

Course No	Faculty name	Subtitle	Anti-racist Content description, If Applicable	Anti-racist Pedagogy description
ANTH 100 Cultural Anthropology	Marie-Lorraine Pipes		Cultural anthropology teaches understanding of cultural and social differences across cultures and within them. It explores the reasons why social injustices exist and the structures that maintain.	This semester will include a segment that examines the Slave Narratives. Eye witness accounts of people who survived the brutality of enslavement and made an impact of society leading up to the Civil War. the past matters.
ANTH 100 Section 3	James Aimers	Introduction to Cultural Anthropology	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".
ANTH 101: Exploration of Human Diversity	Paul Pacheco	NA	During the module on biological anthropology in this course, we will examine modern human variation and the race concept as applied to humans. Anthropology takes the ultimate anti-racist position by arguing that due to our recent origin there is no biological evidence for human races, and instead explains supposed racial variation, such as skin color, as a product of adaptation to different environments.	The anti-racist pedagogy adopted by this course is to treat racism and the racial differences which it is based upon as solely created by cultural forces as opposed to biological ones. Our goal is to undermine the tenets of racism by demonstrating beyond any reasonable doubt that there are no human races, and then focus back on the negative impact of racism, which is constructed on this falsehood.

<p>BIOL 318 M/Health &amp; the Developing World</p>	<p>Susan Muench</p>		<p>Course content is built around particular global health crises in order to examine the relationship between science, issues informed by science, and the social and cultural context. Four of 6 of the crises we examine are set in locations with substantial histories of structural racism. Examining underlying racism is critical to understanding disparities in health outcomes and to understanding the origin and persistence of these health crises. Preventing future crises will require a scientific community committed to equity.</p>	<p>In this course we examine historical examples of racism in science, particularly related to research on human subjects. Each week, we consider a human rights issue related to science or medicine. These are wide-ranging, including birth registration and brain drain, for example. Case studies and first-hand accounts bring issues to life but also bring viewpoints and experiences outside of those of most Geneseo students.</p>
<p>CHEM 352 Senior Chemistry Seminar</p>	<p>Wendy Pogozelski</p>			<p>Class includes study of how racism and structural inequities contribute to representation in science, includes narratives that showcase strategies that scientists have used for overcoming barriers and how one can work to lower barriers and increase access, includes speakers representing a wide variety of racial, economic, ethnic and gender backgrounds to provide a wide range of role models to inspire and contribute to student success.</p>
<p>COMN 346 Conflict, Negotiation, &amp; Mediation</p>	<p>Karen Dickerson</p>	<p>19426</p>	<p>Class discussions, online discussions, and course topics frequently contain anti racist topics and focus.</p>	<p>As a course focused on communicating in conflict situations, we address issues of racism and current events during a semester. 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.</p>

COMN 346-01 Conflict Negotiation & Mediation	Karen Dickerson	19426	As a course focused on communicating in conflict situations, we address issues of racism and current events during a semester. 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. I have a strong commitment to the development and maintenance of an instructional climate that supports equality of opportunity and respect for differences based on gender, culture, ethnicity, disability, and sexual orientation, as well as respect for diversity of opinion. This mandates that proper respect and civility must be observed during all class communications. We will engage in quite a bit of discussion; thus, it is essential that we maintain a respectful and civil online environment.
COMN 356-02, Advanced Issue: Music as Communication	Sasha Allgayer	CRN: 20086, Subtitle: Music as Communication		Some readings and topics during the semester will identify the ways race and racism contributes to music as communicative process. The class also invites students to analyze the role and impact of music on the construction of race and racism.
COMN102-01, Principles of Public Speaking	Emi Kanemoto			COMN102: Principles of Public Speaking by Dr. Emi Kanemoto will acknowledge and discuss how whiteness is embedded in the preferred speech structures in U.S. society. The students will have an opportunity to delivery their final speech about their own rhetorical analysis of a public address focusing on race, racism, and racial inequality in U.S. community.

CURR 611 Methods and Materials of Elementary Reading	Sharon Peck		This course explores what it means to be an antiracist literacy educator. As we explore methods of literacy instruction, we will evaluate the ways in which they are antiracist and culturally relevant.	In an attempt to prepare anti racist educators this course explores the ways in which culturally relevant literacy instruction and participatory literacies work towards enacting anti racist literacy instruction. The course will look at ways to respond to inequities and racist structures inherent in the education system.
CURR 611 Methods and Materials of Literacy Instruction	Sharon Peck		We will use an antiracist pedagogy lens to study and review methods of literacy instruction throughout the semester.	Throughout the course we will learn how to Promote a classroom environment of equitable practices to ensure the academic success of all students * Embed skill sets and course goals that provide students with the tools to become antiracist citizens in a democratic society and antiracist educators.
ENGL 367: Connections in Modern Literature	Gillian Paku	Eighteenth-Century Innovations		This writing-intensive section of ENGL 367 both addresses and acts on the racial implications of standardized English –for example, by welcoming Black English, code-meshing, and BIPOC counterstory. Grading in this course follows the antiracist writing assessment ecology model, focusing on process rather than on the final product.

ENVR 124 Environmental Issues	Jessica Gilbert			<p>This course incorporates social (in)justice aspects of environmental issues, with an explicit focus on environmental justice and racial disparities in environmental issues. We dig into the intersections between climate change, environmental degradation, and social injustice, and examine the structures and systems that perpetuate these issues. Class time is designed to foster discussion amongst all students in a way that respects a diverse range of lived experiences and perspectives. While we use the textbook as a primary information source, we also engage with many other ways of knowing from a variety of other types of sources.</p>
ENVR 124 Environmental Issues	Jessica Gilbert		<p>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.</p>	<p>Center equitable classroom practices that recognize diverse ways of knowing, learning, and sharing, foster discussion atmosphere that fosters all to participate and share their lived experiences, acknowledge the ways that geography and environmental studies have impacted BIPOC communities and how we can work to address those impacts.</p>
GEOG 487: Urban Issues Senior Seminar	Jennifer Rogalsky		<p>The course will focus on the broad topic of Cities and Sustainable Development, including environmental, economic, and social (equity) sustainability. Antiracism content will make up a portion of the course, including topics such as: the health of urban populations (social determinants of health); social inequalities, and creating sustainable urban economies.</p>	

<p>GSCI 191 Intro to Geology at Geneseo</p>	<p>Amy Sheldon</p>			<p>This course will promote a learning environment of equitable practices to support the academic success of all students and acknowledge the role and impact of race and racism within the discipline.</p>
<p>GSCI 200 Environment al Geology</p>	<p>Jacalyn Malinowski</p>			<p>GSCI 200 is a course that highlights the disproportionate impacts and inequalities that occur towards communities, cultures, and peoples across the globe that are affected by natural geologic disasters. Students will participate in active discussions about these issues and will develop a course-long investigation of hazard prone regions in areas where there are environmental racial and justice issues. The course values equitable and accessible learning strategies and encourages students to appreciate the value of anti-racist communication in the sciences.</p>
<p>GSCI 347 Groundwater Hydrology</p>	<p>Amy Sheldon</p>			<p>This course will promote a learning environment of equitable practices to support the academic success of all students. The course will include opportunities for students to explore how racism has resulted in racial inequities that limit access to safe drinking water and increase the likelihood of experiencing groundwater contamination.</p>

<p>HIST 164 African American History Since 1877</p>	<p>Emilye Crosby</p>		<p>This course is about African-American History Since Reconstruction. It centers African Americans in U.S. History and provides essential context for understanding our current context.</p>	<p>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 African American history, all of which will make them better prepared to challenge racism.</p>
<p>HIST 266 Civil Rights Movement</p>	<p>Emilye Crosby</p>		<p>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.</p>	<p>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.</p>
<p>HIST 301 Interpretations of History</p>	<p>Amanda Lewis- Nang'ea</p>	<p>African Historiography</p>	<p>This course is a study of the different ways African history has been constructed and understood, from the argument that Africans had no history to the role of Pan-Africanist thinkers and activists pressing for the centering of Africans in the history of the pre-colonial world. The class will study the transformation of anti-racist and anti-colonial scholarship as a way of understanding the process of writing and interpreting the past.</p>	<p>.</p>

INTD 105 17, Writing Seminar: Secrets and Secret Codes	Doug Baldwin	Subtitle and section number in previous answer, CRN = 15395	This course will examine and seek to equalize ways in which use of so-called "Standard English" advantages or disadvantages certain groups of students. Part of this course will also examine and discuss the history, and continued existence, of racial caricature in American entertainment.	This course "promote[s] a classroom environment of equitable practices to ensure the academic success of all students" by using a grading method that reduces the impact of socioeconomic privilege on grades while focusing on how well the individual student meets course learning outcomes.
INTD 105: Writing Seminar: Free Speech & Art	Jonathan Auyer			My goal with this course is to 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. As an educator, I commit to continuing my personal education as well as the development of this course as it relates to current events influencing BIPOC communities, and specifically as it relates to the topics of free speech, the arts, and culture.
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.
Math 221 02, Calculus 1	Doug Baldwin			This course "promote[s] a classroom environment of equitable practices to ensure the academic success of all students" via a grading method that reduces ways in which socioeconomic privilege impacts grades and focuses on how well the individual student meets course learning outcomes.

Math 384, Computational Graphics	Doug Baldwin			This course "promote[s] a classroom environment of equitable practices to ensure the academic success of all students" via a grading method that reduces ways in which socioeconomic privilege impacts grades and focuses on how well the individual student meets course learning outcomes.
MUSC 120: Intro to Music History	Monica Hershberger	17734	Students will consider the role of race and racism in how we approach the study of music history. Students will also examine the life and career of Nina Simone, and they will work to situate Simone in an explicitly anti-racist music history project.	In MUSC 120, we will 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, and work collectively to promote a classroom environment of equitable practices to ensure the academic success of all students.
Phil 215 01	Carlo Filice		This course covers a number of non-western cultures and philosophical literature's. It does so critically and sympathetically. It often points out some of the higher moral aspects of the philosophical teachings of such cultures, compared to standard western moral philosophies and religions. As such it paints non-western racial groups as at least equal, in many intellectual accomplishments, to white western racial groups. It assesses philosophical and moral visions on grounds other than the racial features of its proponents. It is therefore anti-racist in nature.	Part of the pedagogy in this course is to invite students to participate by calling on them randomly. Much of the grading is also done anonymously, without knowing whose assignment is being graded. In both these ways participation and performance in this class is done in ways that are irrespective of factors such as race or gender. These practices demonstrate anti-racist and anti-sexist attitudes.

<p>PHIL 236 Medicine &amp; Morality</p>	<p>Amanda Roth</p>		<p>This course takes up value conflicts within medicine and biotechnology, with significant attention to structural inequalities in health and medicine, including along racial lines.</p>	<p>The main skill set this course aims to take up is for students to reflect on their own values and be able to engage in critical thinking, discussion, and writing around controversial moral issues in health and medicine. These are vital skills for antiracist citizenship. We will also think directly about the ways that social identity shapes medical knowledge and outcomes, in terms of who practices medicine, whose voices are heard within bioethics, and who is in and missing from our own classroom.</p>
<p>Phil 237 03</p>	<p>Carlo Filice</p>		<p>This course covers ethical and unethical practices present in the business world. Among unethical practices, are racist behaviors involved in hiring and promoting Individuals. We also cover wider Socio-economic structures that tend to produce bigger obstacles to individuals of certain racial minorities in this country, such as the ways in which public schools are funded. In examining and criticizing such behaviors and structures, this course displays anti-racist contents.</p>	<p>Part of the pedagogy in this course consists in inviting students to participate by calling on them randomly, irrespective of gender or ethnicity. Much of the grading is done anonymously, that is, without knowing whose assignment is being graded. Both of these methods demonstrate to students that participation and performance is best done in ways that avoid preferences based on factors such as race or gender. They demonstrate anti-racist attitudes.</p>

<p>PHIL 420 Applied Ethics</p>	<p>Brian C. Barnett</p>	<p>Violence &amp; Nonviolence</p>	<p>We will explore nonviolent resistance to injustice and its critics/alternatives, including the Gandhi-King tradition as well as recent philosophical work surrounding this topic from diverse voices and perspectives that have been underrepresented in academia for far too long. Significant attention will be devoted to racial (in)justice in particular. Students will read and discuss philosopher Myisha Cherry's new book Unmuted: Conversations on Prejudice, Oppression, and Social Justice. This will inform their semester-long projects to develop action plans that address ongoing social conflicts.</p>	<p>This course is designed with the aim to: (1) Acknowledge the role and impact of race and racism on the construction of knowledge in the discipline of philosophy and beyond. (2) Identify the ways racism contributes to racial inequities that limit and/or prevent equal access and opportunities. (3) Center the lived experiences of BIPOC that provide a wide range of narratives illustrating resistance, resiliency, joy, and oppression. (3) Promote a classroom environment of equitable practices to ensure the academic success of all students. (4) Embed skill sets and course goals that provide students with the tools to become antiracist citizens in a democratic society.</p>
<p>PLSC 375-01 Politics of the Judicial Process</p>	<p>James Moor</p>		<p>This course first covers the legal history of racism emphasizing the Constitutional period. Then it covers the failure of Reconstruction and ends with current policing practices of our Black population.</p>	<p>The course emphasizes meaningful conversation among students with the goal of raising racist consciousness. The readings seek to confront students with the realities of racism both historic and current.</p>
<p>PSYC 381 Intro to Forensic Psychology</p>	<p>Jennifer Katz</p>	<p>Intro to Forensic Psychology CRN 21284</p>	<p>One focus of this course is to examine representations of criminality and how common conceptions of race and gender influence perceptions of behaviors and people as criminal.</p>	<p>Course readings and activities allow students to learn about how race and racism affect law enforcement work, and both fictionalized and non-fictionalized accounts of crime and criminal justice. Students will also learn how psychology can explain and mitigate the effects of racism in criminal justice systems.</p>

<p>PSYC 452 Advanced Research in Psychology</p>	<p>Jennifer Katz</p>	<p>20881 Blindspot s, Bias and Bigotry</p>	<p>This writing intensive class will explore theory and research from leading social psychologists on bias. Specifically, we'll explore different ways that bias manifests, consequences of bias, and empirically based approaches to addressing bias and its consequences. Topics will include social identity theory, implicit bias, and intersectionality (e.g., how people from different racial/ethnic groups are perceived depends on other factors such as gender, social class, nationality, sexual orientation, and so on).</p>	<p>By examining topics such as the criminalization of people of color, different types of racism, and arguments opposing affirmative action, course readings and activities will enable students to identify the ways both implicit and explicit biases based on race contribute to racial inequities that limit and/or prevent equal access and opportunities.</p>
<p>SOCL 100</p>	<p>Michael Restivo</p>		<p>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.</p>	<p>The course incorporates W.E.B. Du Bois readings; it introduce students to difference btw individual and structural-level racism. The pedagogical approach to antiracism focused on reaching students from privileged/white backgrounds. The reading assignments directly address the social construction of race and the consensus view (in biological and social sciences) that race is not biologically determined</p>

<p>SOCL 213 - Sociology of Medicine</p>	<p>Amy Braksmajer</p>		<p>Sociology of Medicine provides students with a critical perspective on the social determinants of health, including structural inequities, and their effects on health and disease acquisition. In doing so, this course emphasizes the role of social location (e.g., race, class, gender) in determining health outcomes. This includes the social construction of racial categories, as well as how racism contributes to the perpetuation of health disparities on both a macrosocial and microsocial level.</p>	<p>In Sociology of Medicine, we acknowledge and discuss the role and impact of race and racism in the construction of public health knowledge. We also emphasize resistance and resilience in the face of health disparities, including those attributed to race, and discuss how individuals can foster resilience via structural interventions and activism.</p>
<p>WGST 100</p>	<p>Amanda Roth</p>		<p>The main goal of this course is to introduce students to contemporary intersectional feminist thought and activism. Intersectionality involves acknowledging the ways that systems of oppression intersect to produce different kinds of advantages and disadvantages based on one's complex social identity. Taking an intersectional feminist perspective means centering the experiences of those marginalized by sex/gender/sexuality systems in combination with systems of race, class, disability, and so on. The result is that the course will focus significantly on the experience of BIPOC women and lgbtq people and how and why antiracist is a feminist issue.</p>	<p>All women's and gender studies courses are committed to a feminist approach to pedagogy which values individual experiences and contributions of all students and which aims to decenter the professor/student power dynamic, by situating students as active in their own learning and the teaching of one another. Both the pedagogy and content of the course is committed to antiracism and aims to encourage antiracist thought and action in students.</p>