

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4620
Course Title Race, Policing, and the American City
Transcript Abbreviation RacePolice&USCity
Course Description This course is a discussion-reading-intensive class on race & the criminal punishment system in the US (1890-present). Topics include Progressive Era panics around the criminality of racialized undesirables; a post-WWII urban crisis that created the impetus for an expansive War on Crime; present day law-&-order policing & its troubled relationship with neoliberal policy.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Seminar
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will identify the roles of racial segregation, economic disinvestment, and settler colonialism in creating a criminalized underclass or, in other words, in manufacturing crime.
- Students will assess the social policies and anti-crime strategies—especially policing—designed to manage the aforementioned underclass.
- Students will explain the myriad ways that members of this underclass have navigated and resisted their legal entanglements.
- Students will reconstruct and weigh broader academic conversations around race, cities, and the criminal punishment system.
- Through both regular in-session practice & a term project, students will train the skills to analyze firsthand primary source evidence; situate it within its particular place, time, & context; & propose cogent arguments about its meaning & importance

Content Topic List

- Crime & Punishment in Black America
- African Americans & Policing
- African American Women & Justice
- African Americans & Justice
- Rise of the Prison Industrial Complex

Sought Concurrence

No

Attachments

- Proposal_GECitizenship 4000_RacePolicingAmericanCity.pdf: GE Theme CJDW
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- ProposedSyllabus 4000_RacePolicingAmericanCity.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- CurriculumMap&ProgramLearningGoals_AAAS.docx: AAAS Curriculum Map
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- Concurrence Sociology.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Concurrence History.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Concurrence from City and Regional Planning Section The Knowlton School.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Concurrence Geography.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Concurrence Earth Sciences.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- [Syllabus_AFAMAST 4620_RacePolicingAmericanCity.docx: Revised Syllabus 5.7.25
(Syllabus. Owner: Beckham, Jerrell)

Comments

- Bernadette, I apologize I could not open or reopen them. I thought they were "normal" PDF when I saved them. The concurrence notifications have now been saved as word documents as opposed to PDF files (3.24.25). Thank you!
Here is the revised syllabus (5.7.25). *(by Beckham, Jerrell on 05/07/2025 09:46 AM)*
- Please see feedback email sent to department 04-22-2025 RLS *(by Steele, Rachel Lea on 04/22/2025 04:54 PM)*
- I am sorry, Jerrell, but I cannot open many of these PDF files. Could you please double check them & in needed re-upload differently? Thank you. *(by Vankeerbergen, Bernadette Chantal on 03/24/2025 12:24 PM)*

COURSE REQUEST
4620 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
05/07/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	12/05/2024 03:08 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	12/05/2024 03:58 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/13/2024 04:03 PM	College Approval
Submitted	Beckham,Jerrell	02/26/2025 09:13 AM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	03/22/2025 09:26 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/24/2025 12:25 PM	College Approval
Submitted	Beckham,Jerrell	03/24/2025 01:23 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	03/29/2025 07:32 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/03/2025 04:11 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/22/2025 04:54 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	05/07/2025 09:46 AM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	05/07/2025 10:06 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/07/2025 10:10 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/07/2025 10:10 AM	ASCCAO Approval

RACE, POLICING, and the AMERICAN CITY

The Ohio State University

AFAMAST [4XXX], a 3-credit hour seminar

In-person, twice per week, 80 minutes per meeting

[dates] [times] at [location]

Fall 2025

Instructor: V.N. Trinh

E-Mail: trinh.126@osu.edu

Office Location: 386E University Hall

Office Hours: [dates] [times]

General Education Theme(s): “Citizenship for a Just and Diverse World”

Course Description

“Race, Policing, and the American City” is a reading- and discussion-intensive seminar on race and the criminal punishment system in the United States from 1890 to the present. Topics include Progressive Era panics around the criminality of racialized undesirables; a post-Second World War urban crisis that provided the underlying impetus for an expansive War on Crime; contemporary law-and-order policing and its troubled relationship with neoliberal social policy; and the human ramifications of draconian enforcement, surveillance, and incarceration.

Course Objectives

The course revolves around five central pillars, which also reflect the learning objectives for its participants. First, students will identify the roles of racial segregation, economic disinvestment, and settler colonialism in creating a criminalized underclass or, in other words, in manufacturing crime. Second, they will assess the social policies and anti-crime strategies—especially policing—designed to manage the aforementioned underclass. Third, they will explain the myriad ways that members of this underclass have navigated and resisted their legal entanglements. Fourth, they will reconstruct and weigh broader academic conversations around race, cities, and the criminal punishment system. Finally, through both regular in-session practice and a sizable term project, students will train the skills to analyze firsthand primary source evidence; situate it within its particular place, time, and context; and propose cogent arguments about its meaning and importance.

Required Books

Cheryl Hicks, *Talk With You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935* (Chapel Hill: University of North Carolina Press, 2010)

Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Chapel Hill: University of North Carolina Press, 2017)

James Forman Jr., *Locking Up Our Own: Crime and Punishment in Black America* (New York: Farrar, Straus, and Giroux, 2017)

Forrest Stuart, *Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row* (Chicago: University of Chicago Press, 2016)

Students may purchase textbooks via the campus bookstore, and they may access all other assigned texts via the online course platform.

Requirements and Grade Distribution

Participation: 20%

Reader's Notes (4): 40%

Mid-Term Examination: 10%

Prospectus: 5%

Rough Draft: 5%

Term Paper: 20%

Reading and conversation form the heart of “Race, Policing, and the American City.” Thus, course participants are expected to complete assigned texts, attend meetings, and contribute to thoughtful discussions. Each class will have a discussion component, usually about the assigned readings and/or a primary source presented that day. Individuals who attend regularly, who make positive contributions to the discourse, who ask thoughtful questions which move the conversation forward, and who listen and respond thoughtfully to their interlocutors can expect excellent participation scores. Individuals who frequently have inexcused absences, who rarely make positive contributions, or who detract from the learning environment—that is, they disrupt or distract others, or they reflect a lack of meaningful engagement with their interlocutors—can expect weaker participation scores. Because discussions will often revolve around a previously assigned reading or task, a student who consistently completes all assigned readings and other tasks on time will position themselves well to participate.

For every three weeks of assigned reading, students must also submit a reading note that reflects their engagement with the material. In essence, these reading notes should reveal that a student has completed the reading and has grappled with the reading's ideas, themes, and evidence, and they will be evaluated on that basis. Beyond that, these notes can adopt whatever format best aids the individual student in learning. Students might—for example—send outlines, marginalia, synopses, and reflections for full credit. These notes encourage students to stay on schedule with the assigned readings and to organize their thoughts and reflections as they come. As the semester advances, students are encouraged to return to older reading notes and consider how their ideas and thoughts have evolved as they become gradually more experienced in the subject. Finally, the reading notes serve as a mechanism for more introverted students to express that they are still learning and considering the course materials, even if their in-class discussion contributions may be less frequent. My goal here is to foster close reading and serious thinking, not to worry over the particularities of note-taking technique. So long as the notes reflect a considered engagement appropriate to the material and pace of the course, they will receive full credit. Reading notes that are very voluminous may not necessarily indicate strong engagement, and reading notes that are very sparse may not necessarily indicate a lack of engagement; however, as a general rule, extremely sparse reading notes—that is, less than 100 words per week of assigned reading—will usually receive a relatively low score.

To evaluate their overall progress, participants will have one mid-term examination. In lieu of a final examination, students must also write a term paper (10-12 pages, double-spaced) on any subject that relates to race, policing, and/or incarceration in the U.S. The paper will analyze at least two different primary sources—broadly defined—to advance and/or interrogate an argument encountered during the semester. Because this assignment constitutes a substantial portion of their final grade, individuals are strongly urged to think ahead, start early, and visit

office hours throughout the semester in order to discuss their developing ideas, outlines, and/or drafts. To encourage these practices, students submit a prospectus that proposes a paper topic, presents a tentative argument, and details two viable sources for said topic during Week Nine; then, they submit a rough draft of the term paper for development and editing during Week Thirteen.

Office Hours

Please visit my scheduled office hours on [days] [times] at 386E University Hall. If you cannot meet during my scheduled office hours, let me know so that we can arrange an alternative day/time/location.

Academic Ethics

All forms of cheating and plagiarism are regarded as serious violations of academic ethics. If anyone is caught or suspected of cheating, the Committee on Academic Misconduct will be notified and appropriate action, including a failing grade in the course, may be taken. Individuals with an unclear understanding of what does or does not comprise cheating/plagiarism should therefore consult the [Code of Student Conduct](#). Experts and trainees in the humanities and social sciences typically prefer Chicago-style citations, but course participants may also use Modern Language Association (MLA) or American Psychological Association (APA) formatting.

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](#).

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are 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; 614-292-3307; or slds.osu.edu.

GE Citizenship for a Just and Diverse World (Theme)

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
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.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Rationale:

“Race, Policing, and the American City” thinks about urban anti-crime policies and the diverse neighborhoods where these policies operate. In the U.S., law enforcement acts as a major point of contact between the citizenry and the government; an average person going about their day is far more likely to deal with a police officer during a stop than they are to meet a mayor or city councilperson on the street. Thus, policing as an institution influences people’s relationship to the state and indeed their very conception of “citizenship.” That dynamic gains additional complexity in Black and other nonwhite neighborhoods, where structural racism has organized millions into a criminalized underclass, where the state’s interpretation of “justice” frequently deteriorates rather than enriches residents’ quality of life, and therefore where “citizenship” and “justice” adopt complex and perhaps contradictory new meanings.

A Note on Content

This course necessarily covers ideas, events, and imagery that some may find extreme or graphic. Topics include—but are not limited to—racism, sexism, and the many kinds of violence that embody those systems. As a collective, we must confront these topics in a tactful and critical fashion.

Course Outline

*****Instructor’s note: During most weeks, students will read between 80 and 110 pages. The median number of pages will be approximately 95.*

Week One (of 8 January)

Day One: Introductions and Syllabus Overview

Day Two: Primary Source Exercise

Week Two (of 15 January), on Racial Science and Modern Criminology

Day One: Khalil Gibran Muhammad, “Writing Crime into Race,” *Condemnation of Blackness*

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Introduction and Ch. 1

Week Three (of 22 January), on Power, Discipline, and Their Diffusion in Society

Day One: Michel Foucault, “Panopticism,” *Discipline and Punish*

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Ch. 2 and 5

Week Four (of 29 January), on Policing the Segregated City

Day One: Mary Ting Yi Lui, *Chinatown Trunk Mystery*, Introduction and Ch. 1

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Ch. 7 and 9

**Reading Note #1 due Friday 2 February at 5:00

Week Five (of 5 February), on Settler Colonialism

Day One: Sandow Birk, *Incarcerated*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Introduction and Ch. 1

Week Six (of 12 February)

Day One: Mid-Term Examination Review

Day Two: Mid-Term Examination

**Mid-Term Examination due Friday 16 February at 5:00

Week Seven (of 19 February), on Discipline and Public Order

Day One: George Kelling and James Wilson, "Broken Windows," *Atlantic*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Ch. 2-3

Week Eight (of 26 February), on Policing the Segregated City Redux

Day One: Gene Demby, Maria Paz Gutierrez, and Kara Frame, "Housing Segregation in Everything," *National Public Radio*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Ch. 4 and Ch. 6

**Reading Note #2 due Friday 1 March at 5:00

Week Nine (of 4 March), on Counterinsurgency

Day One: Joshua Bloom and Waldo Martin Jr., *Black Against Empire*, Ch. 9-11

Day Two: James Forman Jr., *Locking Up Our Own*, Introduction and Ch. 1

**Prospectus due Friday 8 March at 5:00

Week Ten (of 11 March)

**Spring Break

**No Course Meetings

Week Eleven (of 18 March), on the Twin Hands of the State

Day One: Elizabeth Hinton, *From the War on Poverty to the War on Crime*, Introduction and Ch. 2

Day Two: James Forman Jr., *Locking Up Our Own*, Ch. 3-4

Week Twelve (of 25 March), on the War on Drugs

Day One: Elizabeth Hinton, *From the War on Poverty to the War on Crime*, Ch. 9

Day Two: James Forman Jr., *Locking Up Our Own*, Ch. 5-6

**Reading Note #3 due Friday 29 March at 5:00

Week Thirteen (of 1 April), on Police Duty and Public Safety

Day One: Joshua DeShaney v. Winnebago County Department of Public Services (1989)

Day Two: Forrest Stuart, *Down, Out, and Under Arrest*, Preface, Introduction, and Ch. 1

**Rough Draft due Friday 5 April at 5:00

Week Fourteen (of 8 April), on Public Safety Beyond the Police

Day One: Ann Givens, "On Patrol With Chicago's Last Violence Interrupters," *Trace*

Day Two: Forrest Stuart, *Down, Out, and Under Arrest*, Ch. 2-3

Week Fifteen (of 15 April), on Justice

Day One: Forrest Stuart, *Down, Out, and Under Arrest*, Ch. 4-5

Day Two: Conclusions and Semester Reflections

**Reading Note #4 due Friday 19 April at 5:00

**Term Paper due Tuesday 30 April at 5:00

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

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

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

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><i>ELO 3.2</i> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><i>ELO 4.1</i> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

From: [Sawyer, Derek](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Friday, February 21, 2025 2:56:03 PM
Attachments: [image001.png](#)
[Outlook-The Ohio S.png](#) [image002.png](#)

Hi Jerrell,

The School Earth Sciences' curriculum committee has reviewed the concurrence request and we find no concerns. Looks like a great course.

Best regards, Derek



THE OHIO STATE UNIVERSITY

Dr. Derek E. Sawyer

Associate Professor

Associate Director of Administration School of Earth Sciences

Affiliated Faculty, Sustainability Institute The Ohio State University

275 Mendenhall Laboratory

Columbus, OH 43210 sawyer.144@osu.edu 614-292-7243

<https://u.osu.edu/basins/> [LinkedIn](#) | [Google Scholar](#)

From: Saltzman, Matthew [<saltzman.11@osu.edu>](mailto:saltzman.11@osu.edu)

Sent: Friday, February 21, 2025 1:44 PM

To: Guo, Jun-Yi [<guo.81@osu.edu>](mailto:guo.81@osu.edu); Costa, Ozeas [<costa.47@osu.edu>](mailto:costa.47@osu.edu); Sawyer, Derek [<sawyer.144@osu.edu>](mailto:sawyer.144@osu.edu); Beaudon, Emilie [<beaudon.1@osu.edu>](mailto:beaudon.1@osu.edu)

Subject: Re: Course Concurrence Request

I agree - this one is straightforward.



Matthew R. Saltzman

Professor

School of Earth Sciences Rm 215 Orton Hall

125 South Oval Mall, Columbus, OH 43210-1398 saltzman.11@osu.edu

From: Guo, Jun-Yi <guo.81@osu.edu>

Sent: Friday, February 21, 2025 1:17 PM

To: Costa, Ozeas <costa.47@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>; Saltzman, Matthew <saltzman.11@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>

Subject: RE: Course Concurrence Request

Hello Derek and all,

I read through both syllabi. Nothing is related to any course in geodesy. Best,

Junyi

From: Costa, Ozeas <costa.47@osu.edu>

Sent: Thursday, February 20, 2025 7:22 AM

To: Sawyer, Derek <sawyer.144@osu.edu>; Saltzman, Matthew <saltzman.11@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>; Guo, Jun-Yi <guo.81@osu.edu>

Subject: RE: Course Concurrence Request

I just finished reviewing the proposed syllabus and do not see any significant overlap between this course and our courses.

Ozeas

From: Sawyer, Derek <sawyer.144@osu.edu>

Sent: Wednesday, February 19, 2025 3:58 PM

To: Saltzman, Matthew <saltzman.11@osu.edu>; Costa, Ozeas <costa.47@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>; Guo, Jun-Yi <guo.81@osu.edu>

Subject: FW: Course Concurrence Request

Hi Curriculum Committee, Another concurrence request.

This one seems straightforward that there are no issues with any of our courses. Could you please let me know if you agree?

Thanks, Derek

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 23, 2025 2:42 PM

To: Carpenter, Soyoung <carpenter.634@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>

Cc: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Howat, Ian <howat.4@osu.edu>

Subject: RE: Course Concurrence Request Hello Professor Sawyer,

The Department of African American and Africans Studies is seeking concurrence from the School of Earth Science for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Thank you!

Jerrell

From: Carpenter, Soyoung <carpenter.634@osu.edu>

Sent: Thursday, January 2, 2025 3:38 PM

To: Beckham, Jerrell <beckham.4@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>

Cc: Howat, Ian <howat.4@osu.edu>

Subject: RE: Course Concurrence Request

Dear Jerrell,

I am connecting you with Professor [@Sawyer, Derek](#) as he overlooks the course schedule for Earth Sciences.

Best, Soyoung

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 2, 2025 3:32 PM

To: Carpenter, Soyoung <carpenter.634@osu.edu>

Subject: Course Concurrence Request Dear Soyoung,

The Department of African American and Africans Studies is seeking concurrence from the School of Earth Science for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your School agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall,
Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

From: [Houser, Jana](#)
To: [Beckham, Jerrell](#); [Coleman, Mat](#)
Subject: Re: Concurrence Request
Date: Monday, February 17, 2025 3:41:21 PM

Attachments: [image001.png](#)

Hello Jerrell,

The geography department concurs with this course proposal. It sounds like a great class! Good luck getting it off the ground.

Take care!

-Jana



Dr. Jana Houser

Director of Undergraduate Studies Associate professor of meteorology. Atmospheric sciences program.

Department of geography. The Ohio State University Columbus, OH

From: Beckham, Jerrell [<beckham.4@osu.edu>](mailto:beckham.4@osu.edu)

Sent: Thursday, February 13, 2025 9:50:10 AM

To: Coleman, Mat [<coleman.373@osu.edu>](mailto:coleman.373@osu.edu); Houser, Jana [<houser.262@osu.edu>](mailto:houser.262@osu.edu)

Subject: Concurrence Request Dear Dr. Coleman and Dr. Houser,

The Department of African American and Africans Studies is seeking concurrence from the Geography Department for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your department agrees with this new course offering by the Department of African American and African Studies? Thank you!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall, Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Clark, Jennifer](#)
Cc: [Trinh, Viet](#); [Rucker-Chang, Sunnie](#); [Van Maasakkers, Tijs](#); [Reece, Jason](#)
Subject: RE: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City
Date: Monday, January 27, 2025 2:09:25 PM
Attachments: [image001.png](#) [image002.png](#)

Thank you, Jennifer! I think we would appreciate a continuing conversation too. Jerrell

From: Clark, Jennifer [<clark.3550@osu.edu>](mailto:clark.3550@osu.edu)
Sent: Friday, January 24, 2025 4:28 PM
To: Beckham, Jerrell [<beckham.4@osu.edu>](mailto:beckham.4@osu.edu)
Cc: Trinh, Viet [<trinh.126@osu.edu>](mailto:trinh.126@osu.edu); Rucker-Chang, Sunnie [<rucker-chang.1@osu.edu>](mailto:rucker-chang.1@osu.edu); Van Maasakkers, Tijs [<vanmaasakkers.1@osu.edu>](mailto:vanmaasakkers.1@osu.edu); Reece, Jason [<reece.35@osu.edu>](mailto:reece.35@osu.edu)
Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

Yes, we concur. We just wanted to also start a conversation about coordinating.

And I forgot to cc in Jason and Tijs...so thank you for doing that. I was clearly trying to do too many things at once!

Hope everyone has a lovely weekend. Best,

Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [Regional Studies](#)

200E Knowlton Hall

275 West Woodruff Avenue Columbus, OH 43210-1138

614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 23, 2025 at 3:13 PM

To: Clark, Jennifer <clark.3550@osu.edu>

Cc: Trinh, Viet <trinh.126@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Subject: FW: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Jennifer,

Thank you for getting back to me. I am sure our faculty would be happy to collaborate and coordinate as the courses develop too. I included our undergraduate directory, Sunnie Rucker- Chang, and the author this proposal, Viet Trinh in this correspondence. I think we can safely say there will be little duplicated content in terms of crime prevention through environmental design. Do you agree with concurrence request? Thank you! Happy new year and hope you all are staying warm.

J. Beckham

From: Clark, Jennifer <clark.3550@osu.edu> **Sent:** Tuesday, January 7, 2025 12:23 PM **To:** Beckham, Jerrell <beckham.4@osu.edu>

Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

I spoke with the CRP faculty and we have two courses we would like to share with you (syllabi attached).

CRPLAN 3500: The Socially Just City

CRPLAN 3510: Crime, Safety, and the Built Environment.

Our faculty looked at this course content as compared to what you shared with us.

There is some overlap (primarily around the topics of surveillance and outcomes related to mass incarceration). We would be more concerned, however, if there was duplication around the CPTED content, hostile architecture, trauma informed community building or violence prevention content.

We do feel like these courses (your proposed course and these two existing courses) could be nice complements to each other and we could perhaps make a point of letting students know about all of these.

I have cc'ed our Undergraduate Program Chair, Prof. Tijs van Maasakkers and the original designer of both courses, Prof. Jason Reece. I am sure they would be happy to talk to your

faculty to collaborate/coordinate as these courses evolve. Please let me know what your think.

Best, Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [Regional Studies](#)

200E Knowlton Hall

275 West Woodruff Avenue Columbus, OH 43210-1138

614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Friday, January 3, 2025 at 10:36 AM

To: Clark, Jennifer <clark.3550@osu.edu>

Subject: RE: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Jennifer,

Thank you for getting back to me. Please let me know what you UG program chair, professors, and you think once you speak to them and hopefully, we will be able to move forward from there. Thank you again!

Jerrell

From: Clark, Jennifer <clark.3550@osu.edu>

Sent: Friday, January 3, 2025 9:37 AM

To: Beckham, Jerrell <beckham.4@osu.edu>

Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

Thank you. We'll look at this and get back to you. We do have a couple of courses that may have some overlap.

I'm sure we can work it out but I'd like to discuss with our UG program chair and the professor(s).

Best, Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [Regional Studies](#)

200E Knowlton Hall

275 West Woodruff Avenue Columbus, OH 43210-1138

614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 2, 2025 at 3:29 PM

To: Clark, Jennifer <clark.3550@osu.edu>

Subject: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Professor Clark,

The Department of African American and Africans Studies is seeking concurrence from the Knowlton School, City and Regional Planning for the following course,

AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your School agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall,
Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Thursday, January 23, 2025 2:44:21 PM

Attachments: [image001.png](#)

From: Reed, Christopher [<reed.434@osu.edu>](mailto:reed.434@osu.edu)
Sent: Thursday, January 2, 2025 5:23 PM
To: Getson, Jen [<getson.3@osu.edu>](mailto:getson.3@osu.edu); Beckham, Jerrell [<beckham.4@osu.edu>](mailto:beckham.4@osu.edu)
Subject: Re: Course Concurrence Request

Hi Jerrell,

The History department confirms concurrence for AFAMAST 4XXX - Race, Policing, and the American City.

Thank you, Chris Reed

***** Christopher A. Reed

Chair, Undergraduate Teaching Committee, 2024-26 Assoc Prof of Modern Chinese & East Asian History
The Ohio State University

Columbus, Ohio 43210 reed.434@osu.edu

On 1/2/25, 4:09 PM, "Getson, Jen" [<getson.3@osu.edu>](mailto:getson.3@osu.edu) wrote:

Hi Jerrell,

Happy new year! I'm copying our new UTC Chair, Chris Reed, on this email so he can provide the official faculty answer.

Thanks!

Jen

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 2, 2025 3:33 PM

To: Getson, Jen <getson.3@osu.edu>

Subject: Course Concurrence Request

Hello Dr. Getson,

The Department of African American and Africans Studies is seeking concurrence from the Department of History for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your Department agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

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beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Thursday, January 23, 2025 2:43:27 PM

Attachments: [image001.png](#) [image002.png](#)

From: Colen, Cynthia <colen.3@osu.edu>
Sent: Tuesday, January 7, 2025 4:51 PM
To: Beckham, Jerrell <beckham.4@osu.edu>
Subject: Re: Course Concurrence Request

Hi Jerrell,

We are happy to grant concurrence. Best,

Cindy



Cynthia Colen, PhD, MPH

she/her/hers

Professor and Interim Chair

Department of Sociology, College of Arts and Sciences

Faculty, Division of Health Behavior & Health Promotion, College of Public Health Research Affiliate,
Institute for Population Research

The Ohio State University colen.3@osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 2, 2025 at 3:31 PM **To:** Colen, Cynthia <colen.3@osu.edu> **Subject:** Course Concurrence Request

Dear Prof. Colen,

The Department of African American and Africans Studies is seeking concurrence from the Department of Sociology for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your Department agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall, Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

	<i>Program Learning Goals</i>		
	Goal A: Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.	Goal B: Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	Goal C: Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<i>Core Courses</i>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<i>Elective Courses</i>			
2000-Level (<i>Max of 3 courses</i>)	Beginning	Beginning	Beginning
3000- Level (<i>Max of 3 courses</i>)	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
4000-Level	Advanced	Advanced	Advanced
5000-Level	Advanced	Advanced	Advanced