

Term Information

Effective Term Spring 2024
Previous Value Summer 2021

Course Change Information

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

The Department of African American and African Studies revised the syllabus for AFAMAST/HISTORY 3083: Civil Rights and Black Power Movements and is submitting the course for the GE Theme of Citizenship for a Just and Diverse World.

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

This course explores the theme of citizenship for a just and diverse world through an in-depth analysis of the Civil Rights and Black Power Movements. Students will explore how the Black American fight for equality illuminates the relationship between citizenship and race in the mid-20th century.

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)?

None

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 History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3083
Course Title Civil Rights and Black Power Movements
Transcript Abbreviation Black Power
Previous Value Cvl Rghts Blk Pwr
Course Description Examines the origins, evolution, and outcomes of the African American freedom struggle, focusing on the Civil Rights and Black Power movements. Sometimes this course is offered in a distance-only format.
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? Yes
Is any section of the course offered 100% at a distance
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
Previous Value *Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Previous Value *Prereq: English 1110.xx, or permission of instructor.*

Exclusions Not open to students with credit for AfAmASt 3083.

Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in AfAmASt.

Subject/CIP Code

Subject/CIP Code 54.0102
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

General Education course:
Historical Study; Social Diversity in the United States; 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
General Education course:
Historical Study; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be familiarized with the people, places and events of the Civil Rights movements, the process by which seemingly powerless people organized to transform the society in which they lived, and the way the nation as a whole responded.

COURSE CHANGE REQUEST
3083 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
10/19/2023

Content Topic List

- Brown Decision
- Montgomery Bus Boycott
- Martin Luther King, Jr
- Black Panther Party
- SNCC and Student Organizing
- Nonviolence and Self-Defense
- Malcolm X
- Urban Uprisings
- Civil Rights Legislation
- Freedom summer

Sought Concurrence

No

Attachments

- Citizenship Submission Documentation AAAS 3083.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3083 Syllabus revised 10.19.2023.doc: Syllabus Revised 10.19.2023
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 10/19/2023. *(by Hilty, Michael on 10/19/2023 09:04 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	09/06/2023 03:20 PM	Submitted for Approval
Approved	Soland, Birgitte	09/06/2023 07:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/25/2023 05:46 PM	College Approval
Revision Requested	Hilty, Michael	10/19/2023 09:04 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	10/19/2023 11:50 AM	Submitted for Approval
Approved	Soland, Birgitte	10/19/2023 11:51 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/19/2023 12:01 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/19/2023 12:01 PM	ASCCAO Approval

Ohio State University
Department of African American and African Studies
Department of History
AAAS/HIST 3083: Civil Rights and Black Power Movements

Instructor
Office:
Office Hours: TBA

Phone:
E-mail:
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REQUIRED TEXTS

- Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*
- Dierenfield, Bruce J. *The Civil Rights Movement*
- Jeffries, Judson L., ed. *Black Power in the Belly of the Beast*
- Morris, Tiya. *Womanpower Unlimited and the Black Freedom Struggle in Mississippi*
- Spencer, Robyn. *The Revolution Has Come*

COURSE DESCRIPTION

This course explores some of the significant events, goals, strategies, activists, and organizations of the Civil Rights and Black Power Movements. Using a bottom-up analysis that reassesses traditional definitions of leadership and emphasizes the contributions of local, grassroots activists, our examination will include the intersections between local and national civil rights goals; how the movements challenged traditional notions of citizenship; a gendered analysis of activism; the role of civil disobedience and armed self-defense; the connections between civil rights and Black power; and the legacy of these movements. In so doing, students will gain a more comprehensive understanding of the Black Freedom Struggle and how it manifested in the mid-twentieth century. Furthermore, this course offers an in-depth examination of the Civil Rights and Black Power Movements as a critical framework for understanding citizenship, social justice, and diversity.

COURSE GOALS/OBJECTIVES

1. Students will analyze the historical, social, political, and cultural dimensions of the Civil Rights and Black Power Movements, the connections between them, and their lasting impact on ideologies and policies of democracy and citizenship in American society.
2. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context and how privilege, power, and notions of citizenship (based on a variety of social constructions) operate in American society. Students will explore how the Civil Rights and Black Power Movements challenged traditional notions of citizenship and aided in the expansion of civil and political rights for marginalized groups.
3. Students will gain an appreciation for the complexity of the various types of leadership that existed within the modern Black Freedom Struggle by analyzing the ideologies of and strategies and tactics employed by leaders and organizations within both movements and by examining how activists inspired civic engagement and empowered individuals to actualize their citizenship rights. Students will also evaluate the role of grassroots activism, protests, legal action, and community organizing in driving social and political change during both movements.

4. 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.

5. Students will explore civil rights' and Black power activists' conceptualizations of Black people's global citizenship and how their activism was shaped by those understandings.

6. Students will examine the long-term societal and cultural impacts of the Civil Rights and Black Power Movements on race relations, education, politics, representation, and legislative and policy changes. Students will explain the connections between the Civil Rights and Black Power Movements and contemporary social justice movements, reflect on the work that remains to create a just and diverse world, and recognize their responsibilities and capabilities as engaged citizens to challenge injustices facing Black and other minoritized communities.

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

LEGACY GENERAL EDUCATION (GE)

LEGACY GE HISTORICAL STUDIES:

Goal

Students recognize how past events are studied and how they influence today's society and the human condition.

- **ELO 1** Students construct an integrated perspective on history and the factors that shape human activity.
- **ELO 2** Students describe and analyze the origins and nature of contemporary issues.
- **ELO 3** Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Legacy GE Rationale

Students will analyze the historical, social, political, and cultural dimensions of the Civil Rights and Black Power Movements, the connections between them, and their lasting impact on ideologies and policies in American society. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context and how privilege, power, and notions of citizenship (based on a variety of social constructions) operate in American society. Students will read and analyze both primary and secondary sources and will develop their speaking and writing skills in analyzing these issues throughout the class.

LEGACY GE SOCIAL DIVERSITY IN THE UNITED STATES:

Goal

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

- **ELO 1** Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

- **ELO 2** Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Legacy GE Rationale

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. Students will explain the connections between the Civil Rights and Black Power Movements and contemporary social justice movements, reflect on the work that remains to create a just and diverse world, and recognize their responsibilities and capabilities as engaged citizens to challenge injustices facing Black and other minoritized communities.

NEW GENERAL EDUCATION (GE)

NEW 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.

GE Rationale

This course will fulfill the above-mentioned goals by engaging in critical analysis of the Civil Rights and Black Power Movements and how these social justice movements illuminate the relationship between citizenship and race in America. Students will explore how the Black American fight for equality illuminates the relationship between citizenship and race in the mid-20th century. Through focused readings and discussion, students will move beyond the typical superficial (and often misinformed) examinations of civil rights and black power, to explore the work of lesser-known activists while interrogating definitions of citizenship, rights, and activism in 20th century America. We will discuss topics such as self-defense and the right to bear arms; participation in the electoral process, equal protection under the law, and civil disobedience as privileges of citizenship; and the methods and processes by which Black activists and organizations structured both social justice movements around these concepts/rights. Thus, this class will afford students the opportunity to engage in a comprehensive study of not only the limits of citizenship experienced by Black people, but also how Blacks have challenged and (re)defined citizenship; how they have advocated for legal recognition, representation, and equal treatment in the context of citizenship; and how these movements have shaped modern citizenship narratives and policies.

REQUIREMENTS/GRADING

Attendance is mandatory. (65 points) I take attendance at the beginning of every class. It is your responsibility to sign the attendance sheet. Everyone is allowed four absences from class. There are no excused or unexcused absences. Absences and lateness will be assessed on a percentage basis out of a total of 65 possible points. Thus, three absences will approximately amount to a 10% reduction in your attendance grade. Any absence after four, for any reason, will result in a deduction of 15 points per absence from your final grade. Coming to class late or leaving early three times will count as one absence. Missing half of a class will also count as an absence. **Seven absences result in automatic failure of the course.**

Participation (75 points) This is a reading intensive and participation centered course. Readings are due on the date they are listed. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. Everyone must be respected, even if you do not agree with her/his comments. Sexist, racist, classist or homophobic language will not be tolerated. Participation will be graded on both the frequency and quality of your contributions to discussions. Remember that class participation means speaking and listening. Make sure that you practice equal parts of both.

While participation is required, to earn full participation points, you must also come to class with the necessary materials (texts, paper, writing utensil, etc.).

Occasionally, in-class assignments will serve as an additional means of assessing your completion and comprehension of the reading assignments.

Engaged Reading Assignments (ERA) (60 points) Students must submit evidence of engaged reading 3 times during the semester to demonstrate that they are actively reading and engaging with the assigned material. You must complete each of the following ERAs one time: annotated reading, mind map, and 4 discussion questions. ERAs must cover at least 15 pages of text and **cannot** be done on Dierenfield's book, *The Civil Rights Movement*. ERA rubrics are on Carmen.

Literary Salons (100 points) Literary Salons (LS) are small groups of students that will discuss the assigned readings together during class. On those days, the majority of class time will be devoted to discussion of the readings with your group. During the second part of the class, one member of your group will present the major points of your group's discussion to the class. Each time your LS 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 LS is worth 20 points. Everyone's contributions, with the exception of the Reporter, must be typed and submitted to Carmen prior to the beginning of class. LSs will meet four times. At the end of class, students will write a brief reflection about the insights gained and connections to course themes that occurred during the Literary Salon. These short writings, which will count for the remaining 5 points of the LS assignment, are not a summary of your group's discussion but instead afford you the opportunity to reflect on aspects such as your personal growth in understanding citizenship and justice, how you connect historical lessons from the Civil Rights and Black Power Movements to your own understanding of citizenship, or reflect on the ethical dimensions of citizenship and social justice.

(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. The Discussion Facilitator is responsible for developing at least 4 discussion questions for the reading assignment to be used to encourage discussion among the group. These questions are 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. And questions should reflect the entire reading (i.e. if there are 4 chapters or fewer, you should have at least one question from every chapter).

(b) *Literary Luminary*. This person 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 the 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 chose the passage, and the other students are given the opportunity to make comments or ask questions. You must include the page numbers for the passages, with an explanation of each passage's significance (not just a summary of the quote itself). Passages should reflect the entire reading (i.e. if there are 4 chapters or fewer, you should have at least one question from every chapter).

(c) *The Connector*. The Connector shares 4 text-to-self, text-to-world, or text-to-text connections made while reading (at least one of each). 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. You must include the page numbers for the passages and an explanation of each connection. Passages should reflect the entire reading (i.e. if there are 4 chapters or fewer, you should have at least one question from every chapter).

(d) *The Summarizer*. This student is responsible for summarizing the main ideas from the text. She has to summarize fully the main events or primary purpose for the reading for that class session. After sharing the summary, the Summarizer encourages group discussion and clarification if needed.

(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. The reporter's notes can be handwritten.

SNCC Digital Gateway Assignment (75) (assignment adapted from Prof. Lauren Tilton)
Select a place from the SNCC Digital Gateway map (with the exception of Waveland, MS). Read about the people and events in your place. Read, listen, or watch all related documentary material.

Part I: Answer the following questions (30 points each). Each answer should be at least two paragraphs. You will submit your answers to Carmen along with a list of the documents you read, listened to, and watched. If you reference the documents in your paper, you must use Chicago Style for citations. You are also required to post your answers (without the documents list) to the Carmen discussion forum.

1. What role does your place have in forming, building, sustaining, and/or dividing SNCC?
2. What role does your place have in forming, building, sustaining, and/or dividing the Movement?

Part II: Comment on two of your classmates' responses, at least one of which must be for someone who has chosen different place than you.

Film Analysis (25 points) The goal of this assignment is to explore the relationship between history and fiction by assessing the historical value of your chosen film. This is not a research paper, and you should not consult sources, other than the class texts, for this paper. Your 3-page paper should include a brief summary of the movie (not more than a paragraph) as well as an analysis of how well the film conveys historical understanding of the events and time period addressed.

Questions to consider:

- Are the historical events/time period being presented accurate?
- Without background knowledge of the topic, would the film leave you with a false impression of the time period?
- Does the film provide you with a better historical understanding of the topic?
- Did seeing the particular era represented help you better comprehend the significance and realities of the period?
- How did the movie contribute to your understanding of the events depicted? Which parts of the movie depict actual events, and which are considered historical fiction? Did the fictional portions add to your understanding of the time period?
- How could the movie have been improved? Would you recommend it to others?

Final Project (100 points) Groups of up to 3 students will write a 4-page, double spaced, position paper as a collective on any issue of relevance to contemporary racial justice organizing.

UNIVERSITY POLICIES

Land Acknowledgment

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 her or his 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.

ACADEMIC INTEGRITY POLICIES

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/>.

- **Written assignments:** Your written assignments, including discussion board posts, should be individual work. You should not collaborate with classmates or others on any class assignments other than the group project.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **AI:** To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. (Students are **not** permitted to use AI for this class.)

Ohio State's academic integrity policy: The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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; 614-292-3307; or slds.osu.edu.

After accommodations are authorized, you will receive an Access Letter to share with your professors to help with the conversation about your needs. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is to your best interest to disclose your needs during the first week of class.

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 so that we can discuss options to support your academic success. Additional information can be found at <http://newark.osu.edu/students/student-life/disability-services.html>.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Yunkin 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 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.

RELIGIOUS ACCOMMODATIONS

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.

CLASS POLICIES

*****Changes to the syllabus may be made at the professor's discretion.*****

- Read the syllabus in its entirety to familiarize yourself with the course requirements, assignments, and policies.
- This is a tentative schedule and will likely change to accommodate class needs and pandemic conditions.
- I will only read and respond to emails from OSU accounts; do not email me from your personal accounts.
- Always bring the assigned readings to classes. As a class that centers on discussion of the text, you should come to class with a copy of the readings so that you can discuss and refer to them during class.
- **Eating is not allowed during class.**
- You will be asked to leave the class for the day and/or counted absent if you are sleeping in class, doing other work, using electronic devices for non-class activities.
- If class is cancelled, it is your responsibility to check Carmen and your email for information on work that needs to be completed in lieu of the class meeting and what you need to do for the next class meeting.
- Students are expected to use appropriate language with the instructor and with each other. In other words, **profanity is not allowed in class.**
- If you miss class, it is your responsibility to obtain any material or information discussed during your absence.
- Carmen is necessary for both submitting assignments and checking for announcements and information. Thus, you are responsible for being able to access and use Carmen.

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)

IS – *In Struggle: SNCC* CRM – *The Civil Rights Movement* RHC – *The Revolution Has Come*
BP – *Black Power in the Belly of the Beast* WU – *Womanpower Unlimited*

Course Schedule:

Week 1	Introductions/Studying Movement History
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Tu: Introductions

Th: Carmen: Jeanne Theoharis, *The Political Uses and Misuses of Civil Rights History*
Charles Payne, “*Sexism is a helluva thing*”: *rethinking our questions and assumptions*
Belinda Robnett, *Reconceptualizing Leadership*

Week 2	Segregation and Black Radicalism/School Desegregation
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Tu: WU, *Introduction*

CRM, Chap. 1-3

Carmen: Ida B. Wells-Barnett, from *Southern Horrors*

Marcus Garvey, *Declaration of Rights of the Negro Peoples of the World*

Th: CRM, Chap 4

Carmen: Jeanne Theoharis, “*I’d Rather go to School in the South*”: *How Boston’s School Desegregation Complicates the Civil Rights Paradigm*

Engaged Reading Assignment (ERA) #1- Group A

Week 3	The Montgomery Bus Boycott/Sit-ins & the Emergence of SNCC
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Tu: Carmen: Danielle McGuire, from, *At the Dark End of the Street*

Th: CRM, Chap 6-7

IS, Chap. 1-3

ERA #1 - Group B

Week 4	Albany/The March on Washington
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Tu: CRM, Chap 8-9

IS, Chap. 4-5

Th: IS, Chap. 6-7

CRM, Chap 9-10

Carmen: Dorothy Height, *We Wanted the Voice of a Woman to be Heard*

ERA #2 - Group A

Week 5	Freedom Summer/“Mississippi Goddam”
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Tu: CRM, Chap 11

IS, Chap. 8-9

Th: WU, Chap. 1-2

Literary Salon #1

Week 6	“Mississippi Goddam”
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Tu: WU, Chap. 3-4

Literary Salon #2

Th: WU, Chap. 5-6

Week 7	Selma and Lowndes County, Alabama
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Tu: IS, Chap. 10-11

CRM, Chap 12

Th: Carmen: Kwame Ture, from *Ready for Revolution*

Hasan Jeffries, *Organizing for More than the Vote: The Political Radicalization of Local People in Lowndes County, Alabama, 1965-66*

ERA #2 - Group B

Week 8	Civil Disobedience, Armed Self-Defense & the Myth of Non-Violence
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Tu: Carmen: Robert F. Williams, *Is Violence Necessary to Combat Injustice?*

Sharon Harley, *Chronicle of a Death Foretold*

Charles Cobb, *I Wasn't Being Non-violent*

Th: Carmen: Malcolm X, *The Ballot or the Bullet*

BP, Chap. 1

Week 9	Armed Self-Defense/The Rise of Black Power
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Tu: IS, 12-15

Th: BP, *Introduction* and Chap. 10

SNCC Digital Gateway Assignment

Week 10	Spring Break
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No class

Week 11	The Black Panther Party
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Tu: RHC, Chap. 1 & 2

ERA #3 - Group A

Th: RHC, Chap. 3 & 4

ERA #3 - Group B

Week 12 The Black Panther Party

Tu: RHC, Chap. 5 & 6

Literary Salon #3

Th: RHC, Chap. 7

BP, Chap. 8

Week 13 Black Power Organizations

Tu: BP, Chap. 7 & 9

Literary Salon #4

Th: BP, Chap. 3 & 4

Week 14 Black Power Organizations/Movement Legacies

Tu: BP, Chap. 2 & 6

Film analysis due

Th: BP, 11 & *Conclusion*

WU, *Epilogue*

RHC, *Conclusion*

Carmen: Charles Cobb, *Understanding History*

Week 15 Movement Legacies

Tu: TBA

Th: **Final Project due**

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)