

## HNRS 306K – BLACK LIVES MATTER (and other Marginalized Perspectives)

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<b>Office Hours:</b>	Immediately Following Class and by appointment only
<b>Classroom; Days/Time:</b>	
<b>Prerequisites:</b>	Instructor's Consent

### How to use this syllabus

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.

### Course Description

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 students in understanding social injustice, inequality, and exclusion.

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.

### What You Will Learn

In building inclusive social, business, and educational communities, it is important to recognize that our individual and collective value is predicated by characteristics other than race and ethnicity. However, it is important to understand individual and cultural uniqueness, as well as systemic constructs that challenge the “self-evident truth that all (people) are created equal.” This course is designed to incite critical thought and engaging dialogue through exploring the lived experiences of Black people both historically and in contemporary context, examining racial oppression with respect to privilege and power. In exploring the lives of Black people, we will also examine the Civil Rights Movement of the 1960s and its role in advocating for the rights of all marginalized populations, not just Black people. Additionally, we will discuss significant

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.

### **Definition of a Credit Hour**

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

### **Course Goals and Student Learning Objectives**

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.

### **Course Specific Objectives:**

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.

**Learning Aims:**

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).

<b>Examination 1 =</b>	<b>100 points</b>	<b>February 17, 2022</b>
<b>Examination 2 =</b>	<b>100 points</b>	<b>April 14, 2022</b>
<b>Participation =</b>	<b>100 points (Minus 5 points per unexcused missed class)</b>	
<b>Writing Assignments</b>	<b>200 points (2 @ 100 points each)</b>	
<b>Pop Quiz=</b>	<b>50 points (5 @ 10 points each)</b>	
<b>Event Reflection</b>	<b>50 points (2 @ 25 points each)</b>	
<b>Group Skits</b>	<b>200 points (2 @ 100 points each)</b>	
<b>Group Presentations</b>	<b>200 points (2 @ 100 points each)</b>	

**Methods of Instruction:** In class discussion, lectures and assignments.

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

**Diversity Objectives:** 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 include:

1. Relate the history, mission, values, and philosophy of the diversity, equity, and inclusion, as they pertain to the Black struggle for equality.
2. Acquire an interdisciplinary understanding of race and its intersectionality with power, privilege, and even language.
3. Recognize and explore systemic barriers that hinder diversity and analyze movements and strategies to dismantle these systems.
4. Recognize the power of counter-storytelling in contrast to dominant mainstream narratives that present only White, heterosexual, Christian, male perspectives, while suppressing others.

**READINGS** Assigned reading should be read prior to class.

**EXAMS** Exams are in class: No late exams accepted!

## **ASSIGNMENTS**

Papers, presentations, projects, and other assignments must be turned in on time. Unless prior arrangements have been made, late assignments will not be accepted.

## **CITATION**

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

## **SKILLS**

1. The ability to speak appropriately and effectively in the field of diversity.
2. The ability to apply real world application in using dealing with diversity in society.
3. The ability to use computers and understand developing technology in a contemporary society and diversity.
4. An understanding of cultures that contributes to our growth both individually and corporately.
5. Competency in basic research related skills.
6. The ability to respectfully engage persons whose culture, ideas, and beliefs differ from their own in recognition of our human diversity.

**ATTENDANCE:** Students are strongly encouraged to attend all scheduled classes. Test and pop quiz materials may be drawn from classroom lectures and discussions. Class participation will be used as a component of the final grade.

### **Classroom Rules**

1. Everyone deserves respect no talking while other students have the floor.
2. Come to class prepared.
3. Do your best.
4. Have a winning attitude.
5. No texting
6. Have fun and learn

### **2 Major Assignments**

**All assignments must be typed and double spaced no handwritten assignments will be accepted**

1. **What is Race? Use both our class discussions on race as well as your own viewpoints and write a 2 to 3-page essay that explores race, its myths, its biological insignificance, and the striking similarities between definitions of “race” as it pertains to skin color and ethnicity, and race as it pertains to competitive sporting events.**

**Due Date: February 1, 2022**

2. **Select one person who shares an identity with you and who is responsible for a significant discovery, invention, idea, or advancement but has not received mainstream**

credit for their work. Write a 3 to 5-page essay that details (a) brief biographical information about the person, (b) their discovery or discoveries, (b) why this information is not as widely known as it should be, and (c) how this information could be used to empower others.

Due Date: March 22, 2022

**Course Expectations:** There will be two examinations during the semester. Your participation in class assignments, discussions and activities are expected.

### Required Texts/Readings

#### Textbook

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

*\*Additional readings to be assigned throughout the semester. \**

### Other Equipment/Materials – N/A

### Class Protocol

- 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

### Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Note other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100-95%	A	4.00	<i>The A range denotes excellent performance.</i>
94-90%	A-	3.70	
89-87%	B+	3.30	<i>The B range denotes good performance.</i>
86-84%	B	3.00	
83-80%	B-	2.70	

79-77%	C+	2.30	<i>The C range denotes satisfactory performance.</i>
76-74%	C	2.00	
73-70%	C-	1.70	
69-67%	D+	1.30	<i>The D range denotes unsatisfactory performance.</i>
66-64%	D	1.00	
63-60%	D-	0.70	
60%	F	0.00	<i>F denotes failing performance.</i>

### **Assignments**

It is your responsibility to keep current on the assigned readings, assignments and notes. Assigned readings should be read prior to class. There will be two examinations during the semester. Your participation in class assignments, discussions and activities are expected.

### **Methods of Instruction**

In class discussion, lectures and assignments.

### **Extra Credit**

No Extra Credit will be Available in this Course.

### **Missed Assignments and Exams**

Please make arrangements with the instructor if you are going to miss an exam or assignment deadline. Failure to make proper arrangements will result in no credit being given. NO EXCEPTIONS.

## **UNIVERSITY POLICIES**

### **About this Syllabus**

This syllabus is not a contract. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

### **Inclusive Excellence**

Wichita State University is committed to achieving “Inclusive Excellence” and institutional strength through curricula, co-curricular, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

## **Academic Integrity**

Students are responsible for knowing and following the Student Code of Conduct [http://webs.wichita.edu/inaudit/ch8\\_05.htm](http://webs.wichita.edu/inaudit/ch8_05.htm) and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\\_17.htm](http://webs.wichita.edu/inaudit/ch2_17.htm).

*only directly apply academic sanctions (re-do assignment, fail assignment, fail course) and/or begin proceedings against a student under the Code of Conduct.]*

## **Intellectual Property**

Wichita State University students are subject to Board of Regents and University policies (see [http://webs.wichita.edu/inaudit/ch9\\_10.htm](http://webs.wichita.edu/inaudit/ch9_10.htm)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

## **Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

## **Counseling & Testing**

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 318 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

## **Shocker Alert System**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert](http://www.wichita.edu/alert).

## **Student Health Services**

WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth](http://www.wichita.edu/studenthealth).

## **The Heskett Center and Campus Recreation**

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members,

Campus Recreation offers its members limitless opportunities. For more information about our services see [www.wichita.edu/heskett](http://www.wichita.edu/heskett).

### **Copyright Notice**

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.

### **Other**

*If you have issues with the instructor, please contact the instructor first Dr. Kevin S. Harrison (see syllabus) if you are not satisfied with your outcome please contact the Honors College Dean, Dr. Engber. As adult learners we need to respect each other and agree to disagree. Your opinion counts in this course and the classroom is a safe space to share your thoughts and perspectives on sensitive academic material. I 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.*



## Course Schedule – Important Academic Dates

Week	Topics and Readings	Assignments and Deadlines
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	<b>Call to Worship</b>	<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	<i>Call to Worship Continued</i>	<p>Discuss and analyze the word “race”</p> <p>Discuss the “Historical Foundation of Race” (Smithsonian Publication)</p> <p><a href="https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race">https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race</a></p>
2.1.22	<b>Hymns of Praise</b>	<p>ESSAY ONE DUE</p> <p>Read page 21 through 27 by this date</p>
2.3.22	<i>Hymns of Praise Continued</i>	<p>GROUP SKIT ONE DUE</p>
2.8.22	<i>Hymns of Praise Continued</i>	<p>Discuss “Race in America” (Smithsonian Publication)</p> <p><a href="https://www.smithsonianmag.com/history/158-resources-understanding-systemic-racism-america-180975029/">https://www.smithsonianmag.com/history/158-resources-understanding-systemic-racism-america-180975029/</a></p>
2.9.22	<b>Invocation</b>	<p>Read page 27 through 33 by this date</p>

<b>Week</b>	<b>Topics and Readings</b>	<b>Assignments and Deadlines</b>
2.15.22	<i>Invocation Continued</i>	Implicit Bias, Microaggressions, and other innocuous conceptions of Racism Handouts will be distributed in class
2.17.22	<i>Invocation Continued</i>	EXAM ONE DUE
2.22.22	<i>Invocation Continued</i>	Critical Race Theory. What is it? Is it good or bad? What are the different explanations? Which are correct vs. incorrect?
2.24.22	<b>Scripture Reading</b>	
3.1.22	<i>Scripture Reading Continued</i>	Music and Race: Rock and Roll, Country, and other genres considered “White”.
3.3.22	<i>Scripture Reading Continued</i>	Music and Race: Blue, Jazz, and other genres considered “Black.”  Guest Speaker: Sterling Gray, former WSU guitar instructor and professional jazz musician.
3.8.22	<i>Scripture Reading Continued</i>	The Music and Culture of Hip-Hop and how it has shaped diversity in some ways, while threatening it in others.  Guest Speaker: Samuel Thompson, local hip-hop celebrity artist.
3.10.22	<b>Sermon – Repenting of Whiteness</b> Sermon – Being Black in America	Group A: Read page 44 to 95 Group B: Read page 125 to 170
3.22.22	<b>Sermon – Repenting of Whiteness</b> Sermon – Being Black in America	ESSAY TWO DUE Work on Presentations
3.24.22	<b>Sermon – Repenting of Whiteness</b> Sermon – Being Black in America	PRESENTATION ONE DUE
3.29.22	<b>Benediction</b>	Group Time for Skits Read page 190 to 200 by this date
3.31.22	<i>Benediction Continued</i>	Guest Speaker: Chief Gordon Ramsay – Police Chief for the City of Wichita
4.5.22	<i>Benediction Continued</i>	GROUP SKIT TWO DUE  Read page 200 to 212 by this date
4.7.22	<b>Offering Plate</b>	Read page 215 to 216 in class  Discuss Reading

<b>Week</b>	<b>Topics and Readings</b>	<b>Assignments and Deadlines</b>
4.12.22	<b>Prelude to Service</b>	Read page 219 to 223 in class Discuss Reading Review for Exam Two
4.14.22	<i>Prelude to Service Continued</i>	EXAM TWO DUE
4.19.22	<i>Prelude to Service Continued</i>	
4.21.22	<i>Prelude to Service Continued</i>	FINAL PRESENTATION DUE
4.25.22	<b>Closing Prayer</b>	Read page 227 and 228 in class
4.28.22	<b>Closing Prayer</b>	Guest Speaker: Riccardo Harris – Executive Director for GEAR UP; Pastor of Resurrection Community Church; author of “From Misery to Motivation”.
5.3.22	<b>Closing Prayer</b>	Individual Presentations
5.5.22	<b>Closing Prayer</b>	Individual Presentations

