

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

Add course to the new GE Theme of Citizenship for a Just and Diverse World

We have addressed the "contingency" and "recommendations as well as included a cover letter and revised syllabus(12.9.2022).

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

Please see attached Citizenship form.

### 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 no programmatic implications for this change.

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                | 3440  |
| Course Title                         | Theorizing Race   |
| Transcript Abbreviation              | Theorizing Race   |
| Course Description                   | Introduction to issues of "race," consideration of the historical emergence and development of ideas of "race" and of racist practices, along with their contemporary formations. |
| 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  | 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

Prereq: 3 cr hrs in AfAmASt or Philos or REGD Foundation; or enrollment in Philosophy, Politics, and Economics major, AfAmASt major, or Philos major; or permission of instructor

### Previous Value

*Prereq: 3 cr hrs in Philos or AfAmASt; or enrollment in Philosophy, Politics, and Economics major, AfAmASt major, or Philos major; or permission of instructor.*

### Exclusions

Not open to students with credit for Philos 3440.

### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

Cross-listed in Philos.

## Subject/CIP Code

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38.0101

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

### Previous Value

*Junior, Senior*

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

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

*Required for this unit's degrees, majors, and/or minors*

*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

- The course is aimed at providing an introduction to questions surrounding the theorizing of race in relation to power, knowledge, identity, and ethics.
- Students will acquire skills to critically analyze and evaluate the complex and problematic issues race plays in the making of the modern world.

### Content Topic List

- Historicist theories of race
- Essentialist theories of race
- Identity

### Sought Concurrence

Yes

**Attachments**

- 3440\_GE\_Syllabus\_Philosophy\_AAAS as of 11.1.2022.docx: Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- 3440 Citizenship Theme Proposal.pdf: GE Citizenship Themes proposal form  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- PHILOS 3440 Ohio\_State\_Course\_Review\_Concurrence\_Form.pdf: PHIL Concurrence Form  
*(Concurrence. Owner: Beckham, Jerrell)*
- AAAS 3440 Ohio\_State\_Course\_Review\_Concurrence\_Form.pdf: AAAS Concurrence Form  
*(Concurrence. Owner: Beckham, Jerrell)*
- AFAMAST\_3440\_ThemesReview\_CoverLetter\_9Dec2022.docx: CoverLetter12.9.2022  
*(Cover Letter. Owner: Beckham, Jerrell)*
- Revised 3440 Syllabus 12.9.2022.docx: Revised Syllabus12.9.2022  
*(Syllabus. Owner: Beckham, Jerrell)*

**Comments**

- We addressed the “contingency” and “recommendations (12.9.2022). *(by Beckham, Jerrell on 12/09/2022 04:02 PM)*
- Please see Panel feedback e-mail sent 12/06/22. *(by Cody, Emily Kathryn on 12/06/2022 04:20 PM)*

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Beckham, Jerrell  | 11/02/2022 02:46 PM | Submitted for Approval |
| Approved           | Skinner, Ryan Thomas  | 11/02/2022 04:16 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal   | 11/03/2022 02:02 PM | College Approval       |
| Revision Requested | Cody, Emily Kathryn   | 12/06/2022 04:20 PM | ASCCAO Approval        |
| Submitted          | Beckham, Jerrell  | 12/09/2022 04:04 PM | Submitted for Approval |
| Approved           | Skinner, Ryan Thomas  | 12/09/2022 04:31 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal   | 12/13/2022 09:05 AM | College Approval       |
| Pending Approval   | Cody, Emily Kathryn<br>Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 12/13/2022 09:05 AM | ASCCAO Approval        |

9 December 2022

To: The ASC Curriculum Committee

Attn: “Themes” General Education Review Committee

This is the required cover letter detailing all changes made in response to your two “contingency” points after reviewing the Themes (Citizenship) proposal for AFAMAST 3440. As per this committee’s review, we were asked to:

- 1) “Incorporate material from the GE Rationale form into the.... syllabus document – with a specific eye to underscoring the interplay between citizenship and racialization more explicitly.”
  - a. We have added a third paragraph to the course description, defining the terms of the GE Theme category in relation to the class and pointing to both the historical link of citizenship with race (in an exclusionary, selective way) and our broader interest in social participation with the goal of transforming the world into something more just (“citizenship” against racialization).
  - b. We have added two more learning objectives for the course, both serving to explicitly address “citizenship” with an eye toward both of the valences described above.
- 2) That “the syllabus document underscore more overtly how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World” with attention to how “the readings, assignments, and course content will allow this class to examine the concept of citizenship at a higher level—taking care to actively and directly use the language of the theme throughout the course proposal materials...”
  - a. The two revisions described under point #1 begin to address this contingency by distinctly defining “citizenship” as the concept is engaged in this course.
  - b. We have also added explicit Theme language to course assessment categories 1 and 2, foregrounding how the Theme shapes our thinking in this course.
  - c. We have added seven subtitles to weekly titles on the syllabus, all with the goal of making explicit the link between our work that week and the terms of the GE Theme.

We should also note we responded to the committee’s three recommendations: 1) to remove the “Goals and ELOs shared by all Theme courses” sections, 2) to include “the most current Student Life Disability Services (SLDS) statement,” and 3) to include “the most current mental health statement.”

*Many thanks for your attention to this proposed syllabus. We hope you find these changes satisfactory.*

Sincerely,

Ryan Skinner



Associate Professor

School of Music & the Department of African American and African Studies

Director of Undergraduate Studies, AAAS

**Department of African American and African Studies**

**AFAMAST 3440**

**“Theorizing Race”**

**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 is a course about race—a social idea, contingent upon historical and cultural context, yet one of the most consequential of human imaginings. We will, in this course, approach racialization as a process synonymous with contact, conquest, and exchange; approach race as a legal fiction enshrined in judicial decisions; approach race as a category of identity at once contested, claimed, and created via religious communities; and approach contemporary arguments for moving, if not beyond race, then beyond the framework of the human, arguably co-created with and as fraught as the notion of race. Our focus, throughout, will be in the Americas, with most of our examples situated in the USA (and in US law), though gestures to global examples (India, Japan, Ireland, Ethiopia) will serve to strengthen our analysis of race and racialization as phenomenon in the New World context.

This course seeks to “theorize” race as a claim, process, field of identity, and arena of contestation, attentive both to the ways that race is imposed from outside (onto “others”) and actively practiced as a logic in which both unconscious and conscious fears and hopes are invested (whether in the form of white privilege or imaginings of “savage natives”). We will, by the end of this course, also aim to “theorize race” in a third sense, thinking critically about the range of power race exercises and has exercised over populations—from the intellectual to the affective—authorizing a range of actions (from colonial genocide to distinctive modes of “Black Study” as worldview and work emerging from and responding to the sordid history of race as a historical practice).

One way race is theorized by legal systems and states is in terms of “citizenship,” a core concept for this class, which fulfills the GE for the Theme “Citizenship for a Diverse and Just World.” It is worth unpacking how the words in this Theme category link to the work of this class. “Diverse” indicates the practice of racialization itself, a process of rendering populations distinct, separate, though the ideal of justice, or the dream of a “Just World” involved attempts to negotiate such racialization and attempts at harmonious multi-racial societies. “Citizenship,” while traditionally restricted by (shifting) definitions of race, can be taken to mean, for the

purposes of this class, not legally-restricted, paper-holding status *as citizen* but participation in society—a process more than a status. This desire to pursue the work of participation in society—indeed, to transform society, to craft a new or (in the language of some of the thinkers we will study this semester) otherwise sociality—results from the problem of and seeks to resist the oppressions of racialization.

As should be obvious by this point in the syllabus, this course will, necessarily, involve significant wrestling with difficult texts (from primary sources to academic writing) and will build both historically (one trajectory followed here is from the “discovery” of the New World to the contemporary moment) and comparatively (thinking of race as always a global project but also a series of global conversations—some devoted to means of oppression, some to the possibility of resistance). We will also move through various registers of discourse (scientific, legal, religious, philosophical, political) from a range of perspectives (Thomas Jefferson but also Wovoka, pro-slavery preachers but also Fredrick Douglass and Noble Drew Ali, vernacular “street scholars” but also Frantz Fanon and Sylvia Wynter).

### **Class structure and expectations:**

Our work together will involve intensive reading and wide-ranging discussions of a topic at once abstract (a social construct, after all) and terrifyingly concrete (with historical-material ramifications in everyday life). I expect both respectful engagement with peers and texts as well as attendance predicated by significant preparation—careful reading of all required texts, wrestling with implications and claims, note-taking and, specifically, the preparation of specific observations as prompts for discussion or questions (likewise as prompts for class conversation) in advance of every session. Students will also be expected to pursue independent research, both in the form of collecting and analyzing recent legal and broader, cultural news items and in the form of a written paper and polished oral presentation to be delivered in class, academic conference-style, at the end of the semester.

### **Learning Objectives:**

- To be able to recognize race as a social construct and process rather than a naturalized circumstance
- To understand race as a product of multiple perspectives, institutions, and registers, from the legal to the religious
- To trace out historical processes whereby “citizenship,” as legal status, was linked to racial categories
- To see race as an active process in today’s world—legally, politically, and otherwise
- To understand the negotiation of racialization as likewise complex, both resisting and reifying, reiterating and rejecting (sometimes all at the same time)
- To develop a command of a range of historical and cultural case studies related to racialization and its negotiation
- To comprehend thinking through/from racialized point of view—theorizing race—in vernacular as well as academic forms, being able to summarize and explain the logic of such theorizing
- To come to a basic grasp of those thinkers and activists reimagining “citizenship” as participation in an oppressive society with the goal of transforming, reforming, and

- reimagining that society and modes of sociality and relationality more broadly
- To hone critical reading skills
  - To develop rhetorical writing skills and gain exposure to various types of writing
  - To practice presenting research and engaging in advanced exchange about such presentations

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

### **Rationale:**

This is a course on race—as idea, as social practice, as means of oppression as well as focal point of hope. We will explore some of the history of racialization, attentive to both to the specific registers involved—legal, religious, political, scientific—and dynamics—of imposition as well as innovation, creation as well as varied means of negotiation. As such, we will be attentive to ideals of justice and diversity—and the challenge to justice that the very conception of diversity, at least as a means of imposed divisions, can pose. This course explores the broad theme of “citizenship” not in the narrow and exclusive sense of documented citizenship in a nation (though we will be attentive to how that has always, in the US, been a racially-targeted practice) but in the more ideal sense of “participation” in and striving for a world characterized by justice and not by the mechanisms of oppression perfected with colonialism—the mechanism, namely, of “race.”

### **Goals specific to “Citizenship for a Just and Diverse World” Theme Courses**

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will 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. 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.
4. Successful students will 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**

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.

**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:

- 1) A cumulative midterm and final, each requiring significant reflection, in essay form, on broad themes and questions investigated together in this class. Both of these exams will frame the issue of race in terms of issues related to legal citizenship, social participation, the conditions of a diverse society, and the ideal of justice (the elements of the GE Theme for this course). Your work should draw on course readings as well as course discussions. The midterm (Week 6) will be worth 15% of your final grade; the final exam will be worth 20%.
- 2) In order to “theorize race” as a (legal) process in the present, one early assignment (Week 3) will be to research a current court case or legal/political issue related to race. This task will require monitoring news coverage of the event and writing a brief summary explaining how the issue of race is being negotiated or imagined or reified in this case. This assignment also wrestles, explicitly, with the category of citizenship and the problems (and possibilities) of a diverse society. You will discuss your work in class. The written essay (roughly 1000 words) and the class discussion will account for a total of 15% of your final grade.
- 3) A parallel assignment (Week 6) will involve reporting back to the class on an item in the news related to ongoing negotiations of, impositions of, and/or theorizations of race. Examples will be provided as we move through the semester. One purpose of this assignment is to emphasize the contemporary, ongoing relevance and ramifications of our topic of study. The other purpose will be to serve as a focal point for review discussion in advance of the midterm exam. This “news” assignment will involve a 500-word summary as well as citation of at least three sources in Chicago style. This work will be worth 15% of your final grade.



- 4) The rest of your grade will be made up of your independent research project on an issue related to our broad work on “theorizing race.” I will provide a list, divided by categories, of potential topics (legal, political, religious, historical, philosophical, etc.) and you will
- a. Consult with me on the selection of a topic, having this approved by Week 8. This, along with a class discussion framed as a check-in on and discussion of research progress, questions, and issues, in Week 10, will be worth 5% of your final grade.
  - b. The written research paper—at least 3500 words, with a bibliography of at least 15 sources in Chicago style, with a clear thesis, argumentation via accumulation of evidence, and reference to the wider discussions and work of our class—will be due at the start of the final exam and worth 10% of your final grade.
  - c. This paper should reflect, as well, revisions made in the wake of your conference-style presentation on your argument, in class, during the final two weeks. This is both an opportunity to receive feedback from the class and to demonstrate professional speaking skills, worth up to 5% of your final grade.

### **Grade Breakdown**

- Legal analysis/discussion: 15%
- Midterm: 15%
- Final exam: 15%
- News summary/discussion: 15%
- Final Exam 20%
- Approval of topic for and participation in two check-in discussions on research: 5%
- Research project: 10%
- Research presentation: 5%

### **OSU Standard Grade Scheme**

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**

#### **Statement on 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/>.

**Statement about disability services:**

**The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

**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](tel: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.

**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: The New World—Diversity Discovered**

- **Ramón Pané, *An Account of the Antiquities of the Indians***
- **Selection from Greenblatt, *Marvelous Possessions: The Wonder of the New World***
- **Smith, “Religion, Religious, Religions”**
- **Ferreira da Silva, selections from *Toward the Global Idea of Race***
- **Hall, “Race: A Floating Signifier”**
- **Fanon, “Colonial World”**

#### **Week 2: The USA—Citizenship and Race**

- **Long, “Religious Interpretations of America”**
- **Thomas Jefferson, selection from *Notes on Virginia***
- **Selection from Fredrick Douglass, “What to the Slave is the Fourth of July” (<https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/>)**
- **Selection from Du Bois, “Of Our Spiritual Strivings” (<https://etc.usf.edu/lit2go/203/the-souls-of-black-folk/4428/chapter-1-of-our-spiritual-strivings/>)**

#### **Week 3: Law / Current Legal Situation (more on Race and Citizenship)**

- **United States v. Bhagat Singh Thind, 261 U.S. 204 (1923)**
- **Graziano, “Race, Law, and Religion in America” [https://cpb-us-e1.wpmucdn.com/sites.northwestern.edu/dist/c/1549/files/2017/12/Graziano\\_RaceLawAmRel-1uypb11.pdf](https://cpb-us-e1.wpmucdn.com/sites.northwestern.edu/dist/c/1549/files/2017/12/Graziano_RaceLawAmRel-1uypb11.pdf)**

- Discussion of current legal cases (see Assignments)

**Week 4: American Theologies**

- Prentiss, “Loathsome unto They People”
- Harvey, “A Servant of Servants Shall He Be”
- Martin, “Almost White”
- Glaude, “Myth and African American Self-Identity”
- Cone, “Black Spirituals: A Theological Interpretation”

**Week 4: American Counter-Theologies**

- McCloud, “Blackness in the Nation of Islam”
- Muhammad, selections from *Message to the Blackman in America*
- Cowan, “Theologizing Race”
- Wovoka, letter
- Selections from Noble Drew Ali (pdf)
- Weisenfeld, “The House We Live In: Religio-Racial Theories and the Study of Religion”

**Week 5: Surveillance and Racialization (Policing the Category of Citizen)**

- Johnson, “Black Religion and the Security State”
- Lincoln, Selection from *The Black Muslims in America*
- Maxwell, selection from *F.B.Eyes*
- Felber, selection from *Those Who Know Don’t Say*

**Week 6: Discussion of News / Midterm Exam**

- Discussion of news (see Assignments)

**Week 7: Theologies of Race as “Poetics” (The Dream of Justice)**

- Leon, “Introduction” to *La Llorona’s Children*
- Cisneros, “Guadalupe the Sex Goddess”
- Goizueta, “Our Lady of Guadalupe”
- Baldwin, “Letter from a Region in My Mind,”  
<https://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind>
- Harding, “The Religion of Black Power”

**Week 8: The Americas, More Broadly (More Diversity, Different Citizenships)**

- Hooker, “Race Theory and Hemispheric Juxtaposition” (from *Theorizing Race in the Americas*)
- Stokely Carmichael, “Black Power in the Third World”
- Fanon, “The Fact of Blackness”
- Topics approved by this point (see Assignments)

**Week 9: A Case Study in White (and Black)**

- Screen documentary: “Passengers” before class (via OSU Kanopy)
- Read Neusner: “Jew and Judaist”
- Broden Sacks, “How Did Jews Become White Folks?”

- Screen, “The History of White People in America” (8 minutes; <https://worldchannel.org/episode/howpia-america-invented-race/>)

#### Week 10: Race Science vs. Science Fiction

- Warwick Anderson, “No Place for a White Man” and “The Making of the Tropical White Man”
- Evans, “The Unwelcome Revival of ‘Race Science’”
- Wynter, “Unsettling the Coloniality of Being/Truth/Freedom...”
- Jackson, selections from *Becoming Human*

#### Week 11: Theorizing Race Beyond (and Participation Beyond “Citizenship”)

- Crawley, “Introduction” to *Blackpentecostal Breath*
- Walker, “Womanism”
- Watch Sun Ra, “Space is the Place” (<https://www.youtube.com/watch?v=bCalqwsicls>)
- Mbembe, “Necropolitics”
- Sites, “Radical Culture in Black Necropolis”
- Kreiss, “Appropriating the Master’s Tools”

#### Week 12: Further Beyond

- Watch these four videos and do some Googling, further, on Wangechi Mutu:
- <https://www.culturedmag.com/wangechi-mutu-video/>
- <https://www.youtube.com/watch?v=MQgCX7HZoW0>
- <https://www.youtube.com/watch?v=wMZSCfqOxVs>
- <https://channel.louisiana.dk/video/wangechi-mutu-cultural-cutouts>
- Other artists and art TBA
- Check-in on research (see Assignments)

#### Week 13: Unthought?

- Hartman and Wilderson, “The Position of Unthought”
- Sharpe, selections from *In the Wake*
- Cervenak, selections from *Black Gathering*
- Selections TBA from *Otherwise Worlds*

#### Week 14: Presentations

- Presentations (see Assignments)
- Presentations (see Assignments)

#### Week 15: Presentations

- Presentations (see Assignments)
- Presentations (see Assignments)

Final Exam on date set by University

# 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):*

|   |   |
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| <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:<br/>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;<br/>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;<br/>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><br/> 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><br/> 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><br/> 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:<br/> The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>   |



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|  | <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 |
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| <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):*

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|---|---|
| <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> |

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|   | <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> |

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: African American and African Studies Date: 11/2/2022

Registrar's Listing: AFAMAST

Course Number: 3440 Level: U  P  G  Credit Hours: 3

Course Title: Theorizing Race

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: 11/4/2022

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

The academic unit suggests:



Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Philosophy Department

Date: 11/2/2022

Registrar's Listing: PHILOS

Course Number: 3440

Level: U  P  G

Credit Hours: 3

Course Title: Theorizing Race

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: 11/4/2022

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

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The academic unit suggests:

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Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)