



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Office of the Vice Provost for Academic Affairs

May 24, 2018

TO: John Marah
African and African American Studies

FROM: Kandie Gay
Office of the Vice Provost - Academic Affairs

RE: General Education Codes

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

COURSES	CODES APPROVED	CODES NOT APPROVED
AAS 104 Institutional Racism	Add: Social Science (S)	

*** It is necessary for our office to request approval from Systems Administration in Albany before General Education code can be awarded and listed.**

If you wish further clarification of the Committee's decisions, you may contact

James Zollweg, Chair of the General Education Committee
Department of Earth Science
Email: jzollweg@brockport.edu

Copy: Jose Maliekal, Dean
Arts and Sciences

Monica Brasted, Associate Dean
Arts and Sciences

James Zollweg, Chair
General Education Committee

Tameciah Browne
College Senate

Peter Dowe
Registration and Records

Janice Stewart
Registration and Records



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution **2017-18 #54GE**
College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **AAS 104 Institutional Racism** (#73_17-18GE)

Implementation Effective Date**: 8 / 20 / 18 5

Signed: _____ Date: 5 / 10 / 18
(Sandeep Singh, 2017-18 College Senate President)

Signed: _____ Date: 5 / 10 / 18
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 YES NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sandeep Singh, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: _____ Date: May 15, 2018
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

Monaghan, Debbie (dmonaghan)

From: Lamphron, Deborah H (dlamphro)
Sent: Thursday, May 10, 2018 12:12 PM
To: Monaghan, Debbie (dmonaghan)
Subject: Cover Sheet for Senate Proposal #2017-18 #54 GE

Hi Debbie,

Can you please redo Senate Cover Sheet for Resolution #2017-18 #54 GE? The SUBJ: Should be: AAS 104 Institutional Racism.

Everything else is okay on it.

Thank you.
Debbie

~~~~~  
Debbie Lamphron  
Administrative Staff Assistant to the Provost & Vice President  
Office of Academic Affairs  
The College at Brockport  
350 New Campus Drive  
722 Allen Administration Building  
Brockport, NY 14420  
Phone: 585-395-2651  
Fax: 585-395-2401  
[dlamphro@brockport.edu](mailto:dlamphro@brockport.edu)

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS:  
JANUARY 31**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

|                                                                                   |                                                                                          |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Routing Number</b><br><i>Routing # assigned by Senate Office<br/>2017-2018</i> | 73_17-18GE<br><i>Use routing number and title in all<br/>reference to this proposal.</i> |
| <b>This Proposal<br/>Replaces Resolution</b>                                      |                                                                                          |

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format or PDF**: include this proposal cover page, the detailed proposal, and any relevant supporting data or documentation, including letters of support from your department chair and dean, if applicable, as well as letters of support or dissent (or evidence that such letters were sought) from all affected programs, departments, or units at the College.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals and questions go to [kgay@brockport.edu](mailto:kgay@brockport.edu) in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, i.e. *Use a course number and/or title, indicate if for GED code, etc.*

AAS 104 Institutional Racism - Adding S Gen Ed Code

2. **BRIEF DESCRIPTION OF PROPOSAL:**

Addition of the Social Sciences Knowledge Area Gen Ed Code to Institutional Racism AAS104

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**  NO  YES **EXPLAIN**  
YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

Syllabus incorporates GE SLOs at both SUNY and Brockport levels for social sciences

5. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON STUDENT ELIGIBILITY FOR THE EXCELSIOR SCHOLARSHIP.**

The course will satisfy an additional gen ed requirements

6. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON TRANSFER STUDENTS AND THEIR ABILITY TO TRANSFER SEAMLESSLY AS MANDATED BY SUNY POLICY.**

The course will satisfy an additional gen ed requirement

7. **ANTICIPATED EFFECTIVE DATE:** May 2018

8. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

| <i>First Submission</i> | <i>Updated on</i> | <i>Updated on</i> | <i>Updated on</i> |
|-------------------------|-------------------|-------------------|-------------------|
| 3/27/2018               |                   |                   |                   |

9. **SUBMITTED BY: (contact person)**

| <i>Name</i>           | <i>Department</i> | <i>Phone</i> | <i>Email</i>          |
|-----------------------|-------------------|--------------|-----------------------|
| Naomi R Williams, PhD | AAS               | X5574        | nwillia@brockport.edu |

10. **COMMITTEES: (Senate office use only)**

| <b>Standing Committee</b>                                                   | <b>Forwarded To</b>                    | <b>Dates Forwarded</b> |
|-----------------------------------------------------------------------------|----------------------------------------|------------------------|
| <input type="checkbox"/> Executive Committee                                | <b>Standing Committee</b>              | 3/27/2018              |
| <input type="checkbox"/> Enrollment Planning & Policies                     | <b>Executive Committee</b>             |                        |
| <input type="checkbox"/> Faculty & Professional Staff Policies              | <b>Senate</b>                          | 4/30/2018              |
| <input checked="" type="checkbox"/> General Education & Curriculum Policies | <b>Passed GED's go to Vice Provost</b> |                        |
| <input type="checkbox"/> Graduate Curriculum & Policies                     | <b>College President</b>               |                        |
| <input type="checkbox"/> Student Policies                                   | <b>OTHER</b>                           |                        |
| <input type="checkbox"/> Undergraduate Curriculum & Policies                | <b>REJECTED -WITHDRAWN</b>             |                        |

NOTES:

**SOCIAL SCIENCES KNOWLEDGE AREA – CODED “S”  
STUDENT LEARNING OUTCOMES CHECKLIST  
MARCH 2012 VERSION**

*Please check all student learning outcomes that apply to this course. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. Social Sciences courses may carry the “W,” “WY,” “O” and/or “D” codes (Complete checklist for these codes and attach.)*

**The following are general requirements for all Knowledge  
Area courses --**

- Knowledge Area courses for native Brockport students are lower division courses.
- Knowledge Area courses may not require prerequisites.
- Knowledge Area courses that transfer students may use to complete the SUNY General Education requirements may receive exception as an upper-division course.

**All Knowledge Area courses must satisfy the following student learning outcomes:**

- X** Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (FS Res. #04, 1999-2000).*

Students will write at least 2000 words over the semester, with multiple opportunities for feedback. There are three short essays, which all receive feedback. The first essay is open to revision after students receive feedback. Students will also write short, in-class reflection pieces, and over three quizzes, students will write short-answer responses, reflecting the major themes of the course.

- X** Students will identify, analyze, and evaluate arguments as they appear in their own and others' work.

The textbook is supplemented with scholarly articles, blog posts, films, and journalism pieces that offer conflicting viewpoints, themes for debate, and expanded ideas related to the social institutions discussed in the course (housing, education, employment, criminal justice system, social welfare system). Students will analyze the various arguments and apply them to our group discussions on best practices in various arenas, avenues to eliminate/reduce racism within institutional settings, and social impact of current policies and practices. Then, students will write analytical essays that offer their overall assessment of authors' theories and findings.

**Social Sciences courses must satisfy both of the following student learning outcomes:**

- X** Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

Students will read various fields within the social science (sociology, political science, & history). During the first week of class, students will get instruction on how to evaluate arguments, effective use of evidence, scholarly analyses, and conclusions. The in-class discussions will give students an opportunity to identify and analyze these sociological arguments as well as test their ideas/theories with their peers. In-class discussion

AAS 104-01 INSTITUTIONAL RACISM  
COURSE SYLLABUS

PROFESSOR NAOMI R WILLIAMS  
NRWILLIA@BROCKPORT.EDU

OFFICE: 202A HARTWELL  
OFFICE PHONE: 585.395.5574

#### COURSE DESCRIPTION AND OVERVIEW

Familiarizes students with the history and development of racist institutions in America. Engages students in an examination of the structure or "anatomy" of contemporary race relations in its interconnections with racial stereotypes and prejudice. Explores the psychological dimensions of racism, that is, how racism manifests itself in individual and group contexts. "Institutional Racism" will introduce a variety of theoretical frameworks on the persistence of racism in American society. Students will explore the historical antecedents to racial and ethnic inequality and examine the functioning of institutional racism in U.S. society. Students will also evaluate several remedies to racism in social and political institutions.

#### LEARNING OUTCOMES

At the end of this course, students will be able to demonstrate an understanding of the difference between individual and institutional racism; demonstrate an understanding of the historical development of racism in the U. S.; explain and analyze how institutional racism operates in the major social institutions; identify and analyze sociological, historical, and political science-related methodologies and concepts related to racism, social institutions, and stratification with U.S. society; discuss the value of various remedies to racism; demonstrate beginning skills in increasing personal cultural competency; and demonstrate critical thinking and writing skills.

#### COMMUNICATIONS/EMAIL/ELECTRONIC DEVICES

Feel free to email me with questions, concerns, ideas, and/or issues that may arise during the semester. Remember to check the syllabus or Blackboard resources for general questions. I will reply to most emails within 24 hours. If you have a detailed concern, it may be easier to schedule an appointment during office hours or at another mutually-agreeable time to address certain concerns.

Students are responsible for looking for announcements or updates on Blackboard. Any changes to our schedule or course content will be posted there.

Electronic devices are permitted in class for class-related tasks. If I feel your use of cell phones, laptops, or other devices are distracting you or other students, I will prohibit the use of electronic devices for the whole class for the rest of the semester (do not disrupt class, do not use social media, do not check or reply to text messages, do not do other coursework during our class time, keep electronic devices on silent or vibrate).

#### CLASS FORMAT AND REQUIREMENTS

Class will consist of lectures, group discussion, and videos. I am happy to accommodate you if you need any special considerations due to a disability, but please let me know as soon as possible. Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Attendance is mandatory. All students are expected to attend all class sessions, having done the assigned reading, prepared to ask questions and participate in class discussion. Students' success on written assignments will depend on their active engagement, including energetic involvement in class. Each unexcused absence will result in a loss of one point from attendance grade. Three late arrivals will be

|    |         |
|----|---------|
| A- | 90 – 93 |
| B+ | 87 – 89 |
| B  | 83 – 86 |
| B- | 80 – 82 |
| C+ | 77 – 79 |
| C  | 73 – 76 |
| C- | 70 – 72 |
| D+ | 67 – 69 |
| D  | 63 – 66 |
| D- | 60 – 62 |
| E  | 0 – 59  |

## ACADEMIC HONESTY

Plagiarism is considered a very serious offence as it undermines the very core of honest and open intellectual discussion. Plagiarism and other forms of academic dishonesty will not be tolerated. See the College's policy on academic dishonesty [here](#).

## REQUIRED BOOKS

□ Institutional Racism: A Primer on Theory and Strategies for Social Change, 2nd edition

Author: Shirley Better ISBN: 0742560163/978-0742560161

□ Other readings available on Blackboard:

- Barbara Jeanne Fields, "Slavery, Race and Ideology in the United States of America," *New Left Review* I, no. 181 (May-June 1990): 96-118.
- John a. Powell, "Integration is not Cultural Assimilation," in *Challenges to Equality: Poverty and Race in America*, edited by Chester Hartman (Armonk, NY: Sharpe, 2001), 141-148.
- Gina Crosley-Corcoran, "Explaining White Privilege to a Broke White Person," *The Huffington Post*, 08 May 2014.
- Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History *JAH* 97, no. 3 (Dec 2010): 703-734.
- William Sites and Virginia Parks, "What Do We Really Know About Racial Inequality? Labor Markets, Politics, and the Historical Basis of Black Economic Fortunes," *Politics & Society* 39, no. 1 (2011): 40-73.
- Adriane Bezusko, "Criminalizing Black Motherhood," *Souls: A Critical Journal of Black Politics, Culture, and Society* 15, no.1-2 (Jul 2016): 39-55.
- Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014.

## HOW TO READ FOR CLASS

Reading is an active process. You must read critically. This means you have to read closely, analyze the argument and the use of sources and then decide what you think about what the author is trying to say. Are you convinced? Did something challenge your assumptions? Were your ideas confirmed or contradicted?

As you read ask yourself the following questions and take notes:

- What is the author's argument about this subject?
- Why does it matter (what's the big picture)?
- What sort of evidence is used and is it used effectively?
- How is the reading organized?
- What assumptions did the author start with? How did that impact the argument?

You will find that reading critically and actively engaging with the material will allow you to more easily construct discussion questions, help you feel more prepared for class, and prepare well for writing assignments. Taking strategic notes both while you are reading and during class discussion will help you craft strong essays.

Reading: Institutional Racism, Chapter 5

Wednesday: Poverty and Welfare

Reading: "Criminalizing Black Motherhood"

Friday:

Week 7 –

Monday: The Web of Institutional Racism

Reading: Institutional Racism, Chapter 6

Paper 2 Due

Wednesday: Intersectionality

Reading: "Explaining White Privilege To A Broke White Person," & "#RaceAnd..." (read bios and watch videos)

Quiz 2

Friday:

Week 8 –

Spring Break (NO CLASSES)

Week 9 –

Monday: Solutions

Reading: Institutional Racism, Chapter 7

Wednesday: Solutions

In-class videos and discussion

Friday:

Week 10 –

Monday: Solutions, continued

Reading: Institutional Racism, Chapter 8

Wednesday:

Paper 3 Due

Friday:

Week 11 –

Monday: Current Campaigns to End Institutional Racism

Reading: Review websites of organizations in Appendix; Contribute to Social Justice Database

Wednesday

Reading: Institutional Racism, Chapter 9

Friday:

Week 12 –

Monday

Quiz 3

Wednesday: NO CLASS



OFFICE USE ONLY

ALPHA CODE 2 2 1 1

Effective From 11/1/83

To 1/1/84

Signature Henry J. Stuebe

SUNY COLLEGE AT BROCKPORT  
 COURSE REGISTRATION FORM



(Complete both sides of the form)

- 1.  Undergraduate  Graduate
- New Course  Change in Title, Previous Title \_\_\_\_\_
- Content Revised  Change in Number, Previous Number \_\_\_\_\_
- Topics/Issues Course for (semester) \_\_\_\_\_ (year) \_\_\_\_\_
- \*2. Abbreviated Course Title I N S T I T U T I O N A L R A C I S M
- \*3. Official Course Title INSTITUTIONAL RACISM
- 4. A A S 1 0 4  
 (DISCIPLINE) (NUMBER) If cross-listed, give discipline(s) and number(s).
- \*5. Semester Hour(s) of Credit 3
- \*6. Type of Course:  Liberal Arts  Non-liberal Arts  G.E. Code(s)
- \*7. Prerequisite Courses: (Discipline, Number) \_\_\_\_\_ Corequisite Courses: (Discipline, Number) \_\_\_\_\_
- 8. If this course is offered by the department at another level under another number, give numbers, i.e., 428/528. \_\_\_\_\_ (same discipline only)
- \*9. Frequency of Offering: Y - Yearly; E - Even Numbered Years; O - Odd Numbered Years  
 Fall Semester  Spring Semester  Summer Session
- 10. This course is offered exclusively on Satisfactory/Unsatisfactory basis.  YES  NO
- \*11. Course Description (Copy for Catalog: 65 word maximum) This course pursues three major goals designed to enhance students' intellectual understandings of racism. First, students will be familiarized with the history & development of racist institutions in America. Secondly, students will engage in an examination of the structure, or "anatomy," of contemporary race relations and its interconnections with racial stereotypes and prejudice. Thirdly, students will explore the psychological dimensions of racism, that is, how racism manifests itself in individual and group contexts.
- 12. Relationship to Degrees or Programs?  Requirement \_\_\_\_\_ Degree, Major, Program  
 Elective  Other \_\_\_\_\_

\* For Inclusion in Catalog

Submitted by Dr. Donald Sabo Date November 11, 1983

Unit Chairperson's Approval [Signature] Date 11/9/82

Dean's Approval [Signature] Date 12/20/82

Director of General Education (if appropriate) [Signature] Date 1/13/83

\*\* Completed form (both sides) should be forwarded to Office of the Provost \*\*

throughout the semester. The purpose of this latter endeavor is to reflect upon the readings, issues and information discussed in class, and one's everyday experiences in the world of race relations. These reflections will be, of course, placed in written form. Journals will be turned in midway and at the end of the semester, evaluated by the instructor for content and insight, and ultimately graded. Performance in journal writing accounts for the final 15% of the grade.

Readings:

The following books will be read during the semester:

- (1) Sidney M. Wilhelm, WHO NEEDS THE NEGRO? (1971)
- (2) Franz Fanon, BLACK SKIN WHITE MASKS: THE EXPERIENCES OF A BLACK MAN IN A WHITE WORLD (1967)
- (3) Benjamin Bowser and Raymond Hunt, eds., IMPACTS OF RACISM ON WHITE AMERICANS
- (4) Robert W. Terry, FOR WHITES ONLY (1977)

These volumes are in paperback form in order to save students money; they are available in the college bookstore for your purchase and perusal.

From time to time, the instructor will refer interested students to various supplemental readings which are in book, article, and/or magazine form.

Course Outline of Topics:

A roughly hewn list of the topics to be discussed and explored during the semester is attached. Each topic will consume approximately one week of course time.