



Castleton University

Winter/Spring 2021

Course Title: Stamped: Confronting the Legacies of Racism with Students

Number of Credits: 1

Level: Graduate

Course Number:

Location: Online Zoom

Cost: \$500 payable to Flow of History

Dates and Times:

Choice 1: Tuesdays, 4:00 – 5:30 p.m.
January 5, February 2, February 24, March 9, March 30

Choice 2: Thursdays, 4:00 – 5:30 p.m.
January 7, February 4, February 25, March 11, April 1

Instructor: Sarah Rooker, info@flowofhistory.org, 802.299.0282

Sponsor: The Flow of History
729 Union Village Road, Norwich, VT 05055

Course Description:

The course is offered by the Flow of History. It is a book discussion and curriculum reflection course using Jason Reynolds and Ibram X. Kendi's book, *Stamped: Racism, Antiracism, and You*. Participants reflect on how central concepts of the book are or are not reflected in their curriculum and consider ways to engage students in understanding how racism in America's past impacts us all in the present.

Course Goals:

- a. To re-examine U.S. History in light of contemporary events.
- b. To connect our communities' histories to concepts and issues highlighted in the book.
- c. To use primary sources and art to engage students in critical thinking.

Course Objectives:

- Consider how racist ideas have been woven into the fabric of our country from the beginning.
- Consider how our history curriculum can support our students to become engaged citizens.
- Use history to provide important context for current issues.

Required Readings/Texts: (Flow of History provides all reading materials)

- Jason Reynolds and Ibram X. Kendi, *Stamped: Racism, Antiracism, and You*
- Supplementary primary sources as provided.

Assignments:

1. Actively participates in the Book Discussions (20%)
2. Applies primary source analysis to the content during each session. (40%)
3. Final Assignment. (40%)

Class Schedule:

January 5/7: 1415-1728 [The Puritans]

Reading: *Stamped*, pp. ix (Introduction)-36

Primary sources connected to Cotton Mather and the story of Onesimus

February 2/4: 1743-1826 [The Founding of the Nation]

Reading: *Stamped*, pp. 41-78

Primary sources connected to Thomas Jefferson (racism embedded in our founding documents) and to slave resistance

February 23/25: 1826-1879 [Abolitionism and the Civil War]

Reading: *Stamped*, pp. 83-112

Primary sources connected to the anti-slavery movement in VT and NH and what it means to be an ally

March 9/11: 1868-1963 [Du Bois & Washington]

Reading: *Stamped*, pp. 117-165

Art of the Harlem Renaissance, contemporary art, and concepts of assimilation and identity

March 30/April 1: 1963-Today and Afterword [Civil Rights]

Reading: *Stamped*, pp. 169-248

Art and music confronting concepts of systemic racism

Final Assignment:

- 1) In a 2- to 3-page reflection, consider the ways in which the central themes discussed in the sessions might be applied to your teaching OR
- 2) Develop a primary source activity or an activity using art that deepens student understanding of a key concept or topic in *Stamped*.

Expectations:

- 1) Students will complete all assigned readings

- 2) Students will actively discuss the readings and apply primary source analysis to the content during the sessions
- 3) Students will complete final assignment

Evaluation:

See Rubric below

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the 2019/2020 Castleton University Graduate Catalog, under Academic Policies, accessible online at:

<http://www.castleton.edu/campus/StudentHandbook/pages6to43.pdf>

<http://catalog.castleton.edu/content.php?catoid=13&navoid=757>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the 2019/2020 Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=14&navoid=1020#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Additional information on this subject is contained in the publication “Questions and Answers on Copyright for the Campus Community.” This document can be accessed online on the National Association of College Stores web site at the following address:

<http://www.nacs.org/toolsresources/cmip/copyright/questions.aspx>.

Course Drop Policy:

Castleton University offers courses to educators with the expectation participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course.

The notice should include the reason for withdrawing and be made as follows:

- 1 credit course (15 hours) – before 3 hours of the course have taken place
- 2 credit course (30 hours) – before 6 hours of the course have taken place
- 3 credit course (45 hours) – before 9 hours of the course have taken place
- 4 credit course (60 hours) – before 12 hours of the course have taken place

After that, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may be liable for associated course costs.

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

For more Academic Policy information check the link below to access the 2019/2020 Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=13&navoid=757>.

<http://www.castleton.edu/campus/CollegeHandbook/0809StudentHandbook.pdf><http://catalog.castleton.edu/content.php?catoid=8&navoid=340><http://www.castleton.edu/campus/CollegeHandbook/handbook.pdf>

Transcript Request:

<http://www.castleton.edu/campus-life/student-resources/student-services-center/transcript-request/>.

Appendix

GRADING RUBRIC

Name:

Final Grade:

COLLABORATIVE LEARNING	YES/NO	COMMENTS
Course Participation Participates in book discussions (20%)		
Apply primary source analysis to the content during the sessions (40%)		

FINAL ASSIGNMENT	EXEMPLARY	PROFICIENT	COMMENTS
In a 2- to 3-page reflection, consider the ways in which the central themes discussed in the sessions might be applied to your teaching. (40%) or	Central themes are defined and clearly connect to specific units, themes, or topics in the curriculum.	Central themes are listed and discussion connects to teaching.	
Develop a primary source activity or an activity using art that deepens student understanding of a key concept or topic in <i>Stamped</i> . (40%)	It is clear how the activity deepens student understanding of the concept. Art or primary source connect to the concept. Activity supports student analysis and synthesis.	Art or primary source connect to the concept. Activity could be more developed to support student analysis and synthesis.	