



SASS 500: Operationalizing Antiracism for Everyday Impact

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Course Description

Operationalizing Antiracism for Everyday Impact is an advanced skill-building course that equips students with the tools, techniques and practices for effective antiracism. This course approaches antiracism as “a purposeful way of seeing and being in the world in order to transform it” (Lerner, 2021). Class participants will be equipped for a career disrupting racism in all its forms and manifestations at the internalized/intrapersonal, interpersonal, institutional and system level. This course focuses on issues of race and racism in the U.S. context, but the antiracist concepts and skills can be applied globally.

Class participants will learn and deploy the [Eight Elements of Everyday Antiracism framework](#) (Joseph, 2023) to help refine their comfort and skill at everyday antiracism. Class participants will examine and strategize about their positionality at the micro, mezzo and macro levels of their work. Class participants will team with a racial equity buddy in their personal or professional lives to serve as a learning and accountability partner throughout the course.

Class participants will keep an everyday antiracism journal and document their insights and growth. Class participants will select a real-world case focus in their personal or professional lives to apply the antiracism concepts and tools they learn throughout the course. Class participants will produce a course deliverable that documents their experiences and observations during the course. The hands-on, skill-building focus of the course will give the experience the feel of a workshop. The course will incorporate systems thinking to help students leverage their individual antiracist journey for broader organizational and social impact.

The course is designed to appeal to micro- and macro-focused students from both specializations and especially students who seek to blend both. The class will be co-taught by faculty from both specializations. The course is designed as fully hybrid and is marketed for enrollment from onground, online and intensive weekend students. The course is also designed to be "hyflex" so that class participants can switch between online and in-person attendance for any class session. The course is also designed to be open to non-degree practitioners.

This course includes content and topics that may be emotionally or intellectually challenging to engage with. Students are encouraged to develop and use self-regulation and self-care strategies during class sessions and when reading and/or completing assignments for class. Course instructors will provide opportunities to build and utilize regulation strategies. Students may have reactions that are more appropriately processed outside of the classroom and are encouraged to seek external personal and professional supports as needed. Course instructors are committed to creating a safe and welcoming learning environment in which all participants can expand understanding and build antiracism skills. Students are encouraged to speak with the instructors regarding any questions or concerns about the course material or experiences. Instructors will dedicate time to their own continued learning and growth as part of their leadership of this course and will seek feedback on continuing to enhance the learning environment. Our aim is to model the antiracist behaviors that we are seeking to cultivate among class participants.

Learning Objectives

- Students will be able to articulate and apply the core concepts of everyday antiracism.
- Students will increase their comfort with reflexivity and use of self for everyday antiracism.
- Students will increase their comfort and ability to effectively influence other individuals to promote everyday antiracism.
- Students will increase their comfort and ability to effectively influence organizations to promote everyday antiracism.
- Students will increase their comfort and ability to effectively identify and disrupt racist policies and systems.

Course Reading

Required Readings

All readings are available on Canvas. Required readings are listed by class session below.

Methods to Attain Course Objectives

This class will use a variety of learning formats including lectures, class exercises and large group discussions, small group discussion and exercises, and videos. Class attendance and full active participation are expected in this course. Assigned readings and other materials should be read before class, and students should be prepared to discuss and apply prep materials during class.

Grading

Class Participation	20 points
Everyday Antiracism Journal – Weekly Submission	30 points
Everyday Antiracism Case Focus Part #1: Context	10 points
Everyday Antiracism Case Focus Part #2: Antiracism Framework Application	20 points

Grading Criteria

Assignments must be turned in on the due date. Late assignments will result in a deduction of points. Prior approval should be obtained from the professor in extenuating circumstances for permission to turn papers in late.

Assignments

Class Participation and Sharing (20 points). Active participation improves everyone's experience in the class, including the instructors' experience. Preparedness and active participation is expected and students' grades will be influenced by these factors. Students are expected to complete readings before class and come prepared to raise questions, share insights and engage fully in class discussions. Vulnerability, conscientiousness and awareness of one's positionality along with openness to receiving and giving feedback from the room will be encouraged. Multiple forms of communication will be encouraged including asking and responding verbally to questions, asking and responding to questions in the online chat, and active participation in small group exercises.

Everyday Antiracism Journal (30 points). As a way to track your ongoing reflections about your learning in the course and to capture your ideas about your own personal growth and your Case Focus experience, you will keep an Everyday Antiracism System Journal. You will also use this space to reflect on your conversations and mutual exploration with your Racial Equity Buddy.

The instructors will create a shared document with each student for them to use as the Journal. Students will also use exercises from Bell and Schatz's Antiracist Activity Book and Layla's Saad's Me and White Supremacy.

In this course, we are exploring the complex dynamics of everyday racism and the importance of actively countering it through everyday antiracism practices. To facilitate deeper reflection and integration of the course content into your own life and actions, you will be required to write weekly journal entries. These journal entries provide a space for you to critically examine and articulate your understanding of racial and ethnic identity, social class, and gender, and how these intersecting factors influence your role in everyday racism. Additionally, you will reflect on how your learning from the course informs your antiracism practices. The entries should be a minimum of 250 words and will be evaluated on thoughtfulness, learning curve, reflexivity and praxis. You are encouraged to analyze the privileges and challenges associated with your racial and ethnic background, acknowledging any biases or blind spots that are arising, your process in getting aware of them and how are you integrating these lessons. You can also reflect on how social class influences your access to resources, opportunities, and power and how it relates to systemic racism. Ultimately these journal entries are inviting you to critically analyze your own actions, behaviors, and biases that contribute to everyday racism, consciously or unconsciously. As the semester proceeds, you will be encouraged to reflect on how the course materials, discussions, and activities have influenced your understanding of antiracism and how you integrate your learnings into your everyday life, relationships, and professional, community and civic engagements.

Only the student and the instructors will have access to the journal. Journal entries are due each week on Monday. The journal entries that demonstrate a particularly high level of effort and thoughtfulness be given a $\sqrt{+}$ which will elevate the overall Journal grade. Of the 13 Mondays between Weeks 2 and 14, students are expected to submit at least 10 journals.

Everyday Antiracism Case Focus Application (50 points total) Students will select a personal or professional case focus to apply throughout the course and report on in their final assignment. The focus will be some area of your life which you want to examine for patterns of racism and deploy your emerging antiracist toolbox to confront and counter that racism.

Examples of possible focus areas:

- Your family, immediate or extended
- Your friend or peer group
- Your building, block or neighborhood
- Your work colleagues/your department
- The Mandel School/Case Western Reserve University
- Your broader organization
- A civic involvement like your faith institution or a volunteer activity
- A social media space you frequent
- Another social or professional space that is meaningful to you, in which you have regular interactions

Students need to get their case focus approved by instructors before class on Week 2. A form will be provided for students to describe their proposed case focus.

Questions to be answered when proposing the case focus include:

- What is the area of your personal or professional life that you will focus on?
- Who are the key people that you interact with in this area of your life?
- Provide some background of any previous racism/antiracism that you've observed, experienced or perpetrated in this area of your life.
- Why did you select this area of your life to focus on in this course?
- What impact would you like to have through your focus on this case focus?

Assignment Part 1: Everyday Antiracism Case Focus: Context (10 points)

Submit a 5-6 page paper providing the background context for your case focus:

- Describe the area of your life you chose to focus on.
- Provide some context and background on this area of your life.
 - Who are the key people?
 - What are the racial demographics?
 - What are the types of regular interactions between these people?
- Describe any patterns of racism or antiracism that you had previously observed before taking this class.
- Why did you select this area to focus on?

Assignment Part 2: Everyday Antiracism Case Focus: Framework Application (20 points)

Submit a 5-6 page paper on the following applying class concepts to your case focus:

- For each of the 8 elements of everyday antiracism: Curiosity, Structure, Perception, Belonging, Truth, Healing, Restitution and Power
 - Describe the relevance of the concept to your case Focus area
 - Describe an action that you took and the outcomes from that action
 - How has systems thinking been relevant in your actions on each concept?

Assignment Part 3: Everyday Antiracism Case Focus: Reflections and Implications (20 points)

Submit a 5-6 page paper on your reflections and implications from your case focus:

- What have you learned about yourself as an everyday antiracist?
- What have been your biggest areas of growth?
- What have been your biggest limitations?
- What are the biggest challenges to promoting everyday antiracism?
- What are your biggest takeaways about what it takes to promote everyday antiracism?
- What are your future commitments regarding everyday antiracism?

Week 1:

Intros and Course Overview

We'll use our first class session for instructor and student introductions. We'll provide a course overview and discuss the class assignments in detail. We'll discuss class norms and "hyflex" practices and expectations. We will set the context of the history and contemporary realities of racism in America. We will share our hopes and fears regarding the course experience. We will conduct a self-assessment on a racism scale.

Pre-Class Resources and Activities:

North Shore Scale Racism Assessment.

NSSC Library: Anti-racism resources : Critical Self-Assessment. North Shore Community College Library. (n.d.). <https://library.northshore.edu/c.php?g=1056535&p=7676287>

Somatic Experiencing International. (2020, August 10). Why it's hard to discuss racism in the therapeutic world. [Video]. YouTube. <https://www.youtube.com/watch?v=j93NF-If9vQ>

Bell, W. and K. Schatz (2022). *Do the work: An antiracist activity book*.

- Pop Quiz, pp 21-23

In-Class Activities:

- Introductions
- North Shore Racism Self-Assessment Discussion

Optional:

Renee Wells.Antiracism Self-Assessment.

https://unitedwayaddisoncounty.org/client_media/files/ReneeWellsAntiRacismSelfAssessmentTool.pdf

Week 2:

Antiracism Concepts

We will introduce and discuss the core antiracism concepts we will use throughout the course, including: Racism, Everyday Racism, Antiracism, Racial Equity, Racial Justice, Everyday Antiracism.

Pre-Class Resources and Activities:

Harvard Implicit Bias Test Project Implicit. Take a Test. (n.d.).

<https://implicit.harvard.edu/implicit/takeatest.html>

Kendi, I. X. (2019). Definitions. In *How to be an antiracist* (1st ed., pp 13-23) One World

Joseph, M. (2023, March). *Reflections on the journey to everyday antiracism: Introducing a racial equity and racial justice lens*. Case Western Reserve University.

<https://case.edu/socialwork/nimc/updates/blog/reflections-journey-everyday-antiracism>

Optional:

Brown, T. R., Xu, K. Y., & Glowinski, A. L. (2021). Cognitive behavioral therapy and the implementation of antiracism. *JAMA Psychiatry*, 78(8), 819-820.

<https://doi.org/10.1001/jamapsychiatry.2021.0487>

TED. (2014, January 29). *Immaculate perception: Jerry Kang at TEDxSanDiego 2013*. |Jerry Kang [Video]. YouTube. <https://www.youtube.com/watch?v=9VGbwNI6Ssk>

In-Class Activities:

- Harvard Implicit Bias Test Reflections
- Discuss Brown, Xu and Glowinski
- Students share Course Case Focus Selection
- Discuss podcasts Why it's Hard to Discuss Racism in the Therapeutic World/Racism in the Therapy Room

Week 3:

Systems Thinking and Antiracism

We will review the practice and methods of systems thinking, including introducing the Everyday Antiracism Iceberg Model and the practice of causal loop diagrams.

Pre-Class Resources and Activities

Joseph Antiracism Self-Assessment (document available on Canvas).

Watson, E. R. & Collins, C. R. (2022). Putting the system in systemic racism: A systems thinking approach to advancing equity. *American Journal of Community Psychology*.
<https://doi.org/10.1002/ajcp.12628>

In-Class Activities:

- Introduction to Systems Thinking (Lecture and Engagement)
- Joseph Antiracism Self-Assessment Discussion
- Class Development of Causal Loop Diagram

Week 4:

Operationalizing racialized curiosity in mind, body, soul and action

We will discuss how this course operationalizes racializes curiosity. We will introduce practices of lifelong learning about race and racism, encourage authentic, non-paternalistic, active curiosity, explore how to balance certainty and curiosity, discuss managing somatic resistance to uncomfortable information and work on cultivating curiosity in others.

Pre-Class Resources and Activities

Joseph, M. (2023, May). Reflections on the journey to everyday antiracism: *Fear & Curiosity*. Case Western Reserve University.
<https://case.edu/socialwork/nimc/updates/blog/reflections-journey-everyday-antiracism-fear-curiosity>

Debby Irving. TedX Talk. Finding Myself in the Story of Race.
<https://www.youtube.com/watch?v=oD5Ox5XNEpg>

Joseph, M. (Unpublished). The Passenger. In M. Joseph. *Changing the Narrative*.

Optional

Irving, D. (2014). *Waking up white: And finding myself in the story of race*. Elephant Room Press.

- Chapters 1 – 13 (pgs. 3-74)

In-Class Activities:

Case Focus Application: What strategies could you activate to help you and your collaborators lead with curiosity?

Week 5:

Operationalizing structural analysis and disruption in assessment, design and execution

We will discuss the importance of disaggregating trends and outcomes data by race. We will consider ways to promote an equitable playing field where all are fully equipped to play and thrive. We will discuss ways to promote equitable access to opportunity and identify and disrupt structural and systemic causes of disparities.

Pre-Class Resources and Activities

Joseph, M. (Unpublished). The Dark Chocolate Boys of the Class of 2003. In M. Joseph. *Changing the Narrative*.

Love, B. & Hayes-Greene, D. (2018) The groundwater approach: Building a practical understanding of structural racism. The Racial Equity Institute. <https://racialequityinstitute.org/>

Optional

Tisby, J. (2021). How to fight racism: Courageous christianity and the journey toward racial justice. Zondervan Reflective.

- Chapters 9 & 10 (pp 156-202)

In-Class Activities

-In-class lecture

-Identifying systemic and structural racism (large group activity)

Week 6:

Operationalizing disruption of perceptions, bias and stigma

In this class, we will work on confronting the mental models and biases at the root of our internalized racism. We will work on skills in confronting and exposing racial stereotypes, acknowledging and confronting implicit bias, shifting perceptions, mindset, and narratives, understanding and avoiding deficit narratives and damage imagery, acknowledging and confronting internalized racism, and recognizing and confronting white supremacist culture.

Pre-Class Resources and Activities

Saad (2020) Week 2: *Anti-blackness, racial stereotypes, and cultural appropriation*. In Me and white supremacy: Combat racism, change the world and become a good ancestor. (1st ed., pp 75 – 124). Sourcebooks.

Okun, T. (2021). (*Divorcing*) *white supremacy culture: Coming home to who we really are*. White Supremacy Culture. <https://www.whitesupremacyculture.info/>

Joseph, M. (Unpublished). A Mother's Awakening. In M. Joseph. *Changing the Narrative*.

Optional

Glass, I. (Host) (2008, June 8). Unteachable Moment: Stories about people trying to learn something when no one is clear what the lesson is supposed to be [Video podcast

episode]. In This American Life. WBEZ Chicago.
<https://www.thisamericanlife.org/648/unteachable-moment>

In-Class Activities

Discussion of White Supremacy Culture Exercises from Saad, Me and White Supremacy

Case focus application: What practices can you implement to help yourself and your collaborators to name and confront implicit biases? What racial stereotypes exist in this work and how can you address them?

Week 7:

Operationalizing belonging and inclusion and disrupting othering and exclusion

In this class, we will focus on respecting identity and sense of being valued, promoting “equal status contacts,” promoting belonging and confronting othering, considering and accounting for positional power, promoting voice and inclusion at all levels of action, promoting authentic representation, naming and confronting microaggressions, and promoting microvalidations.

Pre-Class Resources and Activities

Ginwright, S. (2022).

- Chapter 4: Belonging

Hasenkamp, W. (Host) (2020, June 10) John Powell: Othering and belonging. [Audio podcast] Mind & Life. <https://www.podbean.com/ep/pb-v344p-dedef2>

Gallegos, A & C. Surasky. (2023) Belonging Design Principles: A resource guide for building belonging.
<https://belonging.berkeley.edu/belongingdesignprinciples>

Joseph, M. (Unpublished). Doing it Our Way. In M. Joseph. *Changing the Narrative*.

Optional

Tulshyan, R. & Oluo, I. (2022). Inclusion on purpose: An intersectional approach to creating a culture of belonging at work. MIT Press. <https://doi.org/10.7551/mitpress/14004.001.0001>

In-Class Activities

Situational analysis and role play of confronting microaggression in a professional setting
Case Focus Application: What could you and your collaborators do to more effectively promote belonging and disrupt othering?

Week 8:

Operationalizing exposure to and internalizing of historical and contemporary truths

In this class we will seek and speak the truth about past and current racialized harms, accept the ugly realities about our past, present and future, correct racial myths and call out avoidance of truth-telling.

Pre-Class Resources and Activities

Kendi, I. X. (2016).

- Origins of racist ideas. In *Stamped from the beginning: A definitive history of racist ideas in America* (1st ed., Chapter. 1 pp 22-30, Chapter 7: Enlightenment.) Bold type Books

The On Being Project (2023, March 10) Isabel Wilkerson: We all know in our bones that things are harder than they have to be [Video podcast]. YouTube.

<https://www.youtube.com/watch?v=OZfkFv9e6P4>

Ginwright, S. (2022).

- Chapter 2: Truth.

Joseph, M. (Unpublished). And the Truth Will Get You, Freed. In M. Joseph. *Changing the Narrative*.

Optional

Wilkerson, I. (2020) *Caste: The origins of our discontents*. Random House

- Chapter 4: A Long Running Play and the Emergence of Caste in America.
- Chapter 15. The Urgent Necessity of a Bottom Rung.

In-Class Activities

Racial Myths and Truths exercise

Role Playing Exercise

Case Focus Application: What are key truths underlying the racial disparities in this work and how can you help name them clearly? What racial myths exist in this work and how can you address them?

Week 9:

Operationalizing healing-centered and trauma-informed design and execution

In this class we will work on being accepting of each person's journey to the current moment, practicing empathy and openness to the racial trauma each of us hold at some level and prioritizing mutual respect and emphasizing our common humanity.

Pre-Class Resources and Activities

Tippett, K. (2021, April 15) *Resmaa Menachem: Notice the rage, notice the silence*. [Audio podcast] On Being.

<https://onbeing.org/programs/resmaa-menakem-notice-the-rage-notice-the-silence/>

Resmaa Menachem (2017). *My grandmother's hands; racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press.

Chapter 3. Body to Body, Generation to Generation

Chapter 12. The Wisdom of Clean Pain

Haines, S. K. (2019). Safety, belonging and dignity. In *The politics of trauma: Somatics, healing, and social justice*. (1st ed., pp 133- 154). North Atlantic Books.

Joseph, M. (Unpublished). The Healing. In M. Joseph. *Changing the Narrative*.

Optional

Angela Glover Blackwell Radical Imagination Podcast Prentiss Hemphill, The Embodiment Institute

<https://podcasts.apple.com/us/podcast/radical-healing/id1479782630?i=1000568265758>

Mathura "Temwa" Mahendren. From Dismantling the Masters Tools: A Somatic Approach to Interrogating White Supremacy in Social Research & Development and Beyond.

<https://shows.acast.com/dismantling/episodes/ch3-ep1-safety-belonging-dignity>

Ginwright, S (2022).

- Chapter 11: Rest

In-Class Activities

Case study application: How can you and your collaborators more explicitly apply a healing-centered approach to your work?

Week 10:

Operationalizing reparative and restorative design and execution

In this class we will build skills to determine how to compensate those who have been wronged, devise creative, meaningful, feasible means of making amends for historic harms, build awareness of the imperative of tangible restitution as a necessary element of healing and justice, advance reparative and restorative practices and policies.

Pre-Class Resources and Activities

Coates, T.-N. (2019). Congressional testimony.

<https://www.youtube.com/watch?v=kcCnQ3iRkys>

Coates, T.-N. (2014). The case for reparations. *Atlantic Monthly* (1993), 313(5), 54-71

Davis, F. (2019). Integrating racial justice and restorative justice. In *The little book of race and restorative justice: Black lives, healing, and US social transformation* (1st ed., pp 30-31) Good Books

Joseph, M. (Unpublished). Divine Restitution. In M. Joseph. *Changing the Narrative*.

In-Class Activities

Restorative Justice exercises

Case Focus Application: How might you and your collaborators design reparative and restorative practices into your efforts?

Week 11:

Operationalizing Power-Sharing and Power-Shifting

In this class we will identify ways to share authority and decision-making with those impacted by policy and practice, shift influence and control from the powerful to the vulnerable, build awareness of power dynamics and existing disparities in influence and control, and prioritize building self-agency and self-determination among those who have historically been marginalized.

Pre-Class Resources and Activities

Kendi, I. X. (2019). *Power*. In How to be an antiracist (1st ed., pp 35-43) One World

Farhang, L. & Gould, S. (2022). *Racial justice and power-sharing: The heart of leading systems change*. Springer Publishing Company. Chapter 2

Saad, L. (2020) *Week 4: Power, relationships, and commitments*. In me and white supremacy: Combat racism, change the world, and become a good ancestor (1st ed., pp 171-206). Source Books

Joseph, M. (Unpublished). It's a Power Thing. In M. Joseph. *Changing the Narrative*.

Optional

Suarez, C. (2018). *The power manual: How to master complex power dynamics*. New Society Publishers.

- Chapter 1: Effective Interactions
- Chapter 2: Interaction Patterns.

In-Class Activities

Power analysis and power shifting exercise

Case Focus Application: How might you and your collaborators more explicitly design power shifting into your efforts?

Week 12

Review and discussion of Everyday Antiracism Framework

Pre-Class Resources and Activities

Review personal journal entries from the semester

Reflect on most relevant elements of Everyday Antiracism Framework

In-Class Activities

Small group discussions

Full class reflection

Week 13

Small group case focus reflections and feedback

Pre-Class Resources and Activities

Prep and Share Case Focus narratives.

In-Class Activities

Small group presentation sessions

Full class reflection

Week 14

Small group case focus reflections and feedback and Course Reflections

Pre-Class Resources and Activities

Prep and Share Case Focus narratives.

In-Class Activities

Small group presentation sessions

Full class reflection