

ANTIRACISM: AN EXPLORATION OF US HISTORY, SYSTEMS & CULTURE

FORMAT- 10:30-11:35am Tuesdays LI 325/Thursdays Online

CREDIT HOURS- Three (3) Semester Hours

INSTRUCTOR- Kathleen Paco Cadman [kathleencadman@weber.edu]

REQUIRED TEXT

Kendi, I. X. (2019). *How to be an Antiracist*. One World Publishing. ISBN: 0525509283

*comes in text, e-book, or audio formats

COURSE DESCRIPTION

Antiracism: An Exploration of US History, Systems, & Culture will explore racism and antiracism in our nation, in order to better understand the context for the present. We must work towards dismantling individual, societal, and systemic racism in order to create a more equitable, just, and antiracist future. This exploration will include the differences between race and ethnicity, cultural considerations regarding each, and intersectionality present between race, and class, space, gender, and sexuality.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Distinguish between racist and antiracist actions (policies, activism, etc.) throughout our nation's history
2. Identify the roles that racism/antiracism play in shaping the lives of people and populations of color.
3. Articulate the significant gains and setbacks that our nation has had in regard to becoming antiracist.
4. Recognize correlations between systemic racism and the context for modern society in our nation.
5. Explore the intersectionality between race and class, space, gender, and sexuality.
6. Examine approaches that can be taken to move our society towards antiracism.
7. Demonstrate an appreciation for universality and diversity in the human experience.
8. Demonstrate critical thinking that is open-minded, objective, and as free as possible from prejudice and presupposition.
9. Compose clear and compelling written expressions.
10. Demonstrate a comprehension of abstract arguments and the ability to move between the general and the particular.

COURSE FORMAT

- Week 1: Welcome

- Week 2: Definitions
- Week 3: Dueling Consciousness & Power
- Week 4: Biology
- Week 5: Ethnicity & Body
- Week 6: Culture & Behavior
- Week 7: Color
- Week 8: White & Black
- Week 9: Class
- Week 10: Space
- Week 11: Gender & Sexuality
- Week 12: Failure & Success
- Week 13: Survival
- Week 14: Project Presentations

COURSE ASSIGNMENTS (to be submitted through Canvas or in class)

This is a 100-point course, so each point is 1% of your overall grade.

- Participation (3 points/in-person class time X 14 classes = 42 points)
 - For full points students must be present the entire class time
 - Points are not given for attendance, but for respectful, engaged participation
- Journals (3 points/entry X 14 entries = 42 points)
 - Journal entry must show depth of thought
 - Journal entry must connect to one outside source (news story, article, video, etc.)
- Antiracism Project (16 points)

You will put antiracist ideas into action. Based on your knowledge of antiracism, select an area of concern that interests you. You will create an actionable plan to address this concern at a systems level (program, college, university, or community). The plan should include historical context, an evidence-based approach, stakeholders that were/will need to be involved, anticipated barriers or obstacles, and a plan to overcome those barriers and obstacles.

GRADING (final grade by % range)

A 95-100%	B+ 87-89%	C+ 78-79%	D+ 68-69%	E 0-59%
A- 90-94%	B 83-86%	C 73-77%	D 63-67%	
	B- 80-82%	C- 70-72%	D- 60-62%	

EXPECTATIONS

- **Students with Disabilities:** Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) office located in the Student Services Building, room 181 (626-6413). SSD can make arrangements for course materials, including this syllabus, in alternative formats if necessary.

- **Writing Expectations:** As with other courses taught in the Honors Program, Honors 4920 has among its objectives the improvement of students' writing and analytical skills. Spelling, grammar, and coherent writing will be taken into consideration on all assignments. Students are strongly encouraged to make use of the free services of the Writing Center.
- **Self-disclosure:** An important part of the learning process involves vulnerability in sharing perspectives and experiences. In order to foster a safe environment for this vulnerability, there must be a mutual understanding that engagements will be respectful and held in confidence.
- **Plagiarism:** Students are encouraged to work together, however copying another student's work, past or current, without proper referencing is grounds for expulsion from WSU.
- **Late Work:** All work is expected to be completed and turned in on or before the day it is due. If you anticipate being absent from class, you are welcome to complete and turn in work before it is due. If you miss class, it is your responsibility to check with fellow students or the instructor to get assignments that may be due the following week. Ten percent (10%) will be deducted for each day late after the due date. NO work will be accepted after the last day of the class.

Each student gets one "one week late" pass that can be used with no penalty. In order to use this pass, the instructor must be informed ahead of time that the assignment will be submitted late. This pass cannot be used on the final project.

- **Language:** Please note that some of the content in this class is rated for mature audiences, and contains graphic language, violence, sex, and drug use. Also, there is a distinct difference between [in-group and out-group language acceptability](#). For example, the "n-word" is present in multiple places in this course. It is, however, NOT ACCEPTABLE for students to use this word, in spoken or written form, in the context of this course. I encourage you to read a brief article that dives into more depth regarding this issue: [Dropping the N-Word in College Classrooms](#).

Please note, there are a few incredibly limited and highly specific exceptions to this policy, linked in with in-group language. For clarification/questions/concerns, please speak with me.

LEGAL DISCLAIMER

For all intents and purposes, this syllabus will be treated as a legally binding contract giving the expectations for students and professors. However, professors reserve the right to make changes the syllabus at any time, and any changes will be communicated to students both verbally and in writing.

CANCELLED CLASSES

Our goal is 100% attendance, however, if we need to cancel class unexpectedly we will inform you through Canvas announcements (please set your notifications accordingly). If the university must close the campus for an extended period of time, this course will continue online through Canvas.

DIVERSITY STATEMENT

This course is a place where you will be treated with respect and we welcome EVERY learner. Dimensions of diversity that individuals may possess may include sex, race, ethnicity, age, national origin, gender identity and expression, intellectual/physical ability, sexual orientation, (non) faith, perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersections of these experiences and characteristics must be valued in our community. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every member of the class.

HARASSMENT/DISCRIMINATION*

Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professionalism and avoid treating others in a manner that is demeaning or derisive in any respect.

CORE BELIEFS

According to PPM 6-22 IV, students are to "determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."