappa Alpha)**

Week 7 October 5: Chapter 7 **(Delta Sigma Theta)**

Week 8 October 12: Chapter 8 **(Zeta Phi Beta)**

**Powerpoint on organization due. To be presented in class**

Week 9 October 19: Chapter 9 **(Sigma Gamma Rho)**

**Powerpoint on organization due. To be presented in class**

Week 10 October 26: Chapter 10 **(Achievers Talk)**

**Powerpoint on organization due. To be presented in class**

Week 11 November 2: Chapter 11 **(National Panhellenic Council)**

Week 12 November 9: Chapter 12 **(National Panhellenic Council continued)**

Week 13 November 16: Chapter 13 **(Where do we go from here?)**

Week 14 November 30: Wrap up

**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/**](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**.