

Diversity Infusion Project Final Report
Undergraduate Racial Equity Course Development
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Project Description

With the current racial and political climate in the United States, racial equity training seems to be an important component of a student's university education. Yet, academic traditions and structures of higher education often fail to deliver racial equity courses that explore and clarify institutional legacy, response, and accountability to different populations of color in the US. Courses of this nature provide students with a critical framework that positions them to analyze systems, rather than characteristics of individuals and groups, that lead to outcomes. Our team proposes to develop an Elon undergraduate course, adapted from a graduate level UNC Chapel Hill racial equity course that has been taught and evaluated for 2 years. We will identify an advisory team at Elon to include faculty, staff, and students with content, course development, and pedagogy expertise and consult with experts including the Racial Equity Institute staff and the teaching and course development team at UNC-CH. We will analyze evaluation results of the UNC-CH course to inform our course development. By offering racial equity courses that enroll students from multiple disciplines, Elon can gain valuable insights on how to create, execute, and measure policies, curricula, and a mission that effectively support diversity, equity, and inclusion within and beyond our campus. Preparing students to understand and improve health equity is a critical goal of the Public Health Studies program, so this project is complementary.

Methods and Preliminary Findings

Qualitative data collection strategies were used to inform the development of the proposed course. Preliminary findings are summarized under each item as these findings informed additional data collection.

Elon faculty and staff advisory group meeting, part one

- A group of faculty and staff with a history of interest in racial equity were assembled to garner institutional knowledge about attempts to create courses, potential overlap with this course and others that already existed, and interest in being a part of the development of such a course. Neither Diversity Infusion Grant awardees were knowledgeable about the process for developing a course in Elon's system. The attendees included faculty who have developed courses and some who had developed courses specifically focused on race.

Preliminary findings: There is interest among faculty in supporting the development of a course of this nature. However, there are many different preferences on the type of course that would be developed. For example, some preferred a course that was based in relationship building while the emphasis of our course will be on anti-racism from a historical, institutional, and structural view. We plan to reassemble an advisory committee after we have developed a more specific course plan and course goals as well.

Observation of graduate Racial Equity in Leadership Course at the UNC Chapel Hill

- One team member audited the graduate Racial Equity course at UNC and utilized observational data collection strategies to describe the execution of the course, which could not be depicted in a syllabus. Observations include the following:
 - Prior to attending the course portion, all 25 class members attended a 2-day racial equity workshop together, along with 15 members from the community. This was important so that the entire class was using a shared race analysis in their work. Community members had already taken a racial equity course and some were utilizing this analysis in their current jobs. Students and community members were divided into small teams to complete the course project, which was to work with a local organization and conduct a racial equity analysis of a particular problem within the organization.
 - Students were very engaged with the reading content and seemed, for the most part, prepared having read the assigned readings and demonstrating the ability to apply the readings to conversations.
 - The course was taught using a team-based approach and each instructor had an expertise in the particular topic that was being discussed. For example, a civil rights attorney addressed racial equity in the criminal justice system while a health behavior specialist lead the class on the use of theory and models in racial equity work.
 - The 4 classes were primarily discussion-based, and they were strategically scheduled 2-3 weeks apart to allow for in depth individual reflection.

Preliminary findings: Adapting this course for undergraduates will require a significant amount of changes based on the different ways courses are taught from a logistical stand point, to finding consistent funding. A careful analysis of the suggested readings will be necessary to determine it's at an appropriate level for undergraduates and additional content will be necessary as many of our undergraduates have little experience discussing race in public setting. The observation was very useful and will be used to determine how the course will operate day to day.

Consultation with Racial Equity Institute and UNC course experts

- Dr. Geni Eng – Dr. Eng has utilized an anti-racism lens in her teaching and her research for over 15 years. She was a developer of the course at UNC Chapel Hill and provided the following recommendations.
 - Make a plan for where the course will have its “home base.” The course at UNC is interdisciplinary and includes public health, medical, public policy, law, and other graduate students. This decision was a large stumbling block to the implementation of the course.
 - Community members must be involved. Dr. Eng emphasized the importance of involving the community in the course. She explained that a key factor in using an anti-racism lens is to include the people most impacted by racism in every aspect of both the educational and the assessment aspects of the course. Community participation also added to intergenerational diversity

- The financial commitment can be a challenge. There must be a creative way to pay for the training. It is absolutely necessary for the course. A specific workshop was planned and delivered to the class; they did not simply attend already planned workshops. Dr. Eng suggested talking with an alumnus who has expressed interest in racial equity.
- The room needs to have diverse representation so that all groups of students of color are represented.
- Facebook was used to share resources across cohorts of students.
- Journaling as a method for reflection was utilized, but students complained that there were too many journal entries required. Students also felt there were too many readings for the course because it was only 2-credits at UNC.

Preliminary findings: The interview with Dr. Eng highlighted additional areas that will need focus on an administrative level. Neither team member had experience with developing a new course or the different options Elon has to do so. We sought out information about this and we believe the best way to teach it initially would be to apply for the course as a Core Capstone Seminar.

Development of a 2-hour racial equity introduction with Undergraduate Executive Intern

- Gabriela Alvarez '17, an Executive Intern for the 2016-2017 academic year, developed an introductory race history presentation to use as an awareness level program for Elon students. Under the advisement of a project team member, Gabriela read scholarly literature, attended a 2-day racial equity training, and explored various presentation forms in creating the presentation (see attachment). Some observations follow.
 - Race and racism are complex and complicated concepts intricately woven into every U.S. social system, presenting difficulty in obtaining an expert level of understanding. To accommodate a 2-hour timeframe, Gabriela adjusted the project's original focus by examining questions related to the origin rather than the structural evolution of race.
 - During explorations with peers, Gabriela concluded that translating the historical information would be most optimally accomplished through interactive means.

Elon faculty and staff advisory group meeting, part two

- May-June 2017, a group of faculty, staff, administrators, and community stakeholders who all have put forth significant effort—as demonstrated by their teaching, research, and practice—in understanding the role of race and racism in the US and working towards racial justice gathered for three meetings to explore creating an antiracist focused program.

Preliminary findings: The group of colleagues represented various differences that warrant more sustained engagement among members for effective program development. The group consisted of different disciplines (e.g., education, public health, religion, philosophy, sociology), multiple identities (e.g., Asian, Black, White, men, women, etc.) and different levels of power (e.g., position, tenure, seniority). These differences illuminated the challenges to developing a racial equity program that reconciles various

perspectives. So where this current project and course development could have been aided by the expertise of other colleagues, we realize that the best approach at this point is to develop the course from the similar ontology that we share.

Future Steps

We plan to take the following next steps:

- The 2-hour presentation will be one of the programs offered by staff in the Center for Race, Ethnicity, and Diversity Education.
- Continue to develop the course syllabus (see attachment B) and explore options for implementing the course. With Randy Williams taking on a new role at Elon, he will not be available to co-teach the course. One option for course implementation is to align it with the planned anti-racism LLC in partnership with Reiney Lin from the CREDE. Another option would be for Stephanie Baker to teach the course independently as a Core Capstone Seminar.
- Apply October 2017 to teach the course in October 2018.

Attachment A

Executive Internship Lesson Plan

Beginning Activity: Group Reflection/Presentation

- As students enter, they are handed an index card and asked to reflect and write the answer to two questions
- Questions: What is race? When did the idea of race begin?
- Students will then be asked to share their thoughts with a partner seated next to them. This will transition to a group discussion with the facilitator calling on 3-4 participants to share their thoughts

The History of Race Presentation

- See talking points and poll questions on pages 2-9
- Most timeline points will have a corresponding poll question set up to facilitate discussion/engagement with the subject matter (some have been excluded from the poll in the interest of time because they are smaller points)
- The poll questions have been designed to set up discussion of a specific point in each timeline milestone

Closing Activity: All Group Discussion:

- Final Brief: Facilitator will remind participants that this is only an introduction, then prompt an all group discussion
- What are the implications of what you have learned today?

- Did this session change your perception of race in the United States?
- What impact (if any) do you think this has on your daily life?
- The facilitator will pass out an evaluation (see page 12) to be completed anonymously; Executive Intern and Mentor will review results to better update the program for the future

History of Race Seminar Talking Points

1607: Jamestown, VA Colony

Poll Question: What was the key cash crop grown in Jamestown?

- a. Corn
- b. Wheat
- c. **Tobacco**
- d. Sugar
- The beginning of slave codes, adopted by other colonial governments
- Was not originally intended for the English colonies—they actually planned to free slaves in the Spanish colonies
- Records point to the first Africans arriving in 1619 as servants, not slaves, from a Dutch ship
- By the 1660s, colonists began to distinguish between white and black indentured servants, leading to slavery
- Why? The emergence of tobacco as a cash crop meant the colony’s economy expanded and the colonists themselves were making more profit than they could have in England. They needed labor—it always comes back to labor—surprisingly, as the need for servants increased, their value decreased
- The concept of “unfreedom:” lies in between freedom and slavery with tenants, bond servants, and duty boys (all forms of indentured servitude, regulated by social customs and contracts were negotiated by the workers themselves)
- In Virginia, masters held the contracts. Servants could be traded or gambled away with little to no control over their terms. The government exerted some control, but the government was run by the colonial elite, whose interests lay with the growing economy
- Popular culture regarded blacks as barbaric and nearly inhuman—when the servants were no longer humanized, it was easier to treat them without humanity
- <http://www.shmoop.com/jamestown/race.html>

- http://www.understandingrace.org/history/gov/colonial_authority.html

1613: John Rolfe Marries Pocahontas

Poll Question: Who did Pocahontas marry?

- John Smith
 - John Dooley
 - John Hancock
 - John Rolfe
- Pocahontas (real name Matoaka) often served as an emissary for her father, Chief Powhatan. She made friends with the English settlers and even interceded for John Smith when he was captured
 - In 1613, Pocahontas was captured by English Captain Samuel Argall in the hopes of negotiating a peace with the Powhatan tribes (around 30 tribes in a confederacy)
 - She was placed under the custody of Sir Thomas Gates, where she learned about English culture and converted to Christianity
 - Chief Powhatan negotiated her release, but she fell in love with John Rolfe and they married
 - They traveled to England, where she was presented at the court of King James I. They had a son (Thomas Rolfe), but when they were due to return to VA, she died and was buried in England.
 - John Rolfe marries Pocahontas not for the “unbridled desire of carnall affection: but for the good of this plantation, for the honour of our countrie, for the glory of God, for my owne salvation, and for the converting to the true knowledge of God and Jesus Christ.”
 - <http://www.history.com/this-day-in-history/pocahontas-marries-john-rolfe>
 - [Dr. Williams’s notes]

1619: Arrival of First Africans to VA

- Arrived as indentured servants, not slaves
- “VA had no law legalizing slavery. Like many English colonists, the Africans were sold as indentured servants, bound by contract to serve a master for four to seven years in order to repay the expense of their passage” (Takaki, 2008, p. 52)
- research suggests there may have been a different social system: white servants were listed with their anticipated year of freedom, but not black servants
- <http://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/africans-arrive-virginia-1619>

1630: Hugh Davis Punished

Poll Question: True or False? Interracial marriage is constitutional in the United States. **True.**

- (White colonist) “to be soundly whipped before an assembly of negroes and others for abusing himself to the dishonor of God and the shame of Christianity by defiling his body in lying with a negro” (Takaki, 2008, p. 54)

- Whipped in front of black audience
- First (American) instance of punishment for interracial relationships
- Interracial marriage was still unacceptable until the 1967 Supreme Court case, Loving v. Virginia, held that laws banning interracial marriage were unconstitutional
- <http://racialinjustice.eji.org/timeline/1630s/>

1637: John Mason Attacks Pequot Village

- English captain John Mason attacks a Pequot village in Connecticut, burning or massacring some 500 Indian women, men, and children in the Pequot War (May)
- Massacred two other villages shortly thereafter (June and July)
- Ended the Pequot War between the Puritans and Pequot; few remaining Pequot sold into slavery or joined other tribes
- <http://www.history.com/this-day-in-history/pequot-massacres-begin>

1639: VA Legislature Arms Law

Poll Question: True or False? The right to bear arms has always been protected, even dating back to colonial days. **False.**

- General Assembly specifically excludes blacks from the requirement to possess arms and ammunitions
- <http://www.history.org/history/teaching/slavelaw.cfm>
- http://college.cengage.com/history/ayers_primary_sources/laws_slaves_servants.htm

1640: John Punch Sentenced to De Facto Slavery

Poll Question: Which European countries had colonies with slaves in the United States?

- England
 - Spain
 - Portugal
 - d. All of the Above**
- African indentured servant named Victor runs away with fellow indentured servants Victor and James Gregory (Dutchman and Scotsman)
 - All were eventually captured, but the Europeans received 1 extra year of servitude, whereas John Punch was sentenced for the rest of his life
 - Was not the first slave in what would come to be the United States—slaves already existed in Spanish, Portuguese, and other English colonies
 - Notable ancestry: paternal ancestor of Ralph Bunche, the first African American to win the Nobel Peace Prize, and President Barack Obama
 - <http://historynewsnetwork.org/article/147607>
 - [https://en.wikipedia.org/wiki/John_Punch_\(slave\)](https://en.wikipedia.org/wiki/John_Punch_(slave))

1661: VA Legislature Legalizes Slavery

Poll Question: True or False? Christians could not be enslaved in the English colonies. **False.**

- Condition of the child shall be dependent on the condition of the mother—slavery becomes hereditary
- This made slave women of childbearing age more valuable, because then masters could have more slaves for free
- This led to violence—some slave women killed their masters who forced them to have sex or killed their children rather than having them become enslaved too
- VA was one of the first colonies to legalize slavery, with the other colonies following shortly thereafter
- Contrary to British laws concerning slavery, in 1667 the VA Assembly declared that fellow Christians could remain enslaved—baptism would not change their status. This was due to the fear that if slaves gathered to worship, it would be a prime opportunity to rebel against their masters as well
- <https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html>
- <http://racialinjustice.eji.org/timeline/1660s/>

1676: Bacon's Rebellion

Poll Question: Which colony did Bacon's Rebellion occur in?

- Massachusetts
 - Virginia**
 - Pennsylvania
 - New York
- In VA, started as anti-Indian but transitioned to be anti-aristocratic, going against the VA establishment
 - Important because it symbolizes the races coming together for change—white freedmen, white bond servants, and black slaves rose up against the colonial elite
 - Frustrated against economic woes (declining tobacco prices, trade corruption, competition from other colonies) and turned to blame the Indians; after raiding the wrong tribe and unsuccessful negotiations between the parties, the colonists turned on the Governor, Sir William Berkeley
 - They win 3 battles before English reinforcements arrive
 - <https://www.nps.gov/jame/learn/historyculture/bacons-rebellion.htm>
 - REI workbook

1691: Intermarriage between whites and Africans/Indians results in banishment from VA

1691: The Definition of Race

Poll Question: How many children did John Rolfe and Pocahontas have?

- One**
- Two
- Three
- Four

- “Virginia House of Burgesses defines “white man” as a man with no African or Indian blood whatsoever except for the male descendants of John Rolfe and Pocahontas who shall also be considered white men (“the Pocahontas exemption”)”
- Demonstrates how race is clearly a social construct

1705: VA Slave Codes

Poll Questions: What were some restrictions early slaves had to deal with?

- Written permission to leave the plantation
 - Inhumane punishment, such as whippings
 - Being sold as property
 - All of the above
- Toughened the laws regarding slavery in the wake of Bacon’s Rebellion
 - Requires masters to provide white indentured servants 50 acres of land, 30 shillings, a musket, and 10 bushels of corn when they complete their servitude; nothing for African servants
 - “All servants imported and brought into the Country...who were not Christians in their native Country...shall be accounted and be slaves. All Negro, mulatto, and Indian slaves within this dominion...shall be held to real estate. If any slave resist his master...correcting such slave, and shall happen to be killed in such correction...the master shall be free of all punishment...as if such accident never happened.”
 - Represents the dehumanizing aspect of slavery and shift in treating slaves as property, not people
 - Easier to oppress things, not humans
 - Served as a model for other colonies
 - Made slaves require written permission to leave the plantation, inflicted harsh punishments like 60 lashings for robbing or other major crimes, death for murder or rape, and whipping/branding/maiming for associating with whites
 - Before these codes, slaves could be brought to court for disputes with their master. Now the masters could deal with slaves at their will with no fear of legal repercussions
 - Non-whites could not hold slaves—this freed any white Christian slaves, while enslaving Africans and Indians
 - Set up a reward system with pounds of tobacco relating to how many miles away for catching run away slaves; created the slave dealer profession
 - One personal story: Clayton Holbert born to a family of slaves who were freed upon their master’s death in his will, were captured by slave dealers and resold into slavery, he was born at another plantation under this new enslavement, so he also became a slave
 - No refuge above the Mason-Dixon line—slaves could be sent back
 - <http://www.pbs.org/wgbh/aia/part1/1p268.html>
 - <https://owlcation.com/humanities/Slavery-in-America-Slave-Codes-in-Virginia-The-1705-Virginia-Slave-Act>
 - REI workbook

1723: VA Assembly takes away rights of Negroes/Mulattoes, Indians

- To assemble, vote
- Free Negroes denied rights
- In order to fix a perpetual brand upon free Negroes and Mulattoes

1776: Declaration of Independence signed

Poll Question: The Declaration of Independence included the right to life, liberty, and the pursuit of...

- Property
 - Independence
 - Employment
 - Happiness
- “all men are created equal” but this excludes African Americans and Indians; are they not men? Continued dehumanizing effect
 - REI workbook

1780s: Linneas, Blumenbach, Buffon Scientific Construction of Race

1787: Constitution ratified

Poll Question: In the original Constitution, slaves were deemed...for taxation purposes.

- As a whole person
 - As ½ a person
 - As 3/5 of a person
 - Not a person
- 3/5 Compromise: African Americans are considered 3/5 of a person for taxation purposes

1790: Naturalization Law

Poll Question: In 1790, who was considered a citizen of the United States?

- White immigrants, whether free or indentured servants
 - Free white immigrants
 - All immigrants
 - Only those born in the United States
- Only free white immigrants are eligible for naturalized citizenship
 - Others do not get civil rights, voting rights, and cannot own land
 - This was not overturned until 1952
 - REI workbook

In sum, colonial establishment had discovered that they could stave off rebellions and public outcry by creating a racially constructed system. By giving the whites (even if they were indentured servants) just a little bit more privilege than the black servants/slaves and Indians, they could preserve their privileges and buy social control (Allen 2012, p. 41).

****The following is research previously gathered that will not be included in the 2017 session. It has been included in this document for review for inclusion in potential future sessions.**

Helpful Timeline Website: <http://racialinjustice.eji.org/timeline/1710s/>

Flashing Forward to Modern Times:

1944 GI Bill

- Much of the wealth in this country today is built upon returning veterans who benefitted from the GI Bill—but this also explains why African Americans are so disadvantaged today, because they were excluded from many of these benefits
- “In particular, family wealth can take generations to build -- and confers advantages that grow over time. If your great-grandparents bought a home, chances are that your grandparents inherited at least some wealth from them. Which maybe means that your parents didn't have to take out loans to go to college and got a helping hand with a down payment for a house early in life in a neighborhood with top schools. Which means that you got a great public education instead of a lousy one, allowing you to get into a good college and set yourself up to confer advantages on your own kids. And so on.”
- Black veterans were largely excluded from the housing provisions of the GI Bill, banks wouldn't provide loans for mortgages in black neighborhoods, and the suburbs used deed covenants to also keep them out
- Upside: allowed them to go to college and graduate school, although mainly black colleges that were overcrowded and less prestigious at the time
- “Of the first 67,000 mortgages insured by the G.I. Bill, fewer than 100 were taken out by non-whites.”
- <http://www.demos.org/blog/11/11/13/how-gi-bill-left-out-african-americans>
- https://en.wikipedia.org/wiki/African_Americans_and_the_G.I._Bill

1968 Fair Housing Act

- Supposed to provide equal access to housing and that property owners and financial institutions cannot discriminate
- Still this was a problem—led some blacks to believe that housing was unavailable or tried to get them to buy in neighborhoods that were mostly black
- This led to higher property values for white neighborhoods and lower property values for black ones, a problem that still plagues housing and wealth today
- <https://www.justice.gov/crt/fair-housing-act-1>

2009 American Recovery and Reinvestment Act

- While built to ensure opportunities to all Americans after the Great Recession, it did not take into account existing privileges; focused on equality, not equity
- This led people with greater privilege to keep building, while people of minority identities to just continue trying to catch up
- “\$840 billion for schools, municipalities, infrastructure development, energy, etc. Another race neutral act that has disproportionately benefited white people because of who is able to meet qualifying criteria.

Others? Voting Rights? Gerrymandering?

History of Race Seminar Evaluation

1. Was any of the material new to you?
2. Did the poll questions facilitate your learning of the subject matter?
3. Has your view of race in the United States changed in any way?
4. Please rank the following on a scale of 1-5, with 1 being the lowest and 5 being the highest.
 - a. The facilitator aided my learning of the subject matter.
 - b. The seminar made me want to learn more about this topic.
 - c. I was comfortable discussing race in this setting.
5. In your own words, what do you think race as a social construct means?
6. What suggestions do you have to improve this seminar for the future?

Thank you for your participation.

