

## Term Information

Effective Term Spring 2024  
*Previous Value* Spring 2019

## Course Change Information

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

African American and African Studies is proposing to have AFAMAST 4610: African American and the Law considered for the Theme of Citizenship for a Just and Diverse World.

We added an explanatory paragraph and removed reference about OSU standard grading scale. Please see revised syllabus and cover letter (8/22/23).

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

The Department believes the changes we have made to AFAMAST 4610 makes it appropriate for the Citizenship for a Just and Diverse World Theme.

### 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)?

There are no programmatic changes.

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	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4610
Course Title	African Americans and the Law
Transcript Abbreviation	Af Ams and the Law
Course Description	This is an interdisciplinary course that puts major legal cases affecting African Americans into conversation with their historical underpinnings, as well as the social contexts and how those contexts manifest in African American cultural productions. A central goal of the course is to interrogate the idea of a "colorblind" justice system.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
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

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Mansfield, Newark</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	05.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

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*

*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

- To consider the centrality of African American citizenship to the US legal system
- To understand race as a legal fiction, with attention to shifting categories and attitudes
- To think about why so many of the "landmark" legal cases deal with racial discrimination and inequalities, yet this nation touts a colorblind justice system.
- To analyze legal cases in their historical, political, and social context.
- To engage with the basic concepts of law and society scholarship, including the category of legal consciousness and an approach to the legal sphere as a realm of various types of cultural translation
- To consider the contemporary social, political, and cultural legacies of landmark civil rights case law.
- To consider the legal system as a sphere for creative and agential action.
- To hone critical reading skills
- To develop rhetorical writing skills and gain exposure to various types of writing

**COURSE CHANGE REQUEST**  
4610 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/22/2023

**Previous Value**

- *To consider the centrality of African American citizenship to the US legal system*
- *To think about why so many of the “landmark” legal cases deal with racial discrimination and inequalities, yet this nation touts a colorblind justice system*
- *To analyze legal cases in their historical, political, and social context*
- *To consider the contemporary social, political, and cultural legacies of landmark civil rights case law*
- *To hone critical reading skills*
- *To develop rhetorical writing skills and gain exposure to various types of writing*

**Content Topic List**

- consider the ways in which the law influences or dictates African American social experiences and cultural productions
- consider how African Americans' social experiences and political agency, in various forms, influences the legal system

**Sought Concurrence**

No

**Previous Value**

**Yes**

**Attachments**

- AFAMAST\_4610\_SampleSyllabus.docx: Syllabus  
*(Syllabus. Owner: Beckham,Jerrell)*
- AAAS 4610 Theme Proposal.pdf: Theme Citizenship for a Diverse & Just World Form  
*(Other Supporting Documentation. Owner: Beckham,Jerrell)*
- AFAMAST\_4610\_Sample\_Syllabus\_22Aug2023.pdf: Revised Syllabus 8.22.23  
*(Syllabus. Owner: Beckham,Jerrell)*
- CoverLetter\_AFAMAST4610\_22Aug2023.pdf: Cover Letter 8.22.23  
*(Cover Letter. Owner: Beckham,Jerrell)*

**Comments**

- We added an explanatory paragraph and removed reference about OSU standard grading scale. Please see revised syllabus and cover letter (8/22/23). *(by Beckham,Jerrell on 08/22/2023 03:44 PM)*
- Please see Panel feedback e-mail sent 12/01/22. *(by Cody,Emily Kathryn on 12/01/2022 10:28 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	10/03/2022 03:21 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	10/03/2022 03:50 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/18/2022 10:31 AM	College Approval
Revision Requested	Cody,Emily Kathryn	12/01/2022 10:28 AM	ASCCAO Approval
Submitted	Beckham,Jerrell	08/22/2023 03:44 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	08/22/2023 03:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/22/2023 04:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/22/2023 04:30 PM	ASCCAO Approval



22 August 2023

To: GE Themes Review Committee

ATTN: Citizenship for a Just and Diverse World Theme Committee

The Undergraduate Studies Committee in the Department of African and American Studies has completed its revision of AFAMAST 4610, "African Americans and the Law," addressing the following points:

- **CONTINGENCY:** The reviewing faculty ask that an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme be added into the course syllabus, per a requirement of General Education courses.
- *RECOMMENDATION:* The Panel recommends removing any reference to an "OSU standard grading scheme (e.g., page 4 of the syllabus document)," as Ohio State does not have a standardized grading scheme.

The explanatory paragraph has been added following the listed Goals and ELOs for the "Citizenship for a Just and Diverse World" Theme on page three of the syllabus. The new paragraph has been highlighted for clarity.

Reference to the "OSU standard grading scheme" has been removed.

We look forward to advancing this course for final approval!

Sincerely,

Ryan Skinner

Associate Professor

Director of Undergraduate Studies

African American and African Studies

**Department of African American and African Studies**

**AFAMAST 4610**

**“African Americans and the Law”**

**GE: Citizenship for a Just and Diverse World (Theme)**

**Instructor: Dr. Spencer Dew**

**Contact (email): dew.50@osu.edu**

**Location: TBD**

**Day/Time: TBD**

**Office: Hagerty Hall 424**

**Office Hours: TBD**

**Course Description:**

This course functions as both an introduction to law and society scholarship and an intense examination of legal cases affecting and legal consciousness and practices of African Americans, from the transatlantic slave trade to a range of contemporary protest movements and modes of political and communal organization.

**Class structure and expectations:**

Our work together will involve intensive reading (involving note-taking and preparation for class discussion), serious dialogue in class, and active wrestling with both legal logic and the social consequences thereof. Mini-lectures will serve to punctuate a primarily seminar-style class, with an emphasis on close reading and discussion on legal cases and case studies. Students will also be expected to pursue independent research, both in the form of collecting and analyzing news items related to our discussions and in the form of a final audio-visual presentation summarizing an important legal decision related to African Americans and the law.

**Learning Objectives:**

- To consider the centrality of African American citizenship to the US legal system.
- To understand race as a legal fiction, with attention to shifting categories and attitudes
- To think about why so many of the “landmark” legal cases deal with racial discrimination and inequalities, yet this nation touts a colorblind justice system.
- To analyze legal cases in their historical, political, and social context.
- To engage with the basic concepts of law and society scholarship, including the category of legal consciousness and an approach to the legal sphere as a realm of various types of cultural translation
- To consider the contemporary social, political, and cultural legacies of landmark civil rights case law.
- To consider the legal system as a sphere for creative and agential action.
- To hone critical reading skills.
- To develop rhetorical writing skills and gain exposure to various types of writing.

**GE Citizenship for a Just and Diverse World (Theme)**

**Rationale:**

This is a course on law and African Americans--tracing out a history of the role of law in the racialization and enslavement and segregation of African Americans as well as a history of African American creative engagement with, use of, and imagining of alternative the law. Challenging reductive narratives of justice—as well as such contingent and always-contested social processes as race and law—this class explicitly focuses on interrogating the concept of "citizenship" and its relation to "rights," exploring the role of "legal fictions" as well as practice instantiations of "sovereignty" (such as state surveillance, armed law enforcement officers, and courtroom performances) and the connection of the above to broader social attitudes and trends (reflected in mob violence, mass protest, and media). We will approach the law as both institutional and state-controlled as well as a resource for grassroots and individual use, just as we will approach historical legal judgments within both immediate and broader trajectories of contextual consequences.

### **Goals shared by all Theme courses:**

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

**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.

### **ELOs shared by all Theme courses:**

- **ELO 1.1 Engage in critical and logical thinking.**
- **ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.**
- **ELO 2.1 Identify, describe, and synthesize approaches or experiences.**
- **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 for a Just and Diverse World (Theme)**

Successful students will:

1. analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. integrate approaches to understanding citizenship for a just and diverse world 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.
3. explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### **Expected Learning Outcomes (ELOs): Citizenship for a Just and Diverse World (Theme)**

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 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.

### **How the class meets the Goals/ELOs for the Citizenship for a Diverse and Just World Theme**

In accordance with the goals and expected learning outcomes specific to “Citizenship for a Just and Diverse World” theme, African Americans and the Law explores legal topics and ideas that have been critical to transforming the landscape in the US for Black people as well as all US citizens. We will examine and discuss in depth 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and court cases that speak to citizenship, justice, racial and ethnic diversity, and equality like *Plessy* and the *Brown v Board of Education* decisions of 1954 and 1955. We will seek to help students understand the complexity of laws and court decisions as well as their impacts on people’s lived experiences in the US and around the world. For example, we will discuss the impact of *Brown* on the local, state, national and global level. Some scholars, for example, see an explicit connection between the US government promoting democracy around the world and supporting the *Brown* ruling over continued Jim Crow segregation. In this course, we will also discuss earlier cases like *Gong Lum v Rice* or *Lemongrove* to detail the educational experiences of other ethnic minorities in their pursuit of full citizenship, access, and equality. Although *Brown* was a unanimous decision for the Supreme Court of the United States, we will look at opposing perspectives identified in lower court decisions as well as some of the historical impact of the *Brown* decision in terms of the ways it transformed the US landscape and in ways it did not. We will also study other court cases and laws that had a significant impact on African Americans and the nation while simultaneously continuing to encourage one another to ask questions and seek out understanding for the varying positions and perspectives that individuals may have about a law or decision. Students will be encouraged to reflect, analyze, question, and critique laws and court cases with logic, reason, experience, evidence, and understanding.

### **Required Texts:**

All texts will be made available on the course’s Carmen Canvas website.

### **Course Assessment:**

Grades will be determined via the following factors:

This is an intensive class, requiring in-depth reading of texts difficult both in form and content. As a way of helping you work through these texts, you will each be required to

- 1) maintain a running, weekly “journal” offering summaries of readings, reflections on lectures/discussions, and any personal thoughts related to the topics we are investigating together.

- a. This journal should involve at least FOUR entries per week (after each session's readings and after each class meeting) of at least 350 words per entry.
- b. Please keep these in a Word file, submitted them weekly via Carmen for my feedback.
- c. Please read this feedback and response to it, when requested, in future journal entries.
- d. This assignment will be graded at two points during the semester—midterm and final—and will be worth 10% each time, for a total of 20% of your final grade.

You will also each be required to

- 2) lead student engagement in and critical discussion of texts, signing up for and being responsible for aiding our collective unpacking of a given required text on the schedule below.
  - a. I will provide a rubric for my expectations, and I will model such work in the first few class meetings.
  - b. This leading of discussion will be worth an additional 10% of your final grade.
- 3) Active and informed participation in discussion is also expected.
  - a. Students should read all required texts in advance of each class meeting, marking up copies of those texts, taking notes on those texts, preparing explicit questions in advance of our meetings.
  - b. Attendance is mandatory; please be in touch in advance of class if you must miss due to health reasons or other emergencies.
  - c. Participation will be worth 10% of your final grade.
- 4) A cumulative final exam, featuring both short answer questions testing your factual and historical knowledge and several long essays requiring synthesis and reflection on the work of the semester, will be worth the final 10% of your grade.
- 5) The topics discussed in this class—broadly, the interaction between African Americans and US law—are, needless to say, ongoing, high stakes issues. In order to stitch out work to unfolding, current, social events, students will also be required to monitor an array of news sources (newspapers, radio, television, social media) and, at three points during the semester, bring a brief summary of a given news item to class.
  - a. This summary will be a polished example of college writing, engaging in an interpretation of both
    - i. How the issue under discussion in this news item relates to the concerns and trajectory of the class, and
    - ii. How the particular news article frames this issue, meaning explicitly the rhetorical approach, issues of bias reflected therein...
    - iii. Each of these write-ups will be discussed in class, and these write-ups will be worth 10% each for a total of 30% of your final grade.
- 6) While the final exam represents one capstone for the work of this class, in an effort to emphasize the close-reading and contextual analysis of legal cases—and out of a desire to cover more such cases that we could otherwise squeeze into an already-packed syllabus—the second capstone for this class will be a project involving a select, canonical, legal case in African American history.
  - a. Students will select a case [a full list will be provided, including, for instance, the following: *Boynton v. Virginia* (1960); *Burton v. Wilmington Parking Authority* (1961); *Garner v. Louisiana* (1961); *NAACP v. Button*, (1963); *Watson v. Memphis* (1963); *Griffin v. Prince Edward County* (1964); *Heart of Atlanta Motel Inc. v. United States* (1964); *Hamm v. City of Rock Hill* (1964); *Swain v. Alabama* (1965); *United States v. Jefferson County Board of Education* (1966); *Terry V. Ohio* (1968); *Loving v. Virginia* (1967); *Griffin v. Breckenridge* (1971); *Griggs v. Duke Power Co.* (1971); *Moose Lodge No. 107 v. Irvis et. al.* (1972); *Milliken v. Bradley* (1974); *Runyon v. McCrary* (1976); *Washington v. Davis* (1976); *Regents of the University of California v. Bakke* (1978); *City of Richmond, Virginia v. J. A. Croson Co.*, (1988); *Martin v. Wilks* (1989); *Patterson v. McLean Credit Union*, (1989); *Metro Broadcasting Inc. v. Federal Communications Commission*, (1990); *Bob Jones University v. United States* (1983); *Palmore v. Sidoti* (1984); *Local 28 of Sheet Metal Workers v. EEOC*, (1986); *Presley v. Etowah County Commission* (1992)]



- b. You will each, then, read both the case materials in their entirety, consult some commentary on the case, discuss this work with me, and write your own concise summary of
- i. The importance, both historically and legally, of the issues and the decision here
  - ii. The way this case fits within a broader chronology studied in this class
  - iii. How this case relates to broader ideals of justice, equality, citizenship, as central (if always tense) concepts framing this class.
  - iv. Your summary will then be recorded as a narrated slide show, maximum recorded length of 5 minutes (which will require serious editing and upper-level composition skills to create such a terse text).
  - v. This presentation will be posted on Carmen, viewed by your fellow students, and
  - vi. The class will discuss these presentations in the final weeks of the semester, using them to help reflect on the work of the semester as a whole.
  - vii. Your case will need to be selected, in consultation with me, by the end of week 6.
  - viii. This assignment will be worth 20% of your final grade.

### **Grading Summary**

- **Journal grade one: 10%**
- **Journal grade two: 10%**
- **Leading discussion: 10%**
- **Active and informed participation: 10%**
- **Final exam: 10%**
- **News summary #1: 10%**
- **News summary #2: 10%**
- **News summary #3: 10%**
- **Audio-visual presentation on a court case: 20%**

### **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)

### **University Course Policies**

#### **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 Services:**

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.**

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

## **Mental Health:**

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](http://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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Title IX:**

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 at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Diversity Statement:**

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.

### **Religious Beliefs:**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**PLEASE NOTE: This Syllabus, including the course schedule, is subject to change at any time. It is your responsibility to check your email and the course Carmen site on a daily basis.**

### **Course Schedule**

#### **Week 1: Introduction**

**“Virginia Slave and Indenture Laws”**

**United States v. The Amistad :: 40 U.S. 518 (1841) :: Justia US Supreme Court Center**

**“Examples of Jim Crow Laws”**

***Dred Scott v. Sandford***

**“The Southern Manifesto: A Declaration of Constitutional Principles”**

#### **Week 2: Law of/as Race**

**Harris, “Whiteness as Property”**

**Selection from López, *White By Law***

#### **Week 3: US Constitutional Interpretation**

**13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments**

#### **Week 4: US Supreme Court Decisions**

***Plessy v. Ferguson* (1898)**

***Cumming v. Richmond County Board of Education* (1899)**

*Gong Lum v Rice* (1927)

**Week 5: US Supreme Court Decisions Continues**

*Brown v Board of Education* (1954 and 1955)

- News reports in class

**Week 6: Issues with US Constitutional Interpretation**

Bell, “Racial Realism”

Crenshaw, “Race, Reform, and Retrenchment”

- You must have selected your case for your case analysis presentation by the end of this week.

**Week 7: Using the Law**

Gun Rights: “Ten Point Platform,” Black Panther Party for Self Defense

Malcolm X, “The Ballot or the Bullet”

**Week 8: More Use of the Law**

“We Charge Genocide”

Begin reading *Those Who Know, Don't Say*

**Week 9: Law in/of Prison**

Heffernan, “The Nation of Islam’s Role in US Prisons”

Colley, “All America Is a Prison”

- News reports in class

**Week 10: Surveillance**

Definition of “Black Identity Extremists” from the FBI

Selection from Maxwell, *F.B. Eyes*

Selection from Dew, *The Aliites*

**Week 11: Law Beyond the State:**

Selection from Lloyd, *Black Natural Law*

Selection from Anderson, *The Nation on No Map*

Selections from Hinton, *America on Fire*

**Week 12: Law and (Black) Religion**

Selection from Boaz, *Banning Black Gods*

“Africa vs. Commonwealth of PA”

Screen *Let the Fire Burn*

**Week 13: Research Issues**

- News reports in class

**Week 14: Final Projects**

- View projects in advance of class; class time will be spent in formal, panel-structure q-and-a and discussion

**Week 15: Final Projects**

- View projects in advance of class; class time will be spent in formal, panel-structure q-and-a and discussion

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> 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.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** 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.

**GOAL 4:** 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.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> 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.	

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>