LEAD 324

Antiracism: A Fundamental to a New System

College of Education and Human Development

Department of Educational Leadership, Evaluation and Organizational Development

Course Title	Antiracism: A Fundamental to a New System
Meeting Day & Time	This course has no weekly in person meetings.
Instructor	Randy Whetstone, Jr., EdD
Contact Info	Email: randy.whetstone@louisville.edu Phone: (502) 852-0635 Cell: (502) 689-5946
Office Hours	Tuesday and Wednesday (10am-12noon) or by appointment only.
Office Location	College of Education and Human Development (CEHD) – rm. 370
Department Site	http://www.louisville.edu/edu/elfh
Course Site	http://blackboard.louisville.edu

Catalog Description, Including Prerequisites and Credit Hours

An overview of systemic racism in relation to organizational inception and development. An examination of workplace policies and procedures that engender unjust practices.   (3hrs)

Required Readings, Texts
Kendi, I. (2019). *How to be an Antiracist* (1st Ed.). New York, NY: One World. ISBN 978-0525509288

Optional Texts: TBD

CEHD Diversity Statement

The College of Education and Human Development is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. The CEHD has zero tolerance for discrimination of any kind (racism, sexism, classism, homophobia, ageism, ableism, xenophobia, etc.). Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will examine critically how issues of equity, inclusion, and belonging apply to and affect theory, sociological issues, and current events (discrepant outcomes in education, hiring practices, and daily operations) in a variety of areas. Students will be encouraged to identify and challenge their belief systems that are often rooted in larger systems that perpetuate injustices, and be encouraged to reexamine and develop more critical perspectives and practices regarding equity and inclusion. By grounding their practices in these critical perspectives, students will learn to be empowered and informed leaders in their fields whose actions reflect this commitment to equity and inclusion. Students experiencing harassment and discrimination in the college should report this behavior through the Climate Accountability Reporting System via the CEHD website or to the CEHD Assistant Dean of Diversity, Equity, & Inclusion.

Table of Contents

Instructor Welcome

Welcome to LEAD _324___. I'm your instructor, Dr. Randy Whetstone, Jr. (he/him/his) I am excited to get the chance to work with each of you this semester. This class will give you the chance to take a deep dive into systems and the historical nature of racism in the United States, in hopes of establishing an antiracist framework for one's personal and professional life.

Course Overview and Course Objectives

Course Overview

The purpose of this course is to establish a foundation and system centered on anti-racism. Students will explore the history of systemic problems that have been rooted in racism and bigotry. Racism can be found in many different forms, and without creating a new system that embraces all differences in the world, human life is still subject to antiquated systems that fail to represent equity, acceptance, and inclusion. Additionally, students will be challenged to incorporate an antiracist agenda in both their personal and professional lives.

Course Objectives

By the end of the course, students will:

1. Describe and explain key ideas and concepts concerning the social construction of race and ethnicity
2. Identify historical and current structures of power, privilege, and inequality that are rooted in Antiracism
3. Explain how Antiracism acts individually, interpersonally, institutionally, and structurally
4. Identify and describe the contribution of scholars and experts on Antiracism in Louisville and in the larger community
5. Articulate and critically examine personal beliefs and opinions about race, Anti-racism and describe the weight these beliefs and opinions carry.
6. Explain how local, state, and national institutions and policies contribute to and enable Antiracism
7. Identify some of the many existing organizations that provide Antiracism programming and opportunities. These can include, but are not limited to: government, military, private business, non-profit, educational, healthcare, etc.

Course Attributes - This course includes Community-Based Learning (CBL). Students will engage in a community experience or project with an external partner in order to enhance understanding and application of academic content*.*

Student Learning Outcomes and Relevant Professional Standards Met by Course
This course is aligned with the Association for Talent Development (ATD) 2020 Talent Capability Model, https://www.td.org/capability-model/access. Workplace Professional Capabilities are met through interactive discussions, presentations, readings, case analyses, leadership projects, and course assignments.

Building Personal Capability (ATD):
Communication (1.1)
Emotional Intelligence and Decision-Making (1.2)
Collaboration and Leadership (1.3)

Cultural Awareness (1.4)
Compliance and Ethical Behavior (1.6)
Lifelong Learning (1.7)

Developing Professional Capability:
Evaluating Impact (2.8)

Impacting Organizational Capability:
Organization Development and Culture (3.3)
Performance Improvement (3.5)

COURSE CALENDAR

Schedule is tentative to change at the discretion of the instructor

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
1		**Definitions** **Dueling consciousness**	**Ch. 1 and 2 -** *How to be an Antiracist* Anti-Racist Action and Becoming Part of the Solution (Article)	**Discussion Topic #1**	
2		**Power** **Biology**	**Ch. 3 and 4 -** *How to be an Antiracist*	**Quiz #1**	
3		**Ethnicity** **Body**	**Ch. 5 and 6 -** *How to be an Antiracist* White Privilege - Unpacking the Invisible Knapsack (.pdf) Historical Foundations of Race (Article) **Watch**	**Discussion Topic #2**	

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
			• How to be an Antiracist		
4		**Culture** **Behavior**	**Ch. 7 and 8 -** *How to be an Antiracist* **Watch** • The difference between being "non racist" and antiracist	**Writing Policies with an Antiracist Agenda**	
5		**Color** **White** **Black**	**Ch. 9, 10, 11 -** *How to be an Antiracist* **Watch:** • The Origins of Race in the USA • How Studying Privilege Systems Can Strengthen Compassion	**Discussion Topic #3**	
6		**Class** **Space** **Gender**	**Ch. 12, 13, 14 -** *How to be an Antiracist*	**Quiz #2**	
7		**Sexuality** **Failure**	**Ch. 15 and 16 -** *How to be an Antiracist* How to Stop the Racist in You (Article)	**Discussion Topic #4**	

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
8		**Success** **Survival**	**Ch. 17 and 18 -** *How to be an Antiracist*	**HAT – Creating an Antiracist System**	

Course Assignments

Specific Requirements	Objective	Competency
Discussion Forum (20%) Ultimately I would hope this course will "raise your level of consciousness" regarding antiracism within the workplace and society. Discussions will be used to think critically and to reflect on course content. Discussion topics will be: **Discussion Topic #1** – In your own words, why is it important to develop an antiracist mindset? Use a historical example to show how racism was evident. Give overview of what happened in this situation. Who was impacted? What could have been done to prevent this system? **Discussion Topic #2** – 1. Discuss the social constructions of race. How was construction developed? What are the pros and cons of this construction? What is the best way to categorize groups of people? (if at all). 2. Provide an example of ethnic racism (refer to Kendi text) based on your own race. This can be a personal experience or something you have witnessed. 3. What is the problem of the assimilationist stance in relation to bodily racism?	1, 2, 3, 5	1.2, 1.3, 1.4, 1.7

Specific Requirements	Objective	Competency
Discussion Topic #3 – Considering the racial issues in the United States, explain the deeper history behind race in your words to provide insight as to how the United States developed its own philosophical views about race? Apply one of the definitions of racism according to Kendi (consider the following, but limited to: racist idea, racist inequity, racist policies, biological racist, behavioral racist, cultural racist, bodily racist, ethnic racism, etc.) Define and explain the example of racism chosen. How has this example of racism manifested individually, interpersonally, institutionally, and structurally in the United States? **Discussion Topic #4** - Articulate and critically examine your personal beliefs and opinions about race, Antiracism and describe the weight these beliefs and opinions carry. Questions to consider: • Describe your upbringing or life experiences that shaped your view of race or racial groups. • Explain who or what most influenced your view of race? • What do you think was or is "wrong" about your racial beliefs? • Explain how worldviews are formed, and how such views lead to beliefs, values, and action.		
WRITING POLICIES WITH AN ANTIRACIST AGENDA (20% of Overall Course Grade) For this assignment, think about local, state, and national policies that enable racism. Provide an example for each level and explain the flaw	4, 6	2.8, 3.3, 3.5

Specific Requirements	Objective	Competency
in the policy. Try to re-write the policy in such a way that would enable antiracism. Throughout this process, explain the purpose of policy and who or what policies are intended for. If you were to start a new organization or system, create a policy that promotes antiracism. Provide support for your policy. • How would you implement this policy on the local, state, and national level? (This assignment should be 500-1000 words (excluding cover page and references)) Explain how local, state, and national institutions and policies contribute to and enable Antiracism		
Quizzes (20% of Overall Course Grade) There will be two exams throughout the semester, each addressing the materials we have covered up to that point. You are encouraged to use any materials, notes, texts, and internet resources (but always give credit where it is due.) **Quiz 1:** 1. Define antiracism and explain best practices to implement this philosophy in your personal life, professional life, and community. Provide a practical example for each area. 2. Explain and describe ways to dismantle racism in the United States, and why. Include at least two steps or approaches as solutions. Consider what Dr. Kendi writes about Power and Biology. In looking through both lenses (Power and Biology), how might racism by dismantled?	7	1.1, 1.2, 1.3, 1.4, 1.6, 1.7

Specific Requirements	Objective	Competency
Provide a min. of 2 sources to support (Word count: 350 words total) **Quiz #2:** 1. Identify some of the existing organizations that provide antiracist programming and opportunities. Dr. Kendi provides a list of antiracist definition and terms up to this point. Choose one antiracist term, define the term, and choose an organization that has implemented this idea effectively. These can include, but are not limited to: government, military, private business, non-profit, educational, healthcare, etc. • Include one organization and explain how this organization has built its programming and opportunities around antiracism. • Why is this important for the organization? • What could be modeled in their programming for other organizations? **Provide a min. of 2 sources to support** (Word count: 250 words total)		
Creating an Antiracist System (HAT) (40% of Overall Course Grade) This project provides you with the opportunity to apply the knowledge and skills you develop in this course to a real life system. As with all societal and organizational imperatives, the fight to end systemic racism and institutionalize equity and diversity needs to be led from the top. The imperatives need to be informed by employees, especially those who have been historically and systematically	7	2.8, 3.3, 3.5

Specific Requirements	Objective	Competency
marginalized. In developing an antiracist system, consider programs, initiatives from a variety of industry sectors or from your current or past experiences in organizations. As you undertake this work, recognize that systemic racism is not new. Our current national conversation suggests that organizations continue to grapple with developing antiracist imperatives. As individuals, we are responsible and can bring about important changes to address systemic racism. You are charged with the task of developing your own antiracist system based on your future goals and aspirations. **I. Organizational System (2 pages)** **Choose a fictitious system of your choice.** It will be important to define what a system is in this assignment. Examples of systems can include, but are not limited to: • Business • Private sector (business) • Healthcare • Government • Military • Education • Non-profit • Family • Community Explain why you chose this system of choice to initiative change and antiracism. Your system also needs to include the following: • Mission Statement • Vision Statement • Diversity Statement		

Specific Requirements	Objective	Competency
• Values **II. Policy (2 pages)** **Write and explain your policy for this system** • Include important elements of an antiracist agenda • To support your new policy, provide examples of policies that have enabled racism to further explain what practices to not use, etc. You can use examples from the Writing Policies assignment. **III. Best Practices (2 pages)** **Show best practices to implement this antiracist policy in the workplace or community.** • How would you get buy-in from stakeholders, board members, and constituents? • How will implementation look at the various levels: senior executive leadership, middle-management, front-line workers • What involvement or responsibility will this system have in the surrounding community? **IV. Possible Challenges (2 pages)** • What possible challenges might you anticipate with the proposed policy and implementation? Provide evidence to support. • What are solutions to overcome such challenges? (Provide sources to support) **V. Measure Progression (2 pages)** **What approach would you take to measure your progression and to ensure your antiracist agenda is carried out successfully?**		

Specific Requirements	Objective	Competency
• What are suggestions for continuous improvement? Provide a metric that will be used to measure success. What will your benchmarks be for this organizational system? Measure success on a quarterly and yearly basis. • Define, Measure, Analyze, Improve, Control (Six Sigma) **VI. Conclusion (1 page)** • Summarize your organizational system and explain how this system will continue to transform the community for the better. How might this system be utilized on the local, state, and national levels. • Opportunities – What are future opportunities for this organizational system? This assignment should be 2,500-3,00 words total (10-12 pages) **excluding title and reference page**. A min. of 5 sources needs to be used and incorporated in the paper. In addition to this written assignment, include an infographic to further illustrate your system.		

DICEE Emphasis

- **Students will complete each assignment** by looking through the paradigm of Diversity, Inclusion, Community Engagement, and Equity in relation to their respective organization. Choose which letter in DICEE best fits to the nature of your assignment.
- **Things to consider.** Students will identify and explain critical thinking measures by using the DICEE acronym below:
  - **Diversity:** Is your organization creating an environment that embraces the full range of diversity? (i.e. race, ethnicity, religion, sexual orientation, age, physical ability, gender, etc.)

- What is the organization's view of diversity? i.e. diversity statement, training, etc.
  o **Inclusion:** Does the organization have an inclusive environment of differences in the workplace?
    - Are all voices heard?
    - What role do minorities play in the workplace? Are those in the workforce represent those in the community?
    - How inclusive is the leadership team in regards to varying ideas, backgrounds, and experiences?
    - Employees are treated with value and respect?
    - Issues and potential tensions are addressed?
  o **Community Engagement:** How does the organization engage the community?
    - How are they meeting the needs of marginalized groups?
    - Is the organization partnering with local communities to initiative change? If so, how?
    - What is the process that determines org. partnership?
    - Who is not being served as a community?
  o **Equity:** Do constituents (internal and external) have equal opportunity to achieve success?
    - Is there equity in regards to contribution and belonging?
    - Does everyone get the support they need in the midst of systemic barriers?
    - Are consumers receiving equitable treatment from this organization?

Rubric for grading HAT – Creating an Antiracist System

	Exceeds expectations 40 points	**Meets expectations 30 points**	**Does not meet expectations** **<20 points**
Organizational System **ATD 1.2, 3.3**	Clearly identifies the organizational system along with support to justify why this system was chosen. Provide thorough overview of:	Identifies the organizational system and provides some support about why the system was selected.	Doesn't clearly identify the organizational or justification for selection.

	Exceeds expectations 40 points	Meets expectations 30 points	Does not meet expectations <20 points
	• Mission Statement • Vision Statement • Diversity Statement • Values		
Policy **ATD 1.1, 1.3, 2.8**	Clearly provides a comprehensive policy for the organizational system that includes thorough overview of an anti-racist agenda. Previous policies are used as examples.	Provides policy with some ambiguity. Some supportive examples are used throughout.	Does not provide a sufficient policy for the organizational system.
Best Practices **ATD 1.2, 1.3, 1.4, 2.8**	Thoroughly articulates the best practices to implement an antiracist policy. Includes clear explanation of how to get buy-in from stakeholders, board members, and constituents. Policy implementation is explained at the	Articulates vaguely best practices to implement an antiracist policy. Includes slightly clear explanation of how to get buy-in from stakeholders, board members, and constituents. Policy implementation is explained at the following levels?	Best practices to implementing an antiracist agenda are not articulated.

	Exceeds expectations 40 points	Meets expectations 30 points	Does not meet expectations <20 points
	following levels? Senior executive, middle-management, and front-line workers. Explain the involvement or responsibility the system will have in the community.	Senior executive, middle-management, and front-line workers. Doesn't explain the involvement or responsibility the system will have in the community.	
Possible Challenges **ATD 1.4, 1.7, 3.5**	Explains possible challenges for the proposed policy implementation with sufficient evidence to support. Actionable solutions are provided.	Vaguely explains possible challenges for the proposed policy implementation with little to no evidence to support. Actionable solutions are vaguely provided.	Possible challenges and solutions to policy implementation are not included or described.
Measure Progression **ATD 2.8, 3.5**	Clearly explains metrics used to measure progression of antiracist agenda. Benchmarks are used to measure success and gather and analyze data. Articulates how success will be measured on a	Somewhat explains metrics used to measure progression of antiracist agenda. Benchmarks are used to measure success and gather and analyze data, but not stated clearly. Does not articulate how success will be measured on a	Student does not measure progression in this section.

	Exceeds expectations 40 points	**Meets expectations 30 points**	**Does not meet expectations** **<20 points**
	quarterly and yearly basis.	quarterly and yearly basis.	
Conclusion	Strong overview and summary provided to encapsulate student's thoughts and presentation of organizational system. Explains how this system be utilized on the local, state, and national levels. Discusses opportunities for the future.	Summary provided but lacks substantive thought in regards to local, state, and national utilization of policy. Vaguely discusses future opportunities.	No conclusion provided.
Reference Page	Preference page is provided in full accordance to APA guidelines.	Preference page is provided in some accordance to APA guidelines. Some sources cited incorrectly.	Student does not provide reference page.
Writing and organization of paper	Paper is exceptionally well written and is well organized. Critical thinking is utilized in writing the paper.	Paper is well written and is somewhat organized. Critical thinking is utilized in writing the paper.	Paper is not well written or is not well organized. Critical thinking is not utilized in writing the paper.

Criteria for Distribution of Grade Weight	Scale
Discussion Forum	20 points
Writing Policies with an Antiracist Agenda	20 points
Quizzes	20 points
Creating an Antiracist System (HAT)	40 points
Total	100 points

Grading Scale

98-100 A+	88-89 B+	78-79 C+	68-69 D+
93-97 A	83-87 B	73-77 C	63-67 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
			59 or below F

Course Requirements

Class Attendance/Interaction: Class attendance for our class is important for your participation and your learning experience. Please make sure you keep abreast of the Course Announcements and Assignments Sections of our Blackboard Course Website.

I am excited about your participation in our LEAD _324___ Course – and I look forward to the teaching and learning exchange. Please note again that you will be accountable for interacting with me and with other students and if you ever have any questions regarding our course – please feel free to contact me at randy.whetstone@louisville.edu. We are at somewhat of a disadvantage given that most of the University is closed during the majority of our class time, therefore, email contact is crucial in the event there are issues with the course. You should contact me immediately if you have issues regarding course availability, content questions, expectations, etc. Additionally, regarding classroom resources, if you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The HelpDesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize Live Online Technology Support.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the

Disability Resource Center to assist in planning modifications.

Information on Plagiarism/Academic Dishonesty

There is no tolerance for plagiarism or academic dishonesty in this course. If you want to borrow someone else's words in paper, simply quote the words and cite it. This includes turning in previously submitted work even if you are the author. *Plagiarism is representing the words or ideas of someone else as one's own.* An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. Students should become familiar with Section 5 of the Code of Student Rights and Responsibilities.

Course Requirements

SafeAssign Submission

All students must submit their written assignments through SafeAssign, and fix any duplication and citation issues before the final submission deadline for the paper, report, or presentation. All students must submit original work for each of their classes. If students use parts of a paper submitted for another class, they must cite the source of the writing from that other paper, just as they would cite the source of any previous writing, using APA formatting guidelines.

General Requirements

Class participation is required. Participation means actively engaging in class discussions, assignments, and activities. Students should read from required materials prior to each class to prepare for class work and discussions and are expected to take responsibility for course material. Work outside of class is required. All written assignments should meet the format

standards set by APA in their Publication Manual of the American Psychological Association (current edition).

I am your guide on this journey, but we will be learning together. You will be accountable for interacting with me and with other students through your writing and sharing of information during class sessions. If you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The Helpdesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize **Live Online Support** http://louisville.edu/it/support/helpdesk.

Timeliness of Work

All work is expected on time and all due dates are provided in advance. Students are responsible for contacting me in advance at randy.whetstone@louisville.edu to make arrangements in the rare case an assignment will be late. The following late policies apply to each of the assignments in this course:

o Work submitted up to 24 hours after the due date will be accepted, with a 10% deduction.

o No work will be accepted after the 48-hour window.

In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. Incompletes will not be offered for the class because a student desires more time to complete course requirements.

Formatting of Documents

When citing others work, use the following style:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Taking an Online Accelerated Class

Accelerated courses require students complete more work each week versus the traditional 15-week semester. Further, taking an online class is different than taking a face-to-face class. With no weekly webinars, you will be teaching yourself to learn. That's what life-long learning is all about. You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes. Class communication is asynchronous, which means that everyone is not participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an Internet connection. The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

FolioTek

Students will be required to submit certain assignments in FolioTek. A submission link will be provided in Blackboard. Foliotek is a web-based system designed to contain portfolios of courses and the required Hallmark Assessment Tasks (HATs) identified on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue. Foliotek resources are located on the College's Foliotek website, www.louisville.edu/education/foliotek . These include step-by-step instructional guides and video tutorials. You can also access the "Resources" and "Help" areas in Foliotek to find support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

1. You are not charged for the use of Foliotek.
2. Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
3. You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
4. After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assessments/HATs.
5. You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s) to other websites or cloud servers (e.g., OneDrive, Google Docs), PDF files, video files, etc. Directions are provided on the College's Foliotek website, www.louisville.edu/education/foliotek

If there is an issue with the system, you can click on "Resources" or the "Help" link at the top of the Foliotek dashboard for technical support from Foliotek via email, live chat, or toll-free

phone number (1-888-365-4639). The CEHD contacts for local/onsite assistance with assignments are foliotek@louisville.edu or 502-852-1360. Note that some technical issues are only supported by Foliotek (the service provider).

Appendix A - Policy Statements

Policy on Instructional Modifications
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Accessibility Statements
The following are the accessibility statements for technologies that we will be using in this class:
Flash: http://www.adobe.com/accessibility/products/flash.html
Adobe reader: http://www.adobe.com/accessibility/products/reader.html
Microsoft Office: https://www.microsoft.com/enable/microsoft/mission.aspx
PDF: http://www.adobe.com/accessibility/pdf.html
Blackboard: http://www.blackboard.com/platforms/learn/resources/accessibility.aspx

CEHD Diversity Statement
Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification
Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program (502)852-2663, Counseling Center (502)852-6585 and Campus Health Services (502)852-6479.
Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office (502)852-5787 and/or the University of Louisville Police Department (502)852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

Information on Plagiarism
Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week in addition to the class meeting time. You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers. All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them. As part of this course you will download a free trial of an e-learning development software. We will discuss your options during the class and I will help you figure out which software will work best for you. For your privacy and security, *only* your official UofL email account will be used for email communication. No information will be sent to personal email accounts nor will I answer emails that come from a different address. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Withdrawal

If you find this course does not fit your life plan or learning style and you choose not to continue, please contact your program advisor as soon as possible. You need to drop the course instead of just not attending anymore. Failure to withdraw results in a failing grade.

Face Coverings/Masks in Classrooms

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Spring 2021, this includes:

1) wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
2) staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at

home until symptoms subside or advised that it is safe to return by a medical professional.

3) practicing good hygiene and responsibility for one's own surrounding.
    a. Cover sneezes and coughs
    b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
    c. Wipe down frequently touched surfaces
    d. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:
1) allowing for remote participation in class when necessary and practicable
2) allowing students absent for reason of illness to make up missed work and not penalize students for these absences
3) not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
4) Notifying Danny Cradic (daniel.cradic@louisville.edu) when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Appendix B - University Resources

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the <u>Library Services for Distance Education and Online Courses</u> page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the <u>HelpDesk Resources</u> website. Many useful videos can be found at the <u>Blackboard 9.1 Help</u> page.

Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the <u>Writing Center</u> website.

Additional University Resources

Visit the University Resources button in Blackboard Course to get a better understanding of the resources that are available to you.

Appendix C - Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action,* embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry,** and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action,** and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy,** and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

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The Heartbeat of Racism is Denial

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How to Be an Antiracist & Frederick Douglass's Oration "The Claims of the Negro, Ethnologically Considered"

Video of Kendi's 2018 lecture at Linfield College; Frederick Douglass Forum Lecture Series. https://digitalcommons.linfield.edu/douglass/25

How to Talk about the Truth and Trump at Thanksgiving

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The psychological roots of racism

- **Understanding Our New Racial Reality Starts with the Unconscious:** Egalitarian goals can be undermined by deeply rooted implicit biases, says john a. powell. To address racial discrimination, we need to look inward.
- **Look Twice:** Susan T. Fiske has some bad news: Prejudice might be hardwired in our brains. But the good news is that we can still learn to override our prejudices and embrace difference.
- **Racism Is Not a Mental Illness:** Many people argue that racism must be a form of mental illness. What does the science suggest?
- **The Psychology of Taking a Knee:** The backlash against protests by Colin Kaepernick and other athletes raises scientific questions about body language, power, and group dynamics.
- **Can Threats to Humanity Make Us More Prejudiced?:** Research suggests that prejudice increases in the face of threats like climate change, recessions, and epidemics.
- **How the Pandemic Divides Us:** Physical distance protects us from COVID-19, but it also gives rise to some of the ugliest human tendencies.
- **What's Driving Political Violence in America?:** Hate crimes are rising, and so is support for political violence. New research explores why—and what we can do to stop it.

How to overcome bias in yourself

· **How to Stop the Racist in You:** The new science of bias suggests that we all carry prejudices within ourselves—and we all have the tools to keep them in check.

· **The Egalitarian Brain:** Research on the neuroscience of prejudice is revealing how the brain can overcome our fears and racial biases, reports David Amodio.

· **How to Fight Racism Through Inner Work:** Rhonda Magee explains how mindfulness-based awareness and compassion is key to racial justice work.

· **How Mindfulness Can Defeat Racial Bias:** There might be a solution to implicit racial bias, argues Rhonda Magee: cultivating moment-to-moment awareness of thoughts, feelings, and surroundings.

· **How to Avoid Picking Up Prejudice from the Media:** News, entertainment, and social media shape how we behave toward different groups of people. How can we limit negative influences?

· **How to Beat Stereotypes by Seeing People as Individuals:** We often judge people by their group membership—but research suggests other ways to see each other.

Confronting racism

· **Why Telling Our Own Story Is So Powerful for Black Americans:** Andrea Collier reflects on the role of storytelling in black American history—and in her own life.

· **Why Are Asian Americans Being Attacked and What Can You Do About It?:** Here are science-backed ways we can reduce hatred and division.

· **Can the Science of Purpose Help Explain White Supremacy?:** A sense of purpose makes us physically and psychologically stronger. But what if your purpose is hateful and destructive?

· **Eight Ways to Stand Up to Hate:** Hate crimes and hateful language are on the rise. What are you going to do about it?

· **From Othering to Belonging:** In a *Science of Happiness* podcast, we explore racial justice, well-being, and widening our circles of connection and concern.

· **Why Is COVID-19 Killing So Many Black Americans?:** The answer, according to researchers, is racism. But the Black community is fighting back.

Reducing bias in criminal justice

·   **Can We Reduce Bias in Criminal Justice?:** Research explores how unconscious racial biases affect the criminal justice system, and how to mitigate those effects.

·   **How to Reduce Racial Profiling**: Evidence says that implicit racial bias influences police in deciding which cars to stop. But there's a better way, argues Jack Glaser.

·   **Three Ways to Reduce Implicit Bias in Policing**: Can we correct for unconscious prejudice in law enforcement? Former police officer Tracie Keesee says yes.

·   **Can Police Departments Reduce Implicit Bias?:** Oakland's assistant police chief says that law enforcement must work hard to reduce implicit bias and create a new path for police-community relations. But the problem is not intractable.

·   **How Challenging Stereotypes Can Save Black Lives :** When police stereotype African Americans, the results can be deadly. But new studies suggest ways to help all of us see each other as complex human beings.

Building bridges

·   **What Makes a Good Interaction Between Divided Groups?:** Intergroup contact can help bridge divides, under certain conditions.

·   **What Happens When You Tell Your Story and I Tell Mine?:** Sometimes, empathy isn't enough. New research reveals how taking and giving perspectives can help us to bridge our differences.

·   **Five Ways to Have Better Conversations Across Difference**: It's not easy, but we can find common ground in difficult conversations.

·   **Thoughts on Awkward Relationships and Bridging Divides**: In a *Science of Happiness* podcast, comedian W. Kamau Bell discusses the challenges of finding common ground, even with people in your own family.

·   **What Will It Take to Bridge Our Differences?:** Here are some core insights from the GGSC's virtual summit on dialogue and understanding across our differences.

Resources for parents

·   **How Adults Can Support the Mental Health of Black Children:** Psychologist Riana Elyse Anderson explains how families can communicate about race and cope with racial stress and trauma.

·   **Rubbing Off:** Allison Briscoe-Smith explains how kids learn about race—and how their parents can help them make sense of difference.

- **How to Talk with Your Kids about Donald Trump:** Trump is creating fear and confusion in children, especially kids of color. Here are three suggestions for talking with kids about race and racism in the media.
- **How to Read Racist Books to Your Kids:** Should parents ignore or excise racist imagery in children's books? Jeremy Adam Smith offers another way, guided by research.
- **How Adults Communicate Bias to Children:** A new study suggests preschoolers can "catch" prejudice from grown-ups through nonverbal behavior—and it hints at solutions.
- **Five Ways to Reduce Racial Bias in Your Children:** How do we combat racial prejudice? New research reveals how parents influence the formation of bias in children.
- **How to Raise Kids Who Are More Tolerant Than You:** How can we avoid feeding hate and distrust in our children?
- **Helping Kids Process Violence, Trauma, and Race in a World of Nonstop News, from Common Sense:** A conversation with Drs. Allison Briscoe-Smith, Jacqueline Dougé, and Nathan Chomilo.

More anti-racism resources
- **Our Mental Health Minute:** A video series created by psychologists Riana Anderson and Shawn Jones to provide mental health resources for the black community.
- **Campaign Zero:** Research to identify effective solutions to end police violence, provide technical assistance to organizers leading police accountability campaigns, and support the development of model legislation and advocacy to end police violence nationwide.
- **The Association of Black Psychologists:** An organization seeking the liberation of the African Mind, empowerment of the African Character, and enlivenment and illumination of the African Spirit.
- **NAACP Coronavirus Resources:** A wide-ranging list of pandemic resources for the black community from the National Association for the Advancement of Colored People (NAACP).
- **Black Lives Matter:** A global organization that campaigns against violence and systemic racism toward black people.
- **Othering & Belonging Institute:** Brings together researchers, organizers, stakeholders, communicators, and policymakers to identify and eliminate the barriers to an inclusive, just, and sustainable society in order to create transformative change.
- **The Equal Justice Initiative:** Committed to ending mass incarceration and excessive punishment in the United States, to challenging racial and economic injustice, and to protecting basic human rights for the most vulnerable people in American society.

- **Official George Floyd Memorial Fund:** Fund established to assist the children and other family members of George Floyd as they seek justice.
- **Official Justice for Breonna Taylor Memorial Fund:** Fund established to support the friends and family members of Breonna Taylor as they seek justice for her murder.
- **Anti-racism resources for white people**: A compilation of books, podcasts, articles, and other media to help white people, particularly parents, better understand racism, their own role in it, and what they can do to help dismantle it