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1	Course	Instructor	Section Info	Antiracist Content	Antiracist Pedagogy
2	ANTH 100- 02 Cultural Anthropology	James Aimers	59757	The course includes required readings, video, and class discussions of race, ethnicity, and nationalism. We read a book-length ethnography of undocumented Mexican workers in Chicago, and students produce a final paper based on an interview they conduct with an immigrant to the United States.	Cultural anthropology explores many types of inequality. In this course, among other issues, we "Identify the ways racism contributes to racial inequities that limit and/or prevent equal access and opportunities".
3	ANTH 101	Marie-Lorraine Pipes		The course explores the four fields of anthropology. The last module, Cultural Anthropology, explores the structures of culture and why systems of discrimination and inequality are maintained within a society.	We will look specifically at the issue of Native American nation status and sovereign rights to deny the Federal government access to their lands, in particular we will examine the case of the Standing Rock Reservation in North Dakota and the nation's opposition to Dakota Access Pipeline.
4	COMN 103 S/Intro to Interpersonal Communication	Karen Dickerson	50250	In addition to inviting discussion from students about issues of inequity, the new textbook for the course includes an entire chapter dedicated to Diversity, Equity, and Inclusion with a focus on race, culture, gender and sexual orientation, stereotypes, and racism.	As a course focused on communicating interpersonally, not only do we acknowledge issues of inequity, historical racism, imbalance of power, and prejudice, but we invite discussion from students about current and historical events, as we seek new ways to address and change how we communicate by implementing vital tools and skills.
5	COMN 346-01 Conflict, Negotiation, & Mediation	Karen Dickerson	55018	Each semester we may adapt to address current conflicts; many of them will involve systemic issues we have as a country. We discuss issues of inequity, historical racism, imbalance of power, interpersonal violence, and the choices to mediate or resolve conflict.	As a course focused on resolving conflict through communication, several of the lessons and discussions focus on issues of the systemic history of racial inequality in America. We discuss topics such as the Little Rock 9 and Black Lives Matter, and the discussion forums invite students to share their own experiences.
6	COMN 356 AdIss CrSt: Visual Comm	Lee Pierce	Race and Visual Rhetoric	This course looks at still and moving image with a focus on race as a visual construct delinked from biology or genetics and how race intersects with other identities, such as gender.	The course heavily focuses on theory and discussion about how in the US context we are taught to see race, particularly Blackness, and how those visual inequalities or scopis regimes are naturalized by image making practices.
7	CURR 388: Education Advocacy for Anti-Racism	Crystal Simmons & Thea Yurkewecz-Stellato		The Education Advocacy for Anti-Racism course creates opportunities to experience the influence of education on society, government, and culture. We will come face-to-face with the United States education systems and stakeholders in Washington, D.C.. This is a study away course 1 credit course and students must apply through the Office of Study Abroad.	This course will analyze and acknowledge the educational inequities that exist within the education system and how BIPOC students are impacted by structural and racist policies.
8	DANC 100.01 Intro to Dance	Nicolette Ferguson			This course centers the dance styles and techniques of BIPOC choreographers and dancers whose work and contributions are often ignored, diminished or excluded from the landscape of dance as an art form.
9	DANC 102.1,2 Modern Technique	Nicolette Ferguson			This course centers the attributes and contributions of African Americans to the world in the field of dance.

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10	ENGL 329, American Visions: Black Masculinities: The Body and Performance	Mark Broomfield		Black Masculinities: The Body and Performance is designed centering critical and engaged pedagogy using the text Teaching to Transgress: Education as the Practice of Freedom by Black feminist scholar and cultural critic bell hooks.	Black Masculinities: The Body and Performance is a student-centered course that embraces the lived experiences of all students. The course acknowledges and provides equity and support for students of color.
11	ENGL 467: Topics in Modern Literature	Gillian Paku	Jane Austen and the Rise of the Novel: CRN 60269		The labor-based contract grading system used in this course is explicitly anti-racist in origin and seeks to redress the inequities that arise when the grading method is a measure of a student's proximity to privileged "standards." The course will both employ and discuss this grading system, and students will reflect on how the standards of edited, standardized, written American English relate to them.
12	ENVR 124	Jessica Gilbert	20964	Inclusion of Environmental Justice and Racial Justice themes in course content through explorations of the social impacts of environmental issues and how those are experienced disproportionately across societies.	Introduction to environmental and racial injustices as a result of environmental issues.
13	GEOG 102	David Robertson		In exploring and critiquing traditional and modern concepts of race and ethnicity, exploring ethnic geographies of the world and of the USA, and associated conquests and migrations of BIPOC groups, I believe that this course makes important ant-racist contributions.	acknowledge the role and impact of race and racism on the construction of knowledge in their discipline and beyond,, center the lived experiences of BIPOC that provides a wide range of narratives that illustrate resistance, resiliency, joy, and oppression,, promote a classroom environment of equitable practices to ensure the academic success of all students,
14	GEOG 288	Jessica Gilbert	Exp Food Justice-Sustainability	This course emphasizes how the different aspects of food systems from production through consumption through waste too often (re)produce social injustice and ecological degradation. This class will balance examining manifestations of social injustice and ecologically degradation both across the world and in the US and will pay particular attention to US-based racial injustices. Topics to be covered include environmental justice, food apartheid, and the formation of food systems that are both ecologically sustainable and socially just.	We will begin the course by grounding ourselves in our personal positionalities - we are covering difficult (emotionally and mentally) topics and acknowledging our own intersectionalities of privilege and power and how these might be different from others is essential to developing the learning environment needed for this course. We will also develop group agreements such as "step up, step back" to make sure that everyone has space to be fully engaged in this class. The course will conclude with a BIPOC-led food justice workshop from Food for the Spirit. All aspects of this course are designed with anti-racist pedagogy in mind.

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15	GEOG 363: Geography of Sub-Saharan Africa	Jennifer Rogalsky		This course provides a systematic analysis of Sub-Saharan Africa's changing landscape, including the study of culture, social well-being, population, urbanization, environment, power, politics, and economics. The course will also focus on post-colonial development issues associated with globalization and regional integration, with special attention to barriers to development and issues of equity and culture change. Current events will be placed into a locational context in an attempt to understand the interrelationships among people, cultures, economies, and the environment within Sub-Saharan Africa, and between Sub-Saharan Africa and the rest of the world.	This course acknowledges the role and impact of race and racism on the construction of knowledge in the discipline and beyond; we will identify the ways racism contributes to racial inequities that limit and/or prevent equal access and opportunities; we will center the lived experiences of BIPOC that provides a wide range of narratives that illustrate resistance, resiliency, joy, and oppression; I will promote a classroom environment of equitable practices to ensure the academic success of all students and embed skill sets and course goals that provide students with the tools to become antiracist citizens in a democratic society
16	GEOG 377 Urban Geography	Jennifer Rogalsky		In this course we will study historic urban policies that have contributed to many legacies of segregation and discrimination in cities today. After discussing issues/concepts/policies such as racism, redlining, restrictive covenants, white flight, race riots, Jim Crow laws, spatial and skills mismatch funded by subsidies that encouraged suburbanization, etc. – we then look to the future of cities and how to affect urban policy and practices, and people's attitudes, in order to make cities more equitable places.	This course acknowledges the role and impact of race and racism on the construction of knowledge in the discipline and beyond; we will identify the ways racism contributes to racial inequities that limit and/or prevent equal access and opportunities; at times we will center the lived experiences of BIPOC that provides a wide range of narratives that illustrate resistance, resiliency, joy, and oppression; I will promote a classroom environment of equitable practices to ensure the academic success of all students and embed skill sets and course goals that provide students with the tools to become antiracist citizens in a democratic society
17	GSCI 120 - Our Geological Environment	Julia Masny	on-line version	In this course, we will discuss the unequal impact of geologic processes on differing groups of people as a result of societal controls - such as flooding, earthquakes, water quality) and pedagogy (equitable practices)	In this course, we will discuss the unequal impact of geologic processes on differing groups of people as a result of societal controls - such as flooding, earthquakes, water quality) and pedagogy (equitable practices). In the course, I will promote an environment where all students can achieve academic success
18	GSCI 120: Our Geologic Environment - lecture (in-person)	Amy Sheldon	in-person lecture	The course content will include information about the unequal impact of some geologic processes (eg flooding, earthquakes) on differing groups of people, many of which are a result of racist societal controls.	The course will acknowledge the role and impact of race and racism on the construction of knowledge in the discipline. The course will promote a classroom environment of equitable practices to ensure the academic success of all students
19	GSCI 121: Our Geologic Environment laboratory	Amy Sheldon	online sections	The online laboratory includes discussions that examine the intersection of geology and society, the unequal impact of geological processes and policies on groups of people, and environmental social justice issues.	Promote a classroom environment of equitable practices to ensure the academic success of all students

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20	GSCI 170 Historical Geology	Scott Giorgis			This course seeks to acknowledge the role and impact of racism in the collection of data sets (rocks, fossils, geologic maps, etc.) that inform our understanding of the history of the Earth from 4.6 billion years ago to the present. Specifically, the course contains a series of ten discussions tied to readings associated with the movement to decolonize the sciences. The readings highlight the ways in which western scientists used (and in some cases continue to use) a colonial mindset to gain access to regions across the globe, accumulate fossil and rock samples from those locations, and therefore dominate our understanding of how the Earth evolved.
21	HIST 112 History Matters: Women and Gender in East Asian History	Ling Ma		Recognizing Orientalism as a form of racism and a product of cultural imperialism and inequality in global hierarchy, this course challenges students to develop a contextualized and situated understanding and critique of gender practices in non-Western and/or premodern societies. Instead of moralizing or racializing practices such as footbinding, infanticide, and polygamy, the course helps students to understand such practices historically, locally, and comparatively.	This course exposes students to a wide range of East Asian perspectives and practices over the centuries. By doing so, it not only reveals the complex ways that dominance and oppression have worked, but also how people have creatively lived with and lived against the norms in everyday lives. This course explores these historical role models through in-depth close reading and reasoning. Pedagogically, it thus offers students both inspirational models and critical tools.
22	HIST 266 Civil Rights Movement	Emilye Crosby		This course is about the modern Civil Rights Movement and approaches the topic with an emphasis on so-called "ordinary people." Instead of emphasizing top-down change by white leaders and institutions, we will focus on the work of African Americans in creating and leading the movement.	The course takes as a given the centrality of African Americans in U.S. history as well as the impact of race and racism on the academy and broader society. Students who embrace this class will strengthen their reading, writing, and analytical skills as well as their understanding of modern Civil Rights Movement, all of which will make them better prepared to challenge racism.
23	HIST 301: Interpretations in History: Civil Rights Movement	Emilye Crosby	60055	This course uses the modern Civil Rights Movement as the basis for studying various historical interpretations, with a particular emphasis on comparing top-down and bottom-up approaches. It engages deeply with the content of the Civil Rights Movement as well as the implications of various ways of interpreting it.	This course is a discussion-based course that centers the experiences of African-Americans. It also considers the implications of top-down and bottom-up lenses for analyzing the Civil Rights Movement.

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24	HIST 476 Modern China	Ling Ma		This course explores the emergence of Orientalism, racism, cultural imperialism, and ethno-nationalism in the process of globalization, Euro-American colonial expansion, and Chinese nation-building in the 19th and 20th centuries. It detects and examines prejudices, discrimination, and segregation as interactive historical products that could be sustained not only by formal legal, political, and economic institutions but also through informal practices, self-righteous assumptions, biased individual accounts, and screwed public memories and history writings.	Pedagogically, this course challenges and trains students to develop a deep, critical conversation with historical records, non-Western perspectives, the historical discipline, and students' own personal assumptions. It argues that racism can be combated through an empathetic understanding of non-Western experiences and a habit of critical and reflective historical writing.
25	INTD 105	Emilye Crosby	53566	This course content is centered around the 1960s Civil Rights Movement and the African American struggle for full citizenship. We will use this as a starting place for analyzing popular portrayals of the movement.	This course is a discussion-based course that centers the experiences of African-Americans. It also focuses on using a bottom-up movement lens to analyze popular portrayals of the Civil Rights Movement.
26	INTD 105: Writing Seminar: Free Speech & Art	Jonathan Auyer	60456		This course will broaden the traditional set of texts and learning materials on freedom of speech and the arts (which are often written by white, male authors) to include the voices, experiences, writings, and perspectives of BIPOC individuals.
27	INTD 105: Writing Seminar: Free Speech & Art	Jonathan Auyer	55466		This course will broaden the traditional set of texts and learning materials on freedom of speech and the arts (which are often written by white, male authors) to include the voices, experiences, writings, and perspectives of BIPOC individuals.
28	INTD 106: Conventions of College Writing	Gillian Paku			INTD 106 focuses on growth mindset pedagogy rather than on "error" or "drills" in encountering standardized English, with explicit attention to the history of Black English, agency and politics around racial terms, and the value of code-meshing.
29	PASC 105, Performance as Social Change	Mark Broomfield		Performance as Social Change is designed centering critical and engaged pedagogy using the text Teaching to Transgress: Education as the Practice of Freedom by Black feminist scholar and cultural critic bell hooks.	Performance as Social Change is a student-centered course that embraces the lived experiences of all students. The course acknowledges and provides equity and support for students of color.
30	PHIL 201, Environmental Ethics	carlo filice	60329	We cover (among other things) environmental justice (both national and global) in this course. This obviously includes discussion of the history of disproportionate environmental harm suffered by (poorer) black and brown communities.	One of my techniques is to grade assignments anonymously (by requiring that students only identify via their school ID numbers) – thereby trying to model impartial and unbiased behavior.

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31	PHIL 202, World Religions	carlo filice	59054	Part of this course covers the contrast between traditional social visions of Hinduism (with its caste system) and Buddhism (opposed to cast systems). We critically discuss rigid and undeserved inequalities – including racial ones – in the course of contrasting these views.	One of my techniques is to grade assignments anonymously (by requiring that students only identify via their school ID numbers– thereby trying to model impartial and unbiased behavior.
32	PLSC 361 Women & Politics	Hanna Brant			The two required texts for this course center BIPOC women in American politics, with particular attention to participation in politics as political activists, voters, candidates, and elected officials. We will explore these topics through a focus on the intersection of racism, sexism, homophobia, transphobia, classism, among other forms of oppression. Students will gain an understanding of how racism contributes to the underrepresentation of BIPOC women in the electorate and elective office, and in turn, how to dismantle this system to increase representation of BIPOC women.
33	PLSC 388 - Climate Change Leadership and Politics	Karleen West	60421	Climate change has occurred because BIPOC around the world have been treated as "disposable" in an economic system governed by white supremacy. This class empowers students to fight against climate change by first considering the human costs of greenhouse gas emissions and climate disaster zones, and then promoting a vision of environmental justice that recognizes and protects BIPOC against the disproportional impact of climate change.	This course employs inclusive pedagogy by establishing practices in which instructors and classmates work together to create a supportive environment that gives each student equal access to learning.
34	PLSC 411 Public Opinion and Mass Media	Jeffrey Koch		Examination of origin of racism as it applies to public opinion.	This course will exam how racism influences public opinion in the United States.
35	PLSC 488 Identity & Politics	Hanna Brant			This course will investigate the ways in which identity influences politics and political behavior in the context of the United States. We will investigate the ways in which racial identity has been used as a tool of oppression but also as a strength to organize politically as a form of resistance and resiliency (e.g. through concepts such as linked fate and group consciousness, that will help students understand how constructions of racial identity influence political participation).

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36	PSYC 452, AdvResPsyc	Jennifer Katz	Blindspots,Bi as,Big, CRN 57923	This writing intensive class will explore different ways that racism and other forms of bias manifest, the consequences of bias, and empirically based approaches to addressing bias and its consequences. Some of the specific topics to be explored include social identity theory, implicit bias, and intersectionality (e.g., how people from different racial/ethnic groups are perceived also depends on other factors such as gender, social class, nationality, sexual orientation, and so on).	students will review research to find evidence to answer to their own questions related to topics such as colorblindness, affirmative action, dehumanization, and genocide
37	SOCL 100	Michael Restivo		Intro to Sociology provides students with critical perspectives on race and racism in contemporary America by tracing the history and practices of systemic/institutional racism from the founding of the country through the present. Specific consideration given to the social construction of racial categories, structural inequalities, and the "double consciousness" experienced by African-Americans and members of other minoritized groups because of their racialized oppression in a white-dominated society.	"- course incorporates W.E.B. Du Bois readings - introduce students to difference btw individual and structural-level racism - pedagogical approach to antiracism focused on reaching students from privileged/white backgrounds - reading assignments directly address the social construction of race and the consensus view (in biological and social sciences) that race is not biologically determined"