

University of Colorado at Colorado Springs
Certificate Program in Diversity, Social Justice, and Inclusion

Course Number and Title

SOC 5010: Race Literacy and Transformative Media

Course Credits: 3 Credits

Prerequisites: None

Faculty & Contact Information

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Course Description

Imploring media platforms that support transformative pedagogy, learners in this course will engage topics essential to a study in race literacy. As a term having multiple meanings, race literacy in this course is defined as, ***“knowledge gained in the creation, exploitation, justification, socialization, and manifestation of the race concept in the United States.”*** As a requirement, learners will study, discuss, and critically reflect upon a variety of scholarly media sources. Learners will also analyze and report the impact of course content on individual epistemologies, ontologies, and viewpoints, as they juxtapose prior knowledge, experience, beliefs, and perceptions.

Course Objectives

Upon completion of the course of study, learners should be able to:

1. Articulate reasons for the creation and justification of race in the U.S.
2. Explain race as a social construct and biological myth.
3. Analyze the realities of race through the lenses of internalized, interpersonal, systemic, and structural racism.
4. Understand how America’s legal and educational systems were used to enforce segregationist policies and promote white supremacy.
5. Reconcile race histories with current race realities and race relations within the U.S.
6. Discuss the costs of racism for both whites and non-whites.
7. Express the transformative impact of accurate and inclusive race knowledge on personal beliefs, experiences, perceptions, and behaviors.
8. Demonstrate critical consciousness in developing a race literacy plan of action.

Course Text(s)

Required:

- DiAngelo, R. (2016). *What does it mean to be white?: Developing white racial literacy* (Revised ed.). Peter Lang.

- Feagin, J. (2013). *The white racial frame: Centuries of racial framing and counter-framing* (2nd ed.). Routledge.
- Goodman, A. H., Moses, Y. T., and Jones, J. L. (2020). *Race: Are we so different* (2nd ed.). Wiley.

Assignments

- **Lived Experience:** How do you experience race? As part of each module, learners will provide a personal narrative detailing their lived experience as it intersects with a corresponding topic. The narratives must be honest and authentic, they should reveal how personal experiences have informed your racialized reality and how your humanity was affected.
Due: All Modules
- **Discussion Questions:** Based on the reading and film assignments provided for each module, learners will complete a series of discussion questions that assess their understanding and gathers their perspectives on relevant themes. Responses to discussion questions must demonstrate a clear understanding of lesson topics, and when required, contain original ideas and suggestions. On occasion, the instructor will actively participate in discussions by providing feedback or asking additional questions.
Due: All Modules
- **Critical Reflection:** At the end of modules 1-9, learners will complete a personal reflection using the following criteria:
 - What were the major lessons derived from the learning module?
 - In what ways did the content within the module challenge or conflict with previously held beliefs and perceptions? How will you resolve these internal conflicts? What are your thoughts on the original source(s) of your race knowledge?
 - How does your expanded knowledge impact intra-racial/inter-racial perceptions? How do you believe these newly adopted perceptions will inform future thoughts and behaviors?**Due:** Modules 1-9
- **Race, Ancestry, and Identity Profile:** Identities and self-perceptions are foundational in shaping individual ontologies. As part of this project, learners will explore the following questions to create a race, ancestry, and identity profile:
 - What is your ancestry or family history? How do you identify racially, and what factors influence your identity? What does that identity mean for you? Did you choose your own identity or do you believe it was chosen for you? Do you identify with a race or ethnic group that differs from your social assignment? Do you view your identity as an asset or a liability? Have you completed genetic (DNA) testing to trace your ancestry? If so, how did genetic testing impact your perception of self and others? Are you proud of your ancestry? How do you believe your ancestral past influences your current reality?

Learners should use APA format to present this information and are free to provide any additional information that they deem relevant toward the completion of this assignment.

Due: Module 2

- **Race Literacy Survey:** For this assignment learners will conduct their own research by surveying no less than 25 individuals to assess beliefs and perceptions of race and race relations in the U.S. Data should be gathered from a diverse demographic and may use a variety of platforms (e.g., social media platforms, email, face-to-face, etc.). Reports should be presented in APA format with the following section headings:
 - Introduction
 - Description of the survey study
(What's the purpose of the study? How will its objectives be met?)
 - Methodology
 - Describe the survey questions used and what they will measure
(Create 2-3 questions that might assess basic race knowledge)
 - Describe how the data was gathered
 - Presentation of Data
 - Categorize the data (Age, race, gender, etc.)
 - Provide statistical information (Tables, diagrams, graphs, etc.)
 - Analysis & Discussion
 - Interpret the data
 - Discuss the evidence in relation to survey objectives
 - Conclusion
 - Summarize key elements/outcomes of the survey study

Due: Module 4

- **Facilitating the Race Conversation:** How should we talk about race as part of a group or in private conversations? For this assignment, learners will plan and initiate a one-on-one race conversation with an individual representing a different racial/ethnic background **or** facilitate a group discussion in conjunction with viewing one of the documentary films used in the course. Guidelines are as follows:
 - **One-on-One Conversation**
 - Can be conducted virtually or in-person
 - The facilitator must select a conversant of a different race
 - The written assignment must include a biographical sketch of the conversant
 - The written assignment should include all questions asked of the conversant; lengthy responses may be summarized.
 - **Group Discussion (Using Film)**
 - Can be conducted virtually or in-person
 - The facilitator must include a diverse racial audience of at least four participants
 - The facilitator must view (with the group) one of the documentary films used in the course prior to facilitating the race discussion

Using APA format, headings for papers should include an introduction, description of the pre-planning process, and a summary of the conversation or group discussion. In addition, a summary of important take-aways from the experience and a self-critique that assesses the learner's degree of effectiveness in the role of facilitator is required.

Due: Module 8

- **Final Reflection:** As a final reflection, learners will submit a synthesis of all previous critical reflections, while providing an overall assessment of the race literacy learning experience.

Due: Module Ten

- **Individual Action Plan (IAP):** Based on the knowledge obtained in the course and the resonance of critical consciousness and social reconstructionism, learners will create individual action plans that build upon ideological transformations which occurred during the course. These action plans should detail how learners plan to impact the broader community via personal goals and should include components that include the WHAT, WHY, WHERE, AND WHEN of their actions. The goal of your action plan (The What), should be supported by your motivations for engaging the work (The Why), the strategies you will implore to be effective (The How), and any applicable timelines for the inception or completion of your plan (The When).

Due: Module Ten

- **Race Literacy Assessments:** Learners will take two random race literacy assessments. Scores given for these assessments will not impact the overall grade for the course.

Due: Random

Due Dates: All modules are due within one full year of your enrollment in the course.

Grading Scale and Distribution

Grade	Grading Criteria (% of total points)
A	90 – 100% Superior performance in meeting course objectives
B	80 – 90% Good performance in meeting course objectives
C	70 – 80% Average performance in meeting course objectives
F	< 70% Unsatisfactory performance

Course Grading Distribution	
Assignment	Total Possible Points
Personal Narratives (20 x 10)	200
Discussion Questions (50 x 10)	500
Critical Reflections (25 x 9)	125
Racial Identity Project	100
Race Literacy Survey	150
Facilitating the Race Conversation	125
Final Reflection	50
Individual Action Plan	150
Race Literacy Assessment (50 x 2)	100
Total	1500

Course Modules

Module	Lesson Topic	Required Reading	Films/Videos/Lectures	Assignments
1	The Miseducation of America: Unpacking the Need for Race Literacy	<p>+ DiAngelo, Ch. 1-4</p> <p>+ Ways of Knowing (J. Ehman) http://www.uphs.upenn.edu/pastoral/cpe/waysofknowing.pdf</p> <p>+ 11 Reasons to Become Race Literate (M. Phillips/Amazon.com) <i>Optional</i></p>	<p>“Why Americans are So Divided Over Teaching Critical Race Theory” https://youtu.be/4JbdKWsHeLI</p> <p>“History Curricula at Center of Critical Race Theory Battle” https://youtu.be/BIJf6tMNgg4</p> <p>“Why We Need a White History Month” https://youtu.be/jdRAuBuZMNQ</p> <p>“A Class Divided” (Frontline) https://youtu.be/1mcCLm_LwpE</p> <p>“What is Race Literacy” (Milagros Phillips) https://youtu.be/sLFkfy8ZEQ</p> <p>“Jane Elliott – A Conversation about Race, Racism, and Education in America” https://youtu.be/m2U1TB4-X3U</p>	<ol style="list-style-type: none"> Lived Experience Discussion Questions Critical Reflection
2	Race History: Inventing Human Difference	<p>+ Goodman et al, Ch. 1-3</p> <p>+ DiAngelo, Ch. 6-8</p> <p>+ Slavery, and the Idea of Race (California Newsreel)</p>	<p>“The Origin of Race in the USA” (Origin of Everything) https://youtu.be/CVxAlmAPHeC</p> <p>“The History of White People in America”</p>	<ol style="list-style-type: none"> Lived Experience Discussion Questions

		<p>https://www.racepowerofanillusion.org/articles/sla-very-and-idea-race</p> <p>+ The History of the Idea of Race...and Why it Matters https://www.understandingrace.org/resources/pdf/disease/smedlev.pdf</p> <p>+ The Historical Origins and Development of Racism (G. Fredrickson) https://www.racepowerofanillusion.org/articles/historical-origins-and-development-racism</p>	<p>(PBS) https://www.pbs.org/video/talk-race-america-talk-race-america/</p> <p>“Race: The Power of an Illusion” Episode 1 (California Newsreel) https://youtu.be/OXEV0tgox9k</p>	<ol style="list-style-type: none"> Critical Reflection Race, Ancestry, and Identity Profile
3	<p>Race, Religion, and Science: Reconciling False Justifications for Original Sins</p>	<p>+ Goodman et al, Ch. 4; 7-11</p> <p>+ The Race Pit (A. Goodman) https://www.racepowerofanillusion.org/articles/race-pit</p> <p>+ The Ideology of Racism: Misusing Science to Justify Racial Discrimination (W. H. Tucker) https://www.un.org/en/chronicle/article/ideology-racism-misusing-science-justify-racial-discrimination</p> <p>+ A History: The Construction of Race and Racism (Western States Center) https://www.racialequitytools.org/resourcefiles/Western%20States%20-%20Construction%20of%20Race.pdf</p>	<p>“Race: The Power of an Illusion” Episode 2 (Excerpt) (California Newsreel) https://youtu.be/cdndfCPuJfU</p> <p>“Liberty and Slavery: The Paradox of America’s Founding Fathers” (Amazon Prime Video) www.primevideo.com</p> <p>“The Psychology of Race” (Dr. Hudson-Banks/AmerenCorp) https://youtu.be/vmqWs7drhCQ</p>	<ol style="list-style-type: none"> Lived Experience Discussion Questions Critical Reflection

4	<p>Debunking Scientific Racism: Why Color is Only Skin Deep</p>	<p>+ Goodman et al, Ch. 7-11</p> <p>+ A Racialized Medical Genomics: Shiny, Bright, and Wrong (R. Wallace) https://www.racepowerofanillusion.org/articles/racialized-medical-genomics-shiny-bright-and-wrong</p> <p>+ Race and Gene Studies: What Differences Make a Difference? (L. Adelman) https://www.racepowerofanillusion.org/articles/race-and-gene-studies-what-differences-make-difference</p> <p>+ Race as Biology is Fiction, Racism as a Social Problem is Real (A. Smedley & B. Smedley) http://rws200jspencer.pbworks.com/w/file/attach/104349117/Race%20as%20Biology%20Is%20Fiction.pdf</p> <p>+ How to See Race (Aeon) https://aeon.co/essays/race-is-not-real-what-you-see-is-a-power-relationship-made-flesh</p> <p>+ Ten Things Everyone Should Know About Race (L. Adelman) https://www.racepowerofanillusion.org/articles/ten-things-everyone-should-know-about-race</p>	<p>“What is Race: Biological Inheritance and Racism in America” (A Partial Perspective) https://youtu.be/aNqOUjHWsn0</p> <p>“Race in Biological Anthropology” (Jerry DeSilva/AnthroNotes) https://youtu.be/-WMRy4QgTuc</p> <p>“The Biology of Race in the Absence of Biological Races” (Rick Kittles/TedX) https://youtu.be/LAWrwexw-To</p> <p>“We Are 99.9% the Same” (Amanpour & Co./Youtube) https://youtu.be/KJrDLZ0HIA</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Critical Reflection 4. Race Literacy Survey
5	<p>Race Realities and Reconstruction: Creating and Sustaining the White Racial Frame</p>	<p>+ DiAngelo, Ch. 5</p> <p>+ Feagin, Ch. 1-3</p> <p>+ Goodman et al, Ch. 6</p> <p>+ Race is Real, But Not in the Way Many People Think (A. Fuentes)</p>	<p>“Race: The Power of an Illusion” Episode 3 (Excerpt) (California Newsreel) https://youtu.be/QHo8AKNfB68</p> <p>“Jim Crow and America’s Racism Explained” (Hip Hughes) https://youtu.be/2_gOtZ--4WE</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Critical Reflection

		https://www.psychologytoday.com/us/blog/busting-myths-about-human-nature/201204/race-is-real-not-in-the-way-many-people-think	<p>“Reconstruction: America After the Civil War” (PBS) https://youtu.be/8dS_IYUiYF4</p> <p>“Slavery by Another Name” (PBS) https://youtu.be/UcCxsLDma2o</p>	
6	The Contemporary White Racial Frame: Understanding the Modern Machinery of Oppression	<p>+ Feagin, Ch. 4-7</p> <p>+ Racism Without Racists (Bonilla-Silva) https://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/index.html</p>	<p>“Cracking the Codes: The System of Racial Inequity” (World Trust) https://youtu.be/29U8VZuL-xE</p> <p>“How Structural Racism Works” (Tricia Rose) https://youtu.be/KT1vsOJctMk</p> <p>“Critical Race Theory” (Dr. Andy Johnson) https://youtu.be/eF7bhaaO2Kw</p> <p>” Mobile in Black and White” (Amazon Prime) www.primevideo.com</p> <p>“The Color of Law” (Richard Rothstein) https://youtu.be/WJ0IMTA640E</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Critical Reflection 4. Race and the American Experience
7	Race and Lived Experience (Part I): White Realities via White Identities	<p>+ Goodman et al, Ch. 5</p> <p>+ DiAngelo, Ch. 9-10, 12-16</p> <p>+ Understanding White Privilege (F. Kendall) https://www.cpt.org/files/Undoing%20Racism%20%20Understanding%20White%20Privilege%20-%20Kendall.pdf</p> <p>+ ”White Privilege: Unpacking the Invisible Knapsack” (P. McIntosh) https://www.racialequitytools.org/resourcefiles/mcintosh.pdf</p>	<p>“Birth of a White Nation” (J. Battalora) https://youtu.be/rIVAuC0dnP4</p> <p>“White Like Me” (Tim Wise) https://youtu.be/uv_Y9ah049Y</p> <p>“Deconstructing White Privilege” (Robin DiAngelo) https://youtu.be/h7mzi0cVL0Q</p> <p>“White People” (MTV) https://youtu.be/zj1PmJcRM</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Critical Reflection
8	Race and Lived Experience (Part II):	+ DiAngelo, Ch. 17	“Unnatural Causes: Is Inequality Making Us Sick?”	<ol style="list-style-type: none"> 1. Lived Experience

<p>Race Histories and Race Realities of Non-Whites</p>	<p>+ Feagin, Ch. 8</p> <p>+ Goodman et al, Ch. 12-16</p>	<p>(California Newsreel) https://youtu.be/bXBkOYMCARo</p> <p>“Post-Traumatic Slave Syndrome” (Joy DeGruy) https://youtu.be/Rorgjdvphk</p> <p>“The Uncomfortable Truth” (Amazon Prime) www.primevideo.com</p> <p>“Inside the Memorial to Victims of Lynching” (60 Minutes) https://youtu.be/uHQK1rNd7Qo</p> <p>“The Talk: Race in America” (PBS) https://www.pbs.org/video/talk-race-america-talk-race-america/</p> <p>“The Indian Removal Act” (Hip Hughes) https://youtu.be/vQfP2Y2t45U</p> <p>“Becoming American: The Chinese Experience” (Bill Moyers) https://youtu.be/LgLzWQ7MnhQ</p> <p>“Harvest of Empire: The Untold Story of Latinos in America” (INN Inc) https://youtu.be/5gW84cAN2Pw</p> <p>How Japanese Americans Were Forced into Concentration Camps During WWII (History Channel) https://youtu.be/cZTioTkHcB0</p> <p>“The New Jim Crow” (Michelle Alexander Lecture) https://youtu.be/Gln1JwDUI64</p> <p>“Take a Walk in My Shoes” (Jane Elliott) https://youtu.be/1qFI9isxTiQ</p> <p>“Policing the Police 2020” (PBS/Frontline) https://youtu.be/taNwWilMVLg</p>	<ol style="list-style-type: none"> 2. Discussion Questions 3. Critical Reflection 4. Facilitating the Race Conversation 	
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9	<p>Race, Resistance, and Social Change: Current Issues in U.S. Race Relations (Discuss Demographic Change, Extrajudicial Killings, Identity Politics, Social Movements,)</p>	<p>+ Goodman et al, Ch. 17</p> <p>+ The Costs of Racism to White People (P. Kivel) http://paulkivel.com/wp-content/uploads/2015/07/the-costs-of-racism.pdf</p>	<p>“Why Racism is the Biggest Issue in America” (NowThis) https://youtu.be/kbmcZwPYG2Y</p> <p>“The Fractured Politics of a Browning America” (Vox) https://youtu.be/SbjciJvacXY</p> <p>“American Denial” (CalSWEC) https://youtu.be/lvXQXGorLGg</p> <p>“Angry, White, and American” (Amazon Prime Video) www.tubitv.com or www.pluto.tv.com</p> <p>“White Fragility” (Robin DiAngelo) https://youtu.be/45ey4jgoxeU</p> <p>“White Rage: The Unspoken Truth of Our Nation’s Divide” (Carol Anderson) https://youtu.be/YBYUET24K1c</p> <p>“How Racial Resentment is Killing White Working Class Americans” (NowThis) https://youtu.be/Gi8elkpbbgM</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Critical Reflection
10	<p>Sustaining the American Experiment: The Role of Race Literacy</p>	<p>+ DiAngelo, Ch. 18</p> <p>+ Feagin, Ch. 9</p>	<p>“The Changing Same” (American Documentary) https://www.amdoc.org/watch/channelingsame/</p> <p>“Self-Evident: Behind the Activist” (PBS) https://www.pbs.org/video/behind-the-activist-feat-rachel-cargle-ijeoma-oluo-dlbpcz/</p>	<ol style="list-style-type: none"> 1. Lived Experience 2. Discussion Questions 3. Final Reflection 4. Individual Action Plan

List of Reasons to Become Race Literate

Adapted from, *“11 Reasons to Become Race Literate: A Pocket Guide to a New Conversation”*
(Milagros A. Phillips)

1. Relieve Stress and Fragility
 - Conversations and the sharing of our experiences is vital to our race literacy and to the creation of community
 - As we are well informed, we are less fragile, and we feel less threatened
 - When we feel less threatened, we are more likely to engage in a productive conversation than when we are at a deficit

2. African-American History is American History
 - Many Americans think that only African Americans were kept from their history
 - White Americans were being kept in ignorance as well by omitting the history of everyone who was not of European descent
 - White Americans have created a national identity based on only a small part of their story

3. Knowing One’s History Puts Things in Perspective
 - We resist the truth about race in history books, policymaking, and conversations
 - Race literacy provides the background and context necessary for addressing race from a proper perspective
 - Knowing history requires that we rethink race

4. Racism is Expensive
 - State’s lose billions due to income inequality
 - Eliminating racial disparities in income would boost state’s tax revenue and increase many states’ gross domestic product by tens of billions
 - Closing the earnings gap would increase America’s gross domestic product well over a trillion
 - Discrimination lawsuits are also part of the cost of racism

5. What We Don’t Know Can Hurt Us
 - Because of race illiteracy, Americans act out of our racialized family secrets
 - We are not responsible for the inception of racism in society, but we are responsible for its transformation
 - We can’t transform what we don’t understand
 - Understanding and accepting the realities of racism allow engagement from a new perspective

6. Race is America's Moral Dilemma
 - Race is woven into the fabric of the U.S.
 - Race has created a moral dilemma that is foundational, haunting the U.S. from its inception

7. Race Fear is More Than Skin Deep
 - We have inherent fears about race
 - Our fears can become an inheritance (traveling through generations)
 - We cannot traumatize a fellow human without damaging our own humanity

8. It Grounds Us in Facts
 - Race myths persist when race literacy is absent
 - Myths cause us to repeat patterns of race-based shame, guilt, anger, and frustration

9. We Are Here to Create a Better World
 - Those mis-informed are bound to mis-create
 - Having inadequacies on the topic of race places us in weakened positions that cause us to be defensive and powerless
 - The race literate become empowered, open, curious and genuinely interested in building community
 - Seeks solutions that are inclusive
 - Capable of being empathetic

10. Race Literacy Reminds Us of Our Collective Power
 - Brings us face-to-face with who we really are
 - Allows us to own our true ancestry
 - Reveals that we are all Africans, and all related
 - Removes Us vs Them scenarios
 - Keeps us grounded, by knowing/understanding where we come from

11. It Sets Us Free
 - Allows us to think, act, and understand issues of race in its true context
 - Gives a more well-rounded view of the country we live in
 - Gives facts rather than myths
 - Removes fear of the race conversation, creating healthier relationships
 - Allows constructive dialogue that leads to enlightened and creative ideas about how to create change
 - Allows us to rethink education, housing opportunities, and health equity
 - Provides opportunities to rethink how we might transform the world