

SPHG 690-001

Leading for Racial Equity: Examining Structural Issues of Race and Class

SPRING 2015

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Teaching Assistant	<p>Jani Radhakrishnan janirad@email.unc.edu/ 865 414-8132</p>
Class Time	<p>Session 1: Friday, September 18, 9:00 a.m. to 4:00 p.m. Session 2: Saturday, September 19, 9:00 a.m. to 4:00 p.m. Session 3: Saturday, October 3, 9:00 a.m. to 4:00 p.m. Session 4: Saturday, October 24, 9:00 a.m. to 4:00 p.m.</p>
Locations	<p>Room 235 Rosenau Hall on September 18, 2015 Room 2306 McGavran-Greenberg Hall on September 19, October 3 & 24</p>
Course Website	<p>https://sakai.unc.edu/portal/site/sphg690</p>
Course Materials	<p>All required readings, powerpoint slides, videos, handouts, and assignments are accessible via Sakai. Also on Sakai is a bibliography of resources from the Racial Equity Institute Workbook.</p>
Accessibility	<p>To obtain disability-related academic accommodations, students with disabilities must contact as soon as possible:</p> <ul style="list-style-type: none">• Geni Eng, the primary instructor, and• Department of Disability Services at 919-962-8300 (Voice/TDD) or http://disabilityservices.unc.edu

Course Description

This multidisciplinary graduate seminar will provide a unique leadership development opportunity that prepares participants from professional graduate programs and communities to address the challenges of racial, ethnic, and tribal equity. These matters are increasingly important in North Carolina, the U.S., and internationally. In addition, this course will promote a commitment from participants to applied leadership in their respective fields through: a firm understanding and definition of racism, power, and privilege; historic and current structures that sustain racism, power, and privilege; and tools and resources to address racial, ethnic, and tribal inequity.

Course Objectives

Upon completion of the seminar, participants should be able to:

- Demonstrate knowledge of the historical and social forces that have created political, economic, and social structures to privilege specific groups of people with opportunities and resources at the institutional, community, and societal levels, while oppressing other groups.
- Define and distinguish among the concepts of prejudice, racism, discrimination, oppression, internalized racial inferiority, internalized racial superiority, and gatekeeping.
- Conduct a power analysis that examines how explicit and subtle ways that racialized patterns in American culture, policies, and practices currently (a) permeate political, economic, and social structures and (b) impact inequitable outcomes in education, wealth, health, and life expectancy.
- Apply an anti-racism framework to their respective fields to identify and consider ways of addressing power, privilege, and oppression at the institutional and community levels with the goal of enhancing equity in outcomes for all.

Course Rationale

Graduates from professional degree programs and the communities they serve will be better leaders when they understand the foundations of the explicit and subtle ways that racialized patterns in American culture, policies, and practices permeate political, economic, and social structures. This seminar responds to requests from current and past graduate students for a safe, well-managed, and well-established way to address and explore issues of race, class, bias, and ethics.

Our experience and direct feedback from former students and colleagues suggest that in order to successfully promote equitable outcomes in chosen fields, current and future leaders must understand the legacy of racism in American institutions. They need a framework that directs them to analyze social institutions, rather than characteristics of individuals and groups, in order to develop appropriate institutional responses and accountability to the communities they serve. Training future leaders on how racial inequities are produced by systemic bias and the related practices of institutions is critical to achieve meaningful change in societal outcomes.

Course professors will partner with the Racial Equity Institute and utilize parts of a unique anti-racism training model to help students develop a fresh set of leadership skills. A number of scholars have recently recommended anti-racism training as a necessary part of student training. It is also becoming increasingly common for institutions to include anti-racism training as part of required or recommended professional development for institutional leaders. Enrolling both professional graduate students and local community members is a key element of the pedagogy, so that the interactive nature of the course will allow all participants to learn from the perspectives of others with different backgrounds and in different stages of life.

Course Policies

Communication Platform

This seminar will use Sakai. Please contact ITS (<http://its.unc.edu/>) for Sakai training, as necessary. For enrolled UNC students, instructors will communicate through your unc.edu email address. For community participants, you will also be enrolled in the Sakai platform. Please contact the teaching assistant or Debby Stroman if you have questions with the Sakai platform. **UNC student participants: Non-university email accounts are disregarded for this seminar.**

Expectations of Professionalism

- While collaborative learning is encouraged and very typical of our discipline, all individual assignments should be completed individually.
- Please place smart phones and other electronic media on silent during class and refrain from use except in emergency situations.
- Laptops and tablets can facilitate and provide complementary learning experiences for participants when used in a respectful manner. Laptops and tablets will be allowed in class for note-taking and topic-relevant use. Not acceptable uses during class, however, are: checking email, chatting, conducting work for other classes/jobs, and surfing the web.
- Please be prepared to begin class promptly at 9:00 am. Habitual lateness will be addressed on an individual basis.

Discussion Guidelines (UNC Center for Faculty Excellence, 2004)

- Always listen carefully, with an open mind, to the contributions of others.
- Ask for clarification when you don't understand a point someone has made.
- If you challenge others' ideas, do so with factual evidence and appropriate logic.
- Always critique ideas or positions, not people.
- If others challenge your ideas, be willing to change your mind if they demonstrate errors in your logic or use of the facts.
- Point out the relevance of issues that you raise when their relevance might not be obvious to others in the seminar.
- If others have made a point with which you agree, only repeat it when you have something important to add.
- Be efficient in your discourse; make your points and then yield to others—take turns speaking.
- Above all, avoid ridicule and try to respect the beliefs of others even if they differ from yours.

Honor Code

You are expected to complete assigned and independent readings, contribute to the development of a positive learning environment, and demonstrate your learning through written assignments and class participation. Original written work is expected and required. If you have not yet done so, please see the Student Code of Honor. All submitted work must conform to the Honor Code of the University of North Carolina. For information on the Honor Code, including guidance on representing the words, thoughts, and ideas of others, please see: <http://instrument.unc.edu>

"The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and

integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected."

Please note that plagiarism is defined in the Code as "representation of another person's words, thoughts, or ideas as one's own." Violation of the Honor Code will result in an "F" grade, and referral to the Honor Court. From the Code: "It is the responsibility of every student to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. Students will conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes."

All written work must be accompanied by a signed Honor Code statement, and work lacking this affirmation will not be accepted. The statement is to read as follows:

I have neither given nor received any unauthorized assistance on this assignment.

<Student's Signature>

Class participation

To maximize everyone's learning, we will rely on the contributions and insights of all participants when issues are discussed. The participation of each participant is essential. Instructors and participants will share responsibility for class discussion. Class participation includes such things as being prepared to discuss readings and assignments, sharing your opinions on the topic at hand, facilitating the participation of others, and engaging the guest speakers.

Attendance

Attendance is crucial to both your learning experience and the learning of others in this seminar. It is your responsibility and an Honor Code statute to notify the instructor in advance if you will miss class. With the unique structure of this course, 100% attendance is expected for all enrolled UNC students. Enrolled students with more than one excused absence will not earn an H. Students with more than two excused absences will not earn a P.

Readings

You are responsible for reading ALL assigned material before the class date for which they are assigned (at times students will have several options from which to choose, but should read all material assigned as part of the option they choose). These readings will provide the background you need to fully understand, benefit from, and participate in the class discussion.

Evaluation

This seminar operates on the following evaluation system:

Grade Scale

H	Clear Excellence	94-100 points
P	Entirely Satisfactory	80-93 points
L	Low Passing	70-79 points
F	Failed	<70 points

Course Assignment Points

In-class participation	30
Journals	30
Final group project	40
Total	100 points

Assignments

In-class Participation (30%)

Each participant will contribute to group discussions and will, individually and collectively, be responsible for contributing to class discussion and the analysis of issues. For each reading, each participant should be able to summarize its key elements, critique its relevance and strengths or weaknesses in the context of contemporary society, and discuss the implications for his/her respective field.

Journals (30%)

Participants will keep a journal throughout the seminar on new learning, questions, and reflections that emerge from readings and group discussions. It is expected that each participant will submit a journal entry, via Sakai in your personal dropbox, once per week to course instructors, who will respond in writing. Access to journal entries will be limited to the instructors and TA so that the dialogue is kept private – communicating only to the participant. If there are personal concerns regarding journal entries, please see the professor.

Final Group Project (40%)

Class members will be divided into six or seven project groups to complete a project on behalf of a local anti-racist organization or initiative. Each project group will apply the anti-racist analysis taught in the two-day introductory workshop to a project chosen by the local community organization/initiative to which they are assigned.

Examples of local community organizations include:

1. Analyze impact of equitable health care, if Medicaid would be extended in NC.
Client: Occupy Health and Wellness (Durham)
2. Investigate and document post-Civil War incidents of lynching in a NC county. Develop protocol for similar investigations in other counties.
Client: International Civil Rights Center and Museum (Greensboro)

3. Assist with relevant research and resources for a report on racial equity in public schools.
Client: Campaign for Racial Equity in Chapel Hill-Carrboro Schools
4. Identify barriers to participation by people of color in health care reform groups and suggest ways to increase participation.
Client: Health Care for all North Carolina
5. Identify and analyze current efforts at reform regarding police conduct toward persons of color.
Client: Orange County Bias Free Policing Coalition
6. Research and analysis to support bail reform in North Carolina.
Client: Public Defender Committee on Racial Equity (NC)

Each course group will submit a 4-5 page, single-spaced, written “white paper” for their assigned local community organization that addresses the following:

1. A description of the history, root causes and consequences of the racial equity issue that their assigned organization is attempting to address and to which the course’s group participants’ own efforts were applied. The course group’s own efforts would include a brief description of the methods used to collect and synthesize information, such as by completing a literature review, interviewing members of the community organization, reviewing organizational materials, conducting participant observations of meetings held by the organization, interviewing members of a different organization from a different sector that is addressing a similar issue, etc.
2. Recommendations to their assigned organization on next action steps and future strategies, which may include tactics from prior successful community organizing strategies to be used toward in the interest of racial equity; how the organization could form alliances with students, the university and other institutions;
3. Course group’s reflections on lessons learned while undertaking the project that would include, but are not limited to: the assumptions, resources, and culture that academic partners might bring to partnerships with community that hinder progress toward transformation of the racial status quo; and how students, the university and other institutions can learn to use a power analysis to develop a keener sense of accountability to the communities they purport to serve.
4. 20-minute presentation on the group project on October 24.

Grading Rubric for Final Group Project:

A description of the history, root causes and consequences of the racial equity issue that their assigned organization is attempting to address and to which their own efforts will be applied.	10
Evidence of group research (interviews, reviewing organization’s materials, meeting notes or other data collection methods)	10
Depth of analysis of the community group’s processes in terms of their strategies of addressing racial equity, assumptions and biases, application of a power analysis, etc.	10
White paper/report demonstrates thorough and thoughtful editing and revision and presented in a style that fits the report’s audience	5
Creativity in communicating information during group presentation	5
Total points	40

Course Schedule

Class and Date	Unit Topics Assignments and Readings
Session 1 Sept 18 9am-4pm	REI Training Day 1 Presented by The Racial Equity Institute - http://rei.racialequityinstitute.org/ Facilitators: Matt Bell, Deena Hayes, and Bay Love
Session 2 Sept 19 9am-4pm	REI Training Day 2 Presented by The Racial Equity Institute - http://rei.racialequityinstitute.org/ Facilitators: Matt Bell, Deena Hayes, and Bay Love Assignment before next session: <ul style="list-style-type: none"> ● Submit 2 weekly journal entries to instructors on Sakai Drop Box. ● Outline the arguments of Bonilla-Silva's "Rethinking Racism" and submit to instructors on Sakai Drop box.
Session 3 Oct 3 9am-4pm	Assignments (Read/Review the readings noted after each section header) The proof is in the pudding - does data from today really support a structural analysis of racism? Facilitator: Amy Burtaine <ul style="list-style-type: none"> ● Read: Bonilla-Silva, Eduardo. "Rethinking racism: Toward a structural interpretation." <i>American sociological review</i> (1997): 465-480. ● Prepare an outline of the main points of Bonilla-Silva's argument that most social scientists miss the mark on their understanding of racism ● Journal suggestion: define your 'base' or your 'constituents.' How you would prove to <i>your base</i> that racism is systemic – not psychological or interpersonal – in nature. Race & Poverty and Affirmative Action Facilitator: Tye Hunter <ul style="list-style-type: none"> ● http://iasp.brandeis.edu/pdfs/Author/shapiro-thomas-m/racialwealthgapbrief.pdf ● Read The Case for Reparations. Ta-Nehisi Coates, 2014. http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/ Research and Racism in Higher Education Facilitator: Amy Burtaine <ul style="list-style-type: none"> ● Watch interview with Craig Steven Wilder on Democracy Now! [46 mins] <ul style="list-style-type: none"> ○ http://www.democracynow.org/2013/11/29/ebony_and_ivy_the_secret_history ● Read the Introduction from "Poverty Knowledge" by Alice O'Connor (pp3 - 22) ● Read Marable, Manning. "Black studies and the racial mountain." <i>Souls: Critical Journal of Black Politics & Culture</i> 2.3 (2000): 17-36. ● Journal suggestion: write about one example of how history and political context is influencing the education you are getting or not getting today. An exploration of UNC-Chapel Hill Structural Challenges Facilitator: Deborah Stroman <ul style="list-style-type: none"> ● UNC Institutional Data - See Sakai Resources ● Race, Admissions, and UNC: http://blogs.law.unc.edu/documents/civilrights/unconfisheramicus.pdf

	<ul style="list-style-type: none"> ● Review 2011-12 Diversity Plan Report - http://diversity.unc.edu/files/2013/06/UNC_2011-2012_DiversityPlanReport.pdf <p>Historical and Current “Town and Gown” Relations Facilitator: Deborah Stroman</p> <ul style="list-style-type: none"> ● Review “A Look Back” - http://www.unc.edu/courses/eng129/may1_00/lb/doc/frame.html ● Review “Downtown Chapel Hill” - http://www.downtownchapelhill.com/downtown-history/ ● Read Oral History Interview with Rebecca Clark, June 21, 2000. Interview K-0536. Southern Oral History Program Collection (#4007) - http://docsouth.unc.edu/sohp/K-0536/excerpts/excerpt_517.html#fulltext ● Review “North Carolina Timeline” - http://www.unctv.org/content/nceyes/timeline <p>Implicit Bias Review and Application Facilitator: Geni Eng</p> <ul style="list-style-type: none"> ● Read Greenwald AG, Krieger LH. Implicit bias: Scientific foundations. <i>California Law Review</i>, 94 (4), 945-96, 2006. ● Read Greenwald AG, Banaji M. Implicit Social Cognition: Attitudes, Self-esteem, and Stereotypes. <i>Psychological Review</i>, 102(1), pp. 4-27, 1995. ● Read P Kivel. <i>How White People Can Work for Racial Justice</i>. New Society Publishers, 2011. <ul style="list-style-type: none"> ○ The Culture of Power (p. 47), Entitlement (p. 51), The Costs of Racism to White People (p. 55), Retaining Benefits Avoiding Responsibility (p. 59), The Economic Pyramid (p. 43), It’s Good to Talk about Racism (p. 69). <p>Assignment before next session:</p> <ul style="list-style-type: none"> ● Submit 2 weekly journal entries and submit to instructors on Sakai Dropbox. ● Submit Group Project White Paper to instructors on Sakai Dropbox.
<p>Session 4 Oct 24 9am-4pm</p>	<p>Group Project Presentations</p> <p>Systems, Institutions, and Communities Facilitator: Bayard Love</p> <ul style="list-style-type: none"> ● Example: Community influences federal government and national guard <ul style="list-style-type: none"> ○ Watch the of Freedom Riders documentary beginning to minute 55:10 ○ http://video.pbs.org/video/1925571160/ ● Example: Community influences major University <ul style="list-style-type: none"> ○ Watch On Stirke! ○ http://vimeo.com/23242564 ● Example: Community influences private-sector supply-chain <ul style="list-style-type: none"> ○ Read all of background section plus 2 other articles on from Coalitiaon of Immokolee Workers resources page ○ http://ciw-online.org/resources/ <p>Application to Specific Academic Disciplines Facilitators: Bayard Love, Tye Hunter, Deborah Stroman, and Geni Eng</p>

	<p>Internalized Racial Oppression Facilitators: Tye Hunter and Deborah Stroman</p> <ul style="list-style-type: none"> • http://www.nypolisci.org/files/PDF%20FILES/Chapter%20IV %20-%20-%20internalized%20Oracism.pdf • http://irows.ucr.edu/cd/courses/232/pyke/intracopp.pdf • http://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf <p>Navigating Your Career – Mentorship, Coaching, and Sponsorship Facilitator: Deborah Stroman</p> <ul style="list-style-type: none"> • http://www.businessweek.com/articles/2014-08-21/research-shows-finding-a-mentor-is-rife-with-pitfalls-for-women • What’s the difference between mentoring, coaching, and sponsorship? See Sakai Resources. <p>Next Steps for You and UNC-Chapel Hill Facilitator: Geni Eng</p> <p>General Discussion and Course Evaluation</p>
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Disclaimer: The instructors reserve the right to make verbal or written change, including project due dates, to the syllabus at any time. These changes will be announced as early as possible. All changes and exceptions are at the instructors’ discretion.

Resource List

Color Blind or Color Brave? TED Talk – Mellody Hobson (March 2014)
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave

Confronting Institutionalized Racism. C.P Jones. 2002. Phylon 50(1/2): 15.

We Need to Talk About an Injustice. Bryan Stevenson. TedX video.
http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

What’s the Matter With White People? A Modest Call for Personal Responsibility. (Wise).
<http://www.timwise.org/2013/08/whats-the-matter-with-white-people-a-modest-call-for-personal-responsibility/>

Note: Additional resources are listed in the REI Anti-Racism Workshop Notebook posted on Sakai.