

CURRICULUM

(a) Social Construction of Race and Racism

Goals:

Students will be able to define key terms, see race as a social construct, and learn some history of racism in the U.S.

Materials Needed:

Newsprint of Key Terms

Outline of Session:

1. Defining Race and Racism (30 min.)
 - a. Introduce students to the following key terms: race, ethnicity, racism, internalized racism (subordination and dominance). After defining these terms, give a brief lecture about the role of history, race as social construction and discuss how race is often seen in the U.S.
2. Reading Discussion Groups (35 min.)
 - a. Put students into discussion groups based on the number of readings the educator wishes to cover. Have them summarize and ask questions about the reading assigned. Once they are done this, have each group report out to the larger class.

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(b) The System of Racism

Goal:

Students will become familiar with how the system of racism operates.

Materials Needed:

- *Cry Freedom* film
- DVD/TV

Outline of Session:

1. Revisit key terms from previous session and spend time to define white privilege by going over the article by Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack." (20 minutes)
2. Film: *Cry Freedom*(45 min.)

Tells the story of Stephen Biko and South African Apartheid. This film is used to show how the system of racism operates. Have students watch a clip of the film, and then debrief the film by asking students to name examples of white privilege, five

faces of oppression, and internalized racism they witnessed in the film.

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(c) Racism in the Here and Now

Goals:

Students will engage in discussion about current examples of racism as seen via the affirmative action debate, and talk about how racism plays out on campus.

Materials Needed:

Racism in the Here and Now

Goals:

Students will engage in discussion about current examples of racism as seen via the affirmative action debate, and talk about how race and/or racism plays out on campus.

Materials Needed:

- Campus Data on Racial Diversity
- Questions for Fishbowl

Outline of Session:

1. Affirmative Action and Reverse Racism Discussion (30 min.)
 - a. If available, use campus data to point out the racial makeup of the campus to show any disparities and link that to diversity and college. Next, give a lecture on affirmative action to dispel the myth that it has created reverse racism directed at Whites. Use available data that shows that white women are the largest beneficiaries of affirmative action and that various peoples benefit from affirmative action that challenges the myth that Blacks/African Americans are the only beneficiaries. Be sure to link reverse racism and white privilege.
2. Fishbowl Activity (30 min.)
 - a. Have a fishbowl activity where 2–3 groups are formed: white group, people of color group, and bi/multi-racial group. The reason for a people of color group is that although there are lots of ethnic groups under that umbrella, there tends to be little representation in the college classroom. If there are enough representatives from different groups, feel free to provide those groups with their own space. While one group forms an inner circle, the other groups remain in the outer circle, looking in at the inner circle or the “fish in the bowl.” Ask each group while in the inner circle questions about their feelings about being in the group and their racial experience on campus. This activity has been adapted from workshops I have been a part of as a

student and as a facilitator.

- b. Here are some examples of questions:
- c. Questions for fishbowl (when white students in)
 - How does it feel to be socialized as a member of this group? Did the reading on "what is whiteness?" or any of the readings shift your thinking about being a member?
 - What are some early memories you have of when you noticed or were informed that you were a white person?
 - What I want people of color to know about me
 - Something that makes me proud to be white or a white ethnicity
- d. Questions for fishbowl (when students of color in)
 - How does it feel to be socialized as a member of this group? Did the readings about Latinas, and Native Americans or Takaki's piece have any similar traits or stories that could make it seem like having a P.O.C. group is beneficial? How does the Seeing More than Black and White play out in this group?
 - What are some early memories you have of when you noticed or were informed that you were a person of color/or a specific ethnic or racial group?
 - What I want white people to know about me

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