

## Confronting Systemic Whiteness in American Society

**Duration:** 15 hour Faculty Development Seminar

**Date:** August 17-21, 2020

**Daily meetings:** 9:00 am -12:00 pm

**Course delivery:** Zoom Remote Modality & CANVAS

**Course Directors:** Dwaine Plaza, Jane Waite, Tenisha Tevis & Michelle Bothwell

The purpose of this five day seminar is to build on the tenets of the 2020 faculty senate pledge to our Black students. Participation in this seminar will allow faculty to engage in issues of whiteness and systemic racism in the institution as well as more broadly in the United States. Faculty will explore how whiteness in the United States has created systemic opportunities for some while naturalizing the exclusion of others. This seminar responds to resistance and transformation movements associated with the Black Lives Matter movement. The opportunity for a high impact outcome is linked to a timely delivery, one where white people are experiencing a greater awareness of systemic racism and are responding with a will to “do something”. Seminar participants will be exposed to an active daily curriculum of mini-lectures, readings, documentary films, in class group activities and Canvas reflection posts focused on understanding how whiteness has come to shape our dominant American consciousness, values, beliefs, perspectives and imaginations. Seminar participants may continue their learning about this topic by organizing and participating in follow-up Professional Learning Communities in their home departments through the academic year 2020-2021.

### Learning Objectives:

By the end of the seminar, faculty will be able to:

1. *Describe how the endemic nature of White supremacy to US society has created persistent systemic Whiteness*
2. *Recognize how systemic Whiteness impacts individuals regardless of their intent or behavior*
3. *Explain that it is the social constructions of Whiteness that are problematic, not individuals with White identities*
4. *Recognize that anti-Blackness permeates US society and significantly impacts the lived experience and outcomes for Black students, staff, and faculty*
5. *Openly and effectively discuss issues of race*

This seminar is being coordinated by the Faculty Senate Executive but builds on the already existing human resources that are integrated in ADVANCE, Social Justice Education Initiative, Search Advocate, Difference Power and Discrimination Program, Black Minds Initiative, Unpacking Diversity, Office of Institutional Diversity. Leveraging all of these resources make delivering this seminar much more integrated and holistic to the participants because they will be receiving instruction from a diverse variety of campus experts on the topic.

### Pre-Seminar Activities

- View all 3 sections of the documentary Race: the power of an illusion (link to Kanopy, also info on OSU facilitated series)

- Read DiAngelo, Robin (2018) *White Fragility: Why It's So Hard for White People to Talk About Racism*, New York: Beacon Press.

### **Day 1. August 17, 2020**

#### **Land Acknowledgement**

**Reading for Today:** *White Fragility: Why It's So Hard for White People to Talk About Racism*

**Homework:** Watch Film on Canvas media Link: *White like Me—Tim Wise* & Listen to Pod Cast *Why Now* White People found in Canvas under Day 1 resources.

Introductions: participants and seminar objectives.

Establishing a shared language, terms, and concepts – Tenisha Tevis

Defining white supremacy-- Whiteness and Systems of Oppression in US society and its legacies of dominance—Jeff Kenny

Thoughts and challenges for understanding White fragility. Jane Waite

Closure for the day.

### **Day 2. August 18, 2020**

#### **Land Acknowledgement**

**Homework:** Watch film on Canvas media Link: *Ethnic Notions*

Hopes and fears: individuals name their expectations today.

Understanding Anti-Black Racism: History and Systems—Dwaine Plaza

Implicit Bias and the Science of Anti-blackness – Anne Gillies

Closure for the day .

### **Day 3. August 19, 2020**

#### **Land Acknowledgement**

**Homework:** Watch film John Oliver and Gloria Ladson Billings YouTube link

Hopes and fears: individuals name their expectations today.

Black Minds Matter-- Kim McAloney & Jason Dorsette & Terrance Harris & Dorian Smith

Real Talk from Black student athletes-- Kimya Massey

Closure for the day.

### **Day 4. April 20, 2020**

#### **Land Acknowledgement**

**Home work:** Watch *A Class Divided (Front Line)* found in Canvas on in Day 4 resources.

Hopes and fears: individuals name their expectations today.

Blackness and White supremacy in the STEM disciplines -- Lisa Gaines

Anti-Blackness in the Education system – Tenisha Tevis

Closure for the day.

### **Day 5. April 21, 2020**

#### **Land Acknowledgement**

**Home work:** Read article Faculty of Color at Predominately White Institutions. Watch film on the Canvas media link: How Racism Harms White Americans

Hopes and fears: individuals name their expectations and track their growth.

Black, Faculty discussing white supremacy in the academy and its effects on students—Dorian Smith, Marilyn Stewart, Jason Dorsette, Kim McAloney & Terrance Harris.

Taking it Back: Professional Learning Communities design – Michelle Bothwell

Professional Learning Resources through faculty affairs-- Kendra Sharp.

Closure for the week.

#### **Community of Practice**

Upon completion of the summer seminar participants are expected to organize and lead a community of practice in their home unit during the fall, winter and spring terms. Communities of practice are small groups of faculty who share a concern or passion for learning more about racial equity, social justice or making a structural change within their sphere of influence. By interacting regularly the members of the learning community will raise their consciousness about issues of race, gender, class and sexuality as this applies to Black students, faculty and staff at Oregon State University. The individual community of practice goals include the following:

Facilitate the development of anti-racist practices within their own sphere of influence through on-going participation in a professional learning community

Create multiple points of action for social justice that are supported with expert advice, resources, and collaboration.

Build a strong peer network to learn, discuss, and act together to advance racial equity in the academy.

Develop an action plan to address an issue of social justice in their home unit that is focused on Black students, faculty or staff.

#### **Suggested Readings for Community of Practice**

Kernahan, Cindi (2019) Teaching about Race and Racism in the College Classroom: Notes from a White Professor, West Virginia University Press; 1st edition.

#### **Winter term**

Eberhardt, Jennifer (2019) Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do, Viking Press; 1st Edition

#### **Spring term**

Kendi, Ibram (2019) How to Be an Antiracist, One World Publishing