
Term Information

Effective Term Spring 2024

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 3110
Course Title Social (In)Justice and the Black Experience
Transcript Abbreviation Soc Just Blk Exp
Course Description This course will provide an historical grounding/foundation of Black social justice movements in America to help students understand some of the most pressing issues facing African Americans today. In so doing, this course will focus on key events, movements, and ideas that have shaped and informed Black peoples' social justice efforts in the 20th and 21st centuries.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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, Recitation
Grade Roster Component Recitation
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced Yes

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

Course Details

Course goals or learning objectives/outcomes

- Students will examine selected Black social justice movements in America & the connections between & among them to better understand the Black struggle for equality & citizenship.
- Students will understand the influence/impact of racial constructions & racial oppression in American society in an historical & contemporary context. Students will understand how privilege, power & notions of citizenship operate in American Society.
- Students will analyze the ways intersecting hierarchies of race, gender, class & sexuality impact Blacks & understand the necessity of intersectional frameworks in analyzing & challenging systems of oppression.
- Students will be empowered & encouraged to become active participants in their own education & create an environment that facilitates the honest exchange of ideas in a dialogic format.
- Students will hone their engaged reading skills and express ideas effectively through critical analysis, discussion & writing.
- Students will analyze their own privilege & power (& lack thereof) in society & recognize their responsibilities & capabilities as engaged citizens to challenge injustices facing Black & other minoritized communities.

Content Topic List

- Black Studies Movement
- Social Justice
- Civil Rights & Citizenship
- Black Power
- Black Feminism
- Mass Incarceration
- Black Lives Matter

Sought Concurrence

No

Attachments

- AAAS 3110 Sample Syllabus.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- Citizenship Submission Documentation AAAS 3110.pdf: Form Theme Citizenship for a Just & Diverse World
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

COURSE REQUEST
3110 - Status: PENDING

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

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	05/08/2023 03:12 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/08/2023 03:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/22/2023 01:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/22/2023 01:08 PM	ASCCAO Approval

The Ohio State University at Newark
AAAS 3110 – Social (In)Justice and the Black Experience
Day/Time: TBA

Dr. Tiyi Morris
Office: 2072 Founders Hall
Office Hours: TBA

Phone: 740-366-9113
E-mail: morris.730@osu.edu

REQUIRED TEXTS:

- Michelle Alexander, *The New Jim Crow*
- Barbara Ransby, *Making all Black Lives Matter: Reimagining Freedom in the 21st Century*
- Course Packet for inside students and readings on Carmen for outside students

COURSE DESCRIPTION:

This course will provide an historical grounding/foundation of Black social justice movements in America to help students understand some of the most pressing issues facing African Americans today. In so doing, this course will focus on key events, movements, and ideas that have shaped and informed Black peoples' social justice efforts in the 20th and 21st centuries. Students will examine these social justice movements as both the practice of citizenship to create a just and diverse world and as challenges to anti-Black political constructions and regulations of citizenship. In exploring the Black Studies Movement, Black Feminism, Civil Rights, Black Power, the struggle against Mass Incarceration, #BlackLivesMatter, and #SayHerName, students will hone their critical thinking skills as we examine these mass mobilizations as responses to denials of Black citizenship. Moreover, we will think critically about what is necessary in this moment to advance efforts for Black equality and full citizenship.

This course is an Ohio Prison Education Exchange Program/Inside-Out class. It will be held at "Prison name", enrolling both incarcerated and campus students. This course design emphasizes discussion and collaboration in learning and provides a unique experience for all students that will hopefully have a transformative effect during the semester and beyond.

COURSE FORMAT:

Class will meet every Tuesday evening from 5:30-8:15pm at FMC, with the exception of scheduled OSU breaks. Most of the time, the meetings will take place at Franklin Medical Center (FMC). On the few days that we do not meet as a whole group at FMC, outside students will meet in a classroom at OSU Newark. The meetings at FMC will consist of a guided dialogue, in both the large group and smaller subgroups, on the particular topics of the week.

COURSE GOALS/OBJECTIVES:

1. Students will examine selected Black social justice movements in America and the connections between and among them to better understand the Black struggle for equality and citizenship.
2. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context. Students will understand how privilege, power, and notions of citizenship (based on a variety of social constructions) operate in American society.
3. Students will analyze the ways intersecting hierarchies of race, gender, class, and sexuality impact Blacks and understand the necessity of intersectional frameworks in analyzing and challenging systems of oppression.

4. Students will be empowered and encouraged to become active participants in their own education and create an environment that facilitates the honest exchange of ideas in a dialogic format.

5. Students will hone their engaged reading skills and express ideas effectively through critical analysis, discussion, and writing.

6. Students will analyze their own privilege and power (and lack thereof) in society and recognize their responsibilities and capabilities as engaged citizens to challenge injustices facing Black and other minoritized communities.

GE CITIZENSHIP (THEME):

General Expectations of all Themes

Goal 1: Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than the foundations.

- **ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.
- **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Goal 2: Successful students will integrate approaches to 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.

- **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- **ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Specific Expectations of Courses in Citizenship

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

- **ELO 1.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- **ELO 1.2** Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

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

- **ELO 2.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- **ELO 2.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course will fulfill the above-mentioned goals by engaging in critical analysis of the Black Freedom Struggle during the 20th and 21st centuries and how these social justice movements illuminate the relationship between citizenship and race in this country.

REQUIREMENTS/GRADING:

Attendance is mandatory. Because we meet only once a week, you are required to attend all classes. The success of this course is dependent upon attendance and participation by all students. By enrolling in the class, you are committing to attend every class session. Any absence will change the dynamics of the group, as well as disappoint other members of the class. If you are unable to attend class you must contact me in advance, with a **serious and verifiable reason**. Outside students who miss one class will lose half a letter grade from their final grade. **Two (2) absences results in automatic failure of the course.**

For outside students, being on time to the facility is vital to attendance. You must be on time every week, no exceptions, in order to be processed in, in a timely manner. Your lateness can cause difficulties at the gate and will delay the class for all. You are responsible for your attendance and transportation. I will help you organize carpools prior to the start of the semester so that students who do not drive or do not have access to a car can enroll.

Participation (75 points/17.6% of final grade): This is a reading intensive and participation centered course. Readings are due on the date they are listed on the syllabus. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. Active participation is key to this class. We will be discussing a variety of issues, some of which may be controversial in nature. We are all -- everyone involved -- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it is meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions.

Additionally, class participation means speaking and listening; make sure you practice equal parts of both. And, while listening is vitally important and necessary to this process, sitting back to just listen is not acceptable. Everyone must be fully involved for this to work. Everyone must be respected, even if you do not agree with her/his comments. Sexist, racist, classist, homophobic, and transphobic language will not be tolerated.

Reflection Papers (75 points/17.6% of final grade): Students are required to write 3 short papers. For the Outside students, the papers are to be typed, double-spaced, and at least 3½ pages in length (longer, if desired). Inside students may hand write their papers, also double-spaced, written as clearly as possible (seven pages handwritten are about 3½ pages typed). Reflections papers should have three sections and follow the format described below:

Section One: Observations

Identify two things that you observed during our time in class. These observations can include anything that especially stood out for you, such as certain kinds of interactions, observations about the setting or surroundings, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations. (1page in length)

Example: During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

Be sure to include, and explain, two observations.

Section Two: Analysis and Integration

In this section, you are to look at the issues that were discussed in class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least three relevant quotes, with footnoted citations. (1½-2 pages in length)

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (maybe two) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

Example: The War on Drugs has contributed to an increase in the number of men and women in prison. During the last decade, tougher drug laws have been introduced in most states. These laws often have a greater impact on men than women. As Dr. Keisha Jones states in *Her Really Good Book*, “women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p. 3). This trend is likely to continue for the next decade, and its impact will extend beyond the lives of incarcerated women. As Prof. Krumholz writes, “incarceration also punishes the families of men and women on the inside” (PPB p.7). Lawmakers should consider how these laws affect those who are incarcerated and their loved ones.

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the Bristol County HOC.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR analysis of all this.

Make sure you can back your analysis up with something. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis.

Section Three: Reactions

Talk briefly about your emotional reaction (in other words -- how you felt) after the class. Be as honest as you can. Honesty will never have a negative effect on your grade. Try to explain why you might have had the reaction that you did -- whether negative or positive. As you write your papers throughout the semester, you may want to observe and describe any internal shifts that you are experiencing in the process of this study. (½ - 1page in length.)

Literature Circle Papers (75 points/17.6% of final grade): Literature circles are small groups of students who read a book in common and discuss it together during class. On those days, the first part of class will be devoted to discussion of your assigned book with your group. During the second part of the class, one member of your group will present the major themes of the book to the class. Each time your Literature Circles meets, you will take on one of the roles listed below. You cannot take on the same role twice. The written work that you complete for your role in the Literature Circles is worth 25 points.

(a) *Discussion Facilitator*. This student directs the entire meeting, making sure that everyone has a chance to participate and all roles are fulfilled during the meeting. This student is responsible for developing the discussion questions for the reading assignment. The Discussion Facilitator uses the questions during the meeting to encourage discussion among the members of the group. These questions are used as stimulators for other issues to be discussed as they arise. Open-ended questions (not simple yes/no questions) are important to allow for substantive discussions. A copy of the questions should be given to the Reporter.

(b) *Literary Luminary*. The person who has this job is responsible for choosing 4 passages from the reading assignment to share with the group. These passages may be chosen because the Literary Luminary finds them illuminating to overall topic, applicable to a certain idea or method, or notable in some way. The Literary Luminary can share these passages with the group by choosing someone to read them aloud or by reading them aloud to the group. The student explains why she or he chose the passage, and the other students are given the opportunity to make comments or ask questions. The page numbers for the passages, with an explanation of their significance, should be given to the Reporter.

(c) *The Connector*. The Connector shares at least one of each: text-to-self, text-to-world, or text-to-text connections made while reading. Making connections to other course readings, events in the news (local, national, world), or personal experiences are examples of this. After sharing these connections, the rest of the group can share any connections they made as they read the text. These connections (page numbers of quotes and explanations of the connections) should be given to the Reporter.

(d) *The Summarizer*. This student is responsible for summarizing the main ideas from the text. She/he has to summarize fully the main events or primary purpose for the reading for that week. After sharing the summary, the Summarizer encourages group discussion and clarification if needed. The summary should be given, in writing, to the Reporter for that week.

(e) *The Reporter*. The Reporter collects the assignments from the other group members – the discussion questions, page numbers and explications of passages, connections made, and the summary. This person also notes key points and questions that resulted from the discussion and provides an analysis of the discussion. These comments/observations are submitted to the professor at the end of class, along with the material collected from the other group members. She is also responsible for reporting the main ideas from the text and the group discussion to the entire class.

After three of the Literature Circle meetings, each person writes a reflection about the experience following the same guidelines as the course reflection papers.

Group Project and Presentation (100 points/23.5% of final grade): Students will be assigned into small groups comprised of both inside and outside students. In an effort to connect theory with practice, your assignment is to design a project that serves the need of a segment of the Black community, i.e. Black girls, expectant moms, incarcerated youth, incarcerated fathers, LGBT youth and/or addresses a contemporary issue of concern for Black communities, i.e. food deserts, school expulsion, literacy, reproductive justice. Each group will focus on one issue, approved by the professor, with no overlapping projects. Each group will present their project to the class.

Your groups must write a grant proposal that details your statement of need, your goals and objectives, and budget as described below:

1. *Statement of Need* (4-page minimum) – Describe the problem the program will address. Be sure to include a description of the targeted population/issue and why you have chosen it. This section should include research (minimum of 2 scholarly sources per group member) that supports your assertion of need, including how the problem is currently being addressed and what is lacking in terms of resources. Scholarly sources only refer to (1) academically published books and their chapters, and (2) articles published in peer-reviewed academic journals. Online magazines, news articles, websites, videos, blog entries, dictionary entries, and Wikipedia entries cannot be counted toward the scholarly reference requirement.
2. *Program Description, Goals, and Objectives* (4-page minimum) – Clearly state your goals. Identify the program objectives in measurable terms that address the need of your specified population. Describe the program and how it will be implemented. Include information on what will be accomplished, a timeline for implementation, the uniqueness of your program, and what void your program is filling.
3. *Budget* – Provide a detailed list of expenses; not to exceed \$5,000.
4. *Annotated bibliography* – each group member should complete an annotated bibliography for two of their sources, which should be combined for one complete bibliography.

Final Paper (100 points/23.5% of final grade) A final paper is due at the end of the semester when we meet to debrief. The paper 8-10page paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed.

The paper should evaluate and assess the degree of transformation that occurred during the semester, focusing on both your personal development and the evolution of the class as a whole. In so doing, you should compare the traditional educational process to the learning environment you experienced this semester and explain how the unique structure of this classroom setting impacted your learning experience. You should also explain the self-awareness you gained regarding your position in and responsibility to your community and society. Finally, you should discuss the importance of Black social justice movements in America and how they have shaped your understanding of privilege, oppression, power, knowledge (education), intersectionality, and citizenship.

GRADES (per the OSU Grade Scheme)

93-100 (A)	80-82.9 (B-)	67-69.9 (D+)
90-92.9 (A-)	77-79.0 (C+)	60-66.9 (D)
87-89.9 (B+)	73-76.9 (C)	Below 60 (E)
83-86.9 (B)	70-72.9 (C-)	

UNIVERSITY POLICIES

Land Acknowledgement

The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land on which we gather.

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.

Disability Services

It is recommended that students with disabilities register with Student Life-Disability Services to ensure that you have appropriate accommodations. Regardless of whether or not you have registered with Student Life-Disability Services, if you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me as soon as possible as that we can discuss options to support your academic success. Student Life-Disability Services is located in Warner Center 226 for Newark students and 098 Baker Hall, 113 W. 12th Avenue on the Columbus campus.

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 33356-5-487). For additional information, see the Code of Student Conduct.

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. Students who are interested in receiving Counseling Services through the Newark campus should call the Office of Student Life at **740-364-9578** and request a phone consultation. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at **614-292-5766** and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at **1-800-273- TALK** or at suicidepreventionlifeline.org

SEXUAL MISCONDUCT

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 Interim Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Course Schedule: The assigned readings are to be done PRIOR TO CLASS MEETINGS

Week 1: Introductions/Theorizing Black Studies
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Mo: Meeting with Outside Students (Inside-Out Rules and FMC Rules)

Tu: 4:00-5:30pm Training at FMC

1st combined class: in class readings

Week 2: Foundations: Black Activism during The Nadir and pre-War era
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Tu: Course Packet/Carmen:

Rdg. 1: Anna Julia Cooper, “The Status of Woman in America”

Rdg. 2: Ida B. Wells-Barnett, “Self-Help”

Rdg. 3: “Resolutions of the NACW”

Rdg. 4: “The Niagara Movement”

Rdg. 5: W. E. B. DuBois, “Returning Soldiers”

Rdg. 6: Marcus Garvey, “Declaration of Rights of the Negro Peoples of the World”

Rdg. 7: Cyril Briggs, “What the African Blood Brotherhood Stands For”

Rdg. 8: James Grossman, “A Chance to Make Good”

F: Reflection paper #1 due on Carmen by 2pm for Outside Students

Week 3: The Civil Rights Movement

Tu: Reflection paper #1 due for Inside Students

Course Packet/Carmen:

Rdg. 9: “The Movement Responsibility: An Interview with Judy Richardson on Movement Values and Movement History”

Literature Circle Books:

- Charles Cobb, *This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible*
- Hasan K. Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama’s Black Belt*
- Danielle McGuire, *At the Dark End of the Street: Black Women, Rape and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise Black Power*
- Tiyi M. Morris, *Womanpower Unlimited and the Black Freedom Struggle in Mississippi*

F: Literature Circle Reflection paper #1 due on Carmen by 2pm for Outside Students

Week 4: The Civil Rights Movement

Tu: Literature Circle Reflection paper #1 due for Inside Students

Literature Circle Books, continued

F: Literature Circle Reflection paper #2 due on Carmen by 2pm for Outside Students

Week 5: The Black Power Movement
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Tu: Literature Circle Reflection paper #2 due for Inside Students

Course Packet/Carmen: Rdg. 10: *Black Power in the Belly of the Beast*, “Introduction”

Literature Circle Books:

- Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*
- Judson L. Jeffries, *Black Power in the Belly of the Beast*
- Assata Shakur, *Assata: An Autobiography*
- Robyn C. Spencer, *The Revolution Has Come: Black Power, Gender and the Black Panther Party in Oakland*

Week 6: The Black Power Movement
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Course Packet/Carmen: Rdg. 11: *Black Power in the Belly of the Beast*, “Conclusion”
BPP Ten Point Program

Literature Circle Books, continued

F: Literature Circle Reflection paper #3 due on Carmen by 2pm for Outside Students

Week 7: Experiencing the Carceral State

Tu: Literature Circle Reflection paper #3 due for Inside Students

Alexander, *The New Jim Crow*

Handout: TBA

Week 8: Experiencing the Carceral State

Tu: Alexander, *The New Jim Crow*

F: Reflection paper #2 due on Carmen by 2pm for Outside Students

Week 9: Black Liberation and Black Feminism

Tu: Reflection paper #2 due for Inside Students

Ransby, *Making all Black Lives Matter*

Handouts: Black Liberation Collective Statement

Vision for Black Lives Platform and Policy Demands

Week 10: Black Liberation and Black Feminism
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Tu: Ransby, *Making all Black Lives Matter*

F: Reflection paper #3 due on Carmen by 2pm for Outside Students

Week 11: Group Projects

Tu: Reflection paper #3 due for Inside Students

Course Packet/Carmen:

Rdg. 12: Robert Moses, "Algebra and Civil Rights?"

Rdg. 13: Kali Akuno, "The Jackson-Kush Plan: The Struggle for Black Self-Determination and Economic Democracy"

Rdg. 14: Sacajawea Hall interviewed by Thandisiziwe Chimurenga "Coming Full Circle: The Intersection of Gender Justice and the Solidarity Economy"

Readings for Group Project

Week 12: Group Projects

Tu: Readings for Group Project

Week 13: Group Projects

Tu: Readings for Group Project

Finalize closing ceremony

Week 14: Closing Ceremony

Tu: Group Projects Due

Week 15: Debriefing/Evaluations
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Separate meetings with inside and outside students/Final Papers Due

Tu: Outside Students (am)

Tu: Inside Students (5:30pm)

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

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

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

Course subject & number

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

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

Course subject & number

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

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

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

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

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

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

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

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

Course subject & number

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

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

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