

HNRS 306K: BLACK LIVES MATTER AND OTHER MARGINALIZED PERSPECTIVES

New Course Proposal

Changes saved but not submitted

Viewing: HNRS 306K : Black Lives Matter and Other Marginalized Perspectives

College: Honors College (HN)

Department: HNRS - Honors

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Please check all actions applicable to this course proposal:

New Letter under Approved Root Course

Course Information

These changes are effective:

Fall 2021

Subject:

HNRS - Honors

Course Number:

306K

Department:

Honors

College:

Honors College

Division:

Social and Behavioral Sciences

Unabbreviated Course Title:

Black Lives Matter and Other Marginalized Perspectives

Abbreviated Course Title:

Black Lives Matter

Credit Hour Limit:

3

Lecture Hours:

3

Lab Hours:

0

Repeatable for credit?

No

Grading Mode:

Standard Letter

Planned delivery method:

Hybrid
Traditional Classroom Instruction

Course format:

Seminar

Description Information

Catalog Description:

This course will review historical events and contemporary headlines and engage students in courageous conversations as means of inspiring them to think critically about race and its role in society. Though the course will likely discuss the popular yet controversial Black Lives Matter (BLM) movement that inspires its title, we will spend more time looking at BLM as a statement that describes the sentiment of many Blacks that their lives are insignificant in the eyes of mainstream America. With respect to research connecting academic and professional success with identity, this course will also encourage students to reflect and discuss their personal identities as they relate to the discrimination and oppression of Black people in America.

Prerequisites:

None

Please list any restrictions associated with this course.

Honors College student or with permission of Honors College.

Does this course contain diversity content?

Yes

Does this course replace another?

No

Justification and Resources

Describe and justify the change and its place in the department's overall curriculum plan:

This course is a general education honors course. It meets requirements to earn honors distinction.

Does this course replace, resemble, overlap, or substitute for courses in other departments and/or colleges?

No

What is the effect of this action on other departments and/or colleges and their students?

Honors students from any major may take this course.

Aside from reassignment of current faculty and changes in current course rotation, what additional resources and personnel are required?

None

Content Coverage and/or Major Topics:

All course syllabi must contain the definition of a credit hour, the academic honesty policy, and the course student learning outcomes. Please confirm that all of these are specified on the syllabus you are about to attach.

YES, all of these are included in the syllabus

Please attach a tentative course syllabus:

BLM SYLLABUS.docx

(Syllabus must follow template found at: <https://www.wichita.edu/faculty/development/syllabustemplatepage.php>)

General Education

Does this course fulfill general education requirements?

Yes

Is this a first-year seminar course?

No

General Education Category:

Social and Behavioral Sciences Course

Who will be teaching this course?

Kevin S. Harrison

Maximum Number of Students:

15

Should students who took the course previously receive retroactive general education credit?

No

Describe the learning outcomes that address each of the following General Education goals and the method of evaluation and assessment for each.

Goal 1: Improved critical thinking skills**Learning Outcomes:**

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.

Evaluation and Assessment:

Essay One, entitled "What is Race" will challenge students to draw from both classroom discussions and required reading, and write a critical analysis of race from the perspective its biological insignificance; its social constructive existence; the origins of its deficit informed myths; and its relationship with privilege and power.

Goal 2: Better communication, written and spoken**Learning Outcomes:**

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.

Evaluation and Assessment:

in learning how to express ourselves in a manner most conducive to being heard and understood, communication skills (written and oral) are essential, both in individual and team contexts. Two group presentations given on 3.24.22 and 4.21.22 will require students to work individually in preparing their discussion points, then present their individual component within the context of the team presentation.

Goal 3: Increased analytical reasoning and problem solving**Learning Outcomes:**

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

Evaluation and Assessment:

Analytical reasoning will be used in challenging mainstream myths that present White as a superior race. Group skits presented on 2.3.22 and 4.5.22. The 2.3.22 skits will challenge common biases and stereotypes by acting out the excellence that exists within misrepresented ethnic populations. The 4.5.22 skits will look at biases as well, but rather than challenging them, will deal more with the emotional and psychological consequences of being targeted in such a manner, and explore methods of overcoming these threats.

Goal 4: An acquired knowledge of natural and social science, the arts and humanities**Learning Outcomes:**

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.

Evaluation and Assessment:

The course will compare and contrast the BLM movement with the Civil Rights movement, and other significant reform efforts, and will look at society is shaped by the spirit of protest that America was founded on. Students will be required to write two reflections of current events (as noted in syllabus as Event Reflection). Within these reflections, students are required to identify music and art created by each movement and how it speaks to these movements. Additionally, students will be required to explore their own individual emotional and psychological responses, and challenged to utilize art, poetry, self-expression, and other gifts as means of speaking to oppression artfully rather than anger.

Key: 14151