

## FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: Mary Sundal x 1608

SUBJECT: *Minor: African American and African Diaspora Studies*

### Description:

African American and African Diaspora Studies (AAADS) is an interdisciplinary program that examines the societies and cultures of people of African descent around the globe. This includes the ideas, institutions, and practices that African Americans and people throughout the African diaspora have used to survive and shape the modern world. The mission and learning objectives of the program are rooted in critical race theory-in particular, the premise that the construction of race and ethnicity is inextricably linked to systems of power and privilege-and thus an ability to analyze how concepts of race and ethnicity both influence and are influenced by social, historical, and cultural processes is essential to the pursuit of social justice. AAADS aims to help students cultivate this ability, preparing them to contribute to the creation of a more socially just world through their professional and civic endeavors.

### Student Learning Outcomes:

Upon completion of the AAADS minor, students will be able to:

1. Describe the history of the African diaspora and the continued impact of colonialism, global slave trade, and segregation/apartheid on African Americans and other African diasporic communities.
2. Analyze the social construction of race and ethnicity and how their intersections with class, gender, and other factors affect African Americans and other African diasporic individuals and communities.
3. Apply interdisciplinary methods and theories appropriate to African American and African Diaspora Studies.
4. Demonstrate social justice praxis informed by critical race theory.

### Study Plan:

To obtain the optional minor in African American and African Diaspora Studies (AAADS), a student must complete at least 15 hours of designated AAADS coursework, including both required and elective courses. Electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. These courses should include XX 200: Introduction to Critical Race and Ethnic Studies.

The minor will be supervised by the director of the AAADS program or a member of the AAADS advisory board. Students may complete the minor two ways. They may a) submit a study plan consisting of coursework formally identified as counting toward the AAADS minor, or b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed by the director of the program and advisory board to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

### Required Courses:

- XX 200: Introduction to Critical Race and Ethnic Studies
- One of the following courses: HI 328 African American History; HI 329 the Civil Rights Movement; HI 370 Modern Africa; OR AN 317: Peoples and Cultures of Africa

Electives that may count toward the minor include, but are not limited to:

- AN 317: Peoples and Cultures of Africa
- AR 309: Arts of Africa
- HI 328: African American History

- HI 329: The Civil Rights Movement
- HI 370: Modern Africa
- HS 450/HS 650: Multicultural Issues
- MM 360: Minorities and the Media
- PY 395: Psychology of Social Power
- SO 207: Race and Ethnic Relations
- Approved directed readings or independent studies

Please note that, while the classes above all require prerequisites, these prerequisites will be waived for students pursuing this minor program.

Rationale:

A new minor program in AAADS will provide a needed opportunity to revise, modernize, and diversify the curriculum at Washburn. It will help attract students and faculty members of color to the University; promote inclusion of existing students and faculty of color; and allow participating students from all backgrounds to hone skills in cultural fluency, which is repeatedly one of the top 5 skills that employers surveyed by the National Association of College Employers (NACE) say they look for in hiring undergraduates. Minors in AAADS will gain an interdisciplinary view of the world that is grounded in the perspective of Africa and the African diaspora. They will come to understand the forces that influence and impact the lives of people of African descent in the United States and beyond.

Washburn's curriculum and level of faculty expertise already supports the creation of this minor program but, as stated above, it is anticipated that the existence of the program will help to further diversify the curriculum and attract a more diverse faculty and student body. In these ways, the minor will help Washburn to live up to its core value inclusion.

The initial director of the program will be Dr. Mary Sundal, an Africanist scholar. Dr. Sundal earned a graduate certificate in African Studies from the University of Kansas, is a member of the African Studies Association, published multiple peer-reviewed articles on the pastoral peoples of Uganda, and currently has a book project focusing on African indigenous healers. As additional faculty members of color with expertise in African American and African Diaspora Studies join the faculty at Washburn, it will be important to revisit the appointment of this position.

The Social Sciences Division will be the home for this proposed minor; however, it will need to be highly interdisciplinary in order to be academically robust. Faculty members and departments from across the University are encouraged to cross-list courses with the program and/or offer courses that could count toward the fulfillment of the minor program.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

*FAC on date*

*Faculty Senate on date*

Attachments Yes  No

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-01-24</u>
<b>Division</b>	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-02-04</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-05</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-03</u>
<b>CAS Faculty</b>	_____	_____	_____

**Approved By:**      **Faculty Senate** \_\_\_\_\_      **University Faculty** \_\_\_\_\_      **WU Board of Regents** \_\_\_\_\_

1. Title of Program.

African American and African Diaspora Studies Minor Program (CIP: 05.02)

2. Rationale for offering this program.

A new minor program in AAADS will provide a needed opportunity to revise, modernize, and diversify the curriculum at Washburn. It will help attract students and faculty members of color to the University; promote inclusion of existing students and faculty of color; and allow participating students from all backgrounds to hone skills in cultural fluency, which is repeatedly one of the top 5 skills that employers surveyed by the National Association of College Employers (NACE) say they look for in hiring undergraduates. Minors in AAADS will gain an interdisciplinary view of the world that is grounded in the perspective of Africa and the African diaspora. They will come to understand the forces that influence and impact the lives of people of African descent in the United States and beyond.

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The initial director of the program will be Dr. Mary Sundal, an Africanist scholar. Dr. Sundal earned a graduate certificate in African Studies from the University of Kansas, is a member of the African Studies Association, published multiple peer-reviewed articles on the pastoral peoples of Uganda, and currently has a book project focusing on African indigenous healers. As additional faculty members of color with expertise in African American and African Diaspora Studies join the faculty at Washburn, it will be important to revisit the appointment of this position.

The Social Sciences Division will be the home for this proposed minor; however, it will need to be

highly interdisciplinary in order to be academically robust. Faculty members and departments from across the University are encouraged to cross-list courses with the program and/or offer courses that could count toward the fulfillment of the minor program.

### 3. Exact proposed catalog description.

#### African American and African Diaspora Studies

##### Mission:

African American and African Diaspora Studies (AAADS) is an interdisciplinary program that examines the societies and cultures of people of African descent around the globe. This includes the ideas, institutions, and practices that African Americans and people throughout the African diaspora have used to survive and shape the modern world. The mission and learning objectives of the program are rooted in critical race theory-in particular, the premise that the construction of race and ethnicity is inextricably linked to systems of power and privilege-and thus an ability to analyze how concepts of race and ethnicity both influence and are influenced by social, historical, and cultural processes is essential to the pursuit of social justice. AAADS aims to help students cultivate this ability, preparing them to contribute to the creation of a more socially just world through their professional and civic endeavors.

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- Approved directed readings or independent studies

Please note that, while the classes above all require prerequisites, these prerequisites will be waived for students pursuing this minor program.

4. List any financial implications.

None.

5. Are any other departments affected by this new program? Yes

Other CAS departments will be positively affected as their course offerings will count toward the fulfillment of this minor program. The Department of Human Services will also be positively affected because one of their existing courses (HS450/HS650) will also count toward this program. In the future, additional courses in schools outside of CAS may offer courses that could count toward the minor as well.



**Washburn University**  
College of Arts & Sciences - Course Approval System

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Course Title: **Introduction to Critical Race and Ethnic Studies**

Department: **CAS**

Division: **Social Sciences**

Course Level: **Undergraduate**

Prefix: **XX** Course Number: **200**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

**Course Catalog Description (include prerequisites)**

This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

**Prerequisites (please enter in textbox below and also in catalog description)**

None

Restrictions? **None**

Course offered? **Every three or four semesters**

Primarily attract? **Non-majors**

Specify type and amount of any additional fees or tuition of other than the norm:

None

Please state the rationale for offering this course:

This course will provide foundational knowledge of Critical Race Theory. It will be required of students minoring in the proposed African American and African Diaspora Studies minor program. It will also appeal to a broad range of students interested in studying and combating systemic racism and discrimination.

Is this course required for the major? **N**

If 'Yes', which major(s)?

Does this course replace an existing course? **N**

How will the teaching of this course be staffed? **This course will be alternated with existing courses so no additional faculty needed.**

What, if any, additional equipment or facilities will be needed to teach this class?

n/a

**Paste a copy of the master syllabus in the text area below. Please make sure the syllabus addresses:**

1. The extent and nature of the reading required for this course.
2. The writing component of the proposed course both qualitatively and quantitatively.
3. How student learning will be assessed.

**XX 200: Introduction to Critical Race and Ethnic Studies Syllabus Draft**

### Course Description

This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

### Course Objectives

Upon successfully completing this course, students will be able to:

- **CONTEXT:** Explain race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distributions of political and socioeconomic power and inform constructions of identity and community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **THEORY:** Analyze social structures using Critical Race Theory and its central tenets and recognize their implications. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **METHODS:** Apply diverse methods of inquiry to understand race and ethnicity, focusing on our local community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **COMMUNICATION:** Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity
- **PRAXIS:** Demonstrate social justice praxis informed by critical race theory. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

### General Education

Introduction to Critical Race and Ethnic Studies provides three credit hours toward satisfying the General Education Student Learning Outcome (SLO) of Global Citizenship, Ethics, and Diversity. This SLO carries the following description:

"the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world."

Approximately 30% of your grade will be derived from writing assignments and projects designed to evaluate your learning in this area. In addition to the General Education component, Introduction to Critical Race and Ethnic Studies serves as a foundational course for the African American and African Diaspora Studies minor.

### Textbooks

- Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction*. NYU Press.
- Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of racial inequality in America*
- Additional readings, videos, images, audio, and other sources will be available on D2L.

You will be expected to engage in reading, listening to and watching a variety of material throughout the course which will form the basis of course discussions. In addition to the assigned texts, readings may take the form of journal articles, governmental reports, media reports, book chapters, stories from periodicals, films, music, art, etc. There may also be assignments where you will need to watch a news or documentary video or listen to a podcast. These assigned materials will be provided to you as documents posted to the course page and/or as links to internet sources in D2L.

Please note that you will be expected to read, listen to or watch the assigned material prior to the class for which it is assigned. It is important to do so as this material will provide the foundation for class discussions and assist you in completing future writing assignments. As you read, listen to, or watch the assigned material, you should look for the primary themes, facts versus opinions, point of view the author or producer is coming from, and what questions are left unanswered.

### Assignments

- Preparation for and Participation in Class 100 points
- Racial Autobiography 50 points
- Reflection Papers 100 points (4 @ 25 points)
- Case Study Papers 250 points (1 @ 100 points and 1 @ 150 points)
- The Power of a Single-Story Project 200 points
- Praxis Paper 300 points

### Preparation and Participation

This course emphasizes discussion and is intended to advance understanding and prompt critical analyses of the topics being covered. Students should expect to read the assigned material carefully and be ready to engage in a discussion related to those readings with your peers and instructors in class. The quality of your answers to questions posed in class and contributions to the discussions will be more important than the quantity. Questions and comments that challenge the claims of the authors we read, or the instructors' interpretation and analysis of the readings, are welcome; we look forward to learning new things and new perspectives on the topics from you too. We do not expect mastery of the readings prior to our discussions; questions of understanding often benefit the entire class. Some of the readings may be difficult, but the course is intended for beginners to the subject matter. The discussion that occurs during class should not only increase your understanding of the material but cause you to think about it from another perspective that you may not have considered. For each 20+ minutes of class you miss, or if you are unable to contribute to the discussion in a thoughtful way that demonstrates that you read the material, or if you do not appear actively engaged in listening to your instructors or peers, you will lose points from your grade. We take class seriously, not only for what you learn but because you contribute to our collective learning by offering good comments and probing questions.

With regard to the way in which discussion is to take place, we employ the Paideia method proposed by Mortimer Adler. This method includes the following ideas:

1. The subject matter should permit discussion. While there will be material that will provide you with facts and research on the topic, there will also be material that presents ideas, beliefs, and/or interpretations of the topic. There will often be more material assigned for the day than it will be possible to incorporate fully into the discussion. However, this also means that you as a student share responsibility with the instructors as to the direction of the discussion. In other words, you help decide which points are most profitable to explore more deeply.

2. The goals of education are to acquire knowledge; to develop intellectual skills such as listening, writing, speaking, problem solving and critical thinking; and to increase the understanding of ideas, values and issues. With this in mind, the goal of discussions should be to gain the essence of the topic and its complexity. It is not about debate or winning an argument. You should be talking to, not at, your classmates, which means that listening and processing what you hear is just as important of a skill as talking. Everyone has something to contribute so please also be mindful not to dominate the conversation.

3. Do not take things for granted or at face value. It is okay to question what is being presented. Recognize when you are getting angry or your emotions are getting the best of you. At times, the material or something a peer says in class may cause you to have a reaction that is not conducive to the learning process. If you feel yourself getting frustrated or angry, please stop, take a deep breath, and think about how you can phrase your objection in a way that does not attack or humiliate the other student before speaking. Adding fuel to the fire by reacting emotionally tends to result in others shutting down rather than allowing them to open themselves up to considering other points of view and gaining a broader understanding

#### Racial Autobiography

Students will explore the extent that race impacts their own lives through the production of a racial autobiography. On D2L and handed out in class there are a list of questions meant to encourage you to think more deeply about your own conceptions of race and where they come from. Then, you will write an autobiographical essay where you share your reflections. Complete instructions for the racial autobiography can be found on D2L along with a grading rubric.

#### Reflection Papers (x4)

Students will complete four short reflection papers about course readings, films, and other content. These are meant to help you focus your thoughts and reflect critically on your own understanding of race and ethnicity. Complete instructions for the reflection papers can be found on D2L along with a grading rubric.

#### Case Study Papers (x2)

In class, we will explore two case studies related to race and ethnicity in the United States. From these case studies, students will write papers that utilize Critical Race Theory (CRT) to provide analysis and insight into the case studies. Complete instructions for the papers can be found on D2L along with a grading rubric.

#### The Power of a Single-Story Project

Students will complete a project (individually or in small groups) whereby they create a public work that explores, celebrates, honors and respects the story of an individual's lived experience as it relates to the course. These projects can take many forms from writing obituaries of famous people left out of history to creating digital stories or short films celebrating local people of color. You will share your story in a presentation. Examples of types of projects and detailed instructions as to the parameters of the project and a grading rubric can be found on D2L.

#### Praxis Paper

Over the course of the semester, students will develop a praxis paper on a topic related to the course. Unlike many papers you will write during your university experience, this is not a one-and-done paper. Rather, it is broken into several parts that culminate in a final, fully developed paper. Specific instructions for each part can be found in the Praxis Paper folder on our course page in D2L.

#### Course Calendar

##### WK Date Topic Readings Films Assignments

1

Introductions, overview of the course, expectations setting CRT Ch. 1

2

Racial Formations (p)Reflection 1

3

CRT Foundations and Tenets CRT Ch. 2 Racial Autbio.

4

CASE STUDY 1 Welcome to Shelbyville

5

Race as Imagined Biology Race: Pwr of an Illsn, Ep. 1

6

Race in American History RWR Ch. 1-2 Race: Pwr of an Illsn, Ep. 2 Case Study 2

7

Storytelling and Counter Storytelling CRT Ch. 3 Reflection 2

8

Intersectionality, Anti-Essentialism, and "Offshoots" of CRT CRT Ch. 4

9

"Offshoots" and Intersectionality CRT Ch. 5 Reflection 3

10

CASE STUDY 2 Dark Girls

11 Colorblindness and Other Myths of "Post-Racial" Society RWR 3-4 Race: Pwr of an Illsn, Ep. 3

12

RWR 5-6 Case Study 2



13

Critiques of CRT CRT Ch. 6 Reflection 4

14

No Class. Thanksgiving/Spring Break

15

Where we are: CRT speaking to the current moment, Hope, and Moving Forward CRT Ch. 7 Single Story

16

CRT Praxis, Hope, and Moving Forward Single Story

17

Praxis Paper Presentations Praxis Papers

Intro to Critical Race and Ethnic Studies Course Assessment Plan

General Education SLOs

As a General Education course, Introduction to Critical Race and Ethnic Studies emphasizes learning in the area of Global Citizenship, Ethics, and Diversity.

Global Citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global Citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

The Introduction to Critical Race Studies student learning outcomes are:

1. CONTEXT: Explain race and ethnicity as a socially, culturally, and historically constructed reality that sustains unequal distribution of political and socioeconomic power and informs constructions of identity and community
2. THEORY: Analyze social structures using Critical Race Theory and its central tenets and recognize their implications
3. METHODS: Apply diverse methods of inquiry to understand race and ethnicity.
4. COMMUNICATION: Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity
5. PRAXIS: Demonstrate social justice praxis informed by critical race theory

Outcomes one, two, three, and five are connected to and assessed as part of the Global Citizenship, Ethics, and Diversity General Education SLO.

Assessing Student Learning in Introduction to Critical Race and Ethnic Studies

SLO 1 (Context) asks students to articulate the social, cultural, and historical aspects of race and ethnicity, how those structures sustain an unequal distribution of political and socioeconomic power, and how they inform constructions of identity and community. SLO 2 (Theory) asks students to apply critical race theory and draw out implications. SLO 3 (Methods) asks students to, at an introductory level, use appropriate methodological tools to understand race and ethnicity. Students will be tasked with two assignments to demonstrate mastery of the three learning outcomes.

First, students will complete two case study analysis papers where they will apply what they have learned about context and theory to analyze a visual or written case study. To successfully complete each case study analysis paper, students will need to draw from their understanding of context (SLO1) and theory (SLO2). Each paper is worth 12.5% of the students' course grade or 25% collectively. A grading rubric is included as Appendix A.

Second, students will engage in a praxis paper where they must synthesize their contextual (SLO1); theoretical (SLO2); methodological (SLO3) knowledge and demonstrate social justice praxis informed by critical race theory (SLO5). This paper is broken into various "chunks" (worth 30% of the student's course grade) but only the final piece will be assessed for gen ed. The final portion is worth 10% of the student's course grade. A grading rubric is included as Appendix B.

Students' SLO scores will be determined as follows:

- SLO1 (Context): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
- SLO2 (Theory): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
- SLO3 (Methods): 100% of praxis paper
- SLO5 (Praxis): 100% of praxis paper

Scores and Reporting

The following scale will be used to articulate between assignment score (as percentage) and Gen Ed reporting:

Advanced Target Developing Beginning\* Not Observed

90-100% 75-89% 65-74% 60-64% 0-59%

\* Beginning category may include students scoring below 60% at instructor's discretion

## Appendix A: Grading Rubric for Case Study Papers

## Criteria Advanced Target Developing Beginning

## Introduction and Thesis Statement

(20 points) Introduction skillfully tells the reader the purpose of the essay and provides context. Includes a clear thesis statement. Introduction is present and includes a thesis statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement. Essay lacks an introduction.

## Application of Context

(25 points) Skillfully applies contextualizing information to case study. Provides specific evidence from case study and other course examples to support claims. Applies contextualizing information to case study. Provides general evidence from case study and other course examples to support claims. Applies contextualizing information to case study in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information to case study. Does not provide appropriate evidence to support claims.

## Application of Theory

(25 points) Skillfully applies CRT to case study. Provides specific evidence from case study and other course examples to support claims. Applies CRT to case study. Provides general evidence from case study and other course examples to support claims. Applies CRT to case study in a surface way. Provides only very general evidence to support claims. Does not apply CRT to case study. Does not provide evidence to support claims.

## Conclusion

(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.

## In-text Citations

(10 points) Essay consistently utilizes required citation format with no errors throughout. Essay utilizes required citation format with minimal errors throughout. Essay utilizes required citation format with several errors throughout. Essay does not utilize required citation format.

## Structure and Organization

(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.

Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective. Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper. Several grammatical, spelling, or mechanical errors. Style and voice could be further polished. Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.

## Appendix B: Grading Rubric for Final Praxis Paper

## Criteria Advanced Target Developing Beginning

## Introduction (w/ Thesis Statement and problem statement)

(10 points) Introduction skillfully tells the reader the purpose of the essay and provides problem/context. Includes a clear thesis statement. Introduction is present and includes a thesis statement and problem/context statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement and/or problem/context statement. Essay lacks an introduction.

## Application of Context and Theory

(20 points) Skillfully applies contextualizing information and theory. Provides specific evidence to support claims. Applies contextualizing information and theory. Provides general evidence to support claims. Applies contextualizing information and theory in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information and theory. Does not provide appropriate evidence to support claims.

Application of Methodology (10 points) Skillfully uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan, but needs further development. Does not use appropriate methodology as part of plan.

## Action Plan and Outcomes

(20 points) Includes a well thought out and detailed action plan with realistic outcomes. Includes a reasonable action plan and outcomes. Includes an action plan and outcomes, but these need to be more fully developed. Does not provide a reasonable action plan and outcomes.

## Conclusion

(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.

## In-text Citations and Works Cited

(10 points) Essay utilizes Chicago author-date citation format with no errors throughout. An error free works cited page is included. Essay utilizes Chicago author-date citation format with minimal errors throughout. An almost error-free works cited page is included. Essay utilizes Chicago author-date citation format with several errors throughout. A works cited page is included, but there are many errors. Author does not employ Chicago author-date citation format or are missing a works-cited page.

## Structure and Organization

(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.

Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective.

Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper. Several grammatical, spelling, or mechanical errors. Style and voice could be further polished.

Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.

Presentation

(10 points) Student presents a well-polished, professional praxis presentation Student presents a polished praxis presentation Student presents a praxis presentation that could use additional polish Student does not present their praxis project.

Additional comments:

Introduction to Critical Race and Ethnic Studies is proposed as a General Education Social Science division course and, as such, is likely to attract a wide-range of students. In addition, the course would be required for the African American and African Diaspora Studies minor (pending approval of the AAADS minor program).

Is this course being proposed as a General Education course? **Y**

Initiator's E-mail Address: [mary.sundal@washburn.edu](mailto:mary.sundal@washburn.edu)

Submitted for Approval

Program Name: African American and African Diaspora Studies

CIP Code (Academic Programs): 05.02

(Visit the following website: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> and choose the closest fit to your new program)

Revenue:	Year 0 - Preparation	(e.g., FY13, FY14, etc.)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	0	0	0	3	0	3	0	0	0	0
Total Credit Hours*	0	0		0		0		0		0	
Tuition Rate		0		0		0		0		0	
Other Revenue Sources											
<b>Total Revenue</b>	<b>0</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	

\*At the end of the template, please list the course numbers which will be used to generate the total credit hours.

Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1 st Faculty Member Benefits (25%)		-									
2nd Faculty Member Benefits (25%)											
3rd Faculty Member Benefits (25%)											
(Continue to add as needed)											
Secretary Benefits (25%)											
Adjunct Faculty (to teach service course in replacement of faculty member teaching required course for proposed program )		1									
Student stipends											
Supplies											
Marketing		200		200		200		200		200	
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
<b>Total Expenses</b>		<b>200</b>		<b>200</b>		<b>200</b>		<b>200</b>		<b>200</b>	
<b>Total Net Revenue</b>	<b>\$ -</b>	<b>\$ (200)</b>		<b>\$ (200)</b>		<b>\$ (200)</b>		<b>\$ (200)</b>		<b>\$ (200)</b>	

One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site Visit						
Inservice/Preservice Prep						

Footnotes:

\*Please list the course numbers which will be used to generate the credit hours from which to calculate the revenue obtained: