

Harper College Graduate Equivalency Course (GEC) Syllabus
Course Title: Understanding and Rethinking Anti-Racism and Resistance
GEC Hours 3
Course Semester: Fall 2020
Course Dates: Online, Tuesdays 6:00-9:00pm (November 3-December 8)

Faculty Information

Name: Joseph Flynn, Ph.D. Email/Phone/Contact: jeflynn@niu.edu (Monday-Friday, I usually check email between 10:00 a.m. to 7:00 p.m. and should definitely respond within 24 hours).

Office Location/Hours: by appointment only

Course Information: This course is based on the book *White Fatigue: Rethinking Resistance for Social Justice*. The book explores the challenges of learning to understand systemic and institutional racism. White Fatigue refers to the idea of White folks who believe racism is wrong but seem to get frustrated with learning about racism because of its complexity. The book explores ideas ranging from what is racism and its forms, resistance, privilege, racial identity development, race and politics, the success and failure of multicultural education, theoretical perspectives on the challenges of learning about racism, racial literacy, and how we can institutionally confront fatigue. Ultimately the text encourages us to rethink the ways we talk about racism as a matter of social justice.

Topics: Including but not limited to: Accomplices, Allies, Anti-racism, Curriculum, Forms of Racism, Habitus, Hegemony, Multicultural education, Privilege, Racial identity development, Racial literacy, Stereotype threat, White Fatigue, White Fragility, White Guilt, White Resistance,

Course Outline

This course is designed to equip participants with models, materials, and tools to further critical thinking about race, racism, and anti-racism. Through an exploration of the idea of White Fatigue, participants will have the opportunity to explore the challenges of both discussing race and racism and progressing through one's racial identity development. Participants will also have the opportunity to critically reflect on their own histories (personally, socially, and academically) with engaging race and racism.

Session 1 Notes on My Relationship with White Folks and On Talking and Learning about Race and Racism in the Obama Era and After (Reflecting on Our Relationships with Race and Racism)

Reading: Flynn: *White Fatigue* Introduction and Chapter 1

Assignment: Race Self-Reflection

Session 2 White Fatigue: Naming the Challenge in Moving from an Individual to a Systemic Understanding of Racism (Is Resistance Always Resistance? Considering the Dynamics of Resistance)

Reading: Flynn: *White Fatigue* Chapter 2

Assignment: Racial Identity Development and Stereotype Threat Activity

Session 3 From Obama to Trump: Tripping over Post Racial America's Intentions (Considerations of Our National Politics and Dialogues around Race and Racism)

Reading: Flynn: *White Fatigue* Chapter 3

Assignment: Race and Politics Activity

Session 4 The Miseducation of White Folks: The Success and Failure of the Multicultural Education Movement (What Did and Do We Learn about Race and Racism)

Reading: Flynn: *White Fatigue* Chapter 4

Assignment: Fill in the Omissions Activity

Session 5 Breaking Bad Habit(u)s: Considerations of the Reproduction of Worldviews (Theorizing the Challenge of Changing)

Reading: Flynn: *White Fatigue* Chapter 5

Assignment: Considering My Habitus and Hegemony Activity

Session 6 Concluding Thoughts: Promoting Racial Literacy, Standards, and Reconstructing White Folks (Looking toward Tomorrow and Planning Actions)

Reading: Flynn: *White Fatigue* Chapter 6

Assignment: Student Presentation

Required Text (will be provided):

Flynn, Joseph. (2018). *White Fatigue: Rethinking Resistance for Social Justice*. Peter Lang.

Short additional readings may be added as necessary and will be posted in to the Blackboard site.

Student Expectations and Requirements

Be prepared. Show up. Be engaged.

Course Requirements and Assignments

Methods of Evaluation: Grading will be pass/fail and based on quality of work as follows:

Passing-Excellent Work	Passing-Satisfactory Work	Passing-Minimum Engagement	Incomplete-Not Passing
1) Completed all the course expectations at a level of excellence commensurate with the highest university standards for academic performance in graduate work.	1) Completed all or most of the course expectations with good performance commensurate with average performance in graduate work.	1) Completed all or most the course expectations with adequate performance commensurate with minimal performance in graduate work.	1) Did not complete all course expectations with adequate performance.
2) Attended and participated in all course sessions in their entirety.	2) Attended and participated in almost all course sessions due to arriving late or leaving early.	2) Attended and participate in most course sessions, but was absent for one or more sessions.	2) Did not attend and participate in most course sessions

3) Completed all assigned readings and contributed related ideas at all sessions.	3) Completed most assigned readings and contributed related ideas at most sessions.	3) Completed some assigned readings and occasionally contributed related ideas at some class sessions.	3) Did not adequately complete assigned readings and/or contribute related ideas throughout the class sessions.
4) Completed all assigned tasks	4) Completed most assigned tasks.	4) Completed some assigned tasks.	4) Did not adequately complete assigned tasks.
5) Produced exceptional quality course materials and activities with ample application of course concepts.	5) Produced good course materials and activities with substantial application of course concepts	Produced adequate course materials and activities with minimal application of course concepts	5) Did not produce sufficient materials and activities with application of course concepts
6) Conducted detailed demonstration of newly created materials	6) Conducted full demonstration of newly created materials	6) Conducted minimal demonstration of newly created materials	6) Did not conduct demonstration of newly created materials

Course Calendar

Course Meetings are Tuesdays 6:00pm-9:00pm. Read assigned materials prior to Tuesday's class. Submit assignments by Sunday night.

(Daily class schedule subject to change depending on class needs).

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to

www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service