



image: [Black Legacy Mural](#) at UC San Diego by Erik Jepsen

Unpacking Anti-Blackness and Dismantling Systemic Racism in Educational Practices

Winter 2023 Learning Community Syllabus

“The heart of an anti-racist pedagogy is the intent to actively acknowledge and oppose racism by advocating for changes in political, economic, and social life.” (Blakeney, 2005)

"We need support in the cultivation of the ability to sit compassionately with and talk about our own particular experiences with race, race-related injury, and alienation. We need help developing the capacity to be able to listen to the very different stories of others with compassion; to have conversations across lines of real and perceived difference that help and heal, rather than hamper and hurt; and to exercise the will to come back for more, with increasing capacity for empathy and a deepening desire for others to heal and thrive in the world." (Magee, 2019)

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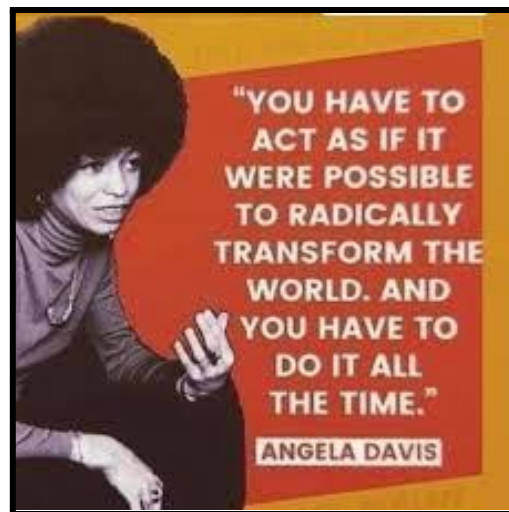
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Learning Community Foundations

Welcome to the learning community

We warmly welcome you to our learning community. We are so inspired by you and the projects you have proposed, and we are excited at the possibilities for change we will bring together to UC San Diego. We look forward to seeing our community take shape through our learning, contributions, and interactions over the next two quarters and beyond.

Times remain difficult, and we are coming together to face them together. Public images of police brutality have brought global attention to the way that race, racism, and violence, which have long existed in the foundational structures of America, continue to harm, traumatize, and take the lives of Black, Indigenous, Latinx, Asian, and other minoritized people. The COVID-19 pandemic has resurfaced and heightened the effects of structural and institutional racism on students, faculty, and staff on our campus. These times require commitment to creating systemic change. It is our hope that this learning community will connect us together, to support one another, and energize us to act urgently. If you are joining this community as a White ally, we ask that you especially consider how you can support members of our community whose lived experiences with racism mean that they are often asked to be educators of others, and, expected, disproportionately, to do anti-racist labor on our campus, in addition to experiencing the effects of racism themselves.

We are grateful to our first and second cohorts of the Anti-Racist Pedagogy Learning Community, from whom we learned so much. We deeply appreciate their engagement, feedback, and ongoing contributions to the first iterations of the program.

What is a learning community?

A learning community is an “intentionally developed community that exists to promote and maximize the **individual and shared learning** of its members. There is **ongoing interaction, interplay, and collaboration** among the community’s members as they strive for specified **common learning goals**.”

(Lenning et al., 2013)

What are the goals of this learning community?

Decades ago, activist and scholar Angela Davis said, “In a racist society, it is not enough to be non-racist, we must be anti-racist.” In higher education, enacting anti-racism requires that we not only unpack the historical roots that ground racism in our systems and practices, but also that we actively unlearn and move against those systems. It is essential that educators critically examine their own teaching practices in the context of anti-racism and adopt anti-racist teaching practices to support the well-being and learning of Black, Latinx, Indigenous, Asian, and other minoritized students on our campuses. This learning community for UC San Diego educators will be informed by established literature on anti-racist pedagogy led by the work of scholars of color. We will engage in readings, reflection exercises, and discussions designed to deepen our understanding and take action concerning the following topics:

- **Unpacking the historical roots of educational inequity.** *What is the historical context of anti-Black racism locally and in U.S. education? How does systemic racism contribute to educational outcomes we see today, particularly at UC San Diego?*
- **Understanding our personal relationships to anti-Black racism and white supremacy.** *How has our socialization in a racist society contributed (in conscious and unconscious ways) to our identities as people and our choices as educators?*
- **Enacting anti-racist pedagogy in our classes and roles as educators.** *How can we create classroom experiences that challenge racist ideologies and begin to dismantle existing structures of oppression? What actions will we take to support the well-being of Black, Latinx, Indigenous, Asian, and other minoritized students at UCSD?*

Session Logistics

Our orientation meeting will take place on Friday, January 13th from 10 a.m.-2 p.m. This event will be remote. Our regular meetings in Winter and Spring quarter will take place on Friday mornings from 10:00 a.m.-12 p.m. All meetings will take place remotely over Zoom. Please click here to access our Zoom link (valid for all sessions, including Orientation):

Zoom Link to Access All Sessions: <https://ucsd.zoom.us/j/91006713330>

If you have an accommodation request or if you have any other questions about accessing meetings, please email Joey Relaford-Doyle at jrelaford@ucsd.edu and we will be glad to assist.

Accessing Learning Community Materials

All materials linked below are available either freely online or licensed through our library's subscriptions. You might need to be signed into [UCSD's VPN service](#) to download some materials while off campus. If you encounter any issues with accessing materials, please email Joey (jrelaford@ucsd.edu).

What if you need to miss a session?

Attending orientation and each session is critical to our ongoing learning and community building, and we ask that fellows make every effort to attend all sessions. However, should unforeseen circumstances arise that will make it impossible for you to attend a session, please notify your small group facilitator as early as possible, cc-ing Joey (jrelaford@ucsd.edu; see [Facilitator Contact List](#) below to find your small group facilitator's email address).

Sessions Overview

Date	Session Details
1/27	<p data-bbox="337 1226 1437 1329">Orientation: Learning Community Goals, Foundational Concepts, and Consciousness Raising</p> <p data-bbox="743 1388 1031 1423">Session Outcomes</p> <ul data-bbox="380 1461 1430 1843" style="list-style-type: none"> • Get to know one another and meet our small groups to explore skills and backgrounds we bring to the learning community and how we intend to build community. • Define and engage with key terms <i>anti-Blackness</i>, <i>white supremacy</i>, <i>race</i>, <i>racism</i>, <i>anti-racism</i>, <i>hidden curriculum</i> in the context of education and anti-racist pedagogy. • Embrace the process of what it means to engage in anti-racist teaching and learning. • Collaboratively establish community guidelines.

Preparing for the Session



Read: Adams, M. & Love, B. (2010) "A social justice education faculty development framework for a post-Grütter era" in Skubikowski, K., Wright, C., Graf, R., & Alvarez, J. *Social Justice Education: Inviting Faculty to Transform Their Institutions*.



Read: Rendón, L. (2010), "Recasting Agreements that Govern Teaching and Learning: An Intellectual and Spiritual Framework for Transformation"



Read: Dumas, M. J., & ross, kihana miraya. (2016). "Be Real Black for Me:" Imagining BlackCrit in Education. *Urban Education*, 51(4), 415–442.

Watch: Addressing Anti-Blackness on Campus: Implications for Educators and Institutions

Webinar with Dr. Regina Stanback Stroud, Mr. Lasana Hotep, Dr. J. Luke Wood, & Dr. Frank Harris

The entire webinar (~2 hours) is relevant and valuable; if pressed for time, focus on 26:50-48:00

Optional: When you think about what inspires you to do the work of anti-racism, do any specific belongings, songs, art, poetry, etc. come to mind? There will be a chance to share this with the group, if you wish.

2/10

Session One: Knowing Ourselves: Positionality and its Impact on Our Students

Session Outcomes

- Reflect on our intersecting identities and positionality in systems of power and privilege, and marginalization and disadvantage in various contexts, with a focus on anti-Blackness/enhancing Black student experience
- Assess our approach and engagement with conversations about race and racism.
- Reflect on how our intersecting identities shape our choices and assumptions about teaching and learning.

Preparing for the Session



Read: Harrington, C. (2022) "Reflect on Your Positionality to Ensure Student Success" (2022)



Read: Yosso, T. (2005) "Whose Culture Has Capital?"



Read: Crenshaw, K. (1990) "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color"

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Session Two: Examining Our Positionality In Institutional Power Structures

Session Outcomes

- Appraise our position in the institution of UC San Diego.

- Reflect on our positionality to reimagine teaching practices, opportunities for institutional change, and build alliances with students, staff, and faculty of color
- Reflect on how our identities and positionality shape ARPLC proposed projects, centering anti-Blackness and enhancing Black student experiences.

Preparing for the Session



Review: Adams, M. & Love, B. (2010) "[A social justice education faculty development framework for a post-Grütter era](#)"



Read: Thomas, J. (2017) "[Diversity Regimes and Racial Inequality: A Case Study of Diversity University](#)"

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Session Three: Challenging Majoritarian Narratives and White Supremacy in Educational Structures

Session Outcomes

- Examine the impact of majoritarian narratives on educational outcomes.
- Describe how Critical Race Theory and counter-storytelling reorient white supremacist narratives in education.
- Demonstrate an understanding of the historical backlash to racial justice movements, and interrogate the resistance to racial reform in higher education policies and practices.
- Explore what structural reform can look like in our academic sphere of influence (your classroom, your department, your school, your discipline, etc.).

Preparing for the Session



Read: Love, B.J. (2004) "Brown Plus 50 Counter-Storytelling: A Critical Race Theory Analysis of the Majoritarian Achievement Gap"



Read: Ladson-Billings, G. (2006) "From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools"



Read: Ladson-Billings, G. & Tate, W. (2017) "Toward a Critical Race Theory of Education"

References and Resources

Campus Support for Educators

We hope that our learning community acts as a space for connection, community, and mutual support, all of which are critically important to building and sustaining anti-racist work. We also wanted to highlight campus resources that are available to all educators for psychological support and well-being. Normalizing and/or modeling the importance of seeking support for ourselves as educators can also be an important way to support our students, encouraging them to feel comfortable seeking help as well.

- The [Faculty and Staff Assistance Program](#) is available for one-on-one counseling for faculty and staff, and Counseling and Psychological Services (CAPS) are available to [consult with graduate students](#), and educators [who have questions regarding student mental health](#), and assist with connections to resources.
- CAPS also runs a number of [workshops, groups, and community forums](#) for connecting with those of similar interests or identities.

- Teaching + Learning Commons Engaged Teaching Hub staff are also always available for confidential individual [consultations](#), if you would like to discuss further how best to support your students in your class, and yourself in your teaching role.

Facilitator Contact List

Please [click here to view photos and bios](#) for our team on the Engaged Teaching Hub website.

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Print References List

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Akamine Phillips, Jennifer; Risdon, Nate; Lamsma, Matthew; Hambrick, Angelica; and Jun, Alexander (2019) "Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy," *Race and Pedagogy Journal: Teaching and Learning for Justice*: Vol. 3: No. 2, Article 1. <https://soundideas.pugetsound.edu/rpj/vol3/iss2/1>

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