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AAST 491.50J: Special Topic - Dismantling Institutional Racism - From Theory to Practice

Tobin Miller Shearer

University of Montana, Missoula, tobin.shearer@umontana.edu

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AAST 491: Dismantling Institutional Racism: From Theory to Practice
Tobin Miller Shearer
August 30- October 3, 2021

My virtual office hours are on Wednesdays from 1-3 pm.

[Email: tobin.shearer@umontana.edu](mailto:tobin.shearer@umontana.edu)

Phone (text or voice): 406-662-8227

My goal is to respond to email messages within 24 hours during the week and within 48 hours during the weekend

Course description:

This one-credit, fully on-line, five-week course introduces students to the research-based and field-tested terms, concepts, and principles to dismantle institutional racism. Students will complete the class with a familiarity with the language, historical orientation, and analytical framework for starting the work of dismantling racism in the institutions to which they belong. (Also serves as the first section of the AAST/WGSS/BGMT Diversity, Equity, and Inclusion Theory and Formation sequence.)

Objectives:

Upon completing this 1-credit course, students will be able to:

- *articulate* the history and development of race as a biological myth and social reality
- *identify* the primary historical stages in the development of institutional racism and white privilege in the United States
- *describe* the impact of racial formation in the United States on internalized notions of superiority and inferiority
- *identify* their own implicit racial biases and *describe* the phenomenon of implicit racial bias in society
- *apply* a tripartite theory of systemic racism to contemporary and institutional expressions of racial diversity
- *differentiate* between and among the various expressions of racism, including but not limited to the primary differences between white nationalism and white superiority
- *assess* multiple efforts to dismantle racism in primarily white institutions

Grading:

Lesson completion – 20%

Forum postings and replies – 20%

Quizzes – 20%

Final project – 40%

Course pack:

All readings are available on the class website and identified in the schedule below.

Extra credit:

You can earn 40 extra credit points on your lowest quiz score(s) for submitting a two-paragraph summary of any of the extra credit readings identified below.

Accessibility:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Honesty:

Stealing someone else's ideas is the same as stealing someone's property. Cite others' ideas in standard footnote or endnote format (in written work and all projects). Paraphrase whenever possible. In general, a paraphrase uses no more than three of the same words in a sentence as the original source. See:

<http://ordway.umt.edu/SA/VP/SA/index.cfm/name/StudentConductCode> for a full review of the [University of Montana's student conduct code](#).

African-American Studies program:

This course is one of the classes that count towards the Major, Minor, and Certificate in African-American Studies. If you enjoy this course and would like to know more about the AAST Program, please contact me or drop by my office, LA 262, or visit the AAST website: <http://hs.umt.edu/aas/>

Grade scale:

<i>Grade</i>	<i>Percentages</i>
A	100%-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	≤59%

Schedule – Fall 2021:

Week 1 – August 30-September 5

Complete the following lessons:

Welcome Video

Moodle 101 tutorial (if this is the first time you are taking an on-line class on the Moodle platform)

Introduction and Interpersonal Dynamics Lesson

Read:

Class Syllabus

Class Schedule

Post:

Post an introduction following the instructions on the Class Introductions Forum by Sunday, September 5, at 11:59 p.m.

Week 2 – September 6-12

Complete the following lessons:

Myth of Race Lesson

Racism Timeline Lesson

White Privilege Lesson

Read:

Scalzi, "Straight White Male: The Lowest Difficult Setting There is"

Powell, "Whites Will Be Whites: The Failure to Interrogate Racial Privilege"

Post:

Forum posting due by Thursday, September 9, at 11:59 p.m.

Responses to two classmates due by Sunday, September 12, at 11:59 p.m.

Assessment:

Quiz 1 – due by Sunday, September 12, at 11:59 p.m. on

Lessons: Introduction and Interpersonal Dynamics, Myth of Race, Timeline

Readings: Scalzi and Powell

Week 3 – September 13-19

Complete the following lessons:

Implicit Bias Lesson

Racism Iceberg Lesson

Internalization of Racism Lesson

Read:

Bivens, "What Is Internalized Racism?"

DiAngelo, "White Fragility"

Feagin and Barnett, "Success and Failure: How Systemic Racism Trumped the *Brown v. Board of Education* Decision"
Hinson and Bradley, "A Structural Analysis of Oppression"

Post:

Forum posting due by Thursday, September 16, at 11:59 p.m.
Responses to two classmates due by Sunday, September 19, at 11:59 p.m.

Assessment:

Quiz 2 – due by Sunday, September 19, at 11:59 p.m. on:
Lessons: Inferiority and Superiority, Racism Iceberg, Implicit Bias
Readings: Bivens, DiAngelo, Feagin and Barnett, and Hinson and Bradley

Week 4 – September 20-26

Complete the following lessons:

Dismantling Racism Lesson
Organizational Application Lesson
How to do An Anti-Racism Audit Lesson
How To Transform Backlash to Buy-in Lesson

Read:

Kijakazi, et al (Urban Institute), "What Would it Take to Overcome the Damaging Effect of Structural Racism and Ensure a more Equitable Future?"

Post:

Response video due by Thursday, September 23, at 11:59 p.m.
Responses to two classmates due by Sunday, September 26, at 11:59 p.m.

Assessment:

Quiz 3 – due by Sunday, September 26, at 11:59 p.m.
Lesson: Dismantling Racism
Reading: Kijakazi

Week 5 – September 27-October 3

Complete Final project - may be submitted any time between September 27 at 6:00 a.m. and October 3 at 11:59 p.m.

- response paper of 3-5 pages OR
- artistic project and 1-page artist statement OR
- podcast of 5-10 minutes (may do with 1 or 2 other class members) OR
- anti-racism organizing plan of 3-5 pages

For Extra Credit reading:

Butler - Women of Color and Feminism.pdf
Gorski - Complicating-White-Privilege.pdf
How to Think about Implicit Bias - Scientific American.pdf
Intersectionality Primer.pdf

Poverty and Race Research Action Council – Structural Racism Issue
Shearer - conflicting identities.pdf
Young, Iris Marion - Five Faces of Oppression.pdf