

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves per Dr. Harrison.

From slavery to Jim Crow and segregation, to the heinous murders of Emmitt Till and George Stinney, to countless recent murders of unarmed Black men and women, including the Trayvone Martin murder that sparked the BLM movement, and the George Floyd murder that sent the nation and world into a frenzy, Black men and women have wondered for centuries whether their lives hold value in the eyes of White America. In fact, even when boldly and painfully declaring so, such sentiments have been countered by insensitive assertions suggesting otherwise. Meanwhile, conservative notions of a post-racial society, and liberal notions of “colorblindness” have leveraged politics to minimize the Black experience similarly to the social indictments against Blackness as previously mentioned. The course will utilize Conflict Theory and Critical Race Theory as academic lenses through which to and critique the ways in which Blacks and other non-whites are represented in society. The liberal notion of colorblindness and the conservative idea of a post-racial society will be examined along with these academic theories to help strengthen

contributions that are often overlooked by dominant mainstream narrative, while examining the role of bias and its associated terminology as it speaks to myths of laziness, criminality, deviant behavior, and unintelligence.

3 credit hour class: Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours

Upon successful completion of this course, students will:

1. Develop critical cultural consciousness as it pertains to various social and ethnic identities as viewed through the lens of Black oppression, struggles, and political reform.
2. Learn history of the Black experience in America dating back to slavery, and ongoing systemic efforts to marginalize Black progress.
3. Analyze the Civil Rights Movement (CRM), its leverage in promoting equality for all populations, and the emergence of Critical Race Theory in response to stagnant post CRM progress.
4. Analyze the Black Lives Matter movement in comparison to the notion of Black Lives mattering and compare this movement to other notable movements for Black racial equality.
5. Develop an understanding of how education, artistic expression, and other factors that have influenced social mobility among Blacks despite racial discrimination, exclusion, and oppression.
6. Developing awareness of racially biased economic oppression and accurately assessing its effect and affect.
7. Understanding how interdisciplinary approaches shape the learning and understanding of wealth, power, and prosperity, as they pertain to race.

Upon successful completion of this course, students will be able to:

- Learning Objective 1: Through a combination of assigned readings, articles, primary sources, and videos we will explore the societal evolution of Blackness in America as it relates to White Supremacy and various conceptions of both overt and innocuous oppression.
- Learning Objective 2: Identify and describe the major components and principles of multicultural competence in relationship to the Black experience and its intersectionality with the basic human desires to be heard, understood, recognized, treated fairly, and given equal opportunities.
- Learning Objective 3: Explore stereotypes and assumptions about Blacks in America with regards to how deficit informed biases have helped shape a culture of dominance and subordination between Whites and non-Whites, Blacks particularly.

- Learning Objective 4: Identify broader social implications for how (a) the BLM movement has evolved, and (b) the significance of similar notions outside of the movement, and their impact of this evolution on society.
1. General introduction to diversity, equity, and inclusion.
 2. Familiarization with the BLM movement and other significant movements for equality.
 3. Critical thought discussing the pros and cons of the BLM movement with regards to Black progress in America.
 4. Impact of diversity on society (past, present, and future).

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In class discussion, lectures and assignments.

It is your responsibility to keep current on the assigned textbook readings, assignments and notes.

: This course will provide students with the opportunity to integrate and apply knowledge of diversity obtained in their course, while integrating their own identities, experiences, and perspectives into the curriculum. Specific objectives It is your r2619B420p19 (1) 12 (2) 5 (3) 10 (4) 11 (5) 12 (6) 13 (7) 14 (8) 15 (9) 16 (10) 17 (11) 18 (12) 19 (13) 20 (14) 21 (15) 22 (16) 23 (17) 24 (18) 25 (19) 26 (20) 27 (21) 28 (22) 29 (23) 30 (24) 31 (25) 32 (26) 33 (27) 34 (28) 35 (29) 36 (30) 37 (31) 38 (32) 39 (33) 40 (34) 41 (35) 42 (36) 43 (37) 44 (38) 45 (39) 46 (40) 47 (41) 48 (42) 49 (43) 50 (44) 51 (45) 52 (46) 53 (47) 54 (48) 55 (49) 56 (50) 57 (51) 58 (52) 59 (53) 60 (54) 61 (55) 62 (56) 63 (57) 64 (58) 65 (59) 66 (60) 67 (61) 68 (62) 69 (63) 70 (64) 71 (65) 72 (66) 73 (67) 74 (68) 75 (69) 76 (70) 77 (71) 78 (72) 79 (73) 80 (74) 81 (75) 82 (76) 83 (77) 84 (78) 85 (79) 86 (80) 87 (81) 88 (82) 89 (83) 90 (84) 91 (85) 92 (86) 93 (87) 94 (88) 95 (89) 96 (90) 97 (91) 98 (92) 99 (93) 100 (94) 101 (95) 102 (96) 103 (97) 104 (98) 105 (99) 106 (100) 107 (101) 108 (102) 109 (103) 110 (104) 111 (105) 112 (106) 113 (107) 114 (108) 115 (109) 116 (110) 117 (111) 118 (112) 119 (113) 120 (114) 121 (115) 122 (116) 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: There will be two examinations during the semester. Your participation in class assignments, discussions and activities are expected.

Dyson, Michael Eric. (2017). *Tears We Cannot Stop (A Sermon to White America)*.

*Additional readings to be assigned throughout the semester. *

- Be engaged in the learning process and have fun.
- Everyone deserves respect. No talking while other students have the floor.
- Come to class prepared.
- Do your best.
- Have a winning attitude.
- No texting or social media activity unrelated to class activities during class

WSU uses a +/- grading scale for final grr toohD2 Tm(o)Tj2688.56 348 4Tj/TT7 1 Tf()Tjg(ni)-2 glagn1

79-77%

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Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

If you have issues with the instructor, please contact the instructor first. Dr. Dim S. Harrison (see syllabus) if you are not satisfied with your outcome please contact the College Dean, Dr. Engber. As adult learners we need to respect each other and agree to respect each other's opinion counts in this course and the classroom is a safe space to share your thoughts and perspectives on sensitive academic material. We want this course to be fun, learning experience and most of all useful and therefore, it is imperative that you feel comfortable and safe in the classroom.

1.20.22	Overview, Expectations, Review Syllabus, Lecture	<p>Read pages 3 through 8 by this date</p> <p>Group Assignments</p> <p>Sharing of Reflections and Perspectives</p>
1.25.22		<p>Read page 11 through 17 by this date</p> <p>Discuss Reading Assignment</p> <p>Look at BLM Website and discuss</p> <p>Discuss what BLM means as a statement separate from the movement</p>
1.27.22	Call to Worship Continued	<p>Discuss and analyze the word “race”</p> <p>Discuss the “Historical Foundation of Race” (Smithsonian Publication)</p> <p>https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race</p>

2.1.22

