

Course	Instructor	Section Info	Anti-racist content	Anti-racist pedagogy
ANTH 101 Explorations in Human Diversity	Marie-Lorraine Pipes	1	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.
ANTH 105 Intro to Physical Anthropology	Lisa Danish		We will examine the biology (or lack thereof) of race, as well as a history of scientific racism. Indigenous perspectives relevant to the field will also be presented.	We will examine the influence of racism on the field of anthropology, particularly looking at race and racism, as well as Indigenous views.
ANTH 216 Race, Racism and the Black Experience in the Americas	Melanie Medeiros		This course examines race, racism and the black experience in the Americas from an anthropological perspective. Comparing and contrasting the lived experiences of Black people across the Americas, it discusses the scientific and social construction of race, blackness as an individual and social identity, and the intersection of race, gender, and class.	Acknowledge the role and impact of race and racism on the construction of knowledge in their discipline and beyond Identify the ways racism contributes to racial inequities that limit and/or prevent equal access and opportunities 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
ANTH 233 Primates	Lisa Danish		We will examine primatology and primate conservation from a decolonial perspective.	A decolonial perspective specifically acknowledges both non-Western views and how Western thought has dominated our field.
CHEM 104 Chemistry and Society	Kazushige Yokoyama		The students will learn how the usage chemical and material decision by the society can impact the human life quality. An intentional biased policy could cause a discrimination and racism. The correct knowledge about harmful chemicals could prevent or fight against the potential racisms.	The students have an opportunity to express their own thoughts and plan how one can be involved in society in order to create an anti racism society through chemical knowledge.
COMN 317 Intercultural Communication	Meredith Harrigan		We will explore the role of communication is maintaining, modifying, and/or resisting racist systems, structures, practices, and attitudes.	I strive to create a classroom environment that support the academic success of all students and am open to continued learning. Students have the opportunity to develop their own identity-centered story and to listen to a selection of others' stories related to identity.
COMN 346 Conflict, Negotiation, & Mediation	Karen Dickerson	80148	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.
COMN 356 Adv Iss Crit Studies:2015-Pres	Lee Pierce	Race and Rhetoric in America CRN: 80246	students will learn about various ways that racism is perpetuated through mainstream press, particular opinion editorials and policies for publishing those editorials. Students will also read and write counter-narratives about racial justice and inclusion issues.	Students are provided with readings that largely represent a non-dominant viewpoint on race (such as alternative media outlets like The Root and Undefeated). Students are also encouraged to write from their own standpoints. When dominant narratives are engaged (e.g. editorials from white far-Right advocates), they will be done so critically and in a supportive environment.
ENG 101 Race & Representation in Text & Media	Kiara Massar		Race and Representation in Text and Media	In my course, students will first have to recognize how racism is an ideological construct. Once they can recognize and acknowledge this construct, then we can move forward with how to make the change to an anti-racist society. Teaching students the importance of moving away from racial stereotypes and ideologies that the media portrays will help make them aware and, hopefully, lend a hand in creating an anti-racist campus environment.
PLSC 375 Politics of the Judicial Process	James Moor		This course exams race relations from the Constitution to the present. Special emphasis is placed on current problems of policing the Black population and judicial holdings that effect racial injustice.	Historic white resistance to racial equality will be examined and you as students will be asked why is this the case. Has this resistance mellowed with your generation or not?
SOCL 102: Social Problems and Public Policy	F. Kurt Cylke		This course provides a foundation for understanding the nature of economic and political power in the United States. Emphasis is placed on exploring the relationship between power structures, oppression, inequality, and social problems.	Promotes a classroom environment of equitable practices that ensure the academic success of all participants.