



## 2020-2021 SHSU Common Reader Program

### Curriculum Infusion Guide

Clint Smith's debut poetry collection, *Counting Descent*, is a coming of age story that brings the reader on a powerful journey. In 56 poems, the realities of being a black boy in America are beautifully portrayed. Smith shares his loving family with us and sheds light on how he was raised. His poems move fluidly across personal and political histories, while reflecting on the social construction of our lived experiences. It won the 2017 Literary Award for Best Poetry Book from the Black Caucus of the American Library Association and was a finalist for an NAACP Image Award.

#### Curriculum Infusion Committee

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# Curriculum Content Categories

College Success

Business

Criminal Justice

Education

Fine Arts

Science & Engineering Technology

Health

Humanities/Social Sciences

Community Engagement

The Curriculum Guide is an aid to course instructors across the university to make integration of educational activities related to the common reader as straightforward as possible. Feel free to use and modify these suggestions as needed for your students. We hope the reader serves as a common educational experience illustrating to students the importance of lifelong learning and that true understanding is often interdisciplinary.

-Best regards, the Curriculum Infusion Committee

SHSU Common Reader <http://www.shsu.edu/commonreader>

Professional & Academic Center for Excellence <http://www.shsu.edu/pace/>

College Success		
Academic Skills	Curriculum Areas	Activity Description
Business		
Academic Skills	Curriculum Areas	Activity Description
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> <li>• Diversity &amp; Intercultural</li> <li>• Social Justice</li> <li>• Teamwork &amp; Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Humanities</li> <li>• Social Science</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Opportunity Costs and Human Capital</u></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes and expectations based on group classification → ‘Soles’ → page 13</li> <li>• Different standards applied according to group classifications → ‘Counterfactual’ → page 25</li> <li>• Societal opportunity costs → ‘Cell Block’ → page 51</li> </ul> <p><b>Materials Required:</b> N/A</p> <p><b>Lesson Brief:</b> This lesson develops activities (individual and/or group discussions and sharing) surrounding the opportunity costs associated with discrimination in the business environment.</p>
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> <li>• Critical Thinking</li> <li>• Diversity &amp; Intercultural</li> </ul>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Humanities</li> <li>• Social Science</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Measuring the Cost of Discrimination in Business</u></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes and expectations based on group classification → ‘Soles’ → page 13</li> <li>• Different standards applied according to group classifications → ‘Counterfactual’ → page 25</li> </ul> <p><b>Materials Required:</b> Access to multiple websites.</p>

- Quantitative Literacy
- Social Justice
- Teamwork & Problem Solving

**Lesson Brief:**

This lesson utilizes academic sources and government-supplied data to first introduce students to the idea that discrimination in the workplace can result in significant costs to a business enterprise. These resources also discuss methods or provide data used to quantifiably measure these costs.

**Activity:**

When considering workplace discrimination, focus is first on how the individual discriminated against suffers. However, we can and should also consider the negative impact sustained by a business entity when it allows or promotes discrimination against individuals based on the individual's race, color, religion, gender identity, or national origin (among others). Since the primary focus in the business sector is often on 'the bottom line', this activity uses online articles and data sources in attempt to better understand and quantify the cost of discrimination in the workplace.

The American Economic Association website contains the article 'Putting a price on prejudice' that discusses the cost of prejudice in the workplace <https://www.aeaweb.org/research/price-of-prejudice-workplace-hiring-discrimination-denmark>

This website contains links to the following additional articles/sites:

“The Costly Business of Discrimination” from Center for American Progress’ website: <https://www.americanprogress.org/issues/lgbtq-rights/report/s/2012/03/22/11234/the-costly-business-of-discrimination/> This article discusses the economic cost of discrimination and the financial benefits of Gay and Transgender equality in the workplace. This article examines (1) how workplace discrimination against gay and transgender employees is economically unwise, (2) workplace policies that provide protection for gay and transgender employees, and (3) how business can leverage gay/transgender workplace policies to create a more qualified, productive, and profitable workplace. The site contains links to a full (46-page) report, an abridged introduction/summary report, and an informative Infographic.

The U.S. Equal Employment Opportunity Commission (EEOC) site <https://www.eeoc.gov/statistics/charge-statistics-charges-filed-eeoc-fy-1997-through-fy-2020> provides statistics on the number of workplace discrimination charges files with the EEOC each year (1997 to 2020). These statics provide the total number of charges and the number of charges for each protected group (i.e., age, race ...)

The American Economic Association also provides a link to an academic article, “The Price of Prejudice’ that uses applied economics to study how potential discriminatory behavior changes in the cost associated with the discrimination. <https://www.aeaweb.org/articles?id=10.1257/app.20150241>

Have students read one (or more) of the following articles and complete the associated activities.

		<b>Article / Site</b>	<b>Activities</b>
		The Costly Business of Discrimination	<p>This article examines how workplace discrimination against gay and transgender employees is economically unwise, and list five specific ways discrimination based on sexual orientation negatively impacts the economic performance of business.</p> <ul style="list-style-type: none"> <li>• Have students (or student groups) select one of the five topics (recruitment, retention, performance and productivity, marketing to consumers, and litigation) and find supporting literature on how the selected topic pertains to another protected group. For example, topic of recruitment, students could identify and then discuss ways in which recruitment of qualified women, people of color, and/or disabled individuals can enhance an employer's workforce and lead to increased productivity.</li> <li>• This article also describes how marketing discrimination can be costly in terms of consumer demand. Ask students to identify and discuss (1) instances where a company modified its marketing behavior due to consumer reaction to their labor practices and the associated threat of lost market share, and (2) changes in marketing practices over the last several years to be more inclusive.</li> <li>• Ask students (or student groups) to create a poster or infographic detailing litigation against a company due to workplace discrimination.</li> <li>• The article highlights companies, such as Dell Inc, that advocate for gay, lesbian, bisexual, and transgender equality. Ask student to identify another firm (not mentioned in the article) that has been proactive in creating policies to reduce workplace discrimination.</li> </ul>
		EEOC Data	<p>Instruct (and perhaps assist) students in creating a chart/table based on the EEOC data. Potential chart/table:</p> <ul style="list-style-type: none"> <li>• Annual trends in the total number of charges from 1997 to 2020 (Line chart).</li> <li>• Comparison of the dispersion of the charges – for example compare the number of charges based on each race, sex, national origin, religion, and color for a specific year (Pie chart) or over multiple years (clustered column chart).</li> <li>• Create a pivot table that allows the data to be displayed, filtered, and rearranged by category and year.</li> </ul>
		The Price of Prejudice	<p>This article contains relatively advanced econometric techniques. For students in foundational economics courses, the article overview or summary would be more appropriately used to discuss how discrimination costs can be objectively measured. For students in upper division economics or statistics courses, the actual methods used could be demonstrated.</p>
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Humanities</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Assimilation and the Business Culture</u></p> <p><b>Required Reading:</b></p>	

<ul style="list-style-type: none"> <li>• Diversity &amp; Intercultural</li> <li>• Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Social Science</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Something You Should Know’ → page 9</li> <li>• ‘what the fire hydrant said to the black boy’ → page 20</li> <li>• ‘a lineage’ → page 24</li> <li>• ‘For the Taxi Cabs that Pass Me in Harvard Square’ → page 42</li> </ul> <p><b>Materials Required:</b> N/A</p> <p><b>Lesson Brief:</b> This lesson explores the concept of assimilation and how the need to assimilate impacts individuals from historically underrepresented groups as they enter the business world.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Business Culture: <ul style="list-style-type: none"> <li>▪ Have students / student groups define in their own words the term ‘business culture’.</li> <li>▪ Then, have them use reputable online sites or a textbook to define ‘business culture’.</li> <li>▪ Ask students to identify specific businesses with a positive business culture and list some of the advantages of a positive business culture. Consider referring to the following links: <a href="https://www.entrepreneur.com/article/249174">https://www.entrepreneur.com/article/249174</a> <a href="https://www.forbes.com/sites/rachelmontanez/2019/12/10/the-best-companies-for-corporate-culture-in-2019/?sh=6b1b23ec6dc3">https://www.forbes.com/sites/rachelmontanez/2019/12/10/the-best-companies-for-corporate-culture-in-2019/?sh=6b1b23ec6dc3</a></li> <li>▪ Ask students to identify traits of a negative business culture and explain how a negative business culture can impact all employees, particularly those from historically underrepresented groups. Consider referring to this link: <a href="https://inside.6q.io/10-warning-signs-negative-corporate-culture/">https://inside.6q.io/10-warning-signs-negative-corporate-culture/</a></li> </ul> </li> <li>2. Now, ask student to define the term ‘assimilation’ (both in their own words and from a reputable source). Ask whether students have a positive or a negative perception of the term ‘assimilation.’</li> <li>3. Next, ask students to apply the terms ‘business culture’ and ‘assimilation’ to the following poems: <ul style="list-style-type: none"> <li>▪ what the fire hydrant said to the black boy (page 20), specifically the quote, “Do you know what it means for your existence to be defined by someone else’s intentions”</li> <li>▪ A lineage (page 24), specifically the quote, “Pop still remembers looking around and seeing no one who looked like him”</li> <li>▪ Something You Should Know (page 9), specifically the quote, “I watched the hermit crab continue to grow, molt, shed its skin and scurry across the bottom of the aquarium to find a new shell. Which left me afraid for the small creature to run around all exposed that way, to have to live its entire life requiring something else to feel safe.</li> <li>▪ For the Taxi Cabs that Pass Me I Harvard Square (page 42) – describe how the individual in the poem increases his attempts at assimilation each time a taxicab passes him.</li> </ul> </li> </ol>
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		4. Ask students to discuss (1) how the business environment is changing to better incorporate individuals from different cultures, and (2) what actions are still necessary to create a more equitable business environment – one in which it is not necessary for individuals abandon their own culture and assimilate completely.
<b>Criminal Justice</b>		
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>
<b>Education</b>		
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>
<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Diversity &amp; Intercultural</li> <li>• Research</li> <li>• Analysis</li> <li>• Emotional Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Education Preservice</li> <li>• Teacher Methods Courses</li> <li>• Social Science</li> <li>• Content Literacy</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Teaching through the awkward</u></p> <p><b>Required Reading:</b> Counting Descent</p> <p><b>Suggested reading/listening:</b> N/A</p> <p><b>Materials Required:</b></p> <p><b>Lesson Brief:</b> Identify FOUR poems that alluded to cultural clashes and/or awkward interactions between/among demographics that did or might have impacted Smith's life as a student. Using those poems as a foundation, construct a narrative in which you 1) compare those interactions to your own experience as a student, 2) identify and discuss ways in which you anticipate cultural clashes and/or awkward interactions may impact teaching your content, 3) construct a plan that you will implement to alleviate those feelings for all students (i.e. plan for creating a welcoming classroom community, norms and expectations you will have for students, modeling self-forgiveness, acceptance, and cooperation).</p>
<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Emotional Intelligence</li> <li>• Analysis</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Education; Preservice Teacher Methods</li> <li>• Courses;</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Finding your personal and professional identity</u></p> <p><b>Required Reading:</b> Counting Descent</p> <p><b>Suggested reading/listening:</b> N/A</p>

<ul style="list-style-type: none"> <li>Diversity &amp; Intercultural</li> </ul>	<ul style="list-style-type: none"> <li>Content Literacy</li> </ul>	<p><b>Lesson Brief:</b>  Identify TWO poems from the text that you can closely relate to from your own life experience.  Identify TWO poems from the text that you cannot relate to from your own life experience.  Those FOUR poems will frame the narrative you will compose in which you 1) will compare your experience to Smith's, 2) explain FOUR identities that are the cornerstones of who you are personally, 3) discuss how finding your personal identity will impact your professional life (i.e. action, awareness, advocacy, empathy)</p>			
<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Analysis</li> <li>Research</li> <li>Social-emotional learning</li> <li>Art</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Preservice Teacher Methods</li> <li>Courses</li> <li>Content Literacy</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Counting Descent – Student Choice</u></p> <p><b>Required Reading:</b>  Counting Descent</p> <p><b>Suggested reading/listening:</b> N/A</p> <p><b>Lesson Brief:</b>  Students will choose from the following options:</p> <p style="text-align: center;">Choice Board</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Create TWO lesson plans that are based on Smith's poem(s). Make sure to address the correlation that the poem has to your content. </td> <td style="width: 33%; padding: 5px;"> Choose your FOUR favorite poems from the text. Now re-create those FOUR poems using your own experience to create a mirror/contrast to Smith's. </td> <td style="width: 33%; padding: 5px;"> Create a visual representation that explains the impact that Smith's poems have had on your understanding and awareness of your future teaching career. </td> </tr> </table>	Create TWO lesson plans that are based on Smith's poem(s). Make sure to address the correlation that the poem has to your content.	Choose your FOUR favorite poems from the text. Now re-create those FOUR poems using your own experience to create a mirror/contrast to Smith's.	Create a visual representation that explains the impact that Smith's poems have had on your understanding and awareness of your future teaching career.
Create TWO lesson plans that are based on Smith's poem(s). Make sure to address the correlation that the poem has to your content.	Choose your FOUR favorite poems from the text. Now re-create those FOUR poems using your own experience to create a mirror/contrast to Smith's.	Create a visual representation that explains the impact that Smith's poems have had on your understanding and awareness of your future teaching career.			
<b>Fine Arts</b>					
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>			
<b>Science &amp; Engineering Technology</b>					
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>			
<b>Health</b>					
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>			



## Humanities & Social Sciences

Academic Skills	Curriculum Areas	Activity Description
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> <li>• Critical Thinking</li> <li>• Diversity &amp; Intercultural</li> <li>• Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> <li>• Social Science</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Resisting Stereotypes through Counterstories</u></p> <p><b>Required Reading:</b>            Counting Descent, including: “Something You Should Know,” “Counterfactual,” “Ode to the Only Black Kid in the Class,” “For the Taxi Cabs that Pass Me in Harvard Square,” “How Malcom Learned to Read,” “From the Cell Block”</p> <p><b>Suggested reading/listening:</b>            Lynn Manning’s “The Magic Wand” (you can listen to Manning perform “The Magic Wand” (<a href="http://lynnmanning.com/images/26.The_Magic_Wand.mp3">http://lynnmanning.com/images/26.The_Magic_Wand.mp3</a>) or read the poem as published in the <i>International Journal of Inclusive Education</i> (<a href="https://www.tandfonline.com.ezproxy.shsu.edu/doi/abs/10.1080/13603110903046069">https://www.tandfonline.com.ezproxy.shsu.edu/doi/abs/10.1080/13603110903046069</a>)).</p> <p><b>Materials Required:</b>  <i>Counting Descent</i>, and writing materials (pen/pencil and paper or electronic word processor)</p> <p><b>Lesson Brief:</b>            Violence against minoritized groups is often perpetuated and excused on the basis that certain groups of people are inferior to some perceived majority group based on stereotypes and misinformation (willful or otherwise) about communities and individuals. As Lynn Manning’s poem “The Magic Wand” makes clear, stereotypes result from a person’s incomplete understanding of others: who they are, their histories, their goals, their experiences, etc. Stereotypes, in other words, result from assuming we know things about others that are not true. In response these persistent stereotypes, minoritized writers and theorists have developed a practice of creating counterstories or counternarratives that One of the prominent themes in <i>Counting Descent</i> is Smith’s exploration of the stereotypes that he has encountered throughout his life as an African American man growing up in the south. Using the poems listed above as a starting point, create a two-column table in which you record on the left the title of the poem, and on the right, record the stereotypes that Smith has experienced. Next, write a short essay [250-500 words] in which you explore one of the stereotypes and how the poems in <i>Counting Descent</i> creates counternarratives that combat your chosen stereotype.</p>
<ul style="list-style-type: none"> <li>• History,</li> <li>• Journalism and mass media,</li> <li>• Social Justice,</li> </ul>	<ul style="list-style-type: none"> <li>• Social Science,</li> <li>• Criminal Justice,</li> <li>• Fine Arts</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Counting Descent: A Critique of Police Brutality</u></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Collins, Patricia Hill. 1993. “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection.” <i>Race, Sex, and Class</i>. Vol. 1, No. 1: 25-45.</li> </ul>

<ul style="list-style-type: none"> <li>• Diversity &amp; Intercultural,</li> <li>• Critical Thinking,</li> <li>• Communication written/oral/visual</li> </ul>		<ul style="list-style-type: none"> <li>• Students must <i>research</i> and <i>select five</i> news articles covering separate instances of police brutality in the US</li> <li>• Students must select three poems from <i>Counting Descent</i> that reflect issues underlying race and police brutality</li> </ul> <p><b>Lesson Brief:</b> This activity is designed to facilitate reflective writing in the context of racial/ethnic inequity, systemic racism, and policy brutality. This assignment is ideally situated as a formal writing assignment. The learning outcomes are briefly summarized below:</p> <ul style="list-style-type: none"> <li>• Successfully conduct a news media search and select articles based on a search criteria</li> <li>• Apply course content regarding intersectionality, systemic racism, and police brutality in <i>Counting Descent</i></li> <li>• Critically evaluate news content to synthesize key conclusions through a sociological lens</li> </ul> <p><b>Specific prompts to cultivate progress toward learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Briefly summarize the contents from your five news articles. In your summaries, be sure to indicate (at minimum) the demographic characteristics (i.e., age, race/ethnicity, and sex) of both the victim and the officer involved. In addition to documenting specific details from each case, take a step back to identify and discuss whether or not any broad patterns emerge across the news articles.</li> <li>2. Then, explain why you selected each of your specific poems from <i>Counting Descent</i> to reflect these underlying issues. What specific aspects of each poem (e.g., theme, tone, content) or what specific imagery (in this case support your observation with direct quotes) led you to include it as a reflection of the news articles that you selected, summarized, and analyzed.</li> <li>3. Apply aspects from Collins (1993) framework to offer a sociological (and structural) explanation for the patterns observed across your news articles.</li> </ol>
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> <li>• Critical Thinking</li> <li>• Social Justice</li> <li>• Patriotism</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> <li>• Social Science</li> <li>• Fina Arts</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Poetry as Protest</u></p> <p><b>Required Reading:</b> Counterfactual (pg. 25) <u>An Introduction to the Harlem Renaissance</u> (Collection from Poetry Foundation)</p> <p><b>Materials Required:</b> <u>Protesting through Poetry</u> (NPR audio clip, 7:17 minutes) <u>Clint Smith’s TED talk</u> – with performance of “Counterfactual” (5:04 minutes) <u>Amanda Gorman’s performance</u> of “The Hill We Climb” (5:52 minutes)</p> <p><b>Lesson Brief:</b> This activity is designed to develop students’ abilities to link poetic expression with social protest. I have designed this template to remain open-ended so instructors can engage with it as a formal writing assignment, or a more traditional</p>

		<p>lesson plan for active (and collaborative) learning during class time. The learning outcomes are briefly summarized below:</p> <ul style="list-style-type: none"> <li>• Gain a factual understanding of the use of poetry in protest</li> <li>• Articulate the historical evolution and effectiveness of poetic expression as a form of social protest</li> <li>• Situate Smith’s work in the current discussion of poetry and protest</li> </ul> <p><b>Specific prompts to cultivate progress toward learning outcomes:</b></p> <ol style="list-style-type: none"> <li>4. Discuss the role of poetry in the struggle for racial equity in the early 1900s.</li> <li>5. Identify and discuss similarities and differences in the way in which Smith’s and Gorman’s performances protest current injustices.</li> <li>6. In what ways has the role of poetry in social protest shifted over time? What are some key factors that may have contributed to these shifts and why?</li> </ol>
<ul style="list-style-type: none"> <li>• Communication written/oral/visual</li> <li>• Critical Thinking</li> <li>• Diversity &amp; Intercultural</li> <li>• Social Justice</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> <li>• Social Science</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Sociological Imaginations in Counting Descent</u></p> <p><b>Required Reading:</b>          Something You Should Know (pg. 9)          Two additional poems from <i>Counting Descent</i> (student must select)</p> <p><b>Lesson Brief:</b>          This activity is designed to develop student mastery of the sociological imagination. For sociologists, the sociological imagination, which Mills coined as the intersection between personal biography and history, is essential to understand the intersection of the individual and society. As such, the sociological imagination is essential to aid in our ability to identify, and seek to rectify, social problems. This assignment is ideally situated as a formal writing assignment. The learning outcomes are briefly summarized below:</p> <ul style="list-style-type: none"> <li>• Apply course content regarding the sociological imagination through engagement with <i>Counting Descent</i></li> <li>• Articulate one’s own sociological imagination, and</li> <li>• Illustrate how your sociological imagination leads to similar or different responses to mass incarceration and/or police brutality</li> </ul> <p><b>Specific prompts to cultivate progress toward learning outcomes:</b></p> <ol style="list-style-type: none"> <li>7. Select two poems, in addition to “Something You Should Know” that enable you to present Clint Smith’s sociological imagination as it is portrayed in his poems and their critique of racial/ethnic inequity in an era of mass incarceration.             <ol style="list-style-type: none"> <li>a. In what ways does the author’s characteristics, position in the social structure, and his place in historical time inform his stance and critique?</li> <li>b. What specific aspects of his poems (direct quotes are ideal) highlight his use of the sociological imagination through his poetry?</li> </ol> </li> </ol>

		<p>8. Articulate your initial, emotional, and reflective responses to the two poems you selected. Do you consider them compelling pieces of artistic expression, or did you find yourself being resistant or antagonistic to their themes?</p> <p>9. Present your own sociological imagination. How does your own lived experience and position in the social structure influence your sociological imagination?</p> <p>a. What are specific similarities and differences in yours and Smith’s sociological imaginations?</p>
<ul style="list-style-type: none"> <li>History,</li> <li>Journalism and mass media,</li> <li>Social Justice,</li> <li>Diversity &amp; Intercultural,</li> <li>Critical Thinking</li> <li>Communication written/oral/visual</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> <li>Criminal Justice</li> </ul>	<p><b>Brief title for activity/lesson:</b> <u>Sociological Imaginations in Counting Descent</u></p> <p><b>Required Reading:</b>  Counting Descent <i>Counterfactual</i> (pg. 25).  Clips NPR: <a href="#">Protesting through Poetry</a>, <a href="#">An Introduction to the Harlem Renaissance</a> Clint Smith performing “Counterfactual” Amanda Gorman performing “The Hill We Climb”</p> <p><b>Lesson Brief:</b></p> <ul style="list-style-type: none"> <li>Learning Objective 1: Gain functional understanding of the use of poetry in protest.</li> <li>Learning Objective 2: Articulate the historical evolution and effectiveness of poetic expression as a form of social protest.</li> <li>Learning Objective 3: Situate Smith’s work in a current discussion of poetry and protest.</li> </ul> <p><b>Specific prompts to cultivate progress toward learning outcomes:</b></p> <ol style="list-style-type: none"> <li>Discuss the role of poetry in the struggle for racial equity in the early 1900s.</li> <li>Identify and discuss similarities and differences in the way in which Smith’s and Gorman’s performances protest current injustices.</li> <li>In what ways has the role of poetry in social protest shifted over time? What are some key factors that may have contributed to these shifts and why?</li> </ol>
<b>Community Engagement</b>		
<b>Academic Skills</b>	<b>Curriculum Areas</b>	<b>Activity Description</b>
<b>Additional Resources</b>		
SHSU Common Reader Library Guide: <a href="https://shsulibraryguides.org/CommonReader21">https://shsulibraryguides.org/CommonReader21</a> Transformative Culture Project: <a href="#">5 Minutes With Clint Smith - YouTube</a> Clint Smith performs “Counting Descent”: <a href="#">Clint Smith performs "Counting Descent" - YouTube</a> TED How to raise a black son in America: <a href="#">How to raise a black son in America   Clint Smith - YouTube</a>		

Talks at Google: [Poetry Slam Champion | Clint Smith | Talks at Google - YouTube](#)  
Clint Smith on Social Media: [CLINT SMITH - Clint Best Reading Meet Clint Smith on Social Media \(weebly.com\)](#)  
Facebook: [Clint Smith | Facebook](#)  
Foundation for Critical Thinking: <https://www.criticalthinking.org/>  
SHSU Common Reader: <http://www.shsu.edu/commonreader>  
Association of American Colleges and Universities commentary on common reading programs: <https://www.aacu.org/publications-research/periodicals/creating-common-ground-common-reading-and-first-year-college>