

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|----------------|--------------------------------------|-------------------|--|
| College/School | College of Liberal Arts and Sciences | Department/School | School of Civic and Economic Thought and Leadership |
|----------------|--------------------------------------|-------------------|--|

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|---------|------------|---------|------------|--------|-----------------------------|--------|---|
| Prefix: | CEL | Number: | 294 | Title: | Race and the American Story | Units: | 3 |
|---------|------------|---------|------------|--------|-----------------------------|--------|---|

Course description: **This course is part of a nationwide movement that the Center for Political Thought and Leadership, within the School of Civic and Economic Thought and Leadership at ASU, is leading along with the University of Massachusetts and the University of Missouri.**

"Race and the American Story" aims to serve as a model for improving diversity education on campuses across the country and to contribute to a more informed and unified national culture. The course syllabus consists of readings that tell the story of the confrontation between American political principles and the practice of racial injustice throughout our history. Students will read and discuss the Declaration of Independence, the slavery clauses in the Constitution, the poetry of Phillis Wheatley, and the speeches of Frederick Douglass, Abraham Lincoln, and Martin Luther King, Jr., among others. They will achieve a greater understanding of how diversity relates to humanity, and will learn to dialogue productively and respectfully with others who may not share their background or opinions.

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Cultural Diversity in the United States–C **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

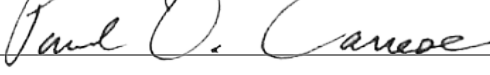
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Adam Seagrave E-mail adam.seagrave@asu.edu Phone 480-727-2920

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Paul Carrese Date: June 25, 2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[C] CRITERIA | | | |
|--|--------------------------|--|----------------------------------|
| CULTURAL DIVERSITY IN THE UNITED STATES | | | |
| YES | NO | | Identify Documentation Submitted |
| | | 1. A Cultural Diversity course must meet the following general criteria: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The course must contribute to an understanding of cultural diversity in contemporary U.S. Society. | please see annotated syllabus |
| | | 2. A Cultural Diversity course must then meet at least one of the following specific criteria: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States. | please see annotated syllabus |
| <input type="checkbox"/> | <input type="checkbox"/> | b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. | please see annotated syllabus |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|-------|-----------------------------|
| | | | |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|--|---|
| Example-See 2b. Compares 2 U.S. cultures | Example-Compares Latino & African American Music | Example-See Syllabus Pg. 5 |
| See 2a. in-depth study of culture | Engages deeply with African American literature | See syllabus pp. 1, 4 |
| See 2a. in-depth study of culture | Engages deeply with African American poetry, rhetoric and journalism | See syllabus pp. 3, 5, 6 |
| See 2c. study of relations between and among marginalized and minority groups in the U.S. | explores issues of intersectionality, particularly between marginalized gender groups and minority racial groups | See syllabus pp. 3, 4, 5 |
| See 2c. study of relations between and among marginalized and minority groups in the U.S. | provides opportunities for expression and discussion of student identities and perspectives involving intersectionality in various forms | See syllabus p. 6 (music playlist assignment and discussion, speech presentation assignment and discussion) |

Race and the American Story

CEL 294

Instructor: Adam Seagrave, adam.seagrave@asu.edu

Course Time and Location: Tuesday/Thursday, 3:00-4:15, LSA 119

Office hours: Tuesday/Thursday, 1:30 – 2:30 or by appointment, Coor Hall 6650

COURSE DESCRIPTION:

This course is part of a nationwide movement that the Center for Political Thought and Leadership, within the School of Civic and Economic Thought and Leadership at ASU, is leading along with the University of Massachusetts and the University of Missouri.

"Race and the American Story" aims to serve as a model for improving diversity education on campuses across the country and to contribute to a more informed and unified national culture. The course syllabus consists of readings that tell the story of the confrontation between American political principles and the practice of racial injustice throughout our history.

Students will read and discuss the Declaration of Independence, the slavery clauses in the Constitution, the poetry of Phillis Wheatley, and the speeches of Frederick Douglass, Abraham Lincoln, and Martin Luther King, Jr., among others. They will achieve a greater understanding of how diversity relates to humanity, and will learn to dialogue productively and respectfully with others who may not share their background or opinions.

REQUIRED TEXTS

- W.E.B. DuBois, *The Souls of Black Folk*
- Readings on Canvas as assigned on the course schedule

Commented [AS1]: Criterion 2a. is addressed here. This book is a widely recognized landmark work of the African American cultural experience.

LEARNING OBJECTIVES

By the end of this class, students should be able to

- Explain the history of race in America by referencing the various positions and perspectives of iconic writers and orators
- Discuss the context of history and culture that has produced the construction of race in the United States
- Connect the historical documents and ideas to contemporary discourse in the US and current events

Commented [AS2]: Criterion 1. Is addressed here. This course involves discussions that draw frequent connections to contemporary issues of race in the U.S., even when the readings being covered are historical.

- Explore the parallels between the history of race in America and the history of race in institutions of higher education

ATTENDANCE

Excessive absence (3 or more unexcused) will result in a grade penalty of 5-10% (depending on the number of absences).

CLASS ASSIGNMENTS

Class Presentations: Each student will choose **two** days during the semester to give a brief, 5-10 minute presentation on one or more of the day's readings and answer questions about their presentation from the class (30%). These presentations should not provide a mere summary of the readings, but should focus on a particular passage or expression of ideas in the reading that speaks to an issue of contemporary relevance for African American culture and politics.

Music Playlist: Each student will compile an annotated music playlist that reflects the theme of Race and the American Story (30%). The playlist should reflect in particular upon the theme of race in contemporary American politics and culture (Section V of the course schedule). How do particular musical genres approach, explore, or reflect African American culture? How do these examples relate to African American history as explored in earlier readings? In what particular ways do the songs chosen invite us to understand and appreciate contemporary African American culture more deeply?

Commented [AS3]: Criterion 1. Is addressed here. Students compile a music playlist that reflects their own diverse perspectives and cultural backgrounds, and that reflect on diversity in the contemporary U.S.

Speeches: Instead of a final paper or exam, students will compose an approximately 10-minute long speech (about 5 written pages double-spaced) on a theme or issue relating to race in America, including a brief description of the intended context/audience. The setting for the speech can be either contemporary or historical, and may involve either a real or imagined context (40%).

COURSE SCHEDULE

I. Origins: The Institution of Slavery vs. American Ideals of Freedom

January 8

- Declaration of Independence
- Slavery paragraph from Jefferson's Draft of the Declaration

Discussion Topics: The meaning of “all men are created equal” in the Declaration of Independence; the transatlantic slave trade; issues of equal opportunity or an “equal playing field” in contemporary American society

- Jefferson, *Notes on the State of Virginia*, selections from Queries 14 and 18

January 10

- Jefferson, *Notes on the State of Virginia*, selections from Queries 14 and 18
- Jefferson, Letter to Benjamin Banneker

Discussion Topics: Jefferson as emblematic of European American perspectives on race; comparison to contemporary perceptions of racial differences in the U.S. and the effect of these perceptions on culture

~~*** No Class — away at Facebook Civic Education meeting ***~~

January 15

- U.S. Constitution
- *Federalist* 54 (on 3/5ths clause)
- Madison, Memorandum on an African Colony for Freed Slaves

Discussion Topics: How the Constitutional framework has shaped the development of African American politics and culture; Madison’s perspective on racism as another representative attitude regarding race relations in the U.S.

January 17

- Phillis Wheatley, “On Being Brought from Africa to America”
- “To the Right Honorable William, Earl of Dartmouth”
- February 14, 1776 Letter to Obour Tanner
- March 11, 1774 Letter to Reverend Samson Occum

Commented [AS4]: Criterion 2a. is addressed here. Phillis Wheatley is one of the most well-known and important contributors to African American culture through her poetry and writing.

Discussion Topics: Integration and assimilation as contested concepts in African American culture

January 22

*** Class Attendance at Martin Luther King, Jr. Day Panel ***

January 24

- Alexis de Tocqueville, excerpts from *Democracy in America* chapter on “The Three Races”

Discussion Topic: the relationship of African American culture to other marginalized cultures in the U.S.

II. Intersectionality and African American Culture

January 29

- Faculty Guest Lecture/Discussion: Dr. Eleanor Seaton, The Sanford School of Social and Family Dynamics at ASU, on Racial Identity and Racial Discrimination

Discussion Topics: How childhood and adolescent development and mental health are influenced by racism and sexism, and what this means for contemporary American society

January 31

- Sojourner Truth, "Ain't I A Woman?"
- Frances Harper, "Bury Me in a Free Land"
- Frances Harper, "We are all Bound Up Together"

Discussion Topics: How different marginalized identities intersect on the individual level, and what this means for understanding civil rights and public policy in contemporary American politics

February 5

- Frederick Douglass, "What to the Slave is the Fourth of July?"

Discussion Topics: How African American political thought and culture intersects with European American political thought and culture; return to discussion topic of integration and assimilation as contested concepts

February 7

- Faculty Guest Lecture/Discussion: Dr. Scott Brooks, Associate Director, Global Sport Institute at ASU, on Race, Gender, and Sport

Commented [AS5]: Criterion 2a. is addressed here. These individuals and their writings are crucial for understanding the cultural experiences and contributions associated with African American women, including understanding issues of intersectionality in the U.S.

Commented [AS6]: Criterion 2c. is addressed here as well. Issues of relations between marginalized gender groups—women, in this case—and marginalized racial groups are thoroughly explored through discussions of these readings.

Commented [AS7]: Criterion 2a. is addressed here. This is one of the greatest rhetorical contributions to African American history and culture.

Discussion Topics: How perceptions of race and gender intersect with the business and performance of sport, including attitudes or perceptions surrounding these intersections

- on Race and Sport

III. The Civil War and Legacies of Slavery

February 12

- Frederick Douglass, Excerpt from “The Last Flogging” (Chapter 17 of *My Bondage and My Freedom*)
- Excerpts from “Our Composite Nationality,” “Prejudice Not Natural,” “Oration in Memory of Abraham Lincoln”

Discussion Topic: How the biographies and biographical intersections of Frederick Douglass and Abraham Lincoln evidence the promise and challenges of civil rights movements in the U.S.

February 14

- *Dred Scott v. Sandford* (excerpts from Justice Taney’s Opinion)
- Abraham Lincoln, “Speech on the *Dred Scott* Decision”
- Stephen A. Douglas, “Speech at Springfield, Illinois”

Discussion Topics: The role of the Supreme Court in determining policy relating to racial justice, and the importance of the *Dred Scott* decision as a landmark for contemporary debates regarding perceptions of the American Founding as well as the interpretation of the Constitution

February 19

- Ida B. Wells Barnett, “Lynch Law in All Its Phases”

Discussion Topics: Intersectionality and its contemporary applications; the role of journalism and the media in portraying racial injustices, including the use of force by police in contemporary American society and how this relates to legacies of racism and slavery

February 21

Commented [AS8]: Criterion 2a. is addressed here. This is a landmark work of African American literature and journalism, also speaking to issues of intersectionality.

Commented [AS9]: Criterion 2c. is addressed here as well. Issues of relations between marginalized gender groups—women, in this case—and marginalized racial groups are thoroughly explored through discussions of these readings.

- Faculty Guest Lecture/Discussion: Dr. Lois Brown, Director, Center for the Study of Race and Democracy, on African American Women’s Mobilization and the Politics of the Public Sphere

Discussion Topics: The roles of African American women in contemporary political movements, as related to the roles of African American women in other American historical civil rights movements

February 26

- Booker T. Washington, “Atlanta Exposition Address”
- Booker T. Washington, “My View of Segregation Laws”
- Booker T. Washington, “The Fruits of Industrial Training”

Discussion Topics: Education as a primary aspect of culture, and the role of education in the prospective achievement of equal opportunity for African Americans; the role of contemporary education in forming and advancing African American culture

February 28

- Anna Julia Cooper “Has America a Race Problem: If So, How Can It Best Be Solved?”

Discussion Topic: Exploration of how the disparate perceptions of the legacies of slavery and discrimination have shaped the parallel development of European American and African American cultures over time

*** March 3-10 Spring Break ***

IV. The Civil Rights Movement and 20th Century African American Culture

March 12

- W.E.B. DuBois, “Declaration of Principles of the Niagara Movement”
- W.E.B. DuBois, *The Souls of Black Folk*, beginning – Chapter VII

Discussion Topics: Discussion of the various forms of African American literary culture as represented in DuBois’ classic work

March 14

- W.E.B. DuBois, *The Souls of Black Folk*, Chapters VIII – end

Commented [AS10]: Criterion 2a. is addressed here. This book is one of the most important contributions to African American literature, philosophy, history, and culture in existence.

Discussion Topics: Discussion of the various forms of African American literary culture as represented in DuBois' classic work

March 19

- *Brown v. Board of Education*

Discussion Topics: Comparison of the role of the Supreme Court in *Brown vs. the role of the Supreme Court in *Dred Scott; the effect of the Supreme Court as an institution on African American political and cultural development**

March 21

- Zora Neale Hurston, "How It Feels to be Colored Me."
- "Letter to the Orlando Sentinel"

Commented [AS11]: Criterion 2a. is addressed here. Like the Truth, Harper, and Wells readings above, these readings are significant contributions to African American literature and culture, speaking also to issues of intersectionality.

Discussion Topics: Diversity of opinion within African American communities regarding approaches to equality and justice; how this diversity of opinion is reflected in journalistic and literary culture

Commented [AS12]: Criterion 2c. is addressed here as well. Issues of relations between marginalized gender groups—women, in this case—and marginalized racial groups are thoroughly explored through discussions of these readings.

March 26

- Malcolm X, "Message to Grassroots"
- Malcolm X, "A Declaration of Independence"

Discussion Topics: The role and use of rhetoric in the service of civil rights causes throughout African American history; connections to contemporary Black Lives Matter movement

March 28

- Malcolm X, “The Ballot or the Bullet”
- Malcolm X, “At the Audubon”

Discussion Topics: The role and use of rhetoric in the service of civil rights causes throughout African American history; connections to contemporary Black Lives Matter movement

April 2

- Martin Luther King, Jr., “The Power of Non-Violence”
- MLK, Jr., “Letter from a Birmingham Jail”

Discussion Topics: The contested role of churches/religion in civil rights movements; the role of religious belief and church organizations in African American culture; civil disobedience and its role in contemporary examples such as kneeling during the National Anthem

April 4

No Class (MPSA Conference)

April 9

- MLK, Jr., “I Have a Dream”
- MLK, Jr., “I See the Promised Land”

Discussion Topics: The contested role of churches/religion in civil rights movements; the role of religious belief and church organizations in African American culture; civil disobedience and its role in contemporary examples such as kneeling during the National Anthem

V. Race in Contemporary American Politics and Culture

April 11

- Barack Obama, “A More Perfect Union”

- Barack Obama, *The Audacity of Hope*, Chapter 7 (“Race”)
- Donald Trump, collected tweets

Commented [AS13]: Criterion 1. Is addressed here. Obama and Trump offer well-known examples of how cultural diversity can be understood in contemporary U.S.

Discussion Topics: The state of race relations and racial justice in contemporary American politics and culture; comparisons between Obama and African American civil rights leaders in the past, and between Trump and other prominent European Americans on issues of racism and racial justice in the past; comparisons between Obama and Trump as representative of ongoing racial tension and conflicts in the U.S.

April 12 ***RAS National Conference at ASU***

April 16

*** Discuss RAS Conference and Keynote, general catch up and review ***

April 18

*** Music Playlists Due ***

April 23

*** Speech Presentations ***

April 25

*** Speech Presentations ***

Commented [AS14]: Criterion 1. Is addressed here. Students offer musical selections and speeches that reflect their diverse perspectives and backgrounds, and that reflect upon contemporary racial and cultural diversity in the U.S.

Commented [AS15]: Criterion 2c. is addressed here as well. Issues of relations between marginalized gender groups and marginalized racial and ethnic groups are often front and center in these speeches and music playlists, as well as in our discussions of them.