
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3084
Course Title Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History
Transcript Abbreviation CitizensBehindBars
Course Description Every day more human beings are locked inside of jails, prisons, or secured facilities across the United States than in any other country on the planet. This course explores the history of citizenship in captivity and the legacy of liberatory movements led by incarcerated citizens in the US from the era of settler colonization and slavery to the present age of mass incarceration.
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for AFAMAST or History 3084
Electronically Enforced No

Cross-Listings

Cross-Listings Crosslisted in HISTORY and AFAMAST

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank 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

- Discuss and think critically about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US
- Critically analyze primary and secondary sources in class discussions and assignments and consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US
- Read and examine historical evidence and arguments presented in key texts and published works written about citizenship rights, democratic (un)freedom

Content Topic List

- Abolition
 - Mass Incarceration
 - Carceral state
 - Jim Crow
 - Segregation
 - Political Prisoners
 - Civil Liberties
 - Human rights
 - Prison Industrial Complex
 - Citizenship
 - Black Liberation
- Yes

Sought Concurrence

Attachments

- History 3084 Syllabus GE Cit Cook JG 3.26.2024.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- History 3084 GE Form Final.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3084 Concurrence Ethnic Studies.pdf: Concurrence Ethnic Studies
(Concurrence. Owner: Getson, Jennifer L.)
- 3084 Concurrence Political Science.pdf: Concurrence Political Science
(Concurrence. Owner: Getson, Jennifer L.)
- 3084 Concurrence Social Work.pdf: Concurrence Social Work
(Concurrence. Owner: Getson, Jennifer L.)
- 3084 Concurrence Sociology.pdf: Concurrence Sociology
(Concurrence. Owner: Getson, Jennifer L.)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Getson, Jennifer L. | 03/26/2024 03:59 PM | Submitted for Approval |
| Approved | Sreenivas, Mytheli | 04/03/2024 03:29 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/03/2024 08:40 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 04/03/2024 08:40 PM | ASCCAO Approval |

HISTORY/WGSST/AFAMAST 3084: Citizens Behind Bars
Black Leadership and the Politics of Liberation in African American History

Class Meetings:

Tuesdays & Thursdays: 11:10-
 12:30 p.m.
 3 credit hours

Class Location:

TBA

Professor DeAnza A. Cook

Office: 169 Dulles Hall

Office Hours: By Appointment

Email: cook.2167@osu.edu

Collage from the *Beloved Arts and Poetry Book* created by incarcerated artists and community collaborators with Boston University's Race, Prisons, and Justice Arts Program



Course Description

Every day more human beings are locked inside of jails, prisons, or secured facilities across the United States than in any other country on the planet. This course explores the history of citizenship in captivity and the legacy of liberatory movements led by incarcerated citizens in the US from the era of settler colonization and slavery to the present age of mass incarceration.

Since the colonial period, Black, Indigenous, Latinx, and Asian people have disproportionately experienced the disastrous effects of criminalization, incarceration, and the denial of citizenship rights. Even after the abolition of slavery in the US, gross disparities in carceral punishment and the political disenfranchisement of Black people and communities of color persisted throughout the Jim Crow era. Violent debates over the exclusion of undesirable citizens from full participation and freedom rights in US democracy intensified with the expansion of prisons, policing, and the US carceral state during the

20th and 21st centuries. This course actively engages with historical texts, literature, and narratives produced by people directly affected by policing and imprisonment in the US in order to understand how leaders in captivity of different races, ethnicities, genders, sexualities, and cultures have challenged the boundaries of US citizenship throughout history. Above all, students will critically examine the impacts and inequities of incarceration on democracy and human life from the perspectives of Black leaders, political prisoners, and citizens behind bars. From citizens for prison reform to citizens against human caging, this course investigates major ways in which social justice movements led by incarcerated people of color intersect with broader political struggles against racism and sexism, capitalism and nationalism, and gendered state violence in the US and abroad.

Land Acknowledgement

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and acquired through forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we honor the resiliency of these tribal nations and recognize the historical contexts that continually affect the Indigenous peoples of this land.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

General Education (GE)

GE Theme: Citizenship for a Diverse and Just World

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

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.

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 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.

| GE Theme: Citizenship for a Diverse and Just World | |
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| EXPECTED LEARNING OUTCOMES | COURSE LEARNING OBJECTIVES |
| Successful students are able to: (1.1) Engage in critical and logical thinking about the topic or idea of the theme. | In this course, students will: Discuss and think critically about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US |
| (1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme. | Critically analyze primary and secondary sources in class discussions and assignments and consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US |
| (2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme. | Read and examine historical evidence and arguments presented in key texts and published works written about citizenship rights, democratic (un)freedom, and social justice for currently and formerly incarcerated communities |

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| (2.2) Demonstrate a developing sense of self as a learning through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | Develop an original primary source analysis paper by the end of the semester which builds on written and speaking assignments throughout the course that require students to close-read and discuss historical documents, analyze and contextualize source materials of their choosing, and cultivate skills in historical writing and public speaking |
| (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. | Write short essays and deliver presentations that draw from historical texts, letters, literature, memoirs, biographies, academic articles, and public writings produced by incarcerated leaders and citizens involved in prisoners' rights movements locally, nationally, and globally |
| (3.2) Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen. | Use historical knowledge to address present-day challenges relating to criminalization, punishment, and custodial citizenship within and beyond US borders |
| (4.1) Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences. | Explore historical and contemporary challenges for incarcerated and citizen leaders from different racial, ethnic, gender, sexual, and cultural backgrounds and explain the implications of disparities in US democracy for diverse groups of people behind and beyond prison walls |
| (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. | Evaluate the inequities and effects of arrest and incarceration on US democracy and social justice for incarcerated citizens and community members of different races, ethnicities, genders, sexualities, and cultures and reflect on how incarceration and citizenship issues should inform and shape future community advocacy and organizing work for positive social change |

Course Assignments

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| Presence & Participation | 20% |
| Reading Quizzes (3) | 20% |
| Annotated Bibliography | 5% |
| Primary Source Analysis Presentation | 15% |
| Primary Source Analysis Paper | 20% |
| Final Exam | 20% |

Course Requirements

Successful students in this course will complete the following requirements and assignments in accordance with grading guidelines:

Presence & Participation: Coming and contributing to class meetings is essential to doing well in this course. Your grade will be based on the consistency of your presence in class and the quality of your participation in discussions each week. All students are required to speak respectfully during discussions and avoid using harmful or offensive language. Planned (excused) absences should be communicated and confirmed in advance as much as possible. Unexpected (unexcused) absences must be addressed as soon as possible to avoid losing grade points.

Assigned Reading & (3) Reading Quizzes: Because we will discuss course readings together in detail during class, students are required to *complete all assigned readings before the beginning of every class meeting*. All readings are available to you and uploaded to our course website on Carmen as downloadable pdfs [\[see link to Course Website\]](#).

Reference the “Course Readings & Assignment Schedule” section of this syllabus to see which readings are due before each class session. Do your best to read texts closely and take notes as you read to prepare for class discussions. Please let me know if you are having trouble accessing or completing course readings.

Students will take three Reading Quizzes throughout the course. Quiz questions will draw from assigned readings and class discussions to assess critical thinking, historical comprehension, source analysis, and writing skills.

Annotated Bibliography of Primary Sources: (3-5 pages; double-spaced; 12 pt font)
Before spring break, students are required to submit a short summary and analysis of **FOUR** Primary Sources of their choosing from Assigned Readings. If you wish to annotate a source not assigned for class, you must consult with me during Office Hours well in advance of the deadline. Each annotation should summarize the main arguments and key topics presented in the sources selected. In addition, evaluate the evidence in the sources closely and reflect on the historical importance of each source. Making connections and clarifying differences between sources is also highly recommended.

Primary Source Analysis Paper: (5-8 pages; double-spaced; 12 pt font)
Using at least **TWO** Primary Sources from your Annotated Bibliography, each student will write a short paper analyzing your sources carefully. Describe the historical context and explain the significance of each source as it relates to major themes and debates discussed in assigned readings and covered in class.

Consider the purpose, audience, and production of your sources. Evaluate the language, arguments, and evidence presented in your sources. Pay close attention to how your sources address relevant issues pertaining to citizenship, punishment, and social justice for citizens and community members most affected by incarceration and policing.

Primary Source Analysis Presentation (5 min): Using ONE Primary Source from your Annotated Bibliography, students will give a short presentation that includes background information, historical context, key evidence, and main analytical points about the source. Students must demonstrate a sophisticated understanding of the source, its historical significance, and its relevance to the present. Students will answer questions at the conclusion of their presentation about their source analysis. Presentations that exceed the time limit will lose grade points. Students are highly encouraged to *practice* their presentations *beforehand* with a friendly audience. You're welcome to discuss presentation outlines with me during Office Hours in advance of the deadline.

Final Exam: At the conclusion of the course, students will take a comprehensive writing exam focused on course content. The exam will feature a variety of short answer essay questions for students to choose from. Exam questions will be based on assigned readings, lectures, and class discussions.

Grading Scale

Letter grades are determined based on a 100-point scale: **A** = Exceptional; **B** = Above Average; **C** = Minimally Meets Requirements; and **D** = Does Not Meet Requirements.

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| A: | 93 and above | B-: | 80-82.9 | D+: | 67 -69.9 |
| A-: | 90-92.9 | C+: | 77-79.9 | D: | 63-66.9 |
| B+: | 87-89.9 | C: | 73-76.9 | E: | below 63 |
| B: | 83-86.9 | C-: | 70-72.9 | | |

Course Readings & Assignment Schedule

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| WEEK ONE | <ul style="list-style-type: none"> ★ Why does mass incarceration matter? ★ How have citizens challenged race, gender, class, and power-based inequities caused by criminalization and incarceration? ★ How have incarcerated people's narratives critiqued the nature of citizenship and democracy in the US? | |
| ASSIGNMENTS | CLASS SESSION #1 | CLASS SESSION #2 |

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| READING DUE | <p>Andrea James, “2 Years in Prison Inspired Me to Fight for Justice Reform,” (2017), 1-5</p> <p>Wendy Sawyer and Peter Wagner, “Mass Incarceration: The Whole Pie 2023,” 1-8, 22-32</p> <p>Aleks Kajstura and Wendy Sawyer, “Women’s Mass Incarceration: The Whole Pie 2023,” 1-12</p> | <p>Angel Sanchez, “In Spite of Prison,” (2019), 1650-1683</p> <p>Hoskins and Zoë Towns, “How the language of criminal justice inflicts lasting harm,” (2021), [~1 page]</p> <p>Kevin Byrd, “I was Training to Call Men a Word They Hated,” (2021), [3 pages]</p> <p>Lisette Bamenga, “Good Intentions Don’t Blunt the Impact of Dehumanizing Words,” (2021), [4 pages]</p> |
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| WEEK TWO | <ul style="list-style-type: none"> ★ How does custodial citizenship harm democracy? ★ In what ways does the carceral state restrict the boundaries of citizenship in communities? ★ What are historical causes and consequences of the criminalization of Black citizens in the US? | |
| ASSIGNMENTS | CLASS SESSION #3 | CLASS SESSION #4 |
| READING DUE | <p>Amy Lerman and Vesla Weaver, “Arresting Citizenship,” in <i>Arresting Citizenship</i> (2014), 1-9</p> <p>Lerman and Weaver, “Thinking about Crime and the Custodial Citizen,” in <i>Arresting Citizenship</i> (2014), 30-57</p> | <p>Colin Gordon, “Introduction,” in <i>Citizen Brown</i> (2019), 1-17</p> <p>Elizabeth Hinton and DeAnza Cook, “The Mass Criminalization of Black Americans,” (2021), 262-281</p> |

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| WEEK THREE | <ul style="list-style-type: none"> ★ What is the historical relationship between the incarceration of Indigenous people and colonial violence against Indigenous communities? ★ How has incarceration evolved with respect to race, ethnicity, and gender since settler colonization in the US? | |
| ASSIGNMENTS | CLASS SESSION #5 | CLASS SESSION #6 |
| READING DUE | <p>Luana Ross, “Experiences of Women in Prison,” in <i>Inventing the Savage</i> (1998), 108-126</p> <p>Andrea J. Ritchie, “Enduring Legacies,” in <i>Invisible No More</i> (2017), 19-25</p> | <p>Clyde Bellecourt, “The Drum within the Walls” in <i>The Thunder Before the Storm</i> (2016), 29-40</p> <p>Kelly Lytle Hernández, “Conquest and Incarceration,” in <i>City of Inmates</i> (2017), 1-15</p> |
| WRITING DUE | Short Answer Quiz on Weeks 1-3 Readings | |

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| WEEK FOUR | <ul style="list-style-type: none"> ★ How did race, sex, and gender-based laws and power dynamics shape slavery and citizenship in early America? ★ How did enslaved Black women experience violence in captivity? ★ How did Black leaders resist enslavement and exclusionary citizenship? | |
| ASSIGNMENTS | CLASS SESSION #7 | CLASS SESSION #8 |
| READING DUE | <p>Dorothy Roberts, "Reproduction in Bondage," in <i>Killing the Black Body</i> (1998), 22-49</p> <p>Angela Davis, "Reflections on the Black Woman's Role in the Community of Slaves (Abridged) 1971," in <i>The New Abolitionists</i> (2005), 101-111</p> | <p>"The Confessions of Nat Turner," (1831), 6-22</p> <p>Sojourner Truth, "Ain't I a Woman?" (1851) [2 pages]</p> <p>Kellie Carter Jackson, "Black Leadership," in <i>Force and Freedom</i> (2019), 85-100</p> |

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| WEEK FIVE | <ul style="list-style-type: none"> ★ How did race, sex, and gender-based laws and power dynamics shape criminalization and punishment after the Civil War? ★ How did racial violence, sexual violence, and state violence undermine Black citizenship? ★ In what ways did Black leaders and incarcerated citizens resist racial, sexual, and state violence? | |
| ASSIGNMENTS | CLASS SESSION #9 | CLASS SESSION #10 |
| READING DUE | <p>Ida B. Wells, <i>Southern Horrors: Lynch Law in All Its Phases</i> (1892), 50-72</p> <p>Crystal Feimster, "Organizing in Defense of Black Womanhood," (2009) in <i>Southern Horrors</i>, 87-103</p> | <p>David Oshinsky, "Parchman Farm," in <i>Worse Than Slavery</i> (1996), 135-155</p> <p>Sarah Haley, "Carceral Constructions of Black Female Deviance," in <i>No Mercy Here</i> (2016), 17-31</p> <p>Talitha LeFlouria "Under the Sting of the Lash," (2015), 366-382</p> |

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| WEEK SIX | <ul style="list-style-type: none"> ★ How did incarcerated people resist Prison Jim Crow? ★ Why did Black citizens confront Jim Crow jails during the Civil Rights era? ★ In what ways have Black leaders challenged segregated citizenship, unequal punishment and juvenile injustice? | |
| ASSIGNMENTS | CLASS SESSION #11 | CLASS SESSION #12 |
| READING DUE | <p>Dan Berger and Toussaint Losier, "Rights: Fighting Prison Jim Crow, 1940-1968," in <i>Rethinking the American Prison Movement</i> (2018), 44-71</p> <p>Zoe Colley, "Jail-No-Bail!" and</p> | <p>Tera Eva Agyepong, "Race-ing Innocence," in <i>The Criminalization of Black Children</i> (2018), 7-37</p> <p>Jerome G. Miller, "The Myth of 'Violent' Teenagers," and "Side Effects" in <i>Last One Over the Wall</i></p> |

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| | “From Sit-Ins to Jail-Ins” in <i>Ain’t Scared of Your Jail</i> (2012), 24-42; 43-62 | (1991), 191-198; 199-203 |
| WRITING DUE | Short Answer Quiz on Weeks 4-6 Readings | |

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| WEEK SEVEN | <ul style="list-style-type: none"> ★ What does it mean to be a political prisoner? ★ How have incarcerated leaders organized across racial and ethnic lines to fight for civil liberties and human rights? | |
| ASSIGNMENTS | CLASS SESSION #13 | CLASS SESSION #14 |
| READING DUE | <p>Angela Davis, “Political Prisoners, Prisons, and Black Liberation,” in <i>If They Come in the Morning</i> (1971), 39-52</p> <p>Angela Davis, “On Prisons and Prisoners (with Leslie DiBenedetto) 1977,” in <i>The New Abolitionists</i> (2005), 217-225</p> <p>George Jackson, “June 10, 1970” in <i>Soledad Brother</i> (1994), 3-16</p> <p>George Jackson, “April 1970,” in <i>Soledad Brother</i> (1994), 17-28</p> | <p>Geronimo ji Jaga (Elmer Pratt) (with Heike Kleffner), “The Black Panthers: An Interview with Geronimo ji Jaga Pratt,” in <i>The New Abolitionists</i> (2005), 235-246</p> <p>Little Rock Reed, “The American Indian in the White Man’s Prisons,” in <i>The New Abolitionists</i> (2005), 133-152</p> <p>Clyde Bellecourt, “Confrontational Politics” in <i>The Thunder Before the Storm</i> (2016), 41-60</p> |

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| WEEK EIGHT | <ul style="list-style-type: none"> ★ What role did jail uprisings and prison rebellions play in altering leadership and citizenship behind bars? ★ Why did the prison abolition movement develop in the 1970s? | |
| ASSIGNMENTS | CLASS SESSION #15 | CLASS SESSION #16 |
| READING DUE | <p>American Friends Service Committee, “The Nature of the Problem,” in <i>Struggle for Justice</i> (1971), 1-6</p> <p>Heather Ann Thompson, “Order Out of Chaos” and “What’s Going On?” in <i>Blood in the Water</i> (2017), 64-70; 71-82</p> <p>“The Attica Liberation Faction Manifesto of Demands,” in <i>The New Abolitionists</i> (2005), 303-309</p> | <p>Michael Callahan, “A Union for Abolition” in <i>The Abolitionist</i> (2008), 2-3, 10-11, 23</p> <p>Fay Honey Knopp et al., “Preface” and “Empowerment,” in <i>Instead of Prisons</i> (1976), [19 pages]</p> |

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| WEEK NINE | <ul style="list-style-type: none"> ★ What is the historical relationship between prisons and political economy? ★ How have citizens and incarcerated people opposed the growth of the carceral state since the making of mass incarceration? | |
| ASSIGNMENTS | CLASS SESSION #17 | CLASS SESSION #18 |
| READING DUE | <p>Ruth Wilson Gilmore, "Introduction," in <i>Golden Gulag</i> (2007), 5-29</p> <p>Ruth Wilson Gilmore, "Mothers Reclaiming Our Children," in <i>Golden Gulag</i> (2007), 181-211</p> | <p>Mumia Abu-Jamal, "Teetering on the brink between life and death," in <i>Live From Death Row</i> (1995), 3-21</p> <p>Mumia Abu-Jamal, "A Life Lived, Deliberately 1999," in <i>The New Abolitionists</i> (2005), 197-201</p> <p>"'You Have to be Intimate with Your Despair': A Conversations with Viet Mike Ngo (San Quentin State Prison, E21895) 2002," in <i>The New Abolitionists</i> (2005), 247-258</p> |
| WRITING DUE | ANNOTATED BIBLIOGRAPHY OF FOUR PRIMARY SOURCES Short Answer Quiz on Weeks 7-9 Readings | |

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| WEEK TEN |
| SPRING BREAK |

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| WEEK ELEVEN | <ul style="list-style-type: none"> ★ What does abolition democracy mean? ★ How have abolitionist critiques of disparities in American democracy evolved since slavery? ★ How has prison abolitionism evolved since the '70s? ★ What are major differences between prison reform versus prison abolition? | |
| ASSIGNMENTS | CLASS SESSION #19 | CLASS SESSION #20 |
| READING DUE | <p>Eduardo Mendieta, "Introduction" in <i>Abolition Democracy</i> (2005), [8 pages]</p> <p>Tiyo Attalah Salah-El, "A Call for the Abolition of Prisons 2001, in <i>New Abolitionists</i> (2005), 69-74</p> <p>Manisha Sinha, "The Radical Tradition of Abolition," in <i>The Slave's Cause</i> (2016), 1-5</p> <p>Ivan Kilgore, "Not Worker, But</p> | <p>Critical Resistance, "Prison Industrial Complex," [1 page]</p> <p>TheCR10 Publications Collective, "Introduction" and "INCITE! Statement on Gender Violence and the Prison Industrial Complex," in <i>Abolition Now!</i> (2008), xi-xii, 15-26</p> <p>Julia Sudbury, "Reform or abolition?" (2015), 1-4</p> |

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| | Chattel,” (2019) [9 pages] | Mariame Kaba, “So You’re Thinking about Becoming an Abolitionist LEVEL, October 2020” in <i>We Do This ‘Til We Free Us</i> , (2021), [5 pages] |
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| WEEK TWELVE | <ul style="list-style-type: none"> ★ How have incarcerated people resisted political disenfranchisement and the denial of citizenship rights in the 21st century? ★ How have citizens confronted police violence in the age of mass incarceration? | |
| ASSIGNMENTS | CLASS SESSION #21 | CLASS SESSION #22 |
| READING DUE | <p>Al-Ameen Patterson, “I was Unconstitutionally Disenfranchised in Jail,” (2022), [4 pages]</p> <p>elly kalfus, “Overcoming Barriers that Prevent Eligible Incarcerated People from Voting in Massachusetts,” (2019), 3-11, Appendix A & B</p> <p><i>Recommended:</i> Ballot Over Bars, Oral History, (2018) [mp3 files]</p> <p>The Sentencing Project, “Locked Out 2022: Estimates of People Denied Voting Rights Due to a Felony Conviction,” 2-20</p> | <p>Da’Shaun Harrison, “Beyond Self-Love” and “Black, Fat, and Policed,” in <i>Belly of the Beast</i> (2021), 1-9, 47-67</p> <p>Andrea Ritchie, “We Want More Justice for Breonna Taylor than the System That Killed Her Can Deliver,” in <i>We Do This ‘Til We Free Us</i>, (2021), [5 pages]</p> <p>Mariame Kaba, “The System Isn’t Broken” in <i>We Do This ‘Til We Free Us</i>, (2021), [10 pages]</p> <p>We Charge Genocide, “Police Violence Against Chicago’s Youth of Color,” (2014), 1-13</p> |

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| WEEK THIRTEEN | <ul style="list-style-type: none"> ★ What alternatives to traditional punishment are citizens advocating for? ★ How do incarcerated organizers and their allies imagine citizenship without bars? | |
| ASSIGNMENTS | CLASS SESSION #23 | CLASS SESSION #24 |
| READING DUE | <p>Angela Davis, “Abolitionist Alternatives,” in <i>Are Prisons Obsolete?</i> (2003), 105-115</p> <p>Mariame Kaba, “Participatory Defense Campaigns as Abolitionist</p> | <p>Morgan Bassichis, Alexander Lee, Dean Spade, “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got,” in <i>Captive Genders</i> (2011), 21-46</p> |

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| | Organizing” in <i>We Do This ‘Til We Free Us</i> , (2021), [12 pages] | |
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| WEEK FOURTEEN | | |
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| ASSIGNMENTS | CLASS SESSION #25 | CLASS SESSION #26 |
| PRESENTATION DUE | (GROUP A) Presentations and Q&A | (GROUP B) Presentations and Q&A |

| WEEK FIFTEEN | | |
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| ASSIGNMENTS | CLASS SESSION #27 | CLASS SESSION #28 |
| PRESENTATION DUE | (GROUP C) Presentations and Q&A | |
| WRITING DUE | PRIMARY SOURCE ANALYSIS PAPER | FINAL EXAM |

Course Policies

Enrollment: All students are responsible for officially enrolling in the course by the end of the second week of the semester. Please Note: Department Chairs may not approve requests to add this course after that time.

Email: Email is the best way to communicate with me about course-related questions and emergencies. To reach me outside of class about academic or course-related concerns, please contact me via email at cook.2167@osu.edu.

Office Hours: Office Hours are designated times for us to gather to discuss your experience in the course as well as your academic interests. Course-related discussions include asking for extra help, seeking clarification about class assignments, and following up on aspects of the class that you missed or found meaningful. In addition, students can discuss the History major or minor as well as other programs of study related to African American History. Students are strongly encouraged to attend Office Hours at least twice during the semester. Office Hours are scheduled by appointment only, however, I’m usually available before or after class to chat briefly if you have a quick question. To schedule an appointment with me either in person or over Zoom, email me and please include “Office Hours” in the subject line.

Electronic Devices: All headphones and cellphones should be silent and put away during class. Laptop and tablet use is only permitted for course-related assignments and activities (e.g. to refer to Assigned Readings during class). If electronic devices become a distraction, our classroom will become a device-free environment and only students with academic accommodations will be permitted to use devices.

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/>.

Sexual Misconduct and Relationship Violence: 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 .

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 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.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Mental Health: Students 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 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, 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Missed, Late, or Incomplete Assignments: All assignments are due on the day and time indicated. In the event of a personal or health emergency, please follow up with me as soon as possible to make alternative arrangements for completing assignments. Late submissions will result in lost grade points, and missing or incomplete assignments will be graded as an "E."

Syllabus Changes: The syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Artificial Intelligence (AI) Tools: There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless specifically authorized. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools may not be used without my explicit permission. Students are not permitted to use unauthorized assistance from AI tools. Furthermore, students are not permitted to submit work that does not cite or clearly acknowledge any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own.

Zoom Meeting: In the event of an emergency or illness, we may have to meet via Zoom. I will create the Zoom meeting link and inform you of the details via email. Please make sure to connect a few minutes beforehand in case you have any technical issues that need to be resolved. Try your best to find a quiet space and feel free to use a virtual background screen, if desired.

Learning Community Expectations: We are dedicated to creating an inclusive, safe, and welcoming learning environment for every student in our class. We are determined to acknowledge each other with dignity and treat one another honorably. Throughout this course, we will discuss and debate important and provocative topics that may be distressing and emotional at times. Some of us might be more familiar with certain topics. Others of us might feel less connected than others to specific experiences. We are devoted to active listening, using “I” language when appropriate, and sharing our thoughts and differences in ideas respectfully without relying on harmful language in order to ensure that everyone benefits from our diverse learning community.

Extra Credit: Students have 2 extra credit opportunities for this course. You may take advantage of both options if you wish.

OPTION #1: Schedule an Office Hours appointment with me before Week Eight and between Weeks Eleven and Thirteen.

OPTION #2: Volunteer to present in Group A during Primary Source Analysis Presentation Week Fourteen.

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

Overview

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)

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.

This course explores the history of citizenship in captivity and the legacy of liberatory movements led by incarcerated citizens in the US from the era of settler colonization and slavery to the present age of mass incarceration. Students will critically examine the impacts and inequities of incarceration on democracy and human life from the perspectives of Black leaders, political prisoners, and citizens behind bars. From citizens for prison reform to citizens against human caging, this course investigates major ways in which social justice movements led by incarcerated people of color intersect with broader political struggles against racism and sexism, capitalism and nationalism, and gendered state violence in the US and abroad.

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

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 |
|---|---|
| <p>ELO 1.1 Engage in critical and logical thinking.</p> | <p>This course will build essential skills needed to engage in critical and logical thinking about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US. During in-class discussions on weekly assigned readings and through the completion of recurring reading quizzes and cumulative written and speaking assignments, students will practice critical thinking, reading, writing, and communications skills to describe historical processes and patterns and causes and consequences related to citizenship and carcerality.</p> |
| <p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p> | <p>Students will take three Reading Quizzes and a comprehensive Final Exam to assess their comprehension of course readings and class content. Students will also complete an Annotated Bibliography (3-5 pages) of four reliable and relevant sources, in addition to doing primary source analysis assignments to demonstrate their understanding of historical texts and build their skills with respect to document analysis and historical writing. To practice public speaking skills, students will share their analysis of primary sources as part of a Primary Source Analysis Presentation. In addition to closely analyzing sources, students will consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US.</p> |

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|---|--|
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students will engage in advanced exploration of major themes in this course through a combination of lectures, readings, and discussions.</p> <p><i>Lecture:</i> Course materials include a diversity of perspectives most affected by policing and incarceration in the US. Students will engage with an array of historical sources in order to examine the relationship between citizenship rights, democratic (un)freedom, and social justice in currently and formerly incarcerated communities. Each class meeting will commence with a lecture overview centered on the Assigned Readings for the week.</p> <p><i>Reading:</i> The Assigned Readings for the course come from peer-reviewed and popular sources produced by experts and key figures in the fields of carceral studies and African American history. Students will read letters, literature, memoirs, biographies, academic articles, and historical texts from writers of different races, ethnicities, genders, sexualities, and cultures. Students may also consult relevant sources outside of class when constructing their Annotated Bibliography and Analysis Paper.</p> <p><i>Discussions:</i> In weekly discussions, students are given opportunities to summarize information from lectures and Assigned Readings. Students may speak about topics of particular interest to them and make connections between insights and knowledge gained inside and outside of the class. In addition to analyzing information presented in historical documents and course materials, students will practice critical thinking and communications skills during in-class activities and as part of course assignments. For example, during Primary Source Analysis Presentations, students will explain how their sources shed light on a significant aspect of incarceration and citizenship, while also answering questions about their analysis posed by their peers and professor.</p> |
| <p>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</p> | <p>By the end of the semester, students will develop an original Primary Source Analysis Paper (5-8 pages) which builds on written and speaking assignments throughout the course that require students to close-read and discuss historical texts, analyze and contextualize source materials of their choosing, and cultivate skills in historical writing and public speaking.</p> |

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| <p>contexts.</p> | <p>Primary Source Analysis Presentations will include a 5 minute oral and visual presentation followed by a Q&A discussion</p> <p>Some examples of primary sources that students may select from Assigned Readings for analysis in their papers and presentations include: Ida B. Wells’ <i>Southern Horrors</i>, Clyde Bellecourt’s “Confrontational Politics,” George Jackson’s <i>Soledad Brother</i>, Angel Sanchez’s “In Spite of Prison,” or Angela Y. Davis’ <i>Are Prisons Obsolete?</i></p> |
|------------------|--|

Goals and ELOs unique to Citizenship for a Just & Diverse World

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 |
|---|---|
| <p>ELO 3.1 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.</p> | <p>Throughout this course, students are expected to engage with critical questions and debates about citizenship behind bars across different historical contexts. This course addresses major citizenship challenges in local contexts during Weeks 3–8 and in national and global contexts during Weeks 1–2 & 9–13 . Students will analyze and discuss primary and secondary sources in class discussions and writing assignments that draw from historical texts, letters, literature, memoirs, biographies, academic articles, and public writings produced by incarcerated leaders and citizens involved in prisoners’ rights movements locally, nationally, and globally.</p> |
| <p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p> | <p>This course supports the development of “intercultural competence as a global citizen” by inviting students to study and examine historical and contemporary sources created by</p> |

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| | <p>incarcerated citizens and community members from different racial, ethnic, gender, and cultural backgrounds. Foregrounding the experiences of Black citizens and incarcerated people of color, students will examine concepts and definitions central to incarceration and citizenship, such as: custodial citizenship, the carceral state, political imprisonment, mass incarceration, felon disenfranchisement, and abolition democracy. During discussions, students will also reflect on key questions focused on citizenship rights and political resistance in captivity, such as: <i>How have incarcerated people’s narratives critiqued the nature of citizenship and democracy in the US?</i> (Week One); <i>How does custodial citizenship harm democracy?</i> (Week Two); <i>How did Black leaders resist enslavement and exclusionary citizenship?</i> (Week Four); <i>How have incarcerated leaders organized across racial and ethnic lines to fight for civil liberties and human rights?</i> (Week Seven); <i>How have incarcerated people resisted political disenfranchisement and the denial of citizenship rights in the 21st century?</i> (Week Eleven); and <i>How do incarcerated organizers and their allies imagine citizenship without bars?</i> (Week Thirteen). These weekly questions frame class lectures and facilitate discussions about applying historical knowledge to address present-day challenges within and beyond US borders.</p> |
| <p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p> | <p>Investigating issues concerning diversity, equity, and inclusion is the bedrock of this course. In Assigned Readings every week, students will have abundant opportunities to examine, critique, and evaluate the inequities and effects of arrest and incarceration on US democracy, citizenship rights, social justice, and human life for diverse groups of people. In recurring Reading Quizzes, students will be asked to explain the implications of disparities in democracy for Black, Indigenous, Latinx, and Asian people, as well as LGBTQ+ people and women of color throughout US history. Similarly, in the Final Exam, students will be expected to demonstrate a sophisticated understanding of how diversity, equity, and</p> |

| | |
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| | inclusion limits citizenship rights and restricts political freedoms for undesirable citizens of color behind and beyond prison walls. |
| ELO 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. | Students will analyze and critique historical and contemporary sources from incarcerated and citizen leaders from different racial, ethnic, gender, sexual, and cultural backgrounds. For example, during Weeks 1,3,6,7, and 9 students will study narratives constructed by Indigenous, Latinx, and Asian people incarcerated in the US. In Week 4, students will examine examples of Black leaders and enslaved Black women resisting exclusionary citizenship and the denial of human rights in early America. Likewise in Weeks 9-13, students will discuss competing definitions of citizenship and concepts of justice offered by political prisoners, community activists, and citizens of color directly affected by policing and incarceration in the US. Students will ultimately reflect on how incarceration and citizenship issues should inform and shape future community advocacy and organizing work for positive social change. |

Re: Request for Concurrence Hist 3084

Soland, Birgitte <soland.1@osu.edu>

Wed 1/24/2024 2:40 PM

To: Kunimoto, Namiko <kunimoto.3@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Thanks, Namiko!

From: "Kunimoto, Namiko" <kunimoto.3@osu.edu>

Date: Wednesday, January 24, 2024 at 2:27 PM

To: Soland Birgitte <soland.1@osu.edu>

Cc: "Getson, Jennifer" <getson.3@osu.edu>

Subject: Re: Request for Concurrence Hist 3084

Ok, concurrence granted!

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her

Associate Professor, History of Art Department

Director, Center for Ethnic Studies

The Ohio State University

Land Acknowledgement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribal nations through the Indian Removal Act of 1830.

From: Soland, Birgitte <soland.1@osu.edu>

Sent: Wednesday, January 24, 2024 2:20 PM

To: Kunimoto, Namiko <kunimoto.3@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Subject: Re: Request for Concurrence Hist 3084

Hi again, Namiko,

Here's the response from the dean (Bernadette Vankeerbergen), explaining her thinking about the concurrence request:

The reason why it came to my mind is that at least going forward the Center for Ethnic Studies is not only about those three areas (Asian American Studies, American Indigenous Studies, and Latinx Studies) but “Ethnic Studies” written large. The course is not only about African Americans but also brings up larger issues of “racial and ethnic lines”, week three is about the “incarceration of Indigenous people and colonial violence against Indigenous communities” etc. There is even a sentence about “Since the colonial period, Black, Indigenous, Latinx, and Asian people have disproportionately experienced the disastrous effects of criminalization etc.” (p. 1) (Sorry I am writing fast.)

Maybe there is a misunderstanding about the process of concurrence? The thing for a unit to do when it doesn't think that it is affected by a course is simply to grant a quick concurrence. So please just ask Namiko to grant concurrence.

I hope this helps. If you have any additional questions, just let me know.

Best,
Birgitte

From: Soland Birgitte <soland.1@osu.edu>
Date: Wednesday, January 24, 2024 at 1:31 PM
To: "Kunimoto, Namiko" <kunimoto.3@osu.edu>
Subject: Re: Request for Concurrence Hist 3084

Just forwarded this. Will send you the response.

B.

From: "Kunimoto, Namiko" <kunimoto.3@osu.edu>
Date: Wednesday, January 24, 2024 at 1:23 PM
To: Soland Birgitte <soland.1@osu.edu>
Subject: Re: Request for Concurrence Hist 3084

I see - perhaps you could forward my response? They might be a bit confused about CES.
Best,

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her
Associate Professor, History of Art Department
Director, Center for Ethnic Studies
The Ohio State University

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From: Soland, Birgitte <soland.1@osu.edu>
Sent: Wednesday, January 24, 2024 9:52 AM
To: Kunimoto, Namiko <kunimoto.3@osu.edu>
Cc: Getson, Jennifer <getson.3@osu.edu>
Subject: Re: Request for Concurrence Hist 3084

Dear Namiko,

The request for concurrence from CES came from the Assoc. Dean of Curriculum, presumably based on the assumption that you would have a vested interest in the course. I would be happy to request further explanation if you would like that.

Best,
Birgitte


From: "Kunimoto, Namiko" <kunimoto.3@osu.edu>
Date: Wednesday, January 24, 2024 at 9:32 AM
To: Soland Birgitte <soland.1@osu.edu>
Cc: "Getson, Jennifer" <getson.3@osu.edu>
Subject: Re: Request for Concurrence Hist 3084

Dear Birgitte,

Thank you for your email. I'm not sure why we would be the organization to provide concurrence as CES includes Asian American Studies, American Indigenous Studies, and Latinx Studies.

Best wishes,
Namiko

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her
Associate Professor, History of Art Department
Director, Center for Ethnic Studies
The Ohio State University

Land Acknowledgement

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From: Soland, Birgitte <soland.1@osu.edu>
Sent: Tuesday, January 23, 2024 1:53 PM
To: Kunimoto, Namiko <kunimoto.3@osu.edu>
Cc: Getson, Jennifer <getson.3@osu.edu>
Subject: Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

[History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, getson.3@osu.edu, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,

Birgitte

Birgitte Søland, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, Ohio 43210

Re: Request for Concurrence Hist 3084

Getson, Jennifer <getson.3@osu.edu>

Mon 2/26/2024 2:18 PM

To: Soland, Birgitte <soland.1@osu.edu>

Hi Birgitte,

We are well past the concurrence date for this, but I wanted to check in with you first – did you ever receive anything from him and/or did you want to reach out again or should I just go with the non-response concurrence?

- Jen

From: Soland, Birgitte <soland.1@osu.edu>

Sent: Tuesday, January 23, 2024 9:45 PM

To: Kogan, Vladimir <kogan.18@osu.edu>

Cc: Caldeira, Gregory <caldeira.1@polisci.osu.edu>; Getson, Jennifer <getson.3@osu.edu>

Subject: Re: Request for Concurrence Hist 3084

Thanks, Vlad. I will look forward to hearing from you.

Best,
B.

\From: "Kogan, Vladimir" <kogan.18@osu.edu>

Date: Tuesday, January 23, 2024 at 9:44 PM

To: Soland Birgitte <soland.1@osu.edu>

Cc: "Caldeira, Gregory" <caldeira.1@polisci.osu.edu>

Subject: RE: Request for Concurrence Hist 3084

Hi Birgitte,

Thanks, I forwarded this to our department chair (CCed), who will be in touch!

Vlad

From: Soland, Birgitte <soland.1@osu.edu>

Sent: Tuesday, January 23, 2024 1:52 PM

To: Kogan, Vladimir <kogan.18@osu.edu>

Subject: Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

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All best,
Birgitte

Birgitte Sølund, Assoc. Prof.
Chair of Undergraduate Studies
Department of History
230 Annie and John Glenn Avenue
Columbus, Ohio 43210

FW: Request for Concurrence Hist 3084

Babcock, Jennie <babcock.79@osu.edu>

Wed 2/7/2024 4:21 PM

To: Soland, Birgitte <soland.1@osu.edu>

Cc: Karandikar, Sharvari <karandikar.7@osu.edu>; Getson, Jennifer <getson.3@osu.edu>

Hello Birgitte,

We are happy to provide concurrence for your History 3084 course. What a wonderful learning opportunity - we will be excited to share with our students once it is offered.

Take care.

Jennie



Jennie Babcock, MSW, LISW-S

Assistant Dean of Academic Affairs

College of Social Work

425-G Stillman Hall

1947 College Rd, Columbus, OH 43210

614-292-5471 Office

babcock.79@osu.edu / csw.osu.edu

Pronouns: she/her/hers

From: Soland, Birgitte <soland.1@osu.edu>

Sent: Tuesday, January 23, 2024 1:54 PM

To: Karandikar, Sharvari <karandikar.7@osu.edu>;

Cc: Getson, Jennifer <getson.3@osu.edu>

Subject: Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

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If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, getson.3@osu.edu, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,

Birgitte

Birgitte Sølund, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, Ohio 43210

Re: Request for Concurrence Hist 3084

Soland, Birgitte <soland.1@osu.edu>

Tue 1/23/2024 6:57 PM

To: Downey, Douglas <downey.32@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Thank you!

From: "Downey, Douglas" <downey.32@osu.edu>

Date: Tuesday, January 23, 2024 at 5:21 PM

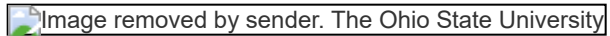
To: Soland Birgitte <soland.1@osu.edu>

Subject: Re: Request for Concurrence Hist 3084

Birgitte,

Sociology concurs.

Doug Downey

Image removed by sender. The Ohio State University

Doug Downey (he/him/his)

Distinguished Professor of Arts and Science

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Soland, Birgitte <soland.1@osu.edu>

Sent: Tuesday, January 23, 2024 1:49 PM

To: Downey, Douglas <downey.32@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Subject: Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

Image removed by sender. [History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, getson.3@osu.edu, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per

the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,

Birgitte

Birgitte Søland, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, 43210