

**COURSE TITLE:** RACIAL JUSTICE IN EDUCATION

**NO. OF CREDITS:** 6 QUARTER CREDITS  
[semester equivalent = 4.00 credits]

**WA CLOCK HRS:** 60  
**OREGON PDUs:** 60

**INSTRUCTOR:** Dr. Stacey Shaw  
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**COURSE DESCRIPTION:**

Systemic racism and racial bias are issues that negatively impact the social, emotional and academic lives of non-white students, teachers and staff in our schools. The multiple impacts of these issues are both immediate and long lasting. In this course, participants will explore the construct of race, racial identity and racial privilege. We will identify strategies that work to disrupt patterns of racism in educational institutions. Awareness, knowledge, and understanding of systemic inequity; of one's own racial and cultural identity; and of the racial and cultural identity of students are cornerstones for teaching that more effectively meet the need of all students, and in particular, non-white students and historically marginalized students. In this course, participants will confront stereotypical thinking and misconceptions of race and ethnicity in the United States to reveal the underlying social, economic, and political conditions that disproportionately affect people of color and work to the advantage of white people. We will reflect on how racial/ethnic consciousness and experience shape one's conception of self and how it affects educators' perceptions, teaching practices, as well as student identity and achievement.

This course is appropriate for K-12 teachers.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

- Develop a working knowledge about major trends and issues related to equity and excellence in teaching for social justice.
- Be able to apply principles of social justice teaching to their own classrooms and schools.
- Critically examine their own social and racial belief systems.
- Identify and explain race, ethnicity, racial privilege, and how it is structured in the U.S.
- Differentiate between individual and institutionalized/systemic racism and discrimination
- Analyze how racial/ethnic consciousness and experience shape one's conception of self and instructional practices
- Articulate the meaning of educational equity and anti-racism, and identify ways of bringing it to our schools and classrooms.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

### **ADDITIONAL COURSE INFORMATION**

#### **REQUIRED TEXT**

So You Want to Talk about Race, by Ijeoma Oluo. Available at Amazon.com for approximately \$10.

None. All reading is online.

#### **MATERIALS FEE**

So You Want to Talk about Race, by Ijeoma Oluo. Available at Amazon.com for approximately \$10.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

#### **Assignment #1: Introduce Yourself**

Introduce yourself in a two-page paper (single-spaced, 250-500 words). Include your background, experience in education, and reasons for taking this course or create a video introduction at <https://flipgrid.com/a3b82cc4>

#### **Assignment #2: Racial Autobiography**

Read pages 1-22. In a 500-750 word (2-3 page) response, please write a brief exploration of your racial autobiography. You may explore the following questions:

- When did you become aware of your own racial identity? Do you feel that your race is something that impacts your lived experience in the world? What messages have you gotten from others about your race (from family, friends, employers, media, etc.)?
- How would you describe your racial identity? Has your description changed over time?

#### **Assignment #3: Language & Racism**

Read pages 23-36.

Watch the following video:

[https://www.youtube.com/embed/2b\\_twxTjaoE](https://www.youtube.com/embed/2b_twxTjaoE)

The author makes the case that, when we talk about racism, we must first have a common understanding of what we mean by the word racism. Please review several definitions for the word racism, including those offered in the course text on page 26, and create a definition of the word racism in your own words. Submit your definition in writing.

#### **Assignment #4: Conversations on Race & Racial Justice**

Read pages 37-52. Please complete the following in 2-3 pages (500-750 words)

Describe a conversation you have had recently on the topic of race. Was it in a professional setting or a personal setting? Did you or someone else initiate the conversation? What was the process like, and what was the outcome? Was there an objective? What strategies were used that helped it go well, or, if it did not go well, describe the strategies that you would try, if any, from pages 45-51 and why? \*If you have not had any recent conversations about race or racial justice issues, please write a reflection about why you think you are not discussing these issues and when, where, and how you may initiate and/or participate in conversations on these topics.

### **Assignment #5: Examining Privilege**

Read pages 53-82.

Do you have privilege within our current social, political, and economic structures? Reflect on the areas that you have privilege and how these have impacted your life. What are some of the specific ways that you may benefit from them? Consider your race, gender identity, sexual orientation, profession, citizenship, economic status, physical body, etc. (review page 65). Create a mind map with the word "privilege" in the center that is a visual representation of the areas you have identified and the impacts/benefits in your life.

### **Assignment #6: Police Brutality & Policing Equity**

Read pages 83-120.

Review information provided on <https://policingequity.org/> and watch the embedded TED talk by Dr. Philip Ativa Goff titled "How we can make racism a solvable problem- and improve policing."

Create a Google slideshow or PowerPoint presentation that summarizes key concepts about police brutality and racial bias in policing presented in the course text and the TED Talk. Develop this presentation for an audience of your peers. Include at least 10 slides.

### **Assignment #7: School to Prison Pipeline**

Read pages 121-141.

In your current (or former, if you are not currently teaching) school and school district, what factors may be contributing to a school to prison pipeline for non-white youth? Review pages 126-133. Are any of the areas mentioned factors in your school(s)? Create a step-by-step action plan to address inequities in discipline, suspension, family involvement, etc. that may be contributing to this issue for Black and Brown students in your school/district setting (or that may be used for most schools). This plan should look at data collection, racial bias, discipline policy, etc. in 3-4 pages (750-1000 words).

### **Assignment #8: Cultural Appropriation**

Read pages 142-161 and the two articles linked below.

- <https://www.splcenter.org/news/2020/04/15/crown-act-movement-seeks-protect-black-people-racial-discrimination-based-hairstyles>
- <https://www.nea.org/advocating-for-change/new-from-nea/when-natural-hair-wins-discrimination-school-loses>

This section of the text addresses both cultural appropriation and discrimination and common microaggressions about Black hairstyles. In a 3-4 page (500-750 word) reflection, please explore the following questions:

- How are common microaggressions (hair touching, excessive questioning, etc.) and hair discrimination (banning students from participation, hiring and work policies) related to the history of slavery (ownership and policing of Black bodies and access to different spaces)?

### **Assignment #9: Microaggressions**

Read pages 162-200.

Upon reflection, have you perpetuated or failed to disrupt microaggressions toward a person of color? Have you perpetuated or failed to disrupt cultural appropriation in your personal and/or work life? If so, describe the microaggression(s) and/or occurrence(s) of cultural appropriation and what you would do differently, if anything. Write a 2-3 page reflection on these questions and create a visual representation that educates about common racial microaggressions. This can be a chart, a poster, a comic strip, an infographic, or a slideshow, etc.

### **Assignment #10: Doing the Work**

Read pages 201-225. Racial justice requires deep and humble personal work to identify our own internalized racism, to understand that

intent and impact are not the same, and that impact must be heard and addressed. As the author notes, it also requires action. What are three or four specific actions that you will take now to deepen your personal and professional work for racial justice? Review pages 230-234, particularly the suggestions for schools. Create a plan of action with specific tasks and time frames to show your racial justice work plan. This can be in a narrative (2-3 page) or a visual format (chart, etc.).

## **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

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#### **Assignment #11: Lesson Plan**

Create a lesson plan to teach students about one of the specific racial justice topics covered in this course's previous assignments. Include the grade level, content area, Common Core standards, time & materials needed, and exit assessment. Use option A or B for your lesson plan.

##### **Assignment A)**

Adapt learning from this course to 2-3 lessons in the unit. Implement your lesson (s) with students in your classroom. You may use the [Heritage Institute Lesson Template](#) or any template of your choosing.

- Write a 400-500 word commentary on what worked well and what could be improved. Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

**OR**

##### **Assignment B)**

Use this option if you do not have a classroom or students available.

Adapt/create several lessons to reflect what you've learned in this course. (Do not implement it.)

Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.

- Please refer to the [guidelines](#) for our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall ([Yvonne@hol.edu](mailto:Yvonne@hol.edu)) THI blog curator. Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library](#) box.

#### **Assignment #12: Additional Resources**

Find five curriculum resources online that are relevant and useful for you in teaching about racial justice issues. Or find articles useful for teaching a content area(s) topic through an anti-racist lens (i.e., curricula that do not erase or minimize the experience, history, and contributions of non-White people, for example). Create a bibliography of these resources and include 1-2 paragraphs with each resource explaining why you selected it and how you will use it in your teaching practice.

#### **Assignment #13: Bibliographic Resource**

Read one and/or listen to one of the suggested additional resources in the bibliography, and/or find another resource on your own (book, article, podcast, etc.). The resource may focus on racial justice, anti-racist work, history, and culture of people of color in the United States, teaching through a racial justice lens, addressing racial bias in oneself, classrooms, schools, districts, etc. Write a 500-750 word summary reflection about why you chose that resource, what you learned, and how you may apply this learning in your personal and professional practice. Be sure to cite the resource in your reflection.

### Assignment #14: (500 Level ONLY)

In addition to the 400 level assignments, complete the following assignment and, in addition, one of the following three assignment options:

Write a 3-page (750 word) reflection paper answering the following questions:

- Have you been in discussions about equity and/or racial issues that veer toward solutions based solely on class and/or economic status while leaving out specific discussion about racial justice? If so, what was the context?
- Have you focused on economic justice to solve racial bias, and if so, why do you think this commonly happens? Why is it problematic to attempt to address racial injustice as a solely economic and class equity issue?
- What are some of the specific areas where economic justice and racial justice are clearly linked/embedded? How are these two issues intertwined?

Choose **one** of the following assignments:

#### Option A) Presentation

Prepare a PowerPoint, Keynote, or video presentation on racial justice for an audience of teachers and administrators in your district/school. Include your suggestions for a plan of action to address issues of racial injustice (disparities in discipline, graduation, AP course enrollment, transportation, bullying, bias, emotional and physical safety, resources, bias, etc.) If you are not currently teaching, make this presentation a general presentation of recommendations for racial justice work in schools. Presentations should be a minimum of 8 slides and videos a minimum of 3 minutes in length.

**AND/OR**

#### Option B) Summary of Work

Choose one resource from the bibliography of this course to read and summarize. Include the author's background and the key concepts and recommendations from the work in 3-4 pages (500-750 words).

**AND/OR**

#### Option C) Create an Assignment

Another assignment of your own design with the instructor's prior approval.

### C. INTEGRATION PAPER

Assignment #15: (Required for 400 and 500 Level)

#### SELF REFLECTION & INTEGRATION PAPER

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 350-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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#### INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

#### QUALIFICATIONS FOR TEACHING THIS COURSE:

**Dr. Stacey Shaw** has years of experience as a principal and instructor at the high school, middle school and elementary school levels. She has taught all ages, from kindergarten through college in subjects ranging from English Language Arts and Social Studies to English as a Second Language and Spanish.

Stacey learned a second language as an adult and understands first-hand the processes involved in second language acquisition. She has a passion for language and a track-record of developing highly successful ELL and Spanish literacy programs for second language learners.

Stacey received her Bachelor of Arts from The Evergreen State College in 1992. Her undergraduate studies focused on bilingual education, Spanish language, and Latin American Studies. She received her Master of Arts in Education from Prescott College in 2003. Stacey has her Doctorate of Education from Lewis and Clark College.

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