Power to the People: An Interdisciplinary Approach to Difficult Topics

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ABSTRACT

In the fall of 2022, two professors from two different academic disciplines, Dr. Erica Hayden (history) and Dr. Allison Buzard (social work), launched an interdisciplinary undergraduate course entitled “Power to the People: Social Movements in United States History” (henceforth “Power to the People”) at a small, private, religiously affiliated liberal arts college in the southern United States. The goal of the course was to provide students with a comprehensive background of historical social movements and the strategies and tactics used by the people to make change. In an era and climate where critical race theory; lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, Two Spirit (LGBTQIA2S+) identities; citizenship status, and other social identities and issues have become political flash points, the faculty developers knew this course might incite controversy, yet they also believed it could foster critical dialogue needed by students preparing to enter careers in a society plagued by binaries and divisiveness. Furthermore, the students in these two disciplines expressed interest in this subject matter, as it related to their professional pursuits. This article presents a rationale for this course, the experience of team-teaching an interdisciplinary class, the course design, and the pedagogical strategies employed, concluding with reflections on challenges and successes from the first year of teaching this course. This article seeks to provide educators with information and ideas for broaching difficult topics in the college classroom with a collaborative, interdisciplinary course.
Power to the People: An Interdisciplinary Approach to Difficult Topics
Dr. Erica Hayden and Dr. Allison Buzard

Introduction

In the fall of 2022, after a year of planning, Drs. Erica Hayden, associate professor of history, and Allison Buzard, program director and assistant professor of social work, launched an interdisciplinary historical and social justice–oriented course aimed at teaching students social action strategies for liberatory change. This course was imperfect but impactful, and we believe that the keys to its effectiveness rest in collaborative teaching and cross-disciplinary content. We have written this article in our own voices (you’ll see our names, Erica and Allison, in the headings indicating who authored each section) as a way for you to experience, even momentarily, how our students experienced a co-designed, co-taught, varied expertise course. In this article, we offer our rationale for this course, our experiences of co-teaching and interdisciplinary modeling, the course design and pedagogical strategies, and a reflection on the challenges and successes from the first year of teaching this course. It is our hope that this reflection might inspire more collaborative and innovative courses at other institutions of higher education.

Rationale for “Power to the People”: Erica

Several factors coalesced during the span of 2020 and 2021 that encouraged my colleague and me to pursue creating an interdisciplinary, team-taught course that focused on social reform and social action in US history. The context of this course design is significant to understanding how this idea relates to fostering challenging conversations. Our small, private, religiously affiliated liberal arts college located in the southern United States was established over 120 years ago, when most institutions of higher education were segregated by race. Our institution was founded as a historically White-serving institution and remains a predominantly White institution (PWI). Nationally and locally, the populations of Black, Indigenous, Latine, Asian and other People of Color (BILAPOC) have grown since the institution’s founding at the turn of the twentieth century, and our university student population reflects those demographics shifts as well.1 More than 50 percent of our undergraduate and graduate and continuing studies population identify as White, 25 percent of our undergraduate student body identifies as Hispanic/Latino/Latine, and 28 percent of our Adult Studies and 36 percent of our Graduate Studies students identify as Black.2 While many at our institution celebrate the growth in student diversity, there is a growing concern about inequities in student achievement by racial group. Graduation rates within four years show significant disparities between BILAPOC students and White students. While 48 percent of all undergraduate students graduate within four years, only 3 percent of our Black undergraduate students and 45 percent of our Hispanic/Latine students do so.3

With these changes, students have increasingly voiced frustrations about the lack of cultural appreciation and representation on campus. Since 2015, I have been diligently working to revise the history curriculum of our university to incorporate more social and cultural history, by developing women's history and African American history courses, which had been absent from the curriculum. Students in these classes showed keen interest in these topics and expressed a desire to learn more. These history courses always drew students from other disciplines,
indicating a need on our campus for discussion and learning about often difficult histories. Allison realized a similar need among her social work students as well as a need for more macro (policy, systemic, and community change efforts) social work courses to balance out the micro (individual work) and mezzo (small group work) courses that were well covered in the current curriculum. A course like “Power to the People” fit both of these curricular needs, especially considering the populations our social work students would engage with in their careers.

Following the killing of George Floyd in 2020, BILAPOC students at our institution called for a response, and leadership responded by assembling a task force of administrators, faculty, staff, and students. Through focus groups, individual meetings, and town hall meetings, students expressed distrust and concerns about disconnection and disparities within the community. While our institution intends to be an inclusive community, embracing diversity, statistics and anecdotal evidence indicate that our impact has not always been consistent with providing holistic education that encourages all students to grow intellectually, socially, emotionally, physically, and spiritually. Too often, we have seen students opt not to discuss their challenges with faculty and staff, due to a variety of reasons; and they fall through the cracks in particular classes, withdraw from participating in or attending classes, or even withdraw entirely from the university. Both Allison and I have held space with students who felt unheard, silenced, or like they did not belong at our university. We both realized the need to amplify the voices of our students and to illuminate the robust history of social justice movements in our country’s past and present to celebrate the diversity of our nation and of our university. The murders of George Floyd, Breonna Taylor, and many others became a stark warning that the time was now to put our words and thoughts into action for our students, and thus the germ of “Power to the People” was conceived.

Finally, both Allison and I had shared multiple conversations about our interests in social history and justice work. Neither of us had been necessarily able to teach a full course on our doctoral work (I studied nineteenth-century prisons and reform and Allison focused on anti-racist pedagogy within social work education), and we had settled for incorporating bits of our research into classes when we could. Being able to create an entire course that focused on our research passions was an easy decision—it was a labor of love for us and one of needed value for our students.

**Interdisciplinary, Team-Teaching Model: Erica**

Once we determined we wanted to create a course like “Power to the People,” we began the task of thinking about how we would create this course using an interdisciplinary model. While it was daunting, it was also fun and gratifying. I will be candid in saying that it certainly is a struggle to blend two disparate academic disciplines, and we had multiple discussions about methodologies and how they might work together. L. Earle Reybold and Mark D. Halx acknowledge this struggle, noting that “disciplines have constituted ways of knowing the world, establishing intellectual, social and methodological boundaries that define them,” and these disciplines adjust course as updated scholarship enters the discussion. They argue that interdisciplinarity “challenges the disciplines’ hold on knowledge. It allows different lenses to be applied to inquiry.” These scholars posit two lenses of inquiry in interdisciplinary endeavors. Integrative lenses incorporate “knowl-

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5. Reybold and Halx, "Coming to Terms," 324.

6. Reybold and Halx, "Coming to Terms," 327. Although this article looks specifically at scientific disciplines, the values hold for our social science endeavor.


edge from one discipline into another" while transformative lenses "reconstitute knowledge and knowing" into a new form. Essentially, the idea that knowledge and knowing should be siloed does not always adequately prepare students, but an interdisciplinary approach might be more useful. “Power to the People” falls into the integrative category, if using this framework. In one finding, Reybold and Halx observed that when interviewed, “faculty members noted two particular strengths of an interdisciplinary pedagogy: Interdisciplinarity primes students for learning and reiteration across disciplines encourages deeper learning.” This is ultimately what we sought to do in this course.

Since we crafted this course at a small, religiously affiliated liberal arts university, we knew we would have to be thoughtful about what we taught and how we presented the material, and the interdisciplinary model enabled us to do that. By blending the disciplines of history and social work, we could show students that these movements/actions do not appear out of nowhere but have a history and context and are not just isolated in one discipline. Showing that these topics are interdisciplinary and intersect with a host of different fields provided us with some buffer or protection when we broached potentially controversial topics. Because we reinforced ideas and topics from different academic backgrounds, students could see that we were not lecturing from personal perspective or individual bias. In essence, interdisciplinary team teaching helped us to corroborate our evidence to our students, which is critical during a turbulent time in academia. Students were then equipped to engage with and analyze the material through multiple academic lenses. This is especially important considering the climate in which teaching accurate history is increasingly under attack from politicians. The American Historical Association and other professional organizations are actively combating this trend at a policy and pedagogical level, yet it remains treacherous terrain for faculty.

Navigating this treacherous terrain was made easier in part by the fact that our university is focused on building strong relationships between faculty and students. The connections made in the classroom or in advising meetings strengthens the overall learning process. Both Allison and I are passionate about making sure our classrooms are places where students not only learn about disciplinary content, but also about themselves. We understand deeply that student-faculty interactions “enhance learning, completion, motivation, critical thinking, career aspirations, belonging, and self-confidence.” When we have this ethos on campus and embody this in our classrooms, the learning environment can be richer and more authentic, which is especially important when we are dealing with human stories and experiences across time and space.

Another benefit of the interdisciplinary model is that by co-teaching across disciplines, we were able to model for our students what collaboration looks like. They saw us interact as professors, jumping into conversation with each other in lectures and adding alternate perspectives and ideas, and we were able to do this in a collegial way. While we told students this was part of what we wanted them to understand about working with people from different backgrounds, it was an element that was integrated into this course from conception to classroom activities. Because of this integration, we hoped that students understood the importance of what we were modeling for them,. that is an element that is almost impossible to gauge. We were also intentional about blending our student groups, called coalition groups, across disciplines to make sure our groups were looking at issues from multiple perspectives and learning to work together and overcome differences of opinion. We will examine the coalition groups in depth in a subsequent section of
this article.

Finally, it was a great experience for our students to learn about different research methodologies and ways of thinking from other disciplines. It is easy for faculty to stay within a given discipline where we are "tied to content, methods . . . and rhetorical practices" despite knowing that if "we collaborate and collaborate well, we bring many advantages to our students' learning."\(^{10}\) I encourage faculty to take the step, even with all of the potential hurdles. Students were exposed to various sources: archival primary sources were new for social work students, and it was a learning curve for them to learn to analyze these sources through a historical lens. History students became grounded in social work theories and learned to apply these theories to the actions of activists in the past and in their final project proposals. Students were also exposed to new skill sets, making each student more versatile as they move into careers. Students fostered flexibility and awareness of other perspectives through this course. As we will talk about later, this experience of co-creating and co-teaching an interdisciplinary course showed that "collaborative teaching also educates and contributes to our own growth as teachers."\(^{11}\) We were able to move beyond our disciplines’ methodologies and ways of teaching and learned value from each other’s teaching styles. As Hoon suggests, "pulling various perspectives together on one platform, . . . if well scaffolded, can only serve our students well as these can add a broader and more holistic understanding of a subject."\(^{12}\) “Power to the People” served to not only educate our students about social movements in United States history, but it empowered all of us in the classroom, faculty included, to think more broadly about learning and the human experience.

While we did not specifically utilize Ken Bain’s framework for best practices of pedagogy, his list of things that the “best college teachers do” is important to consider and can help in navigating some of the barriers placed by our focus on our disciplines. Here are his seven points:

1. Create a Natural Critical Learning Environment
2. Get Their Attention and Keep It
3. Start with the Students Rather than the Discipline
4. Seek Commitments
5. Help Students Learn Outside of Class
6. Engage Students in Disciplinary Thinking
7. Create Diverse Learning Experiences\(^{13}\)

While not all of these will necessarily work for each interdisciplinary endeavor, they can act as a starting point for working collaboratively. In our development of "Power to the People," we certainly utilized many of these points, and I think they provide a universal set of ideas to craft an interdisciplinary learning experience that meets the goals of professors and students.


\(^{11}\) Hoon, "Catching Glimpses," 5.

\(^{12}\) Hoon, "Catching Glimpses," 5.

\(^{13}\) Ken Bain, What the Best College Teachers Do (Cambridge, MA: Harvard University Press, 2004), 99–117.
Course Design: Allison

We had both a fun and challenging time organizing the course. Because neither of us had seen a model for this type of course content nor for an interdisciplinary, co-taught course, we designed this from our own scholarship, passion, and four-year collegial relationship. We outlined our course description as follows: “Many assume that systemic societal changes come from legislation and policy, but often social change starts with people organizing to generate their own power. This course examines social movements and social action through the lenses of historical sources and present iterations to learn how the people have been and continue to be change-makers for social causes, shifting conditions of human oppression to human liberation.”

We approached the course from a movement-centered lens rather than an oppression-centered lens. We heeded Paulo Freire’s prompting that without the study of oppression, there can be no liberation.14 And so, in this course, we studied conditions of oppression; however, we chose to focus the brunt of our readings, lecture, and assignments on the social movement—on power to the people toward liberation.

Texts

We did not use one central text for this course, in large part because of the way that we constructed the course to be equal parts historical analysis and social action strategy. We did assign three books for this course, which were: The Politics of Protest: Social Movements in America by David Meyer, Reveille for Radicals by Saul Alinsky, and The New Jim Crow by Michelle Alexander. We then created a robust reader for students comprised of primary and secondary sources aimed at amplifying the voices of people fighting for liberation across varied movements. We started with primary sources that focused on the foundations of power and social action and then included primary and additional secondary sources for each of our thematic units (see below). In each of these units, the primary sources started early in the nation’s history and worked their way toward the present. These sources came from a variety of readers and online repositories, and the sources offered a variety of voices not only speaking about oppressions but also about resilience and liberation through action.15

Narrowing and Selecting Units of Study

We had so many options of United States-based social movements to choose from for units of study in this course, but we decided to narrow it down—for the sake of a semester timeline and accessible primary sources—to racial, economic, sex/gender, and disability justice, knowing that they would intersect often because, as Audre Lorde stated, “we don’t live single issue lives.”16 We organized each unit to explore the oppression as a whole, as evidenced in different eras with varied tactics, and then explored how people fought against the oppression toward liberation in different eras with varied tactics. We have included visuals from PowerPoint slides to demonstrate how we organized each unit (fig. 1).

We knew that within the units we designed, that we would not have time to adequately cover all of the oppressions and social movements within. And we knew that there were many units that we could not cover due both to time constraints and recognition that our course could potentially


15. Some examples are the numerous volumes in the Bedford Series in History and Culture that have not only great contextual essays but a host of digestible primary sources. The entire title list can be found on their website. We used several, such as The Triangle Fire, Black Protest and the Great Migration, and Radical Reconstruction. I also used the National Humanities Center Resource Toolbox for a host of digestible primary sources. This can be found on their website.

RACIAL JUSTICE MOVEMENT

Racism

Enslavement
Jim Crow
Voter Suppression
Mass Incarceration
Violence by State

Enslaved Revolts, Abolition
Anti-Lynching Campaign, Voting Rights
Civil Rights, Black Power
Prison Abolition
Black Lives Matter

ECONOMIC JUSTICE MOVEMENT

Capitalism

Enslavement
Convict Labor
Child Labor
Women’s Labor
Farmworkers (Bracero)

Emancipation, Reconstruction, Freedmen’s Bureau
Prison Abolition
Child Labor Laws & Movements
Women’s Labor Movements
Farmworkers’ Rights, Unionization, Boycotts

SEX/GENDER JUSTICE MOVEMENT

Patriarchy & Misogyny

Women were property of men
Women were not allowed to vote
Women lacked access to many paying jobs
Women’s wages were lower and were not equal
Women had limited access to education
Black & ethnicity of women impacts resources and rights
Women’s access to reproductive education and health limited
Women experienced sexual violence at high rates

Suffrage
Waves of Feminism
Intersectionality
Reproductive Rights
Me Too

DISABILITY JUSTICE MOVEMENT

Ableism

Institutionalization
Separate and unequal education
Inaccessible public spaces and opportunities
No comprehensive federal legislation protecting disabled people
Many illnesses and caretaking for people with disabilities not protected under law

Deinstitutionalization
504 – ADA
Capital Crawl
ADA
AODAA
raise concerns from the university and its constituents. As a way to incorporate missing and incomplete content, we offered students a final project opportunity to learn more about a social movement not covered in our semester. Students chose topics such as gun control/March for Our Lives and violence against women/Me Too during the first semester. Students also gave feedback indicating a desire to learn more about specific populations and tactics within existing units, such as Indigenous resistance within our racial justice movement.

**Pedagogical Strategies**

With Saul Alinsky and bell hooks as our guides, we attempted to design a course that was liberatory and collaborative in nature and that modeled the concepts we were teaching. During the first week of class, we worked with students to develop some community agreements, which helped us bridge gaps between students from different disciplines, offered scaffolding for holding difficult conversations, and aided both of us as instructors to have a baseline of community engagement expectations. The class agreed on these: respect one another, listen actively (with intent to understand rather than a focus on response), accept that we will likely have different opinions and perspectives (from which we can learn even when we don’t agree), cultivate an open mind, embrace cultural humility, and be willing to engage, share, and contribute to the dialogue.

We wanted to build our students’ capacities with knowledge and skills in this course. We started the course with a primer on oppression, power, privilege, language, and social action tactics so that they would have scaffolding with which to approach each unit. At the end of each unit, we asked students to explain the unit through the lens of the scaffolding offered so that they had a chance to apply their knowledge.

Early in the semester, we organized students into coalition groups, comprised of students from different disciplines so that students could practice the concepts they were learning. Merriam-Webster defines a coalition as “a temporary alliance of distinct parties or persons for join action.” In this course, coalition groups remained consistent throughout the semester and were intended to be a space of learning, collaboration, and group work. These groups facilitated class discussions several times during the semester as a way to practice collaborative dialogue and to foster a sense of teamwork as they worked toward their final projects together. Coalition groups’ final projects were the creation of a proposal for a community education project or community organizing plan centered on a movement not covered in the course, and students developed a written brief and group presentation outlining their proposals.

Assignments & Assessment of Student Learning

<table>
<thead>
<tr>
<th>Assignments/Grades</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement, Discussion, &amp; Professionalism</td>
<td>All Semester</td>
<td>250</td>
</tr>
<tr>
<td>Coalition Group Class Facilitation</td>
<td>To Be Assigned</td>
<td>100</td>
</tr>
<tr>
<td>Historical Movements Essays</td>
<td>10/17, 10/31, 11/21</td>
<td>300</td>
</tr>
<tr>
<td>Coalition Group Presentation/Written Proposals</td>
<td>12/9, 12/12, 12/13</td>
<td>350</td>
</tr>
</tbody>
</table>

Students had individual and group assignments in this course as a way to model that in community organizing, both individual and collective investment are necessary (fig. 2). The interactive nature of this course required community participation, so we included engagement and professionalism as 25 percent of the course grade. Individually, students were asked to generate a historical movement essay in which they summarized key learnings from each unit through the scaffolding of the original unit. In each end-of-unit essay, students were asked to write about the historical context(s) that birthed the movement, the oppressive systems and structures the movement sought to dismantle, key leaders of the movement and their specific organizing strategies, the similarities and differences between organizing strategies within the larger movement, and the outcome of the movement including an analysis of its effectiveness and remaining work. Coalition group discussion and final presentations and written proposals were part of a group grade on assignments.

We created detailed rubrics for each assignment and split up the grading by assignment so that each of us graded all submissions for varied assignments. As we didn’t have a lot of models for co-teaching, this plan seemed to offer the best chance for equity and fairness. We both graded the final projects and averaged our scores for the written and presentation proposals.

Concluding Thoughts

Challenges: Allison

Professors learn as much, if not more than students during the first (and often the second) time teaching a course, and this was amplified for me with a course we created out of our own knowledge, passions, and relationship. During this first round of instruction for “Power to the People,” we learned a great deal about how to improve and edit the course for future iterations. One of the first significant lessons came after the first assignment submission that students were struggling to see connections and patterns between smaller movements within larger movements. We created the visuals (fig. 1) after this realization and students seemed to be able to track these connections more easily in the following units.

As instructors, we were cognizant during the planning and implementation of this course about power to the people that we ourselves held a lot of power within the course, including over course content. Throughout the semester, as we learned about student interests, we wondered about ways to incorporate more student voice and choice in the selection of units and the organization.
of assignments. Candidly, we did not land on an approach for doing this in future years, but it’s still something important for course instructors to consider.

Based on student questions and assignment submissions, we learned that we needed to be clearer about assignment expectations, especially for the final project. Throughout the semester, we edited and clarified our rubrics. We gave students time throughout the semester to work on their final projects; however, we realized that it was difficult for them to conceptualize their final project until several units into the course, as that was when they started to demonstrate comprehension of key concepts related to social action.

There were a few challenges to facilitating this course that seemed contextual, era-based, and out of our control to impact. This first class section contained many seniors who expressed and embodied academic burnout. This was evidenced by several students not reading for class, missing frequent class sessions, and having limited investment in group work, all of which impacted the learning environment of a discussion-based seminar. Additionally, this group of students had been in college during COVID-19’s height, and many seemed to have additional pandemic burnout in addition to standard senioritis. Lastly, we recognize that it is possible that students avoided readings, class, and discussions because this course asked them to engage in difficult conversations, and despite scaffolding and support, perhaps their difficult conversation muscles were still developing. We will likely never know if one or all of these challenges were the reason for limited engagement from some students.

**Successes: Erica**

As with any new course, there are issues that arise along the way that demonstrate where the instructors’ ideas and intentions perhaps failed to impact the students in the way we hoped, but I will say there were a number of successes that we wish to highlight. One is that the entire semester was filled with fruitful discussions across disciplines. We saw students engaging with each other in dialogue, grappling with the source material, and applying ideas between disciplines. Students were exposed to multiple disciplinary methodologies, which created not only awareness about a different academic discipline while they engaged with each other in class, but also a more versatile and comprehensive knowledge base that each student will take back to their particular field of study. While I think both Allison and I wished we had had more time in each class period, and frankly, during the semester to include everything we wanted to explore with our students, I often left the classroom feeling energized by the students’ points and questions, especially when they started to put together how these movements intersected. While the course started with critical theoretical scaffolding, by the end of the first month students were able to see how the foundations applied to historical movements, and how the movements often overlapped at various points in history. Those moments in class when the final puzzle piece connected for students made the complications of creating a course like this worth it!

Another success was enabling students to have access to different teaching styles. This is especially important at a smaller university where students often have the same professors for multiple classes when they reach the upper-division courses required for majors. “Power to the People” not only provided new content for students but also offered variety and awareness of how we approached topics within the course. For example, history courses tend to be lecture-
heavy, so sessions where I led class were often geared toward explaining the historical context of events as we worked through our various justice movements. I also like to use a lot of primary sources in my classes and sought to have time for document discussion toward the end of each class. Although in some class sessions I had to forego discussion because of a lengthier or more complicated topic, we built in coalition-group discussion days where some of these other sources could be brought back into the conversation. Allison’s class sessions focused more on application and activation of these movements, particularly in present contexts. She was able to tease out the historical through lines from past iterations of the justice movements to show how they influenced the movements’ current identities. She also reinforced the theoretical underpinnings of social action, always bringing us back to the key components of successful social movements. Finally, in true “Power to the People” fashion, we had each coalition group lead discussion twice in the semester, which provided yet a third set of voices crafting the instruction of the course. It was important for Allison and me to see how the students were synthesizing and analyzing the course material, and student-led discussion demonstrated to us which issues were resonating with students and what questions they still had.

On a more personal, professional level, the final success we wish to share is that we were able to engage in constructing a course that examined topics that we are both personally passionate about researching. Even while preparing the course, we were both reading extensively and listing topics that we wanted to talk about in class. I think I came to one of our curriculum-design meetings with about twenty-five books to pull from for ideas and sources. This class enabled us to teach about things that might not neatly fit into other classes, or topics that would be glossed over in certain settings. My graduate research focused on female criminality and imprisonment in the nineteenth-century United States, and I spent a lot of time reading about antebellum reform movements for that project. Before this class, I talked about the antebellum reform movement phenomenon in one fifty-minute lecture in the US I history survey. It gutted me not to be able to go into depth on any of these movements. Since social movements are so central to my research and teaching interests, “Power to the People” became a joyful venue to do a deep dive into the material.

Our enthusiasm for these topics exuded in our teaching, perhaps to the dismay of our students who were not fully awake at 9:00 a.m. This course enabled us to share our research passions with our students, but also with each other. Our personal reading lists grew extensively after all of our brainstorming and references to scholarship in class. We grew as educators and scholars by learning from each other in this course.

One final note: as is common in academia, new career opportunities arise, and Allison moved on to a different university after we taught the class together in 2022. I, in consultation with the new social work faculty, determined that the course should continue, so I taught this course solo in the fall of 2023. While this time around we were missing a key voice in the classroom, I will say that Allison’s presence was still there. I did not change much of the structure of the course, so her ideas were still woven into the fabric of the content. We taught our students that sometimes in movements, activists have to pivot, change tactics, and reorganize to achieve the desired goal. I took a lesson from our own course material and shifted gears to make this into a solo-taught, yet still interdisciplinary course.
Appendix 1: Essay Rubric

Appendix 2: Group Paper Rubric

Appendix 3: Group Presentation Rubric

Appendix 4: Scope and Sequence
AUTHOR BIO

Dr. Erica Hayden is associate professor of history at Trevecca Nazarene University in Nashville, Tennessee. She earned her Ph.D. from Vanderbilt University and is the author of Troublesome Women: Gender, Crime, and Punishment in Antebellum Pennsylvania and coeditor of Incarcerated Women: A History of Struggle, Oppression, and Resistance in American Prisons. Her scholarly interests include nineteenth-century US social history, particularly reform movements, crime and punishment, and amplifying the voices of the marginalized.

Dr. Allison Buzard is the MSSW program director and associate professor of practice at the University of Tennessee Knoxville’s College of Social Work at the Nashville Campus. She earned her DSW from the University of St. Thomas. Her scholarship focuses on anti-racist pedagogy within social work education.

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