Resources

Cross Cultural Dialogue on White Cultural Identity, Power, and Privilege in a Graduate Course

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OVERVIEW

Cross-cultural dialogues on race, traditionally, did not tend to the white cultural experience, specifically for white participants, and generally, for participants of color. The need to understand self before attempting to understand those who are culturally different serves two purposes. The first purpose is to critically reflect and analyze the significance and origin of one's cultural lens. The second purpose is to recognize that not everyone shares your cultural perspectives. It is challenging to understand another's point of view if you have not first analyzed the basis of your perceptions.

COURSE STRUCTURE

The course uses a blended format of synchronous (classroom) and asynchronous (virtual) engagement, assignments, and discussion. In a sixteen-week semester, students meet on five Saturdays, 9:00-4:00 pm, with a working lunch. The course begins with assignments to provide all students a foundation for understanding the social construction of race, the history of institutional racism in the United States from its inception until today, key definitions on culture, types of racism, oppression, implicit bias, social action and justice, community engagement and mobilization, etc. Resources include videos, books, journal articles, websites, discussion, research, presentations by a genealogist, community organizers, community partners, and adult education professor and students from another university. Subsequent sessions build on the knowledge and skill acquisition from prior sessions.

HISTORY OF COURSE DEVELOPMENT

Years of facilitating cross-cultural dialogues on race and racism resulted in several recurring themes. White participants and participants of color participated for different reasons. Participants of color participated with the intent of engaging in social action opportunities. White participants participated with the intent of increasing knowledge about participants of color. They wanted to know how participants of color were going to help themselves or how they could help participants of color to achieve equity with whites.

Participants of color would re-tell and relive their experiences with institutional racism and individual acts of racial prejudice. At times, the discussion would become volatile. Some would express anger, hurt, shame, or embarrassment. Some would disengage from the dialogue and subsequently stop attending.

To understand these differing motivations for participation in cross-cultural dialogues on racism, it requires an understanding of the differences in experiences and knowledge. White participants and participants of color usually inhabit and navigate different spaces. Whites are the most segregated of all culture groups. They are the majority culture in their neighborhoods, schools, places of employment, places of worship, etc. They can choose whether they want to enter spaces where their culture group is in the minority. Alternately, participants of color navigate spaces where whites are the majority, every day. They are multicultural due to the need to understand their culture and the white culture.

More than sixteen years ago, workshops were developed to allow for different spaces for white participants and participants of color. Organizers expressed mixed feelings. How can we learn about cultural differences and forge alliances for social change in segregated spaces? The purpose of the segregated spaces was to provide foundational knowledge that would enable cross-cultural dialogues to be more productive. It also determined that all participants needed historical and foundational knowledge about institutional racism, power, privilege, and the social construction of race. This knowledge was acquired via videos and publications, followed by discussion. All students researched and presented on their family history. The presentation included an analysis of the positionality of race in their family history.

The class was divided into two breakout sessions. White students and white facilitators participated in a guided discussion of white cultural identities, privilege, and power. Students of color and facilitators of color participated in a guided discussion of internalized racism; how to identify it; and how to heal from it. The class came back, together and shared what was discussed in the breakout groups. Other activities included a research paper on a related topic of choice and an immersive learning project, planned, developed, and administered with the community.

The White Affinity Group Breakout session allows White students to work with White co-facilitators to explore and discuss white cultural identity, privilege, and power. The segregation of White students provides them with a safe space to discuss, question, and surmise without fear of eliciting hurt, anger, or blame from cultures of color. Below are the activities.

ACTIVITY: WHITENESS IDENTITY

1. Review the Peggy McIntosh article, White Privilege - Unpacking the Invisible Knapsack; White Lies video clip; and Tim Wise video, White Like Me: Race, Racism, and White Privilege in America.
2. Try Harvard Implicit Association tests on race, age, sexual orientation, etc. We will discuss your reaction to the tests, not the actual scores. Your scores will remain confidential and you will not be asked to share them.
3. What does it mean to be White? Compare/contrast your thoughts with the assignments you read/viewed.
4. Is White Privilege a reality?
5. What do you love/value about your own cultural identities that support and inspire you in your life?
6. What has determined or framed your understanding about race and racism?
7. Think of an incident when you experienced cultural oppression or bias. What was your reaction? How did you feel? What did you do? What did you learn from the experience? What do you know now that you did not know at that time?
8. What does Peggy McIntosh mean by the statement: "I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group?" (para 1)

ACTIVITY: WITHOUT SANCTUARY

1. View movie clip on Without Sanctuary at http://withoutsanctuary.org. What does the narrator attempt to portray? What is your reaction?

2. View the NPR clip (7 min) on the song "Strange Fruit" and the author of the lyrics: https://www.npr.org/2012/09/05/158933012/the-strange-story-of-the-man-behind-strange-fruit

3. Song – Strange Fruit: https://www.youtube.com/watch?v=Web007rzSOI

Strange Fruit Lyrics by Abel Meeropol

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root,
Black bodies swinging in the southern breeze,
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant south,
The bulging eyes and the twisted mouth,
Scent of magnolias, sweet and fresh,
Then the sudden smell of burning flesh.

Here is fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for the trees to drop,
Here is a strange and bitter crop.

ACTIVITY: COMMUNITY GRADING

(adapted from Facing Racism in a Diverse Nation, Everyday Democracy Resources - https://www.everyday-democracy.org/resources/facing-racism)

1. Read each statement on the two Report Cards regarding your community and the university.
2. Give a grade for each statement.
3. How did you decide what grade to give?
4. When you look at the card, what successes do you see?
5. When you look at the card, what are some challenges that we need to address.

ACTIVITY: EXPLORATION OF INEQUITIES

Why Do Inequities Exist and or Continue? Form groups of 3-4 individuals. Review 2-3 viewpoints and share your reactions. Do you agree/disagree? Is there another viewpoint to be considered?

SYLLABUS

Course Rationale

This course is a collaboration with community partners. It is an interactive course to foster student discussion, discover family histories, and promote community involvement. It provides a structured and critical review, reflection, and analysis of individual, collective, and organizational cultural identities, race as a social construction, historical inequalities, the history and impact of structural racism, the implications

for race relations, and strategies for promoting inclusion and civic engagement through family and history research, presentations, oral storytelling, and/or the development of traveling exhibits.

Required Textbooks

Ferguson, S. J. (2016). Race, gender, sexuality, & social class: Dimensions of inequality. 2nd Edition, Thousand Oaks, CA: SAGE Publications. ISBN = 9781483374956
Other resources will be provided.

Course Goals

1. Increase awareness and understanding of structural and internalized racism.
2. Increase knowledge of the historical development of structural racism in America.
3. Examine the role of race within the development of family history.
4. Internalize self-pride and self-efficacy, instead of racism and oppression, via behaviors promoting physical and mental health, professional and personal development, and cooperative learning.
5. Posit self in the ongoing national discourse on race and racism in America.
6. Mobilize socially and politically for the elimination of institutional and internalized racism through the production of public exhibits that examine racism and history in our culture.
7. Examine varying cultural lenses and perspectives on key course concepts and topics.
8. Utilize critical reflection to synthesize and articulate learning throughout the course.

Major Course Objectives

1. Define and describe whiteness, power, privilege, and structural and internalized racism.
2. Discuss and identify at least two historical events/actions that comprise a portion of the development of structural racism in America.
3. Research family histories to discover ancestral roots, and then describe the role of race within the development of family history.
4. Discuss at least two strategies aimed at professional and personal development, promoting physical and mental health, and/or collaborative/cooperative learning, in unlearning and overcoming structural and internalized racism and oppression.
5. Develop and present an immersive learning project targeting the issues of cultural identities, historical inequalities, community mobilization, and action planning for a selected organization.
6. Discuss racial, ethnic, and cultural groups' perspectives, contributions, inclusion, and exclusion in the applicable theoretical models and frameworks.
7. Document critical reflections on learning and application of course content.

Major Course Requirements

Assignment	Points
Participation and Discussion	260
Immersive Learning Project Proposal	30
Immersive Learning Project Plan/Timeline	35
Family History Project	150

Assignment	Points
Midterm Personal Learning Journal	100
Research Paper	150
Immersive Learning Project & Presentation	125
Facebook Group Project	25
Final Personal Learning Journal	100
Presentation at Immersive Learning Showcase	25
TOTAL	**1,000**

Grading Scale:
A: 93-100 **A-**: 90-92   **B+**: 87-89 **B**: 83-86 **B-**: 80-82 **C+**: 77-79 **C**: 73-76 **C-**: 70-72 **F**: 0-69
Evaluation and grading of your participation and assignments are based upon the criteria specified for each assignment in BB.

Class Participation and Discussion

Adult learning theories govern the conduct of this class. As a student, you are an active and integral stakeholder in your and others' learning. You are a current or aspiring adult and/or community educator or practitioner in a field where adult education is an important means of developing or maintaining core competencies, in order to be acknowledged as highly skilled.

You will be required to co-construct with the professor and class members a learning environment that will meet your and others' individual learning needs. You will be co-learners and co-teachers with the professor and class members as you actively listen (i.e. read students' posts) and critically reflect on the discussions and sharing of experiences of others. This means that our pace of class activities will promote inclusion of, learning, and understanding by all class participants. There may be times when you will be comfortable with the pace. In addition, there may be times when you will feel the pace is too fast or too slow. You are encouraged to continually think and reflect on the ways you learn and how they compare/contrast with your colleagues in this course. Together we will build, nurture, and sustain a community of learning and a community of learners.

Students must be self-motivated and disciplined to meet all due dates as noted, in the course syllabus. Developing a routine and time management strategy tailored to your lifestyle and learning needs, is essential for academic success.

Methods of Course Evaluation

Formal evaluation of the course is via the university's End of Course Evaluation Instrument. Informal evaluation will take place frequently through critical reflection/analysis, online discussion posts, class discussion, observation, and feedback with the class members, and the professor.

Confidentiality Clause

This class will use students' and professors' experiences to illuminate points and reinforce the classroom content and objectives. Students are not required to disclose personal or private information. If they choose to do so, they assume the responsibility of their actions. The instructor has a right to cease activities or discussions deemed not appropriate for this forum. No personal medical information is to be publicly, disclosed to the class.

Community of Learning (COL) Activities

Each session, you have the opportunity to nurture our Community of Learning by engaging in facilitator-led activities in class or posting to an activity listed on the Online Discussion Board. These activities allow you to get to know the other students in ways that are not easily, accomplished by course assignments.

Online Discussion Forum Posts (CIPs)

Please post your critical reflections regarding your learning on the Online Discussion Board. All Critical Incident Posts (CIPs) should be added, anonymously, to maintain an honest and open atmosphere.

The process for articulating your critical reflection of your learning is based on Stephen Brookfield's concept of the Critical Incident Questionnaire (CIQ) at http://www.stephenbrookfield.com/critical-incident-questionnaire. Brookfield, a leader in educational theory and practices, writes in Becoming a Critically Reflective Teacher that:

> "Critical incidents are brief descriptions of vivid happenings that for some reason people remember as being significant (Tripp, 1993; Woods, 1993). For students, every class contains such moments and teachers need to know what these are. . .[The CIQ] is a quick and revealing way to discover the effects your actions are having on students and to find out the emotional highs and lows of their learning" (Brookfield, 1995, p. 114).

In addition, the CIPs will provide you with appropriate opportunities for reflection and the synthesis of ideas and perspectives. Finally, use the CIPs to provide record of the developmental stages of your learning and your reaction to that learning in preparation for completing your Midterm and Final Personal Learning Journals.

Family Research Project

Your project can consist of a paper, PowerPoint, role-play, video, audio, website, or other media presentation. Project should include a minimum of four generations, including you as one generation. This means you, parents, grandparents, and great grandparents. Provide detailed accounts of the lives of the individuals you research. This can include: where they lived, if they moved, where and why they moved, occupations, siblings, children, official/unofficial adoptions, education, hobbies/interests, thematic (platitudes, dress, hairstyles, cuisine, housing, travel, family crest, name origins, etc.), faith affiliations, gender, race/ethnicity, other cultural identities, etc.

Critically reflect and analyze the positionality of race/ethnicity in your family history. Recommendations on themes and topics include (but are not limited to):
1. Your first awareness of race/ethnicity (your racial/ethnic identity and other racial/ethnic identities that differed from yours).
2. The racial/ethnic composition of your family (i.e. what races/ethnicities are represented within your family; how did your family address cross cultural dating, neighborhoods, schools, faith institutions, marriage, adoptions, etc.).

3. The racial/ethnic composition within your circle of influence (family, friends, colleagues, mentors, mentees, etc.).
4. The racial/ethnic composition of the environment (i.e. regions where family members lived/moved/immigrated/migrated; neighborhoods; educational institutions (K-18); work location and employee; travel destinations; family/social gatherings; professional/associations settings; retail institutions; etc.).
5. The racial context for you and targeted family members (How much is your/their lives impacted by race? To what extent are you/they conscious of the impact of race on your lives?).

Research Paper

Select a topic, issue, trend, or strategy of effective practice regarding addressing structural/internalized racism, inclusiveness, community mobilization/engagement, social action, social justice, etc. Review several social justice or cultural diversity journals to identify topical issues and themes. Examples of journals that may be reviewed are: Journal of Race, Ethnicity, and Religion; Ethnicity and Race in a Changing World: A Review Journal; Journal of Cultural Diversity; Journal of Community Engagement and Scholarship; Journal of Higher Education Outreach and Engagement; Journal of Community Practice; Nonprofit and Voluntary Sector Quarterly; Partnership Matters Journal; Social Justice Research Journal; Studies in Social Justice Journal; Education, Citizenship and Social Justice Journal; Peace Review: A Journal of Social Justice; Journal of Public Health; Interdisciplinary Journal of Research on Religion; Vitae Scholasticae; and The Journal of Negro Education.

Length of paper: 6-8 pages, double-spaced, Times New Roman, Arial, or Calibri, 12 pt. font, one-inch margins, with a minimum of 6 scholarly references, using APA style. Pictures, images, clip art can be included in the paper.

Miderterm Personal Learning Journal

For the Midterm Personal Learning Journal, please revisit your CIPs on the Online Discussion Board to review your experiences in the course. Please synthesize your experiences and your reactions (intellectual, emotional, or even physical) to the learning activities. Draw some conclusions about your personal learning during the course, placing it in a personal context describing your journey to accomplishing the course objectives.
1. What have been the most important learning experiences (relating to course objectives), thus far in the course (name at least two) and why?
2. What has been the most surprising learning experience (relating to course objectives), and why?
3. What has been the most challenging learning experience (relating to course objectives), and why?
4. How did this learning occur (analyze how your learning was impacted by the stimulus - text, film, teacher, student, presentations, as well as your own reactions to the new knowledge)?
5. In what ways does it alter previous knowledge?
6. Next, why does this learning matter?
7. What will you do with this learning?

The Personal Learning Journal should be approximately five pages in length, double-spaced, Calibri, Times New Roman, or Arial, 12 pt. font, with one inch margins. References are not required.

Immersive Learning Project Proposal

The purpose of this project is to inform and educate the public on any of the class topics: cultural identities, institutional and structural racism, social construction of race, historical inequalities, and history of racial/ethnic groups in region. Professor and students will collectively identify community stakeholders to serve as project members, key informants, knowledge bearers, and active participants.

Students will work along with community members to develop and administer Talking Race Human Library in Muncie for school and community educators to facilitate discussions and social action plans using the Facing Racism book as a resource. The book was published in 2016. It includes writers' portrayal of Muncie, Indiana residents' oral narratives where they shared their experiences in facing racism.

The proposal will include:
1) An explanation of the project and why selected, include topic, rationale, and anticipated outcome.
2) List the names of the group members and community partners and participants, as well as, their roles in developing and administering the project.
3) Describe the goals and evaluation methodology.
4) Develop a work plan and timeline.

The Program Plan and Timeline will include activities, persons assigned/responsible, prerequisites, and projected dates to be completed.

Immersive Learning Project Presentation

Project can consist of PowerPoint, role-play, props, objects, drawings, charts, video, audio, website, and/or other media. Project Presentation can include lecture, oral storytelling, video, pictures, audio recordings, traveling exhibits, storyboards, etc. Creativity with your project is highly encouraged to engage your audience and aim for a personal connection with the members of community partner organizations. Presentation will be 25 to 30 minutes including Q&A. You may explore multimedia tools to facilitate working on your Group Presentation.

Final Personal Learning Journal

For the Final Personal Learning Journal, please revisit your CIPs on the Online Discussion Forum to review your experiences in the course, from the date you completed the Midterm Personal Learning Journal through the end of class. Please synthesize your experiences and your reactions (intellectual, emotional, or even physical) to the learning activities. Draw some conclusions about your personal learning during the second half of the course, placing it in a personal context describing your journey to accomplishing the course objectives.
1. What have been the most important learning experiences (relating to course objectives), thus far in the course (name at least two) and why?
2. What has been the most surprising learning experience (relating to course objectives), and why?
3. What has been the most challenging learning experience (relating to course objectives), and why?
4. How did this learning occur (analyze how your learning was impacted by the stimulus - text, film, teacher, student, presentations, as well as your own reactions to the new knowledge)?
5. In what ways does it alter previous knowledge?
6. Next, why does this learning matter?
7. What will you do with this learning?

The Personal Learning Journal should be approximately five pages in length, double spaced, Calibri, Times New Roman, or Arial, 12 pt, font, with one inch margins.

Course Schedule and Outline

This schedule provides a tentative outline for each class and the homework assignments to prepare for that class session.

Week	Activity
Pre-Session 1	1. Review Week 1 Resources. 2. Compile family tree history (as much as possible/currently known), using Family Group Records and Pedigree Chart. 3. Race: Power of an Illusion Part 1 Viewing, Activity, and Discussion. 4. Reading & Assignments.
Session 1	1. Class Overview and Syllabus Review. 2. Community of Learners Activity (COL). 3. Rules of Engagement. 4. Definitions and Critical Race Theory. 5. Cultural Identities and Dominant/Subordinate Group Memberships. 6. Levels of Racism. 7. Courageous Conversations about Race. 8. Family History Project Overview. 9. Introduction to Genealogy Research 10. Immersive Learning Project Overview.
Pre-Session 2	1. Post Critical Incident Post (CIPs), anonymously. 2. Race: Power of an Illusion Part 2 Viewing, Activity, and Discussion. 3. Reading & Assignments (including Part I and II of textbook). Select a chapter in Part I and a chapter in Part II, obtaining professor approval. Complete a presentation on the chapters and post on Online Discussion Forum. 4. Complete Harvard Implicit Test. 5. Work on Immersive Learning Project Proposal.
Session 2	1. Community of Learners Activity (COL). 2. Connecting Social Construction to Historical Inequalities. 3. Stages of Racial Identity Development. 4. Affinity Group Breakout Sessions: #1 Whiteness/Power/Privilege #2 Internalized Racism/Oppression 5. Sharing from Affinity Groups and Debriefing. 6. Race: Power of an Illusion Part 2 Discussion. 7. Race Timeline Activity. 8. Connecting Personal Values to Social Justice & Social Action. 9. Community Mobilization and Engagement. 10. Immersive Learning Project Work Activities, including submit proposal.
Pre-Session 3	1. Post Critical Incident Post (CIPs), anonymously. 2. Work on Immersive Learning Project Plan/Timeline. 3. Reading & Assignments (including Part III of textbook). 4. Race: Power of an Illusion Part 3 Viewing, Activity, and Discussion. 5. Complete Family History Project.
Session 3	1. Community of Learners Activity (COL). 2. Faith Diversity Panel Discussion. 3. The Other "Isms." 4. Race: Power of an Illusion Part 3 Discussion.

	5. Family History Presentations. 6. Immersive Learning Project Work Activities (submit Plan/Timeline).
Pre-Session 4	1. Post Critical Incident Post (CIPs), anonymously. 2. Post Midterm Learning Journal. 3. Submit Research to Online Discussion Board. Post comments on a minimum of three papers within seven days. 4. Reading & Assignments (including Parts IV and V of textbook).
Session 4:	1. Community of Learners Activity. 2. Family History Presentations, cont. 3. Research Papers Review and Discussion. 4. Immersive Learning Project Work Activities.
Pre-Session 5	1. Critical Incident Post (CIPs), anonymously. 2. Reading & Assignments. 3. Immersive Learning Project Work Activities.
Session 5	1. Community of Learners Activity (COL). 2. "Is There a Culture of Poverty?" Activity. 3. Immersive Learning Project & Presentation.
Post-Session 5	1. Post Critical Incident Post (CIPs), anonymously. 2. Post Final Personal Learning Journal. 3. Presentation at Immersive Learning Showcase.

Ruby Cain received her doctorate in Adult, Higher, and Community Education at Ball State University. Her research agenda encompasses transformative and collaborative learning, racial equity, social justice, and community mobilization. Cain has presented and published her research findings locally, regionally, and internationally. She was co-author of the Education chapter of State of Black Fort Wayne 2003, used as companion text in Educational Foundations, Sociology, and other college courses. Cain's philosophy of education is humanism employing behaviorist strategies. Cain embodies life-long learning because "education is the key to self-enlightenment and community building: our responsibilities to ourselves and others." She has more than fourteen years of higher education experience in curriculum development, administration, and teaching traditional, online, and hybrid courses. She holds three project management certifications and has more than 20 years of experience in developing and administering adult and continuing education programs at work and community settings.