

CHALLENGING RACISM

SOC 403-03, CRN 43784
October 7, 5:00-9:00 pm
October 8, 4:00-8:00 pm
October 9, 9:00 am – 5:00 pm
TLC 022

Instructor: Lysa Salsbury, M.S. Ed.
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COURSE OVERVIEW:

This workshop will examine the roots and sustaining structures of institutional and systemic racism in the United States. Students will learn about the social and historical construction of race, and develop a critical lens to analyze racism as it is operationalized on multiple levels. Students will learn ways to deepen empathy, learn how to reduce and challenge microaggressions, build skills for racial allyship, and formulate a personal action plan for combatting racism within their spheres of influence.

COURSE OBJECTIVES:

Upon conclusion of the course, participants will be able to:

- Demonstrate understanding of the social and historical construction of race, how white supremacy was built into the structures of American society, and how traditional and historical narratives have hidden these realities from us;
- Explain the messages, interactions, responses, and potential leverage points related to racism and White supremacy in their lives, from childhood to the present day;
- Build on interactive and reflective activities to enhance their skills in developing empathy, reducing and mitigating microaggressions, challenging white racial solidarity, and leveraging privilege.

READINGS:

A number of readings and video links that complement in-class instruction have been made available to you on BbLearn. Please plan to review relevant materials prior to each class session. You may choose to review all of the materials before Thursday, October 7, or read/view each one in preparation for the next class.

COURSE SCHEDULE:

Note: topics may be adjusted for time based on discussion and facilitation flow

THURSDAY, OCTOBER 7 – 5:00 PM – 9:00 PM | HISTORY

The workshop will begin with a welcome, introductions, and orientation to the workshop schedule. Students will be introduced to the theoretical framework that guides racial equity work, examine their own racial identity development, and learn related terminology. A brief overview of race and racism will be provided. Students will examine the social and historical construction of race, including how systems of social and institutional power in the U.S. were established along racial lines. Students will engage in interactive and reflective activities designed to examine their personal beliefs and assumptions on the topics covered.

Related readings and videos:

- *A Lesson on Critical Race Theory* – Janel George, American Bar Association, https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/a-lesson-on-critical-race-theory/
- *Race: The Power of an Illusion – Episode 1: The Differences Between Us* – California Newsreel,
- <https://www.racepowerofanillusion.org/clips/>

- *Racial Identity Development* – Derald Wing Sue
https://nmaahc.si.edu/sites/default/files/downloads/resources/racial_identity.pdf
- *Birth of White Nation* – Jacqueline Battalora, <https://www.youtube.com/watch?v=riVAuC0dnP4>

FRIDAY, OCTOBER 8 – 4:00 - 8:00 PM | REFLECTION

Students will learn about the four foundations of racism and the ways in which racism is internalized by white people and People of Color. Students will write personal history poems to situate themselves and their stories within our national context. An introduction to deep listening skills will be offered. Students will be asked to identify mentors and teachers in their own anti-racist journeys, and to identify relationship-building as a powerful strategy for collective action. Student will be introduced to the Ladder of Empowerment as a model for measuring anti-racist growth.

- *Radical Gratitude Spell* by adrienne maree brown
<http://adriennemareebrown.net/2018/02/20/radical-gratitude-spell/>
- *Against All Odds: The Fight for a Black Middle Class* with Bob Herbert
<https://www.pbs.org/wnet/chasing-the-dream/stories/odds-full-film/>
- *From White Racist to White Anti-Racist* by Tema Okun
<https://www.fammed.wisc.edu/files/webfm-uploads/documents/diversity/LifeLongJourney.pdf>

SATURDAY, OCTOBER 9 – 9:00 am - 5:00 pm | PRACTICE

Students will identify and start to dismantle shame as a barrier to anti-racist action and dive more deeply into the importance of authentic, generative relationships for organizing for racial equity.

Racial Equity Action Projects

In learning groups, participants will research historical and contemporary individuals, organizations and groups that are engaging in racial equity activism and present their own action plan for racial equity.

Final Reflection Paper

Write a two-page (double spaced) reflection paper on your progress towards accomplishing goals for your Racial Equity Action Plan. Papers must outline the goals you plan to achieve, and provide an estimated timeline for completion. Reflection papers are due by 11:59 PM on Friday, December 3, 2021.

COURSE EXPECTATIONS AND REQUIREMENTS:

Full attendance and engaged participation is required during all class sessions. Participants must complete the readings and/or view any media assigned prior to the class sessions in which they will be discussed. Please make every effort to be accountable to yourself and others in the class. Class discussions will include references to assigned readings, as well as individual and small group reflection and response. If you haven't read/viewed the assigned materials, you will not be able to participate effectively.

Students must complete all requirements as detailed by the instructor in order to achieve a passing grade. For any other questions about the workshop, please contact the course instructor, Lysa Salsbury (lsalsbur@uidaho.edu).