

TCNJ School of Humanities & Social Sciences

Committee Against Anti-Black Racism

The Committee Against Anti-Black Racism (CAABR) Learning Goals

1. Define power, racism, anti-racism, anti-Black racism, Whiteness, White supremacy and their intersections with other marginalized identities (e.g., gender, class, ability status, and sexuality). Identify and explain their impact at individual, community, institutional, and systemic levels.
2. Explain and demonstrate how structural racism shapes inequality and inequity within the United States and globally (e.g., through the creation and implementation of policy). Identify and evaluate antiracist interventions against structural racism at the individual, community, institutional, and systemic levels.
3. Identify and assess how institutionalized and state-sanctioned racist violence are deployed as instruments of control and oppression. Identify and evaluate antiracist interventions against racist violence at the individual, community, institutional, and systemic levels.
4. Critically evaluate the impact of White supremacy on the practices of academic disciplines. Identify and evaluate antiracist interventions against white supremacy in academic disciplines.
5. Demonstrate the ability to decenter Whiteness and center the contributions of Black artists, activists, communities, and scholars.
6. Describe the various strategies which Black communities have used to resist, disrupt, adapt, and experience joy in the midst of their struggle for survival, citizenship, equity, and human dignity.
7. Practice dialogue across difference, including critically and thoughtfully responding (written and orally) to questions, and initiating conversations about power, racism, anti-racism, anti-Black

Fall 2023 Courses with CAABR Learning Goals

Course Code	Course Title	Paws Description	CAABR Learning Goal(s)
WGS 200	Introduction to Women's, Gender, and Sexuality Studies	The preliminary course to the interdisciplinary field of Women's and Gender Studies. It will provide students with an introduction to the literature and the historical evolution of the discipline, as well as an understanding of how scholars and students in the field analyze women, gender, and feminist theories. It will use an interdisciplinary approach to do this. This introductory course encourages students to rethink and reevaluate much of what they have experienced and learned and to gain the critical vocabulary and analytic skills to question the gendered world in which they live.	#1,4,7
WGS 210	Women and Health: Power, Politics, and Change	This course concerns the domain of women's bodies and the on-going struggle for sovereignty therein. Students will examine how in addition to pathophysiology, women's health is impacted by social constructs, specifically history, politics, economics, and research. As a result of this exploration, students will enhance their ability to care for themselves and for others, to use and understand power and empowerment of self and others, and to advocate and to be an activist for themselves and for others.	#2,4,7
WGS 325	Feminist Theories	Explores the diverse ways in which feminist theorists conceptualize women's status in society, systems of inequality and the category of "woman" itself. Students will gain an understanding of evolving ideas and debates in feminist theory, relate those to feminist practices, and develop their own theoretical abilities. The course will address the social construction of gender, the relation between feminist theory and activism, and how feminists have responded to issues of race, class, gender, and sexuality in current feminist thinking, as well as the classic feminist texts.	#4,5,6
AAS 375/WGS 365	Black Feminist Thought	Traces the evolution of feminist consciousness among African women. Students will trace the thoughts, social and political activism and ideologies generated by women of African ancestry from the early 19th Century free black "feminist abolitionists" to contemporary times. "Womanist," "Feminist," "Critical Race Feminist," and "Black Feminist" ideologies will be emphasized through course readings and assignments that explore the emergence and perpetuation of an African women's feminist consciousness.	#1,2,3,5,6
PSY 219-01 & 02	Clinical Psychology	This course provides an introduction to the field of clinical psychology. Focus is on the major	#1,2,4,5,7

		contemporary theories of psychotherapy and counseling, taking account of the diversity of both clients and therapists in the US today. For each model, evidence of effectiveness and multicultural appropriateness is evaluated. Prerequisite: PSY 101.	
PSY 220-01	Development across the Lifespan	Psychology Foundation Course. An examination of the biological, psychological, socio-emotional, and social/contextual changes that occur during development, across the human lifespan (i.e., infancy, childhood, adolescence, young and middle adulthood, old age, and death). The emphasis is on understanding the important theories, concepts, and controversies relating to human development.	#1,2,7
PSY 299-02	Research Seminar in Developmental	This research seminar focuses on conducting assessments and evaluations for school and community programs. Students will gain basic knowledge and develop the skills necessary to produce valid and usable evaluations of children's social and emotional development. Students will work in groups on faculty-directed topics and actively collect data from various participants (i.e., stakeholders, staff, teachers, and parents) or analyze archival data from child participants. Students will review research and statistical knowledge gained in PSY 121 and 203, and design, carry out and write a full-length APA-formatted report.	#1,2,3,4,5
PSY 299-04	Research Seminar: Racial Identity Development	This course will examine questions about racial identity development. Special focus will be on adolescence and emerging adulthood, Black racial and ethnic identity development, discrimination, and academic achievement. Although we will not collect data that we will analyze, we will practice data collection.	#1,2,3,4,5,7
PSY 321-01	Children's Social and Personality Development: Developmental Seminar	This course examines significant issues in social and emotional development. It is designed to give students a thorough grounding in developmental theories describing children's (1) abilities to interact and form relationships with others and (2) their emotional lives. Empirical results from eclectic theoretical and methodological perspectives will also be emphasized.	#1,2,3,4,5,7
PSY 341-01	Personality & Culture	This course expands our understanding of personality theory by examining interactions between culture and personality. This is important because much of mainstream personality theory in the US remains rooted in a largely unexamined set of cultural values (Western, white, male, etc.). Here we take the perspective that personality is embedded in culture and we seek to understand both the many types of interaction that occur between personality and culture as well as the different types of personalities and identities that emerge from different cultural contexts. Our emphasis is on cultures	#1,2,5,6,7

		within the US, although we consider cultures in other parts of the world as well.	
PSY 470-02	Senior Topics Study Group: Emotion in Psychotherapy	This course will cover topics related to the role of emotion in psychotherapy. Emotions are targeted in a number of different ways across therapeutic modalities, including cognitive, behavioral, and psychodynamic therapies. In this course, students will examine the evidence for the importance of emotion in the therapeutic change process.	#4,5
PSY 390/492-01	Collaborative Research: Sexual Health and Reproductive Education Lab	Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY 492. *Fulfills the gender designation	#1,2,5
PSY 390/492-08	Collaborative Research: Social-Emotional Learning and Development Lab	Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY 492.	#1,2,3,4,5,7
PSY 390/492-14	Collaborative Research: Alcohol Lab	Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY 492.	#1,2,4,5,7
PSY 390/492-19	Collaborative Research-IDAD Lab	Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a fulltime faculty member, and run collaboratively with a team of student research assistants. The Identity Development across the African Diaspora (IDAD) Lab examines identity development and social inequity in educational attainment and access for Black youth across the African Diaspora. More specifically, we take a multimethod approach to investigate the relationship between racial, ethnic, and immigrant identity, discrimination, and academic achievement among youth of the African Diaspora (African immigrant, Black American, Caribbean immigrant, and Afro-Latinx). We will collaborate with local community organizations and schools to conduct our research and do most of our data collection off campus. Most of our research questions address identity development during adolescence (middle and high school and college), so	#1,2,3,4,5,6,7

		lab students can expect to interact with teens and young adults.	
PHL 270/370	Philosophy of Race, Racism, and Citizenship	This course course explores philosophical questions concerning race, racism, and citizenship. Topics addressed include the biological unreality and social reality of race, “logics” of racism, reparations for past wrongs, discrimination and affirmative action, and citizenship and immigration. Special attention will be paid to the experiences of African Americans, Asian Americans, Latino Americans, and Indigenous Americans, and also to people of color from beyond the United States.	#1,2,5,7
AAS 252	Race, Gender and Cultural Production	WGS/AAS 252 Online will focus on the performance, literature and intellectual creation from the Civil War period to WWII. This course will explore the ways that black intellectual and cultural production in the late 19th through early 20th century was connected to black diasporic efforts towards equality. This course will include intellectual and cultural production from the black diaspora. In addition to a de-centering of the United States this course will highlight the various constructions of gender in the political, social and cultural thought of the period. A main focus of this course will be on the intersection of socially constructed identities.	
SPA 228	Spanish for Law, Justice, and Human Services	SPA 228 will teach students the necessary grammar and vocabulary to engage with monolingual Spanish speakers in legal, justice, and human services settings. Students will improve their oral proficiency through in-class speaking activities, working toward paragraph-length discourse. Students will also develop listening comprehension skills through listening to authentic speech and through online synchronous video conversations with native speakers of Spanish. Beyond improving oral proficiency, this course improves students’ awareness of the shared experiences and unique circumstances of Latin American communities both in Latin American and the U.S. Throughout the course, developing respect for different points of view and hardships others face is emphasized.	#1,3,7
CLS 325	Sex and Gender in Greco-Roman Antiquity	This course examines the topic of ancient sexuality both for its own sake, as historical knowledge, and as it relates to our own attitudes, values, and practices.. Topics to be covered include the concept of sex and gender as social and political constructs; myths of matriarchy and patriarchy; the legal and political status of both sexes; medical, scientific notions of the body; the gendering of space; and attitudes toward family and	#4,5,7

		social networks. The course will also emphasize the Greeks and Romans different concepts of sex and gender and the ideological implications of these differences.	
AAS/ SOC 281	Sociology of Race in the US	This course provides a sociological perspective on race and ethnicity in the United States. A sociological approach to this topic begins with the understanding that racial and ethnic categories – including ‘white’ – are not objective measures of biological difference. Rather, these are socially created categories and are the result of historical struggles over economic resources, political access, and cultural identity. Indeed, categories of race and ethnicity are socially created to establish distinctions among human beings and to justify the unequal distribution of wealth, resources, power, privilege and prestige among members of society. The meanings assigned to categories of race, however, change over time and space. Crosslisted with AAS 281.	#1,2,3,5,7
SOC303	Gender and Activism in Global Perspective	Social movements about gender issues and identities are significant sources of social change in societies around the world. This course explores the cultural constructions and implications of gender in different global contexts by analyzing the political demands and experiences of gender-based movements.	#6
SOC 101	Introduction to Sociology	Sociology explores the intersection between our personal lives, history, and the social world around us. Students learn the basic foundations of sociology, including its development as a field of inquiry, sociological theory, and methodology. Students investigate how race, class, gender, and other social identities are constructed, performed, and affect our social lives and perpetuate existing structures of inequality, with an emphasis on institutional and structural racism. The course also explores how culture and social institutions shape individuals and their life trajectories.	#1,2
CRI 100	Introduction to Criminology	Students will explore the historic need in societies to shape and control the behavior of their members so that they conform to established group norms. The course will examine the complex interaction between factors such as culture, law, power and equity that contribute to the maintenance of social order. It will address the development of legal systems from the social science perspectives; investigate the nature of normative social control (sociological theory relative to conformity, conflict and power); and explore, in both a historical and contemporary vein, the development and maturation of formal justice systems (enforcement, adjudication and corrections) which act coercively against rule violators.	#1,3

CRI 304	Victimology	The discipline of victimology has developed quite recently out of the social sciences of sociology and criminology. In historic terms, concern for the victim has been a major consideration in society. This course explores topics such as developmental victimology, correlates of becoming a victim of various crimes, and the emergence of victims' rights at the state and federal levels.	#1,2,3,7
LNG 202	Structure and History of the English Language	An introduction to both the structure and development of English as a spoken and written language intended to meet the needs of future secondary teachers and students of literature or language, this course introduces basic linguistic concepts and examines English's linguistic history from Proto-Indo-European (c.3000 BC) to Present-Day English.	#2
HIS 165	US Slavery in TV and Film	Within the past ten years, there has been a renewed interest in showing the experiences of enslaved Black people to both national and international audiences. In this course, students will view films and TV mini-series to learn about eighteenth-century and nineteenth-century U.S. slavery. Students will also read primary sources and scholarly book chapters to better understand the historical context of the films and miniseries that they watch. Among the questions we will consider in this course are: how do people use TV and film to remember slavery and how do these works reimagine the experiences of slavery?	