

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

ASU School of Historical, Philosophical
and Religious Studies
Arizona State University

HST/PHI/REL 194

From Racism to Justice: Reshaping the Humanities in the 21st Century.

Tuesdays/Thursdays

10:30am to 11:45am

Fall 2023

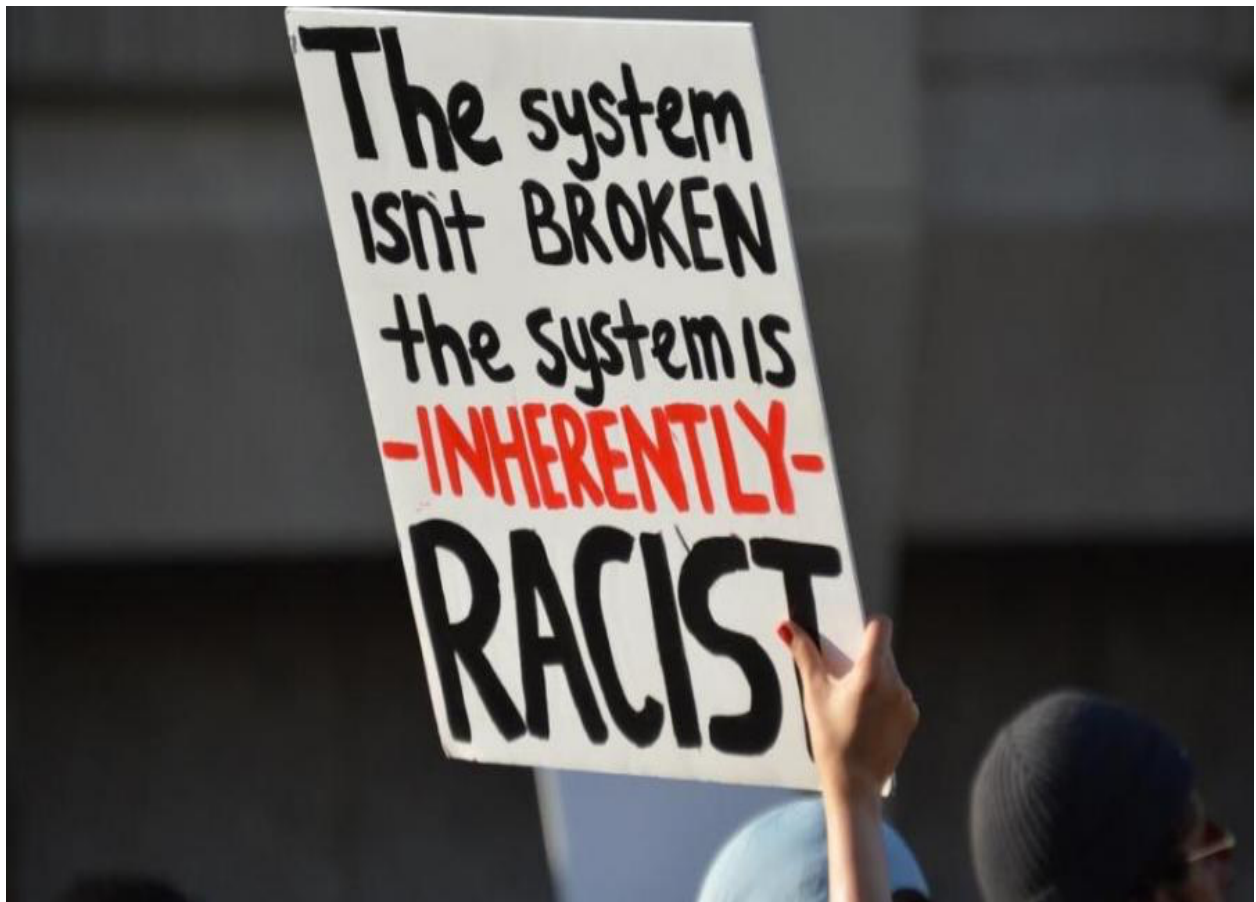
Tempe WHALL 260

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Office Hours: Tuesdays from
12:00pm to 1:00pm in Coor Hall
4462 and by appointment.



A demonstrator's sign in downtown Phoenix at a May Year protest. Photo by Richard Amesbury.

Course Description

How are our social interactions and societal institutions animated by racism and why does racism persist despite proclamations of race-neutral policies and post-racial politics? If you have wondered about these questions and more, this course will explore the ways the humanities can both help and hinder our ability to pose questions that yield insight for navigating the contemporary challenges of our racialized landscape. Based on rigorous engagement with assigned readings in the humanistic study of racism (including topics such as white supremacy, settler colonialism, imperialism, anti-blackness, slavery, genocide, mass incarceration, antiracism, queer theory, feminism/womanism, abolition, racial capitalism, intersectionality, and critical race theory), students will think more critically about how the humanities -- and especially the study of religion, history, and philosophy -- have been shaped by and in turn help shaped imperialism, epistemic racism, and the notion of justice since the formation of these disciplinary modes of inquiry in 19th century Western Europe. The course will also examine how the humanities can assist in collective efforts towards transformational justice in the 21st century through discussion and action.

Enrollment Requirements

This course is available to degree seeking and non-degree seeking undergraduate students. This course is worth 3 credits. This course has Cultural Diversity and Humanities general studies designations. This course emphasizes transferable career competencies critical thinking/problem solving, global/intercultural fluency, professionalism/work ethic, oral/written communication, and digital technology among other skills that can be used in multiple arenas of your scholarly development and future employment.

Course Overview

Introduction to the development of history, philosophy, and religious studies as humanistic disciplines; role of racism in shaping humanities since the 19th century and 21st century discourses on justice.

Student Learning Outcomes

By the end of the semester, students should be able to:

- Ω Critically engage the concepts of race, class, gender and justice in the humanities;
- Ω Explore contemporary texts and engage in critical reading and thinking on related topics in race and racism;
- Ω Analyze major ideas in religion, philosophy and history as they relate to race, reparations, and justice;
- Ω Discuss contemporary issues concerning racism and white supremacy and innovate solutions to address these issues;
- Ω Affectively engage in humanistic inquiry with attention to their own feelings and the potential risks associated with critical thinking and writing.

Required Texts & Reading (Readings will be available online at the ASU library, on Canvas, or for purchase on amazon).

Course Access

This course has a Canvas website, accessible online. The site holds your syllabus, supplementary course materials, and periodic announcements from me. All of your written assignments will be submitted here. Your grades will be visible to you on the site as they become available. Note: If you have never used a Canvas website before, please see the Canvas tutorial in the Orientation tab and I am available to meet during office hours or by appointment. Your ASU course can be accessed in Canvas via canvas.asu.edu, my.asu.edu, and myasucourses.asu.edu; bookmark all in the event that one site is down. Canvas is best accessed on a laptop or desktop computer.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1+(855) 278-5080. Support representatives employed at ASU are available to assist you 24 hours a day, 7 days a week.

Grading Criteria

Your final grade will result from the following components:

1. **Class Discussion** (15% of final grade): This is an in-person course, and the expectation is that you will engage with readings and assignments for each week. Your participation in class discussions is required and should focus on a critical engagement with weekly questions, course readings, films, peer comments and outside news sources that engage course topics. Please plan to be in class and on time. You are permitted up to three absences for the semester. After the third absence, your grade will drop by a full letter, unless you suffered severe illness or equivalent reason. Three tardies will equal one absence.
2. **Yellowdig Discussion Boards** (10% of grade): Yellowdig is the social media site for our class. Your participation in Yellowdig class discussion boards is required and should focus on a critical engagement with weekly questions, course readings, films, peer comments and outside news sources that engage course topics. You may earn points on Yellowdig through posing questions or responding to your classmates. While I will periodically post on Yellowdig, this platform is designed to foster collaborative co-learning experiences with your colleagues so I will not comment on every post. You should check Yellowdig at least five times per week. All Yellowdig posts must be completed by December 1, 2023 at 11:59pm. Please note that you are expected to post throughout the semester and you will not be able to recoup grades at the last minute.
3. **Introducing Yourself on Yellowdig** (5% of final grade; **Due August 21, 2023** by 11:59pm on Yellowdig): Either record a 2-minute video or write a 200-250-word response to the prompt on Yellowdig: What do you think about conversations about racism and justice and what does racism and justice mean to you? Why did you want to take this class and what do you hope to learn more about? Please come to class prepared to share your reflections with your classmates. Please write a response to the introductions of at least four classmates by Aug. 25, 2023 at 11:59pm.
4. **Quiz** (5% of final grade): During the semester you will have one quiz. This quiz is designed to test mastery of the concepts we have learned up to that point.
5. **Critical Reflections** (15% of final grade): When discussing sensitive issues like race and racism it is important to reflect upon how you feeling and thinking about the ideas you are engaging. Six times during the semester you will write a 200-word reflection on the readings, films and course discussions. In these reflections you will answer the following questions: What were the main ideas of the reading/film you engaged this week? How did it make you

feel and what do you think of the arguments made in the course materials? What questions or new ideas are you thinking about after you engaged the reading? **Please see the specific due dates for each post on the weekly outline of the syllabus. These reflections will be due in class on the day indicated on the syllabus. In addition to bringing your reflection to class, please post it on Canvas. Please respond to the reflections of at least 2 classmates on Canvas. Be prepared to share your reflection in class.**

6. **Real World Connections** (10% of final grade): To understand contemporary issues concerning racism and justice, we need to be familiar with what is happening in the world. **Three** times throughout the semester you will share a relevant news story, substantial social media content, or something similar that relates to class content in a Yellowdig post. **Please see the specific due dates for each post on the weekly outline of the syllabus.** You may choose a news story from news outlets like AZ Mirror, PBS Newhour, Propublica, NPR, New York Times, Associated Press, DemocracyNow!, BBC, Aljazeera, Intercept, Washington Post, or The Arizona Republic. You may also use other news outlets or nontraditional news sources like social media. Please screenshot content if it exists behind paywall or you need to have an account to access it. Please post a link to the news story, write a brief 150-200-word summary of what you're sharing, how it relates to course content, and share your opinion on what happened. Please note your opinion should be rooted in the materials we have engaged in class. **Three** times during the semester, you will need to substantially comment on the post of another classmate on Yellowdig. Please be prepared to share your post in class.
7. **Social Justice at ASU** (15% of final grade; **Due on Oct 12 2023** at 11:59pm on Canvas) Analyze the demands of members of the Multicultural Solidarity Coalition using at least two readings/videos we have engaged in class. The purpose of this assignment is to learn from ways that ASU students developed coalitions with faculty and staff through the Multicultural Solidarity Coalition. Write a 300-500-word reflection discussing 1) Why it is important to not only discuss racial injustice, but to actively be part of enacting justice? 2) How did the MSC reimagine the university to be more equitable places for all community members? What are the risks involved with anti-racist work? Be prepared to share your response in a 2-minute reflection with the class.
8. **Epistemic Reparations Group Work Plan** (2% of final grade; **Due in class on September 28, 2023**, at 11:45am on Canvas) Meet with your group or work individually in class to develop a plan detailing how you would like to work together, when you will work, and what you plan to work on. Everyone should sign this document and hand it in for credit.
9. **Epistemic Reparations Outline** (3% of final grade; **October 19, 2023** at 11:45am on Canvas): Submit an outline for your Epistemic Reparations Project. As a group or individually, please respond to the questions on Canvas for details about the outline. Please hand in the outline together in class.
10. **Epistemic Reparations Project** (15 percent of final grade; **Due on November 28th or 30th, 2023** at 11:59pm on Canvas): For your final project you will work in groups of two or three or individually to create an Epistemic Reparations Project. Drawing upon readings, films, and discussions create a project that will educate people about racism and innovate practical anti-racist actions people can take to achieve justice and reparations. You may do a skit, produce a website, create an Instagram video, among other projects. All projects should attend to the ways that your Epistemic Reparations Project will impact your family, community and world. You will be required to orally present and defend your evidence-based argument in class. You will make a 4-5-minute project presentation on November 28th or November 30th. Groups will be assigned in week 3 of the course so that you can begin to work together on your final project. While class time will be allocated to work on your final

project, please plan to work outside of class as well. Alongside your presentation, write one 300-500-word reflection discussing your project, how you contributed to the project, how your classmates contributed and what you think the impact of the project will be on your family, community and the world.

11. **Final Class Exit Reflection: (5% of final grade due on Canvas on December 1, 2023 at 11:59pm.)** Respond to question on Canvas about the course. Your responses will be used to refine future iterations of this class.
12. **Extra Credit:** Throughout the semester there will be opportunities to attend events and write extra response papers for credit. Each response paper will be worth one point. While this credit will not replace an assignment, it will be considered when calculating your final grade. All events hosted by SHPRS, SST, Center for Race and Democracy, and events that focus on race are particularly encouraged.

Schedule of Themes and Readings

Week 1: Who are we?

8/17

- Toni Morrison, “what racism is.” Aug. 15, 2017
<https://www.youtube.com/watch?v=5EQcy361vB8>
- Mission Statement of the SHPRS Anti-Racism Committee.
<https://shprs.asu.edu/shprs-against-racism>. Jul 4, 2021
- Amna Nawaz. “How this year’s antiracism protests differ from past social justice movements.” PBS Newshour. Oct. 28, 2020.
<https://www.pbs.org/newshour/show/what-is-unprecedented-about-this-years-racial-justice-protests>
- Lakhani, Nina. “Racism at heart of US failure to tackle deadly heatwaves, expert warns.” Aug. 6, 2023.
<https://www.theguardian.com/environment/2023/aug/06/jef-goodell-heatwaves-racism-the-heat-will-kill-you-first-book>

- **Review Syllabus**
- **Introduce yourself assignment due August 21, 2023**

Week 2: Why does race impact people even though it is a social construct?

8/22

- Dorothy Roberts, Chapter 1: “The Invention of Race”; Chapter 12: “Biological Race in a “Postracial” America” (2013)
- Dorothy Roberts and Jonathan Marks. “Case in Point podcast: Is race a social invention?” University of Pennsylvania Carey Law School. June 9, 2015. https://www.youtube.com/watch?v=RQc_u_hO4Zw

8/24

- Exterminate All the Brutes 1
- “The Combahee River Collective Statement (1977).” Edited by Keeanga-Yamahtta Taylor. *How We Get Free: Black Feminism and the Combahee River Collective*. Haymarket Books. 2017

Recommended:

- Stop Asian American Pacific Islander Hate: <https://stopaapihate.org/>
- Let's Talk About Race | Jennifer Chernega | TEDxTrondheim
<https://www.youtube.com/watch?v=Rf8q-8gbfrw>

Critical Reflections 1

Week 3: How is racism systemic?

8/29

- “Pattern of Racist Violence Following Progress” PBS Newshour July 26, 2023. <https://www.pbs.org/video/pattern-of-racist-violence-following-progress-examined-in-ne/>
- Tricia Rose, Dec 14, 2015. “How Structural Racism Works: Tricia Rose.” <https://www.youtube.com/watch?v=KT1vsOJctMk>
- Ibram Kendi, (2017) *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (National Book Award Winner). (Prologue and Chapters 1 and 2)

8/31

- Eduardo Bonilla-Silva, Author, “Racism Without Racists,” C-SPAN2 Book TV: <https://www.c-span.org/video/?318386-5/racism-racists>.
- Audre Lorde, *Sister Outsider: Selected Essays and Speeches by Audre Lorde* (1984) Selections: “The Uses of Anger: Women Responding to Racism

Recommended

- Franz Fanon. “Racism and Culture.” First Congress of Negro Writers and Artist in Paris, September 1956. (Presence Africaine 1956).
- Ibram Kendi. The Current, Episode 10: Ibram X. Kendi. Jun. 19, 2020. <https://www.youtube.com/watch?v=w8SmvmcqC7E&t=134s>
- W.E.B DuBois, *Black Reconstruction in America, 1860-1880* (1937) pages Lakhani, Nina. “Racism at heart of US failure to tackle deadly heatwaves, expert warns.” Aug. 6, 2023. <https://www.theguardian.com/environment/2023/aug/06/jef-goodell-heatwaves-racism-the-heat-will-kill-you-first-book>

Quiz 1

Week 4: How are ideas around race and racism being banned and why?

9/5

- Crenshaw, Kimberle Williams. "Chapter Three: Unmasking Colorblindness in the Law: Lessons From the Formation of Critical Race Theory." *Seeing Race Again: Countering Colorblindness Across the Disciplines* (University of California Press 2019)
- "Tom Horne on CRT." The Arizona Department of Education Office of Communications. <https://www.azed.gov/communications/tom-horne-crt>
- Trevor Noah, May 5, 2021. The War Over Teaching America's Racist History in Schools | The Daily Show: <https://www.youtube.com/watch?v=XQKRYJnqIdM>

9/7

- "Asian American students weigh in on end of affirmative action in college admissions." PBS Newshour August 9, 2023. https://www.youtube.com/watch?v=r3c_dYztJUY
- "Florida restricts what colleges can teach on systemic racism" PBS Newshour July 8, 2022. <https://www.pbs.org/video/florida-culture-wars-dis-1657313954/>
- Andrew Atterbury. "DeSantis anti-woke law remains blocked in Florida colleges." March 16, 2023. <https://www.politico.com/news/2023/03/16/desantis-anti-woke-law-00087483>
- Russell-Brown, Katheryn. "The Stop Woke Act": HB 7, Race, and Florida's 21 Century Anti-Literacy Campaign." (UF Law Faculty Publications 2022).

Recommended:

- Hank Stephenson, JULY 11, 2021, What Arizona's 2010 Ban on Ethnic Studies Could Mean for the Fight Over Critical Race Theory. <https://www.politico.com/news/magazine/2021/07/11/tucson-unified-school-districts-mexican-american-studies-program-498926>
- Brown University. Centering Race in the Humanities: Legacies, Interruptions, Futures. July 7, 2021. <https://www.youtube.com/watch?v=d1mqIEcmfww>
- *Seeing Race Again: Countering Colorblindness Across the Disciplines* "Introduction." (University of California Press 2019)
- "Critical Race Theory and Social Emotional Learning Explained." Arizona Department of Education Office of Communications.
- Joe Dana. July 9, 2021. "Ducey signs 'critical race theory' ban." <https://www.12news.com/article/news/politics/ducey-signs-critical-race-theory-ban/75-488e34bd-9286-45b2-a187-4c0a9aa61fbb>

Group partners assigned

Critical Reflections 2

Week 5: How are archives and historical narratives shaped by power?

9/12

- Michel-Rolph Trouillot, (1995) *Silencing the Past: Power and the Production of History*. Chapter 1 and 2

9/14

- Exterminate All the Brutes Part 2

Recommended:

- Roxanne Dunbar-Ortiz with Nikkita Oliver An Indigenous Peoples' History of the United States. Town Hall Seattle. Sep. 16, 2019. <https://www.youtube.com/watch?v=m48UN4t-iLY>
- Sarah Weicksel, "Records Retention: A Diverse Coalition Works to Protect the National Archives at Seattle" <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2021/records-retention-a-diverse-coalition-works-to-protect-the-national-archives-at-seattle>
- Paul Krause on "Michel-Rolph Trouillot, Silencing the Past. Arts One Open. Jan. 13, 2015. <https://www.youtube.com/watch?v=tBfLGvQ8yRY&t=219s>
- Nathan Carpenter. Silencing the Past and the Lies of Maps. Sep. 7, 2020. <https://www.youtube.com/watch?v=Ojn5bZ2BbvY>

• **Critical Reflections 3**

Week 6: How does racism shape space?

9/19

- George Lipsitz, "The White Spatial Imaginary" In *How Racism Takes Place* (Temple University Press 2011)
- Peggy McKintosh, "White Privilege: Unpacking the Invisible Backpack" (1989) <http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>

9/21

- Anthea Butler, *White Evangelical Racism: The Politics of Morality in America*. The University of North Carolina Press. Feb. 23, 2021
- Downing of a Flag Episode 1 and Episode 2. PBS. July 12, 2021 <https://www.pbs.org/video/episode-1-fgeicm/>

Recommended:

- George Lipsitz, "The Possessive Investment in Whiteness" (2006)

Group work plan due

• Real World Connections 1

Week 7: How are feelings racialized and whose feelings matter?

9/26

- Stephen C. Finley, Biko Mandela Gray and Lori Latrice Martin. *The Religion of White Rage: White Workers, Religious Fervor, and the Myth of Black Racial Progress* edited vol. 2020. Edinburgh University Press Ltd. Introduction and https://www.youtube.com/watch?v=6_uIPgQY9T4
- Carol Anderson. "White Rage: The Unspoken Truth of Our Nation's Divide." Emory University. April 9, 2018. <https://www.youtube.com/watch?v=YBYUET24K1c>

9/28

- Gloria Anzaldua. *Borderlands La Frontera: The New Mestiza*. (Aunt Lunta Books. 1999). Chapter 1 and 2
- Sep. 7, 2018. "How Trump's Family Separation Traumatized Children." The Atlantic. <https://www.youtube.com/watch?v=VFJzKmdldos&t=24s>

Recommended:

- John Oliver, Nov. 4, 2018. Family Separation: Last Week Tonight with John Oliver (HBO) <https://www.youtube.com/watch?v=ygVX1z6tDGI>

• Critical Reflections 4

Week 8: How do students envision justice?

10/3

- **Roundtable with student organizers**
- Multicultural Solidarity Coalition Document: <https://docs.google.com/forms/d/e/1FAIpQLSeIjcbeF28pf8i0tdRn4OOSNyiNQ93n1rBVFfsbyK7CvEeh9g/formResponse>

10/5

- Sarah Viren. "The Safe Space That Became A Viral Nightmare." (The New York Times Magazine 2022)

<https://www.nytimes.com/2022/09/07/magazine/arizona-state-university-multicultural-center.html>

- “Asian American students weigh in on end of affirmative action in college admissions.” PBS Newshour August 9, 2023.
https://www.youtube.com/watch?v=r3c_dYztJUY
- PBS Newshour, Feb. 16, 2021. Universities look to the past to understand their relationships with race. https://www.youtube.com/watch?v=ayF_laqwITk
- Michael Crow. Black faculty, staff, and students 25-point initiative.
<https://president.asu.edu/statements/asus-commitment-to-black-students-faculty-and-staff>

Week 9: What are the risks involved when engaging in anti-racist work?

10/10

Fall Break No Class

10/12

- American Association of Colleges for Teacher Education. “Racist Curricula in the 21st Century Do Exist.” <https://aacte.org/2019/12/racist-curricula-in-the-21st-century-do-exist/>
- Isabela Dias. July 15, 2021. MotherJones. “The Moral Panic Over Critical Race Theory Is Coming for A North Carolina Teacher of the Year: How Rodney D. Pierce “started to feel like a target.””
<https://www.motherjones.com/politics/2021/07/the-moral-panic-over-critical-race-theory-is-coming-for-a-north-carolina-teacher-of-the-year/>

Social Justice at ASU Assignment Due October 12 in class

Week 10: How do the humanities fight against racism and move toward justice?

10/17

- **SHPRS Faculty Roundtable (TBA)**
- AAR Board of Directors. AAR Statement on Racism and George Floyd Murder. June 4, 2020. <https://aarweb.org/AARMBR/About-AAR-/Board-of-Directors-/Board-Statements-/AAR-Statement-on-Racism-and-George-Floyd-Murder.aspx>
- Anti-Racist Statement from the American Philosophical Association
<https://www.apaonline.org/page/racist-violence-police-brutality>
- Sarah Weicksel and James Grossman, “Racist Histories and the AHA”:
<https://www.historians.org/publications-and-directories/perspectives-on-history/february-2021/racist-histories-and-the-aha>

10/19

- Lewis Gordon, *Disciplinary Decadence and the Decolonization of Knowledge*. 2014. Africa Development, Volume XXXIX, No.1, 2014, pp. 81-92. Council for the Development of Social Science Research in Africa, 2014.

- **Group outlines due**

Week 11: How has the movement for Black lives transformed conversations about justice?

10/24

- Barbara Ransby, (2018) *Making All Black Lives: Reimagining Freedom in the Twenty-First Century (American Studies Now: Critical Histories of the Present)* (Chapter 1 and 5)

10/26

- “TEDTalks: Alicia Garza, Patrisse Cullors, and Opal Tometi: An Interview with the Founders of Black Live Matter.” Black Lives Matter
<https://www.youtube.com/watch?v=tbicAmaXYtM>

Recommended:

- Eyes on the Prize: Hallowed Ground (HBO Max 2021) by Sophia Nahil Allison

- **Real World Connections 2**

Week 12: How is abolition important to conversations around equity?

10/31

- Film: *13th* (2016) by Ava DuVernay

11/2

- Ruth Wilson Gilmore. “Chapter 20 “Abolition Geography and the problem of innocence.” In *Abolition Geography: Essays Towards Liberation* edited by Ruth Wilson Gilmore, Brenna Bhandar and Alberto Toscano (Verso Books 2022)
- Derecka Purnell. “Becoming Abolitionists” (The Daily Show with Trevor Noah 2021) <https://www.cc.com/video/0w8kcq/the-daily-show-with-trevor-noah-derecka-purnell-becoming-abolitionists>

Recommended:

- Michelle Alexander (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (selections TBD)

• Critical Reflections 5

Week 13: How can the concept of decolonization help us think about justice?

11/7

- Nelson Maldonado-Torres. "On the Coloniality of Being: Contributions to the Development of a Concept1." *Cultural Studies* Vol 21, 2007 Issue 2-3: Globalization and the De-Colonial Option.
- John Yang, Jul 8, 2021. Indigenous survivor describes her 'haunting experience' of boarding school abuse. PBS Newshour.
<https://www.pbs.org/newshour/show/indigenous-survivor-describes-her-haunting-experience-of-boarding-school-abuse>

11/9

- Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012, pp. 1-40
- Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU
<https://www.youtube.com/watch?v=QP9x1NnCWNY>

Recommended:

- Indigenous Peoples echo Black Lives Matter call for justice. PBS Newshour. Oct. 12, 2020 <https://www.pbs.org/newshour/show/indigenous-peoples-echo-black-lives-matters-call-for-justice>
- Al Jazeera. August 10, 2021. Canada pledges millions to search for residential school graves <https://www.aljazeera.com/news/2021/8/10/canada-pledges-millions-to-search-for-unmarked-indigenous-graves>
- Linda Tuhiwai Smith Apr 29, 2013, INQ13 | Linda Tuhiwai Smith and Eve Tuck - "Decolonizing Methodologies"
<https://www.youtube.com/watch?v=rIZXQC27tvq>
- 3.3 Colonialism Shaping European Citizenship,
<https://www.youtube.com/watch?v=Qt5uA9IJQX4>

• Real World Connections 3

Week 14: Why are reparations important?

11/14

- Film: Descendant (2022)

11/16

- Reconsidering reparations. Táíwò, Olúfemi O., author. New York : Oxford University Press 2022 (Selections TBA)
- Charles Long, University of California. Jan. 31, 2008, Reflections on the Legacy of Slavery: Charles Long
<https://www.youtube.com/watch?v=FKy3lTy39iM>

Recommended:

- “Writer Ta-Nehisi Coates Makes the Case for Reparations at Historic Congressional Hearing.” DemocracyNow!
https://www.youtube.com/watch?v=N_FAW6U5p5I
- Ta-Nehisi Coates, “The Case for Reparations” (2014)
- The Movement For Black Lives Reparations Platform
- CARICOM Reparations Platform
- The Demands: <https://www.thedemands.org/>
- The History of Reparations. PBS Origins.
<https://www.youtube.com/watch?v=98u7NNBWsmU>

Critical Reflections 6 Critical Reflections 1

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Week 15: What does transformative justice look like?

11/21

- Film: Exterminate All the Brutes Part 4
- Ron Espiritu. Why ethnic studies matters | Ron Espiritu | TEDxAmherstCollege. Dec. 18, 2014
<https://www.youtube.com/watch?v=XvvMgujD4i8>
- 2021 ASU Institute of the Humanities Distinguished Lecturer adrienne maree brown. March 25, 2021
<https://www.youtube.com/watch?v=X1WUScrJypM>

11/23

No Class Thanksgiving Holiday

Recommended

- Chicago Humanities Festival. Energizing Change: Charlene Carruthers and adrienne maree brown in Conversation. May 21, 2019.
<https://www.youtube.com/watch?v=vOm3mLLGpok>

Week 16: How do we envision a future without racism?

11/28

- **Epistemic Reparations Project Class Presentations Due November 28, 2023 at 10:30am**

11/30

- **Epistemic Reparations Action Plan Class Presentations Due Nov. 30 2023 at 10:30am**

Syllabus subject to change.

Arizona State University Institutional Policy

Statement on Justice:

This class does not discriminate on the basis of race, sexuality, nationality, immigration status, political orientation, gender, religion, class, commuter, residential, parental or any other marker of identity. Please see me if you need special accommodations because you are a parent, guardian, or caregiver. Please see me if English is a second language for you and you require accommodations. Please see me if you have any accessibility issues and we can find accommodations for you. This course abides by ASU's charter that "ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves."

Email and Internet:

ASU email is the official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. I will send all correspondence to your ASU email address.

Class Time Allotment and Feedback:

Be prepared to dedicate at least 15 hours a week to this course, which is about three hours each day not including weekends. Readings should take about 10 hours a week and assignments should take about 4 hours to complete. The in-class presentations should take 1 hour. If you find you are spending more than fifteen hours a week on assignments and readings, please come to my office hours so we may discuss your work schedule. You should expect to receive feedback on your written assignments and presentations within two weeks of the time you turned them in.

Absence Policies:

Participation in class activities is an essential part of the learning process, and students are expected to participate in class regularly. Some absences are, however, unavoidable. You are allowed three absences during the semester. Anything beyond the third absence requires a doctor or deans note

excusing the absence or the grade will drop by one full letter. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional. If you will be absent from class for individual religious observances/ practices, make arrangements with your instructor in advance. The Arizona Board of Regents policy prohibits discrimination against any student, employee, or other individual because of that individual's religious beliefs or practices, or any absence thereof. We will make accommodations for the religious practices of individuals, as described in policy [ACD 304-04](#). Please note that time taken for religious observances will not be counted toward your total excused absences as allowed by the syllabus, and that accommodation will be provided for both attendance and assignments that fall due on those days. The absence policies in the course syllabus, per [ACD 304-10](#), should address these excused absences related to religious observances/practices. Excused absences related to university-sanctioned events/activities must be in accordance with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities."

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by *email: shamara.wyllie.alhassan@asu.edu* at least **3 days** before the expected absence.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by *email: shamara.wyllie.alhassan@asu.edu*.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Late or Missed Assignments:

Please notify me BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments:

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Please plan ahead to avoid technical issues. For more information on how to use Canvas, please view <https://community.canvaslms.com/docs/DOC-10701>.

Drop and Add Dates/Withdrawals:

Please consult the ASU calendar for details on your timeframe to add or drop a class. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Course Evaluation:

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Grade Appeals:

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records.

Copyrighted Materials

All content in this course, including video lectures, presentations, assignments, discussions, quizzes, and exams, is protected by copyright and may not be shared, uploaded, sold, or distributed.

[Plagiarism](#) is strictly prohibited. Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement and impose sanctions as listed below.

Academic dishonesty includes any act of academic deceit, including but not limited to possessing, reviewing, buying, selling, obtaining, posting on a site accessible to others, reviewing materials from a site accessible to others, or using, without appropriate authorization, any materials intended to be used for an Academic Evaluation.

Prohibition of Selling Class Notes:

Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course. In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Sanctions for Academic Integrity Violations:

Possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

Some assignments in this course may include or allow use of Artificial Intelligence (AI), including ChatGPT or related tools for the creation of text, images, computer code, audio, or other media. The instructor will inform you when, where and how you may use these tools, and [provide guidance for attribution](#). Use of generative AI tools in any other context in this course will be considered a

violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss *before* submitting work.

Academic Status Reports

This course incorporates an early alert reporting system called **Academic Status Reports (ASRs)** to give you helpful updates throughout the semester. An ASR will let you know if you are progressing well or if there are concerns related to your class performance. Concerns may be related to missing classes, missing assignments, or the quality of your work. ASR notifications will be sent to your ASU email address and are visible on [My ASU](#) in the My Classes box. The ASR may provide recommended actions, such as meeting with your instructor, TA, or academic advisor. If you receive an ASR, don't ignore it and keep calm (it might be good news). Read the message, follow the suggested instructions, and don't delay. Information for making an appointment with your academic advisor can be found on My ASU in the Academic Support Team box. Students should view ASRs as confirmation of good work or use them as a catalyst to make changes, seek assistance, and improve in the course.

You can learn more about ASRs on the [Academic Status Report Resources](#) page.

Student Conduct and Appropriate Behavior

Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [SSM 104-02](#) policy against threatening behavior, per the Student Services Manual, "Handling Disruptive, Threatening, or Violent Individuals on Campus", and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Netiquette --appropriate online behavior-- is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

If you deem content shared by an instructor or student offensive, bring it to the attention of the instructor or, alternatively, to the unit chair or director.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition Against Discrimination, Harassment, and Retaliation (Title VII and Title IX)

Policy on Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests.

Title VII

Title VII of the Civil Rights Act of 1964 is a federal law that provides that no person be discriminated against based on certain specified characteristics: sex, race, color, national origin and religion, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status.

Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Accessibility Statement:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus	Polytechnic Campus
University Center Building, Suite 160	480-727-1165 (Voice)
602-496-4321 (Voice)	
West Campus	Tempe Campus
University Center Building (UCB), Room 130	480-965-1234 (Voice)
602-543-8145 (Voice)	

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. are not sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs. Please let me know if you need assistance with accessing a computer.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk, call toll-free at 1-855-278-5080.

Student Success

To be successful:

- check the Canvas course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Campus Resources

SHPRS Writing Studio: “The School of Historical, Philosophical and Religious Studies offers a one-on-one writing tutoring center for all students to use. The SHPRS writing studio is run by SHPRS faculty and graduate students who are dedicated to helping students at any step in the writing

process. Each student is given specialized instruction and guidance that they can carry with them even after they have left the studio. <https://shprs.asu.edu/writingstudio>

Visit the studio to:

- Plan an upcoming paper
- Review of & feedback on a current paper - Understanding conventions of writing
- Grasp proper documentation/citations
- Assistance with logical organization
- Receive general writing advice”

University Academic Success Programs: **Services Subject Area Tutoring, Writing Tutoring, Supplemental Instruction (SI), Academic Skills Tutoring, Online Tutoring**

<https://studentsuccess.asu.edu/student-services>

Support Services for ASU Students: General directory for different types of campus resources

<https://eoss.asu.edu/dos/supportservices>

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.