

## Term Information

Effective Term Autumn 2025  
*Previous Value* Autumn 2024

## Course Change Information

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

Concurrent request with Jen Getson's hope to offer Hist/AAAS/WGSS 3084 through the DL modality.

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

In order to allow for more flexible scheduling with this course & bolster future offerings.

### 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)?

No programmatic implications other than adding a new online course to the WGSS/AAAS/History rosters.

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 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? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* 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 AfAmSt 3084 or History 3084.

### **Electronically Enforced**

No

## **Cross-Listings**

### **Cross-Listings**

Cross-listed in AfAmASt and History.

## **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

### **Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
3084 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/14/2025

**Attachments**

- HIST 3084 DL Cover Sheet 12.16.2024 (Signed).pdf: Cover Sheet  
*(Cover Letter. Owner: Alkhalifa, Ali Mufeed)*
- HIST 3084 DL Syllabus 12.16.2024.docx: DL Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*
- History 3084 InPerson Syllabus.docx: In-Person Syllabu  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	01/29/2025 03:28 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	01/29/2025 04:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2025 12:58 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/14/2025 12:58 PM	ASCCAO Approval



# Syllabus

## HIST 3084

Citizens Behind Bars: Incarcerated Leadership and the Politics of Liberation in African American History

Spring 2026

3 Credit Hours

Online

## Course overview

### Instructor

- **Professor DeAnza A. Cook**
- Email: [cook.2167@osu.edu](mailto:cook.2167@osu.edu)
- Phone: (434) 509-6137
- Course Zoom Link:  
<https://osu.zoom.us/j/91205810097?pwd=q1MslDPkipEN3SpcudPYUTzumU73bO.1>
- Office Hours (by Appointment) Zoom Link:  
<https://osu.zoom.us/j/96214736270?pwd=WO9xOXCsBnoeVQ9wsaIgp hLbwNRGSa.1>

**Note:** My preferred method of contact is email for non-emergencies.

### 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, sexism, capitalism, nationalism, and gendered state violence in the US and abroad.

## **Course expected learning outcomes**

By the end of this course, students should successfully be able to:

1. Critically examine how citizenship and punishment have shaped US democracy since the era of slavery and settler colonization and throughout the age of the mass incarceration
2. Demonstrate a deeper understanding of historical and contemporary barriers to citizenship and political freedom for people behind bars
3. Discuss historical evidence centered on citizenship rights and social justice for incarcerated communities and write short essays about past challenges and present-day issues



4. Create original work that requires close-reading and annotating historical texts about the origins of mass incarceration and prisoners' rights movements in the US
5. Analyze a variety of primary and secondary sources that explore the history of citizenship from the perspectives of diverse groups most affected by criminalization and incarceration in the US and the world

## General education goals and expected learning outcomes

As part of the **Citizenship for a Diverse and Just World** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 1. Goal #1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.**
  - a. Engage in critical and logical thinking about the topic or idea of the theme.
  - b. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2. 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.**
  - a. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - b. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3. 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.**

- a. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- b. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

**4. 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.**

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

To achieve expected learning outcomes in this course, students will: (a) discuss and think critically about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US, (b) 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 felony disenfranchisement in the US, and (c) 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 advocacy and organizing work for positive social change.

## How this online course works

### Mode of delivery

This course is 100% online. Recorded lectures for each will be available to you in advance each week. Students are required to listen to lecture recordings and complete assigned readings prior to live discussion sessions. **There are 13 required sessions when you must be logged in to CarmenZoom by 11:10am (EST) to attend and participate in online discussions.** Please review the course assignment schedule below for more details on required live discussions sessions for this course.

### Pace of online activities

To complete course requirements, students are expected to listen to recorded lectures each week and complete assigned readings by the deadlines indicated on the course assignment schedule below. Our class will meet once a week on CarmenZoom for live discussion sessions where students will discuss assigned readings together in small groups as part of Reading Circles. On scheduled days for live discussions, students are expected to log into CarmenZoom on time to participate. Each week, students should refer to the course assignment schedule to complete required assignments and submit related coursework on time.

### Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

### Participation requirements





Because this is an online course, your attendance is based on your online activity and participation. The following section is a summary of students' expected participation:

### **Participating in online activities**

This spring semester course runs for 15 weeks. Each week, students are required to listen to recorded lectures posted on our course website by the deadlines designated in the course assignment schedule (*see below*). Reading assignments for each lecture will be available to students on the course website. In addition to listening to lecture recordings, students will complete assigned readings listed on the course assignment schedule prior to attending live discussion sessions on CarmenZoom.

**Presence & Participation:** Every week, students are required to attend and participate in online discussion sessions on CarmenZoom. During live sessions, students will discuss assigned readings and complete in-class activities together in small groups as part of Reading Circles. Coming and contributing to virtual discussion sessions is essential to doing well in this course. Your grade will be based on the consistency of your presence online 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.** This course assesses student engagement based on Reading Circle assignments and student interaction during live discussion sessions. Assessing the quality and consistency of student contributions during class conversations about recorded lectures and assigned readings is a core factor for grading.

**Office hours (strongly encouraged)**



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. I'm usually available before or after online discussion sessions 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.

### **Live sessions (required for course credit)**

All live, scheduled events for the course, are not optional and require your attendance and participation for course credit.

## **Course communication guidelines**

Respectful and thoughtful communication throughout our online course is essential for nurturing a positive learning community environment. **Note:** Our syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Students should expect to communicate with me and with one another using the following guidelines:

### **Writing with Care**

For all course assignments and activities, students are expected to use respectful and accessible language. Writing styles should be appropriate for academic settings and considerate of diverse perspectives. Proper grammar usage and writing in complete sentences is required for course assignments. Please schedule office hours with me if you have questions or concerns about writing expectations for this course.

### **Respecting Our Learning Community**



As a class, 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.

## Citing your Sources

For course assignments, students must cite all primary and secondary sources using the Chicago Manual of Style for notes and bibliographies ([See online guide](#)). In citations, students are expected to include all relevant information about their references, including but not limited to the title of work, author(s) information, publisher information, date published, page numbers, and a URL link to the source, if available.

**Note About 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.



## Sharing and Submitting Original Work On Time

Students are required to complete and upload all course assignments on time in preparation for sharing their original work during class discussions. Students should compose their work in documents or word processing tools (e.g. Google Docs or Microsoft Word) outside of Carmen where they can ensure their work will be saved and protected. Students should download or preserve backup files of their original work and source materials just in case they encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

## Course materials and technologies

### Assigned Readings

#### Note About General Required Readings

This course is reading, writing, and speaking intensive in order to enrich student's critical literacy skills, such as close-reading, critical thinking, persuasive writing, and public speaking. Because we will examine course readings together in detail during online class discussions, students are required to complete all assigned readings before the beginning of scheduled live sessions. All readings will be made available to you and uploaded to our course website on Carmen as downloadable pdfs. Please reference the course 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 completing required readings.

#### Note about Reading Circle Readings

As part of assigned reading for this course, students will also complete select Reading Circle Readings as indicated on the course assignment schedule. Students have the option of choosing one of the Reading Circle Readings assigned every week. Based on student selections, Reading Circles will meet during live discussion sessions



on CarmenZoom to discuss assigned readings in small group settings. Students are expected to complete their select Reading Circle Readings each week in addition to completing general required readings in accordance with the course assignment schedule.

## Out-of-Class Engagement Opportunities (optional)

There are no out-of-class attendance requirements for this course. However, students may be invited to gather in person, if available, for class engagement opportunities during the academic semester. All out-of-class engagement opportunities are optional and not graded. Details regarding on-campus gatherings will be communicated during class and via email.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Online Backup Storage (<https://drive.google.com>)
- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

## Required Equipment



- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response

### How your grade is calculated



Assignment Category	Points and/or Percentage
Presence & Participation	20%
Reading Quizzes (3)	20%
Reading Circle Reflection Paper	10%
Annotated Bibliography	5%
Primary Source Analysis Paper	20%
Primary Source Analysis Presentation	25%
<b>Total</b>	<b>100%</b>

## Description of major course assignments

### Reading Quizzes (3 total)

- **Description**

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. Reading Quizzes will be posted online to the course website and must be completed by the designated deadline.





- **Academic integrity and collaboration guidelines**

Students must complete Reading Quizzes on their own without assistance from AI or collaboration with anyone. Reading Quizzes must represent the original thoughts, ideas, and work of students enrolled in the course. Students are required to reference and cite assigned readings as evidence. Any use of outside sources must be approved and cited in accordance with the course guidelines.

### **Reading Circle Reflection Paper** (8 pages; double-spaced; 12 pt font)

- **Description**

Each week during class discussions of assigned readings, students will meet with their reading circles to complete class assignments in small group settings. By the end of the semester, students will complete a reflective essay about their learning experience as part of reading circles throughout the course. This reflective essay invites students to critically analyze their educational growth and development as a contributor to class reading circles; explain major insights and important lessons learned as a result of reading circle discussions; describe challenges or difficulties faced while engaging with assigned readings; self-assess their learning throughout the semester through personal reflection.

- **Academic integrity and collaboration guidelines**

Students must complete their reflection paper independently on their own without the use of AI tools. They may consult peers in their Reading Circles for general ideas and feedback, however, copying or plagiarizing another person's writing is not permitted.

### **Annotated Bibliography** (4 pages; double-spaced; 12 pt font)

- **Description**

By Week Nine, 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.

- **Academic integrity and collaboration guidelines**

Students may collaborate and consult one another to select sources of interest to them. Students may select courses outside of course readings, however, outside sources must be pre-approved by me before being included in your bibliography. Please reach out via email or during office hours to discuss outside sources of interest to you. Students must submit their own original writing based on their unique interpretations of the sources they selected. Students may not use AI or plagiarize work to complete this assignment.

### **Primary Source Analysis Paper** (10 pages; double-spaced; 12 pt font)

- **Description**

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.

- **Academic integrity and collaboration guidelines**



Students must complete their analysis paper independently on their own without the use of AI tools. They may consult peers in the class for general ideas and feedback, however, copying or plagiarizing another person's writing is not permitted.

### **Primary Source Analysis Presentation** (5 minute time limit!)

- **Description**

Using ONE Primary Source from your Annotated Bibliography, students will prepare and record a short, 5-minute presentation that includes background information, historical context, key evidence, and main analytical points about their source. Students must demonstrate a sophisticated understanding of the source, its historical significance, and its relevance to the present. Students are highly encouraged to practice their presentations beforehand with a friendly audience. Presentations that exceed the time limit will lose grade points. You're welcome to discuss presentation outlines with me during Office Hours in advance of your deadline. **Presentations must be recorded via Zoom and uploaded to the course website. Presentations are due during Week Fourteen.** Thereafter, students will listen to recorded presentations and prepare questions to ask their peers. Students will answer questions from the class about their presentation and about their source analysis during our online debrief session as indicated on the course assignment schedule.

- **Academic integrity and collaboration guidelines**

Students must design and deliver their presentations independently on their own without the use of AI tools. They may consult peers in the class for general ideas and feedback, however, copying or plagiarizing another person's work is not permitted.

### **Missed, Incomplete, or Late 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.”

## 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.

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

## Grading feedback and response time

Feedback on original work submitted on time will be provided to students when appropriate. Students should review feedback provided in order to improve grades for future assignments. If students have questions about grading feedback, please reach out to me via email and include “Grade” in the subject heading.

### Grading and feedback

Grading and feedback on assignments will be available to students within 2-3 weeks of the submission deadline. Students are welcome to schedule an office hours appointment with me to discuss grading.

### Preferred contact method

Please email me at [cook.217@osu.edu](mailto:cook.217@osu.edu) to request a meeting about grading. Please include “Office Hours” in the subject heading.

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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 web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Our Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land acknowledgement**

We would like to 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. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## **Labor acknowledgement**

We acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history, has been made possible by the labor of enslaved Africans and their descendants who suffered the horror of the transatlantic trafficking of Black people, chattel slavery, and Jim Crow. We are indebted to their labor and their sacrifice, and we acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today. (Source: Dr. TJ Stewart, *Diverse: Issues in Higher Education*)

## **Your Mental Health matters**

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](https://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.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **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](#)

## Course Assignment Schedule

**NOTE: Bolded dates** indicate live discussion sessions on CarmenZoom. **Online discussion sessions will begin at 11:10am (EST) and end at 12:30pm (EST).** Refer to our Carmen course page for assignment due dates and details about Reading Circle activities during class discussions.

Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
1 Citizens Challenging Criminalization and Mass Incarceration	Jan. 12th	Course Syllabus Overview Lecture Course Syllabus	Course Syllabus Review Assignment
	<b>Jan. 14th</b>	Week One Lecture  Wendy Sawyer and Peter Wagner, "Mass Incarceration: The Whole Pie 2024," 1-32  Hoskins and Zoë Towns, "How the language of criminal justice inflicts lasting harm," (2021), [~1 page]	Reading Circle Agreement
		<b>READING CIRCLE (<i>Choose One</i>)</b>	
		<ul style="list-style-type: none"> <li>★ Lisette Bamenga, "Good Intentions Don't Blunt the Impact of Dehumanizing Words," (2021), [4 pages]</li> <li>★ Kevin Byrd, "I was Training to Call Men a Word They Hated," (2021), [3 pages]</li> <li>★ Andrea James, "2 Years in Prison Inspired Me to Fight for Justice Reform," (2017), 1-5</li> </ul>	



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
		★ Al-Ameen Patterson, "I was Unconstitutionally Disenfranchised in Jail," (2022), [4 pages]	
2 How Custodial Citizenship Harms US Democracy	Jan. 20th	Week Two Lecture  Amy Lerman and Vesla Weaver, "Arresting Citizenship," in <i>Arresting Citizenship</i> (2014), 1-9  Lerman and Weaver, "Thinking about Crime and the Custodial Citizen," in <i>Arresting Citizenship</i> (2014), 30-57	None
	Jan. 21st	<b>READING CIRCLE (Choose One)</b>  ★ Angel Sanchez, "In Spite of Prison," (2019), 1650-1683 ★ Colin Gordon, "Introduction," in <i>Citizen Brown</i> (2019), 1-17 ★ Elizabeth Hinton and DeAnza Cook, "The Mass Criminalization of Black Americans," (2021), 262-281	None
3 Settler Colonial Violence and Incarcerating Indigenous Communities	Jan. 26th	Week Three Lecture  Kelly Lytle Hernández, "Conquest and Incarceration," in <i>City of Inmates</i> (2017), 1-15  Andrea J. Ritchie, "Enduring Legacies," in <i>Invisible No More</i> (2017), 19-25  Aleks Kajstura and Wendy Sawyer, "Women's Mass Incarceration: The Whole Pie 2024," 1-10	None



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
	<b>Jan. 28th</b>	<b>READING CIRCLE (Choose One)</b>	<i>None</i>
		<ul style="list-style-type: none"> <li>★ Luana Ross, “Experiences of Women in Prison,” in <i>Inventing the Savage</i> (1998), 108-126</li> <li>★ Clyde Bellecourt, “The Drum within the Walls” in <i>The Thunder Before the Storm</i> (2016), 29-40</li> </ul>	
4 American Slavery, Gendered Captivity, and Exclusionary Citizenship	<b>Feb. 2nd</b>	<p>Week Four Lecture</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>Kali Nicole Gross, “African American Women, Mass Incarceration, and the Politics of Protection,” (2015), 25-33</p> <p>Sojourner Truth, “Ain’t I a Woman?” (1851) [2 pages]</p>	<i>None</i>
	<b>Feb. 4th</b>	<b>READING CIRCLE (Choose One)</b> <ul style="list-style-type: none"> <li>★ Dorothy Roberts, “Reproduction in Bondage,” in <i>Killing the Black Body</i> (1997), 22-49</li> <li>★ “The Confessions of Nat Turner,” (1831), 6-22</li> </ul>	<b>Reading Quiz #1</b>



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
		★ Kellie Carter Jackson, "Black Leadership," in <i>Force and Freedom</i> (2019), 85-100	
5 How Racial Violence and Sexual Violence Undermine Black Citizenship	Feb. 9th	Week Five Lecture  Ida B. Wells, <i>Southern Horrors: Lynch Law in All Its Phases</i> (1892), 50-72  Angela Y. Davis, "Rape, Racism, and the Capitalist Setting" (1981), 39-45  Sarah Haley, "Carceral Constructions of Black Female Deviance," in <i>No Mercy Here</i> (2016), 17-31	None
		Rubric for Annotated Bibliography	
	Feb. 11th	<b>READING CIRCLE (Choose One)</b>  ★ David Oshinsky, "Parchman Farm," in <i>Worse Than Slavery</i> (1996), 135-155 ★ Talitha LeFlouria "Under the Sting of the Lash," (2015), 366-382 ★ Crystal Feimster, "Organizing in Defense of Black Womanhood," (2009) in <i>Southern Horrors</i> , 87-103 ★ Karla Méndez, "In Defense of Black Women : The Case of Joan Little," [16 pages]	None



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
6 Resisting Prison Jim Crow and Segregated Citizenship	Feb. 16th	<p>Week Six Lecture</p> <p>Dan Berger and Toussaint Losier, "Rights: Fighting Prison Jim Crow, 1940-1968," in <i>Rethinking the American Prison Movement</i> (2018), 44-68</p> <p>Ella Scheuerell, "The Takeover at Walpole Prison," (2023), [13 pages]</p>	None
	Feb. 18th	<p style="text-align: center;"><b>READING CIRCLE (Choose One)</b></p> <ul style="list-style-type: none"> <li>★ Tera Eva Agyepong, "Race-ing Innocence," in <i>The Criminalization of Black Children</i> (2018), 7-37</li> <li>★ Zoe Colley, "Jail-No-Bail!" AND "From Sit-Ins to Jail-Ins" in <i>Ain't Scared of Your Jail</i> (2012), 24-42; 43-62</li> <li>★ Jerome G. Miller, "The Myth of 'Violent' Teenagers," AND "Side Effects" in <i>Last One Over the Wall</i> (1991), 191-198; 199-203</li> </ul>	None
7 Political Prisoners and Incarcerated Activism for Human Rights	Feb. 23rd	<p>Week Seven Lecture</p> <p>Clyde Bellecourt, "Confrontational Politics" in <i>The Thunder Before the Storm</i> (2016), 41-60</p> <p>Angela Davis, "Political Prisoners, Prisons, and Black Liberation," in <i>If They Come in the Morning</i> (1971), 39-52</p>	None



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
	Feb. 25th	Rubric for Primary Source Analysis Paper	None
		<b>READING CIRCLE (Choose One)</b>	
		<ul style="list-style-type: none"> <li>★ George Jackson, “June 10, 1970” in <i>Soledad Brother</i> (1994), 3-16 <b>AND</b> George Jackson, “April 1970,” in <i>Soledad Brother</i> (1994), 17-28</li> <li>★ Angela Davis, “On Prisons and Prisoners (with Leslie DiBenedetto) 1977,” in <i>The New Abolitionists</i> (2005), 217-222</li> <li>★ Little Rock Reed, “The American Indian in the White Man’s Prisons,” in <i>The New Abolitionists</i> (2005), 133-147</li> <li>★ 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</li> </ul>	
8 Citizen Rebellions Behind Bars and the Birth of Prison Abolition	Mar. 2nd	Week Eight Lecture  Heather Ann Thompson, “Order Out of Chaos” <b>AND</b> “What’s Going On?” in <i>Blood in the Water</i> (2017), 64-70; 71-82  “The Attica Liberation Faction Manifesto of Demands,” (1971),	Mid-Semester Feedback Form



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
		[4 pages] Fay Honey Knopp et al., "Preface" AND "Empowerment," in <i>Instead of Prisons</i> (1976), [19 pages]	
	<b>Mar. 4th</b>	<p style="text-align: center;"><b>READING CIRCLE (Choose One)</b></p> <ul style="list-style-type: none"> <li>★ (ACT) "Afro-Americans Coordinating Together," MCI-Norfolk, (1967), [7 pages]</li> <li>★ American Friends Service Committee, "The Nature of the Problem," in <i>Struggle for Justice</i> (1971), 1-8</li> <li>★ Michael Callahan, "A Union for Abolition" in <i>The Abolitionist</i> (2008), 2-3, 10-11, 23</li> </ul>	<p><b>Reading Quiz #2</b></p> <p><b>Annotated Bibliography of Primary Source</b></p>
9 Citizens Opposed to the Carceral State and Mass Incarceration	<b>Mar. 9th</b>	<p>Week Nine Lecture</p> <p>Ruth Wilson Gilmore, "Introduction," in <i>Golden Gulag</i> (2007), 5-29 AND "Mothers Reclaiming Our Children," in <i>Golden Gulag</i> (2007), 181-211</p> <p>Mumia Abu-Jamal, "A Life Lived, Deliberately 1999," <i>Radical Philosophy Review</i>, 41-45</p>	<i>None</i>
	<b>Mar. 11th</b>	<p>Rubric for Primary Source Analysis Presentation</p> <p style="text-align: center;"><b>READING CIRCLE (Choose One)</b></p>	



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
		<ul style="list-style-type: none"> <li>★ Mumia Abu-Jamal, “Teetering on the brink between life and death,” in <i>Live From Death Row</i> (1995), 3-21</li> <li>★ “‘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</li> </ul>	None
10 SPRING BREAK	NO CLASS		
11 Abolition Democracy and the Limits of Prison Reform	Mar. 23rd	<p>Week Eleven Lecture</p> <p>Eduardo Mendieta, “Introduction” in <i>Abolition Democracy</i> (2005), [8 pages]</p> <p>Manisha Sinha, “The Radical Tradition of Abolition,” in <i>The Slave’s Cause</i> (2016), 1-5</p> <p>Julia Sudbury, “Reform or abolition?” (2015), 1-4</p> <p>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]</p>	None





Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
	<b>Mar. 25th</b>	<p>Critical Resistance, “Prison Industrial Complex,” [1 page]</p> <p>“African American Coalition Committee’s (AACC) of Norfolk MCI,” (2018), [4 pages]</p>	<i>None</i>
		<p><b>READING CIRCLE (Choose One)</b></p>	
		<ul style="list-style-type: none"> <li>★ Tiyo Attalah Salah-El, “A Call for the Abolition of Prisons 2001, in <i>New Abolitionists</i> (2005), 69-74</li> <li>★ Ivan Kilgore, “Not Worker, But Chattel,” (2019) [9 pages]</li> <li>★ 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</li> </ul>	
<p>12</p> <p>Political Dis-enfranchisement and the Denial of Citizenship Rights in the 21st Century</p>	<b>Mar. 30th</b>	<p>Week Twelve Lecture</p> <p>The Sentencing Project, “Locked Out 2022: Estimates of People Denied Voting Rights Due to a Felony Conviction,” 1-19</p> <p>The Sentencing Project, “Jail-Based Voting Advocacy Landscape Analysis,” [11 pages]</p> <p>elly kalfus, “Overcoming Barriers that</p>	<i>None</i>



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
		Prevent Eligible Incarcerated People from Voting in Massachusetts,” (2019), 3-11, Appendix A & B  Slave Narratives #42-34, “Real Thoughts and Experiences from the Perspective of Massachusetts Prisoners,”(2017-2018), [21 pages]	
	<b>Apr. 1st</b>	Derrick Washington, “Evolving Standards,” (2022), 82-92	<i>None</i>
		<b>READING CIRCLE (Choose One)</b>	
		<ul style="list-style-type: none"> <li>★ Da’Shaun Harrison, “Beyond Self-Love” <b>AND</b> “Black, Fat, and Policed,” in <i>Belly of the Beast</i> (2021), 1-9, 47-67</li> <li>★ 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] <b>AND</b> Mariame Kaba, “The System Isn’t Broken” in <i>We Do This ‘Til We Free Us</i>, (2021), [10 pages]</li> <li>★ We Charge Genocide, “Police Violence Against Chicago’s Youth of Color,” (2014), 1-13</li> </ul>	
	<b>Extra Credit:</b> Ballots Over Bars: An Oral History of Incarcerated People’s Fight for the Right to Vote in Massachusetts, (2018) [ <a href="#">mp3 files</a> ]	500-word Reflection Essay on Ballots Over	



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
			Bars: An Oral History
13 Citizenship Without Bars and Citizens Against Human Caging	Apr. 6th	<p>Week Thirteen Lecture</p> <p>Kalaniopua Young, "From a Native <i>Trans</i> Daughter," in <i>Captive Genders</i> (2011), 83-93</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>	None
	Apr. 8th	Rubric for Reading Circle Reflection Paper	<b>Reading Quiz #3</b>
		<p><b>READING CIRCLE (<i>Choose One</i>)</b></p> <ul style="list-style-type: none"> <li>★ Angela Davis, "Abolitionist Alternatives," in <i>Are Prisons Obsolete?</i> (2003), 105-115</li> <li>★ Mariame Kaba, "Participatory Defense Campaigns as Abolitionist Organizing" in <i>We Do This 'Til We Free Us</i>, (2021), [12 pages]</li> </ul>	<b>Primary Source Analysis Paper</b>
14	Apr. 13th	<b>Groups A &amp; B: Primary Source Analysis Presentations</b>	Questions for Student Groups A & B



Week	Date	Listening and Reading Assignments Due	Writing Assignments Due
Primary Source Analysis Presentations <i>No Live Discussion Session This Week</i>	Apr. 15th	<b>Groups C &amp; D: Primary Source Analysis Presentations</b>	Questions for Student Groups C & D
15 Primary Source Analysis Presentations	Apr. 20th	<i>None</i>	<b>Reading Circle Reflection Paper</b>
Debrief Celebration	<b>Apr. 22nd</b>	<b>Class Q&amp;A and Feedback Session on Presentations</b>	End of Semester Feedback Form



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	
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.	<b>In this course, students will:</b>  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

(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**

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.

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**

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

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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<b>WEEK TWO</b>	<ul style="list-style-type: none"> <li>★ How does custodial citizenship harm democracy?</li> <li>★ In what ways does the carceral state restrict the boundaries of citizenship in communities?</li> <li>★ What are historical causes and consequences of the criminalization of Black citizens in the US?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #3</b>	<b>CLASS SESSION #4</b>
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>

<b>WEEK THREE</b>	<ul style="list-style-type: none"> <li>★ What is the historical relationship between the incarceration of Indigenous people and colonial violence against Indigenous communities?</li> <li>★ How has incarceration evolved with respect to race, ethnicity, and gender since settler colonization in the US?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #5</b>	<b>CLASS SESSION #6</b>
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	<b>Short Answer Quiz on Weeks 1-3 Readings</b>	

<b>WEEK FOUR</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape slavery and citizenship in early America?</li> <li>★ How did enslaved Black women experience violence in captivity?</li> <li>★ How did Black leaders resist enslavement and exclusionary citizenship?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #7</b>	<b>CLASS SESSION #8</b>
<b>READING DUE</b>	<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>

<b>WEEK FIVE</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape criminalization and punishment after the Civil War?</li> <li>★ How did racial violence, sexual violence, and state violence undermine Black citizenship?</li> <li>★ In what ways did Black leaders and incarcerated citizens resist racial, sexual, and state violence?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #9</b>	<b>CLASS SESSION #10</b>
<b>READING DUE</b>	<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>

<b>WEEK SIX</b>	<ul style="list-style-type: none"> <li>★ How did incarcerated people resist Prison Jim Crow?</li> <li>★ Why did Black citizens confront Jim Crow jails during the Civil Rights era?</li> <li>★ In what ways have Black leaders challenged segregated citizenship, unequal punishment and juvenile injustice?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #11</b>	<b>CLASS SESSION #12</b>
<b>READING DUE</b>	<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>

	“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	<b>Short Answer Quiz on Weeks 4-6 Readings</b>	

<b>WEEK SEVEN</b>	<ul style="list-style-type: none"> <li>★ What does it mean to be a political prisoner?</li> <li>★ How have incarcerated leaders organized across racial and ethnic lines to fight for civil liberties and human rights?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #13</b>	<b>CLASS SESSION #14</b>
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>

<b>WEEK EIGHT</b>	<ul style="list-style-type: none"> <li>★ What role did jail uprisings and prison rebellions play in altering leadership and citizenship behind bars?</li> <li>★ Why did the prison abolition movement develop in the 1970s?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #15</b>	<b>CLASS SESSION #16</b>
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>

WEEK NINE	<ul style="list-style-type: none"> <li>★ What is the historical relationship between prisons and political economy?</li> <li>★ How have citizens and incarcerated people opposed the growth of the carceral state since the making of mass incarceration?</li> </ul>	
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	<b>ANNOTATED BIBLIOGRAPHY OF FOUR PRIMARY SOURCES</b> <b>Short Answer Quiz on Weeks 7-9 Readings</b>	

WEEK TEN
SPRING BREAK

WEEK ELEVEN	<ul style="list-style-type: none"> <li>★ What does abolition democracy mean?</li> <li>★ How have abolitionist critiques of disparities in American democracy evolved since slavery?</li> <li>★ How has prison abolitionism evolved since the '70s?</li> <li>★ What are major differences between prison reform versus prison abolition?</li> </ul>	
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>

	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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<b>WEEK TWELVE</b>	<ul style="list-style-type: none"> <li>★ How have incarcerated people resisted political disenfranchisement and the denial of citizenship rights in the 21st century?</li> <li>★ How have citizens confronted police violence in the age of mass incarceration?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #21</b>	<b>CLASS SESSION #22</b>
<b>READING DUE</b>	<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 &amp; 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>

<b>WEEK THIRTEEN</b>	<ul style="list-style-type: none"> <li>★ What alternatives to traditional punishment are citizens advocating for?</li> <li>★ How do incarcerated organizers and their allies imagine citizenship without bars?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #23</b>	<b>CLASS SESSION #24</b>
<b>READING DUE</b>	<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>

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

WEEK FIFTEEN		
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](mailto: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](mailto: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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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](https://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.

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

## **Delivery Well-Suited to DL/DH Environment**

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?  
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

**EDIT: In response to the feedback, this course will plan to include approx. 60 more minutes of lecture for the week. Readings will also in reality vary between 40-100 minutes per week, and longer-term assignments (like the annotated bibliography and primary source papers) will vary between 90-150 minutes, depending on the week.**

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.  
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Robert Mick* on *12/18/24*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.