

Teaching about Race and Racism Effectively

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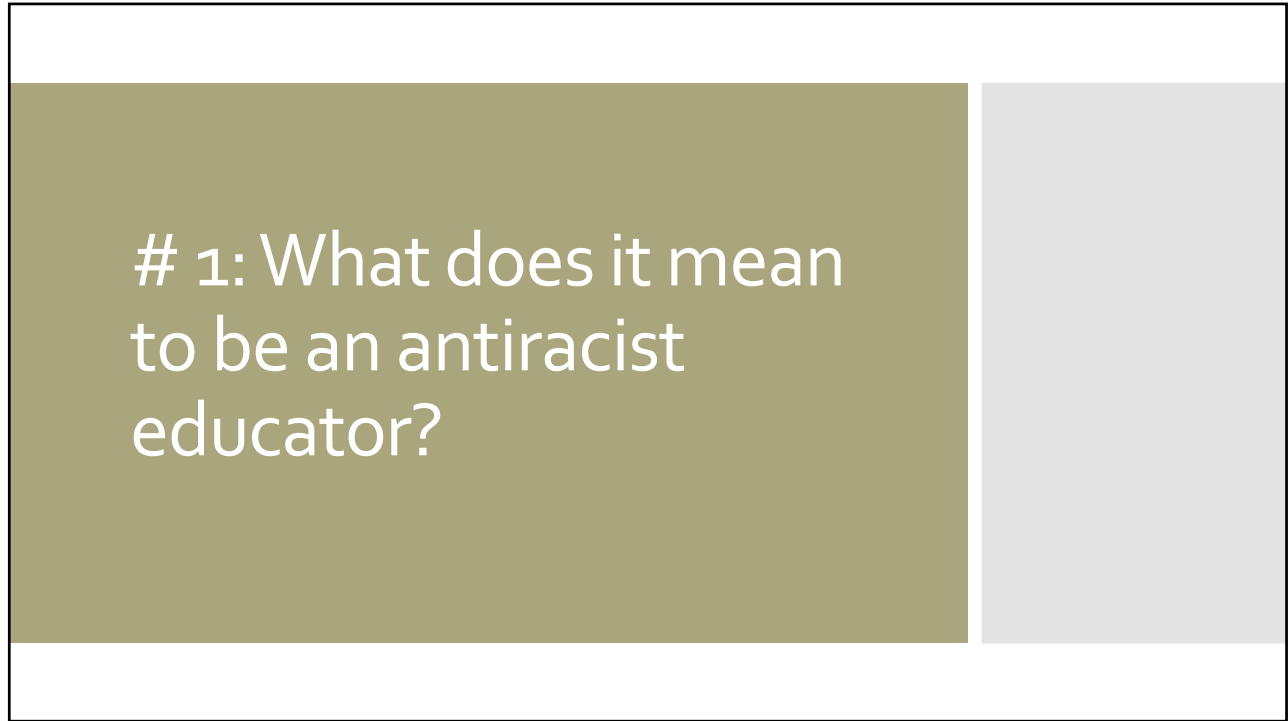
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Outline for Today

1. What does it mean to be an antiracist educator?
2. Teaching about race and racism-resistance and belonging


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1: What does it mean to be an antiracist educator?

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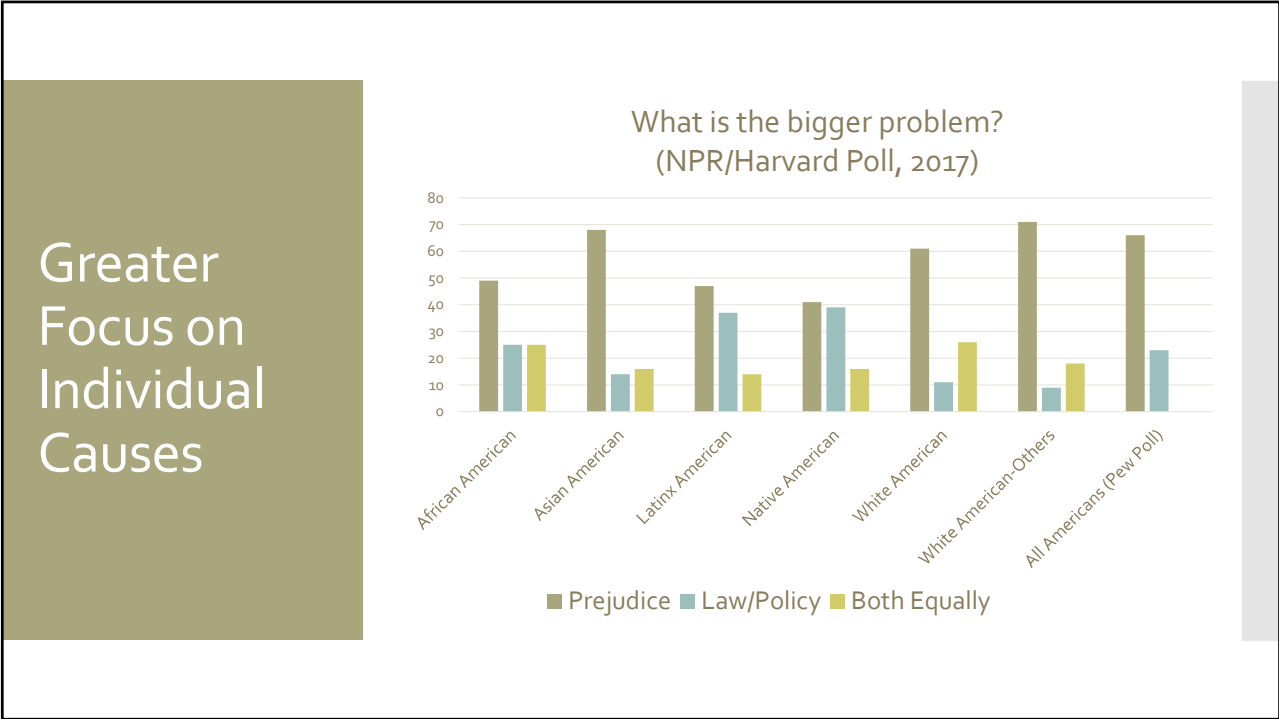
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Step 1-See the problem of racism clearly

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Has This Changed Since May 2020?

- 2020 poll: 58% agree racism is built into American systems
- But-no comparison to individual racism (Whites least agreeable)
- Softening of support for Black Lives Matter

As Nation Reckons With Race, Poll Finds White Americans Least Engaged

Support for Black Lives Matter has decreased since June but remains strong among Black Americans

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The Definition of Racism is Key

- This is the gap between experts and novices: defining racism as systemic and not just individual
- In learning, White students take longer, but everyone starts with an individually-based definition

Winkler, 2017

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Step 2-Translate the problem of racism to your teaching and work

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Campus Climate

- Understanding the climate students face and taking it seriously
 - Stereotyping
 - 1/2 of students of color reporting
 - Microaggressions
 - 1/4 to 1/3 of classroom or other learning spaces

Harwood, Choi, Orozco, Browne-Hunt, and Mendenhall, 2015; Suarez-Orozco et al., 2015

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Policy and Procedure Changes

- Change the ambient environment
- Use inclusive teaching practices
 - Structured opportunities to participate
 - Flexibility and accommodations

Kraus, Brown and Swoboda, 2019

[Sathy and Hogan, 2019](#)

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Content and Discipline

- Findings ways to diversify your content
 - Identifying the diversity in the scientists, artists or experts from your field
- How and where does race and racism show up in your field?
 - *Rochelle Gutierrez in Math (U of I)*

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Chat Break:
Please add questions to
the chat



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2: Teaching about race and racism: resistance and belonging

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What does Resistance Look Like?

The behavior of students who fail to engage with the content, whether actively or passively

- Active: hostility, questions/comments, nonverbal
- Passive: not reading, nonattendance and/or not participating, nonverbal

Case and Cole, 2013

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Different Ways of Resisting

- White students-more active anger, tears or pushback
 - Defend belief or discredit new information
 - *White fragility*-inability to tolerate slight racial stress

Case and Cole, 2013; DiAngelo, 2019; Tavis and Aronson, 2015

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Different Ways of Resisting

- Students of color-more unexpressed anger, passive withdrawal
 - Being the “diversity” experience
 - Hearing oppressive comments
 - Inability to control own fate

Case and Cole, 2013; Tatum, 1992

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Teaching Strategy-

How do we help to minimize and bypass resistance?

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Connection to Us, Each Other

- Create moments of rapport
 - Eye contact, points of similarity, learning their names
- Create a sense of belonging
 - More talking!

Wilson and Ryan, 2013, Sandstrom and Rawn, 2015; Walton and Cohen, 2011

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Normalizing Feelings and Responses

- Using discussion to hear those struggles and experiences
 - Ask to post ahead
 - Review and facilitate in class or online

Chick, Karis and Kernahan, 2009

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Blame and Guilt

- Blame and shame: often increase backlash
- Confession of privilege, feelings of guilt: could be part of learning, but should not be the *point* of learning

Lenzmire et al., 2013; Moss-Rascusin et al., 2014

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Questions?

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Link to slides and a resource list for further
reading/listening:

<https://drive.google.com/drive/folders/1sqYWzY4oNoBBA3aaMcDjzDLYhfwhlKpO?usp=sharing>

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Epilogue: How can
teaching about race
affect instructors?

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Chenjerai
Kumanyika,
NPR, 2015

- *Today, it means that when I discuss these shootings with my white students and my heart is bursting at the seams with outrage and grief, I must keep my voice and gestures gentle and calm and validate my students' most hurtful comments so they don't feel personally indicted.*

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Difficulties
of This
Teaching

- Can lower teaching evaluations
- Especially difficult for instructors of color and for women
- Especially difficult for adjuncts/graduate instructors

Boatright-Horowitz and Soeung, 2009; Crittle and Maddox, 2017; Sue, Rivera, Watkins, Kim, Kim, and Williams, 2011

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The Role of our Colleagues and Campuses

- Developing a community for instructors and validating experience
- Solicit support and provide information to chairs/deans/provosts/colleagues

Ahluwalia, Ayala, Locke, & Nadrich, 2019 ;
Pasque, Chesler, Charbeneau, & Carlson, 2013;

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Final Questions?

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