

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Languages, Linguistics and Comparative Literature College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair  _____ College Curriculum Chair  _____ College Dean _____ UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____			Date 3/19/2021 _____ 3.22.21 _____ 3-25-2021 _____ _____ _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

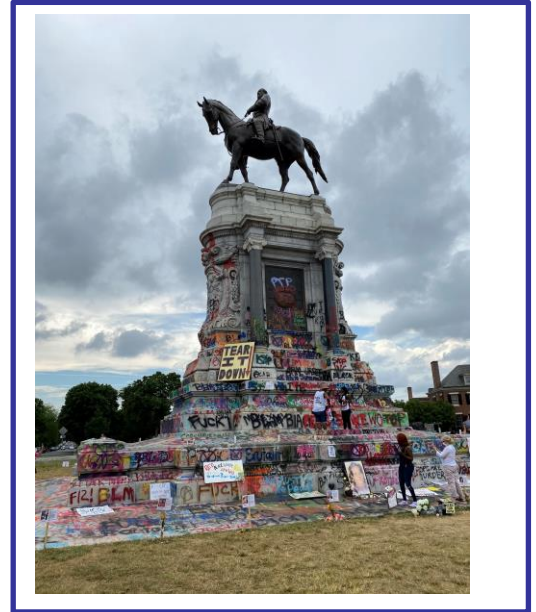
Florida Atlantic University
Department of Languages, Linguistics & Comparative Literature

HUM 2470 Racism & Anti-Racism

Spring 2022
3 credit hours

Instructor of Record: Carla Calargé
Office location: CU 270
Office hours:
Phone number: 561-297-2533
Email: ccalarge@fau.edu

Course prerequisites: N/A
Course co-requisites: N/A



Placement in program:

This course fulfills the **HUMANITIES** requirements for the **Intellectual Foundations Program (IFP)** by fulfilling the following IFP SLOs:

- *reflect critically on the human condition.*
- *demonstrate the theory or methods behind forms of human expression."*

Catalog course description:

This interdisciplinary course looks at the concepts of Race, Racism, and Anti-Racism from a variety of disciplines and perspectives. It is designed as a series of modules that draw each on the expertise of a different faculty in the College of Arts and Letters. Students will be invited to learn, examine, and reflect on the complex relationships between race and racism and how they have shaped anti-racist movements from the 19th century until present.

This is a General Education course.

Expanded course description:

Today, scholars agree that race is a social construct that has no biological basis. Yet the concept of race has had material implications for individuals and societies as it was used to classify groups and assign them status according to their race. Race was used as an invented category that explained and justified the oppression and subjugation of some, while also naturalizing and normalizing the privilege and power of others.

Racism is an ideology and a set of practices that assign people to a certain racial category and places them in a hierarchy to justify their superiority or inferiority because of their belonging to an ascribed race. Racism encouraged and helped the creation of structures of domination and inequality designed to maintain those power systems that feed racism. Institutional racism is a form of racism that structures society in a way designed to maintain the privileges of dominant groups as well as the oppression of dominated groups.

Antiracism is a conscious effort to combat racism by changing/ breaking the policies and structures that allow it and feed it. Anti-racists fight for a more equitable and just world in which privilege is abolished, violence and discrimination are eradicated, and policies are designed to serve the interest of all people and not just the few. They fight to abolish the structures, institutions, policies, and laws that maintain inequalities, and replace them with more equitable ones.

This course looks at the concepts of Race, Racism, and Anti-Racism from a variety of perspectives and disciplines. More specifically it looks at the Black Lives Matter movement that emerged in recent years. It is designed to help students reflect on the historical trajectory of anti-racist movements such as BLM along with other movements that preceded them or were influenced by them, learn about their plights and demands, examine their slogans, their music, etc.

Course objectives:

In this course, students will:

- Examine theoretical explanations of (structural) racism and frameworks of anti-racist praxis;
- Explore specific historical moments where tensions regarding race have emerged as well as resistance movements that envision a more equitable world;
- Analyze how cultural texts like books, films, paintings, videos, poems, performance arts, etc. might assist and/or impede our ability to imagine how race, racism, and anti-racism function;
- Examine how white supremacy operates in and through other systems of domination, including heteropatriarchy, capitalism, ableism, etc.;
- Develop an understanding of individual agency and collective action in envisioning and creating a just society from a transnational perspective.

Learning Outcomes:

At the end of this course, students will have learned to:

- Critically examine racial concepts and theories that have been developed and used to justify the socio-economic statuses of various racialized groups;
- Recognize critical perspectives and theories on “racism and anti-racism”, and their socio-political implications;
- Define and distinguish between racist and antiracist practices, institutions, and ideologies;
- Recognize how systemic racism operates and how it affects the lives of racialized groups;
- Recognize how white supremacy operates, and the intersectionality of race with other social categories such as gender and class in national and international contexts;
- Think reflexively about their own racial position within white supremacist racial orders;
- Apply analytical thinking skills to show how racial ideologies and other systems of domination are expressed (and/or reproduced) and resisted in cultural products;
- Apply knowledge (historical, theoretical, etc.) on racism and anti-racism to better understand contemporary issues around race;
- Apply knowledge (historical, theoretical, etc.) on racism and anti-racism to arrive at reasoned conclusions;
- Develop critical thinking, writing, and reading skills related via assignments and class participation.

Required texts:

Keeanga-Yamahtta Taylor. *From #BlackLivesMatter to Black Liberation*. Haymarket Books, 2016. ISBN: 9781608465620

Course assessments, Assignments, Grading policy, and Course policies:

Module assignments:

- There will be 7 module assignments based on the readings, lectures, videos, and other materials for each of the 7 course modules.
- Each module assignment is worth 13% of the total grade.
- The assignments may include quizzes, multiple choice Qs, true/false Qs, short answer Qs, long answer/essay Qs, discussion board posts, short papers, and short critical reflections. For a description of each module’s assignment, please refer to the calendar at the end of the syllabus.

Discussion board posts:

As part of an assignment, you may be asked to post an original submission to the discussion board and reply to another student’s post with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette must be followed. Replies should not resemble text messages you exchange with your friends. Full sentences, proper spelling, proper source citations, etc., are expected. Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**). For maximum points, please reference external research or examples as well as the discussion rubrics.

- All assignments will be done online in Canvas. Some assignments may be timed.

Late assignments:

All assignments must be completed for a passing grade. Please consult the grading rubric to understand how late work is graded for each assignment and consult the Course Calendar for deadlines. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit. Without legitimate documentation, late assignments do not receive full credit.

Grade components:	Weight
7 module assignments	7 x 13% = 91%
Attendance	9%

Grading Scale:

A	94.0-100%	B-	80.0-82.99%	D +	65.0-69.99%
A-	90.0-93.99%	C+	75.0-79.99%	D	63.0-64.99%
B+	87.0-89.99%	C	73.0-74.99%	D-	60.0-62.99%
B	83.0-86.99%	C-	70.0-72.99 %	F	0%-59.99%

Note: Averages will not be rounded up at the end of the semester since the two lowest test scores will be dropped.

Testing policy:

All assignments must be completed and submitted electronically via Canvas and by the submission deadline (extended deadlines may be available for some assignments for partial credit - see assignment instructions). After the deadline, submissions will not be accepted and will automatically receive a zero score.

All writing assignment questions and discussion board posts have grading rubrics. Be sure

to consult the grading rubrics and sample answers (if provided) before answering and posting.

Technology and computer requirements:

(1) Minimum technology requirements for this course:

Computer requirements:

- Peripherals:
 - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software:
 - Once logged in to Canvas, please visit the 'Students' tab located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
 - Other software may be required for specific learning units and/or modules. If so, the necessary links to download and install will be provided within the applicable unit and/or module.

(2) Minimum technical skills requirements:

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

- accessing Internet;
- using Canvas (including taking tests, attaching documents, etc.);
- using email with attachments;
- creating and submitting files in commonly used word processing program formats such as Microsoft Word;
- copying and pasting functions;
- downloading and installing software;
- using presentation, graphics, and other programs;
- creating and posting to discussion boards, blogs, or wikis;
- searching the FAU library and websites.

Technical support:

Technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

- If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file.
- Complete a Help Desk ticket: [Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - select “Canvas (Student)” for the Ticket Type;
 - input the Course ID;
 - in the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP);
 - attach the Print Screen file, if available.
- Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (see above).
- If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (see above).
- If you do not have access to a computer, call your instructor with all pertinent information of the incident. If they are not available, make sure you leave a detailed message.
- If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Americans with Disabilities Act Amendments Act:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) — however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity Policy Statement:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it

interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Netiquette & Classroom Etiquette Policy:

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU's [Netiquette policy](#).

For the FAU's policy on student conduct, see [Student Conduct Policy](#).

Communication Policy:

Expectations for Students:

- **Announcements**: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in. Check your FAU email regularly.
- **Email**: You are responsible for reading all of your course email and responding in a timely manner.
- **Course-Related Questions**: You can post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Instructor's plan for classroom response time & feedback:

- **Email**: Except for Saturdays, Sundays, and holidays, instructor will aim to respond to your messages within 24 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

- Assignment feedback: Feedback will be provided on submitted assignments within one week of the submission date. If an assignment requires a longer review period, this will be communicated to students by the instructor.
- Course-related questions: Except Saturdays, Sundays, and holidays, instructor will aim to respond to questions within 24 hours.

Support services & Online resources:

Office of Information Technology Online Help Desk:	FAU Help Desk
FAU Libraries:	FAU Library
Center for Learning and Student Success:	FAU Center for Learning
University Center for Excellence in Writing:	FAU Excellence in Writing
Math Learning Center:	FAU Math Center
Office of Undergraduate Research and Inquiry:	FAU Undergraduate Research
Student Accessibility Services:	FAU Student Accessibility Services
Office of International Programs and Study Abroad:	FAU International Programs
Freshman Academic Advising Services:	FAU Freshman Advising

Faculty rights & responsibilities:

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions, which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- to establish and implement academic standards;
- to establish and enforce reasonable behavior standards in each class;
- to refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust the Syllabus as necessary.

Selected University & College Policies:

Grade Appeal Process:

A student may request a review of the final course grade when they believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

Religious Accommodation Policy Statement:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University-Approved Absence Policy Statement:

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

Drops/Withdrawals:

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course: [FAU Registrar Office](#).

Tentative Calendar

Week 1 Session 1	Course Syllabus, Assignments,	Buy book
Session 2	Introduction to course with Prof. Carla Calargé	Buy Book and start reading introduction
<p>Weeks 2 & 3 Module 1: The social origins of “racial categories.” Prof. Stephanie Ortiz</p> <p>In this module, students will examine the social origins of “racial categories,” including how they were created, how they continue to be recreated, and for what purposes. Students will also learn key sociological theories to explain the emergence and persistence of racism.</p>		
	In class activities	Assignment to be completed in preparation for this session
Session 1	Introduce students to the concept of a “social construct,” and explore how race is an example of a social construct. Define the multiple dimensions of race.	WATCH: <i>Race: The Power of an Illusion</i> , Episode 1, on Kanopy
Session 2	Explore how official and unofficial definitions of race have changed over time, and the role of pseudo-science in establishing the legitimacy of racial categories	WATCH: <i>Race: The Power of an Illusion</i> , Episode 2, on Kanopy
Session 3	Using Critical Race Theory and Systemic Racism Theory, explore some of the explanations of why these racial categories were created, and what some of the consequences are when society is organized along a racial hierarchy.	READ: Taylor. 2016. “Introduction: Black Awakening in Obama’s America” in <i>From #Black Lives Matter to Black Liberation</i> Miles. 2020. “How a Democracy Killed Tamir Rice: White Racial Frame, Racial Ideology,

		and Racial Structural Ignorance in the United States” in <i>Gender, Sexuality and Race in the Digital Age</i>
Session 4	Drawing from Colorblind Racism, we end this unit by considering how to theorize some of the barriers to addressing racism in the present day.	READ: Ortiz. 2020. “Racists Without Racism? From Colorblind to Entitlement Racism Online.”

Learning outcomes: by the end of this module, students will be able to reflect critically on the human condition by explaining how race is a social construct and assessing the validity of claims that race is a biological reality. Students will also be able evaluate theories of racism and apply them to contemporary cases of racial inequality and/or lived experiences.

Assessments:

- Week 2: Having learned about the origins of racial categories, submit a 1-2 paragraph critical reflection on your earliest experience of racialization and explain how racialization affects the human experience.
- Week 3: Having learned about some of the sociological theories of racism, submit a 2-3 paragraph critical response applying a theory of racism to explain how human expression and lived experiences are stifled by racial inequality?

Weeks 4 & 5 Module 2: A Culture of Racism Professor Mark Harvey**Cultural racism, poverty, and inequality in the Mississippi Delta and South Texas**

In this module, students will: Examine theoretical explanations of cultural racism; Explore specific historical moments/cases where tensions regarding race have emerged as well as resistance movements; Examine how white supremacy operates in and through other systems of domination, including capitalism, politics, and the welfare state; Develop an understanding of individual agency and collective action in envisioning and creating a just society.

Session 1	Interactive lecture: Introduce concept of <i>cultural racism</i> . Explain the emergence of cultural racism in the US in the wake of the Civil Rights Movement. Short film clips	Yamahtta-Taylor, Ch 1 (all)
Session 2	Reading quiz. Interactive lecture: Explain the difference ethnic group discrimination and racism. Explore how Jews and other racialized European “ethnics” became “white” in the US and why African Americans and Mexican Americans have not. Interactive lecture, short film clips	Omi and Winant, <i>Racial formation in the US</i> , pps... Brodkin, <i>How Jews became white folks</i> , pps....
Session 3	Reading quiz. Interactive lecture. Explain the cultural bases of the black resistance movements and the white backlashes against them. Short film clips	Eduardo Bonilla-Silva: <i>Racism without racists</i> . <i>Something on BLM</i>
Session 4	View documentary film, <i>Precious knowledge</i> . Discussion	Short paper on cultural racism (3 pages)

Learning Outcomes: by the end of this module, students will understand racial concepts and theories developed and used to justify the unequal statuses of racialized groups; Distinguish between “racist” and “antiracist” practices, institutions, and ideologies; Recognize how systemic racism

operates and how it affects the lives of racialized groups; Think reflexively about their own racial position within the US white supremacist racial order

Assessment: In-class Reading quizzes (3); Participation in interactive lecture/class discussion Short paper (3) pages explaining concept of cultural racism and applying it to analysis BLM and the backlash against it.

Weeks 6 & 7 Module 3: A Brief History of Racism in America (and in Florida). Prof. Evan Bennett

Session 1	Development of slavery, race, and citizenship in U.S. from colonial period to 19 th century. Focus on exclusion of Black people from citizenship.	Read assorted laws/court decisions from colonial to 19 th century, including South Carolina Negro Act (1730), Naturalization Act of 1790, and <i>Dred Scott</i> (1857)
Session 2	From the 14 th amendment to Jim Crow. Picking up on previous lecture, focus on development of broader notions of citizenship and U.S. retreat from full citizenship for Black people.	Read laws and court decisions from late 19 th to early 20 th century, including <i>Plessy</i> (1896)
Session 3	Lynching and Everyday Violence in the Sunshine State. In Florida, Black people were statistically more likely to be lynched than in any other state. At the same time, mass attacks on Black communities (such as Rosewood and Ocoee) were not uncommon. Lecture will focus on everyday violence as tool of maintaining white supremacy.	Read chapter from Tameka Bradley Hobbs' <i>Democracy Abroad, Lynching at Home</i> and Bill Maxwell's short essay "Crescent City"
Session 4	Official violence against Black people in Florida. This lecture will examine the arc	Newspaper articles on the graves at the Dozier School.

from the convict lease to mass incarceration, including violence by police forces in 20th century Florida.

Learning outcomes: By the end of this module, students will be able to explain the broad history of racism, state policy, and violence in colonial British America, the United States, and the state of Florida. Students will be able to see the broader sweep of historical periodization.

Assessment: timeline-like assignment where students will be given a list of events/topics and asked to place them on a rough timeline that focuses less on exact dates and more on overall chronology/ordering.

Weeks 8 & 9 Module 4 : A History of Black Politics, Prof. Jermaine Scott

In this unit, students will learn the history of Black electoral, cultural, and activist politics, from Reconstruction to the Obama era. Students will understand the multiple expressions of Black politics throughout the long twentieth-century, and the possibilities and limitations of Black political representation.

Session 1	Lecture – Black Politics from Reconstruction to Civil Rights	
Session 2	Watch “Black Leaders Discussion (1973)” on YouTube and respond to questions	Prior to class, read Chapter 3 of <i>From #BlackLivesMatter to Black Liberation</i>
Session 3	Lecture – Black Cultural Politics from the Black Arts Movement to Black Lives Matter	Prior to class, read Chapter 1 of <i>Black Power: The Politics of Liberation</i>
Session 4	Discussion on readings and show examples of Black cultural politics (hip-hop)	Chapter 7 of <i>Democracy in Black</i>

Learning outcomes: by the end of this module, students will have gained an understanding of the historical trajectories of Black politics from Reconstruction to the Black Lives Matter Movement. Students will have learned not only the significance of Black electoral representation, and it's limitations, but the radical political possibilities of Black popular culture.

Assessment: Response questions to "Black Leaders Discussion" and short quiz on module's readings

Weeks 10 & 11 Module 5: "Making All Black Lives Matter": #BLM and Black Queer Feminisms

Prof. Ashvin R. Kini

In this module, students will: Examine theoretical explanations of (structural) racism and frameworks of anti-racist praxis; Analyze how cultural texts like books, films, paintings, videos, poems, performance arts, etc. might assist and/or impede our ability to imagine how race, racism, and anti-racism function; Examine how white supremacy operates in and through other systems of domination, including heteropatriarchy, capitalism, ableism, etc.

<p>Session 1</p>	<p>In-class screening: Danez Smith, "Dinosaurs in the Hood"</p> <p>Discussion of readings by Taylor and Ransby</p>	<p>Read: Taylor, ch. 5, "Barack Obama: The End of an Illusion"</p> <p>Read: excerpt from Barbara Ransby, <i>Making All Black Lives Matter: Reimagining Freedom in the 21st Century</i></p>
<p>Session 2</p>	<p>In class screening: Kimberlé Crenshaw, "The Urgency of Intersectionality"</p> <p>Discussion of Combahee and Crenshaw</p>	<p>Read: Combahee River Collective, "A Black Feminist Statement"</p> <p>Read: Kimberlé Crenshaw, "Intersectionality and Identity Politics: Learning from Violence Against Women of Color"</p>
<p>Session 3</p>	<p>Discussion of <i>Moonlight</i></p>	<p>Watch: <i>Moonlight</i>, dir. Barry Jenkins, 2016 (available to stream on Kanopy)</p>

<p>Session 4</p>	<p>Discussion of <i>Moonlight</i> continued, with Garza and Shatz</p>	<p>Read: Alicia Garza, “A Herstory of the #BlackLivesMatter Movement”</p> <p>Read: Adam Shatz, “How to Swim: <i>The Birth of a Nation, Moonlight</i>, and the Black Protest Tradition”</p>
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Learning outcomes: by the end of this module, students will have learned to:

- Critically examine racial concepts and theories that have been developed and used to justify the socio-economic statuses of various racialized groups;
- Recognize critical perspectives and theories on “racism and anti-racism”, and their socio-political implications;
- Recognize how systemic racism operates and how it affects the lives of racialized groups;
- Recognize how white supremacy operates, and the intersectionality of race with other social categories such as gender and class in national and international contexts;
- Apply analytical thinking skills to show how racial ideologies and other systems of domination are expressed (and/or reproduced) and resisted in cultural products;
- Apply knowledge (historical, theoretical, etc.) on racism and anti-racism to better understand contemporary issues around race;

Assessment: 1-2 page written reflection on *Moonlight* in the context of our discussions of intersectionality, Black feminisms and Black queer cultural politics

Weeks 12 & 13 Module 6: Stories of Black Protest, Trauma, and Survival. Prof. Dagbovie-Mullins

In this module, students will consider how contemporary black writers narrate police brutality and black trauma. Students will read poetry and short stories that echo the rallying cries and protests of the Black Lives Matter Movement, in particular “the dehumanizing aspects of anti-Black racism in the United States.” (Taylor 182).

<p>Session 1</p>	<p>In class: Read and analyze poetry</p> <p>Ross Gay, “A Small Needful Fact” and “Pulled Over in Short Hills, NJ, 8:00 AM”</p> <p>Reginald Harris, “New Rules of the Road”</p>	<p>Read Taylor, Chap 6 (“Black Lives Matter: A Movement, Not a Moment”), pages 153-173</p>
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	Harryette Mullen, "We Are Not Responsible"	
Session 2	In class: Watch Childish Gambino video: "This is America" (2018) Students will discuss and analyze "The Finkelstein 5"	Read Nana Kwame Adjei-Brenyah, "The Finkelstein 5" (2018)
Session 3	Students will discuss and analyze "Heads of the Colored People"	Read Nafissa Thompson-Spires, "Heads of the Colored People: Four Fancy Sketches, Two Chalk Outlines, and No Apology" (2018)
Session 4	Students will discuss analyze "Zimmer Land"	Read Taylor, pages 177-186 Read Nana Kwame Adjei-Brenyah, "Zimmer Land" (2018)
<p>Learning outcomes: by the end of this module, students will have insight into how contemporary black writers have responded to #BLM in their work. Students should be able to make connections between Keeanga-Yamahtta Taylor's Chapter on the Black Lives Matter movement and fiction/poetry.</p> <p>Assessment: 1 quiz and 1 one page analysis</p>		
<p>Module 7: Labor Resistances, Dr. Christopher Robé</p> <p>Students will analyze a wide range of texts from short films, videos, pamphlets, and essays; explore racism that circulates within the union movement and the challenges to it; analyze the struggle and theories behind the human expression for self-determination by various working-class communities both within the United States and globally.</p>		

Session 1	Session 1	Read Chp 7 (191-205) along with Black Panther Party 10 point program;
Session 2	Session 2	Watch first half of <i>Finally Got the News</i> (1971) and read newsletters from the Dodge Revolutionary Union Movement; read article on <i>Finally Got the News</i>
Session 3	Session 3	Watch second half of <i>Finally Got the News</i> (1971); Discussion board post regarding aesthetic form's relationship to politics in the film and women's role in the struggle
Session 4	Session 4	Screen Argentinian and Egyptian factory takeovers; discussion board post that analyzes how later worker struggles relate to the earlier period under study; screen and Mosireen shorts
<p>Learning outcomes: by the end of this module, students will be initiated to provide close analysis of audio-visual mediums; provide comparative analysis between different texts; engage in critical thinking on the human condition first by assessing the political viewpoints contained in the texts and narratives under study; and next by carefully examining the wider cultural and sociopolitical contexts in which these texts and their political viewpoints circulate</p> <p>Assessment: 1 quiz and 1 page analysis</p>		