Anti-Racist Pedagogy Learning Community

Unpacking Anti-Blackness and Dismantling Systemic Racism in Educational Practices

Examining Our Positionality In Institutional Power Structures

Faculty and Graduate Student Learning Community
Teaching + Learning Commons Engaged Teaching Hub
February 24, 2023

"YOU HAVE TO ACT AS IF IT WERE POSSIBLE TO RADICALLY TRANSFORM THE WORLD. AND YOU HAVE TO DO IT ALL THE TIME."

ANGELA DAVIS

Welcome Back/Check-In 🌱

Part 1. Reflect on how you thought about anti-racist pedagogy at the beginning of the learning community. Have your thoughts on anti-racist pedagogy shifted since the beginning of learning community? If so, how?

Part 2. If you are comfortable, please use the chat to share one way your thoughts on anti-racist pedagogy have shifted since the beginning of the learning community.

Meta-cognition: Anti-Racist Pedagogy

- Encourage metacognition by having **opportunities to reflect on learning and recognize growth**

  - Anti-racism is a practice.

  - Note how your thinking has shifted/moved.

  - Appreciate your growth as an Anti-racist educator.

  - Pushing back against perfectionism (Anti-racist practice) (Rendun, 2005).

Acknowledgement & Appreciations

- Appreciation for our fellows.

- Challenging readings.

- Care & compassion for each other.
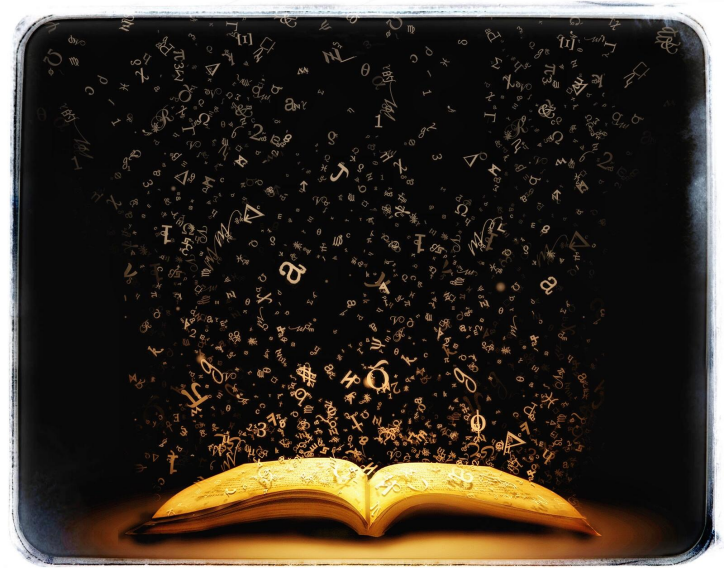
Mindful Meditation With Noriko Morita Harth

- Certified Mindfulness-Based Stress Reduction

  Instructor

- Certified Mindful Self-Compassion Instructor

- Managing Director of UC San Diego Center for

  Mindfulness

Session Learning Outcomes

By the end of this session, we should be able to…

- 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.

Time Together

10:00 - 10:10 a.m.

Welcome back/Check-in

10:10 - 10:20 a.m.

Meditation with Noriko Morita Harth

10:20 - 10:30 a.m.

Review of Positionality and Intersectionality

10:30 - 10:50 a.m.

Institutional Positionality

10:50 - 11:50 a.m.

Core Groups

11:50 a.m. - Noon

Quick wrap up, Exit ticket

Guiding Principles ☙

We will strive to:

- Engage with humility

- Engage through dialogue

- Lean into discomfort

- Listen deeply to learn

- Be fully present

- Consider air time, elevate marginalized voices

- Take the learning, leave the stories, maintain confidentiality

Examples of core group guiding principles

- *Recognize impact, be open to learning, and invite each other into that learning

- Be flexible

- Let go of authority

- Decolonize the space

- Trust

- Challenge the idea, not the individual

Revisiting Positionality and Intersectionality

Students discuss an article Marie selected for class, Homelessness in America:

Marie - Instructor: "Please share what came up in small groups."

Ryan - Student: "The women's shelter was correct in using the overhead funds to purchase more beds to make room for more women and children."

Emily - Student: "But the women's shelter needs a translator to help Somali-speaking families. Otherwise, they don't get help."

Olivia - Student: "Our group wondered why we're reading an article by white male authors. It was hard for us to connect to the reading for this reason."

Ryan - Student: "More beds *does* get more women and children the help. A translator *doesn't* get more families in the shelter."

Developing a Liberatory Consciousness: Seeing the Institution

"To be effective as a liberation worker - that is, one who is committed to changing systems and institutions characetrized by oppression to create greater equity and social justice - a crucial step is the development of a liberatory consciousness. A liberatory consciousness **enables humans to live their lives in oppressive systems with awareness and intentionality**, rather than on the basis of the socialization to which they have been subjected."

- Dr. Barbara Love, "Developing a Liberatory Consciousness"

Developing a Liberatory Consciousness

Barbara Love

Awareness

Practicing awareness and noticing what is happening.

Analyzing

Analyzing what is happening from a stance of awareness along with the possibilities of action.

Acting

Based on your analysis, decide what needs to be done and make sure it gets done.

Accountability/Allyship

Accept self accountability and the consequences of an action taken/not taken.

Structural Whiteness: Our Inheritances

We know that institutions of higher education were built on racist assumptions to facilitate the reproduction of white supremacy

- Eugenics

- IQ, SAT

- Collective agreement to privilege mental knowing, monoculturalism

- Even statistics

The allocation of resources - money, support, cultural capital - helps to reproduce racism institutionally even without individual racist intentions.


trish
@ULTRAGLOSS

colleges be like "we are against institutionalized racism" baby u are the institutionalized racism

23:25 · 6/3/20 · Twitter for iPhone

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

Seeing the Structure, Changing the Structure

For an institution to become less racist, its very *infrastructure* must change. We must learn to *see* resource allocation as a way to make anti-racist change.

To do this, we must understand our own place within the various systems of the university and begin to appraise the power and resources we have access to.
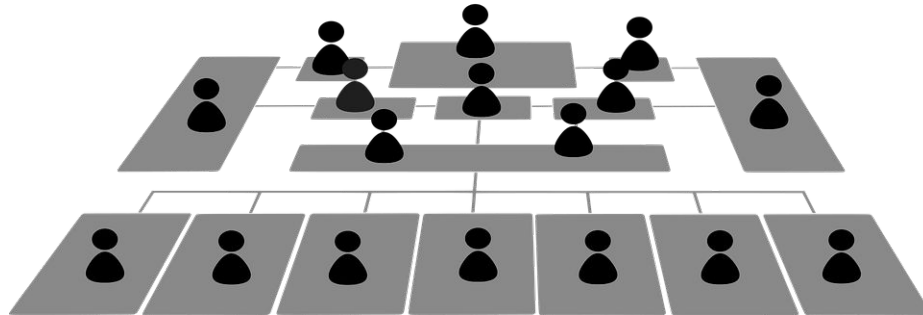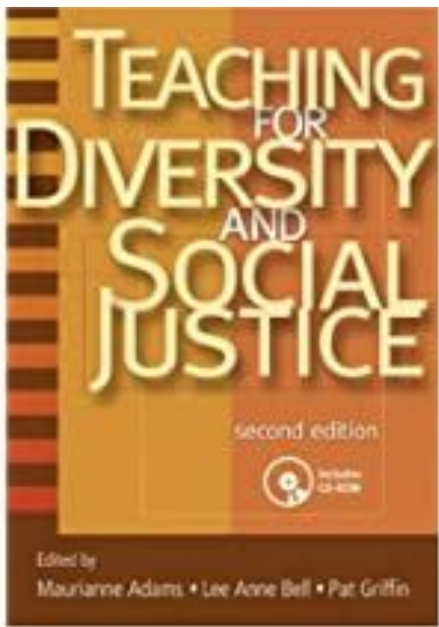
Adams & Love, p. 15

"Our social justice education framework includes attention to both the micro levels, of classroom and interpersonal interactions, and the macro level, of institutional and systemic change. One level requires the knowledge and skills useful to faculty interested in teaching more inclusively. **The other requires recognition of the complex nature of institutional structures, and the knowledge and skills as well as the support and alliances necessary to enact effective, sustainable institutional change.** We encourage faculty to identify obstacles and opportunities within their campus and to identify and build support for this process as an ongoing endeavor."

Seeing through Performative Changes
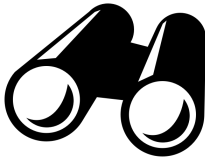
Diversity Regime: a set of meanings and practices that institutionalizes a benign commitment to diversity, and in doing so obscures, entrenches, and even intensifies existing racial inequality by failing to make fundamental changes in how power, resources, and opportunities are distributed.

- **Condensation:** Without a clear, shared goal, multiple actors can claim to do "diversity" work without redistributing power, resources, and decision making among historically marginalized groups.

- **Decentralization:** Absence of institutional oversight leads to scattered actors working and feeling alone. Frequently leads to frustration, burnout, and no sense of community.

- **Staging difference:** Strategic deployment of People of Color to generate an image of change, rather than material change. Disproportionately taxes People of Color.

Develop an Anti-Blackness Framework

Multiple Domains
- Communication
- Climate/Culture
- Curriculum
- Disposition
- Privilege and Preference Systems
  - Evaluation
  - Hiring
  - Sonority
  - Tenure
- Policies– Practices - Procedures
- Position
- Professional Development
- Resource Allocation
- Structure

incorporated into your every day, day-to-day

#BlackMindsMatter   @PCCD_Chancellor   @Casanaotep   DrLukeWood   Jharris3   #BlackMindsMatter

Implications for Anti-Racist Pedagogy & Practicing Anti-Racism

Diversity Regime: fails to make fundamental changes in how power, resources, and opportunities are distributed. We need to be aware so we can focus on those changes rather than changes in appearance without resource (re)allocation

How?

- Sharing power.
- Explicit, shared definition of anti-racist pedagogy and centralized documentation and evaluation of anti-racist goals.
- Distributing anti-racist work (easier to do with explicit goal).
- Change "excellence" standards, value and reward anti-racist work (Yosso).
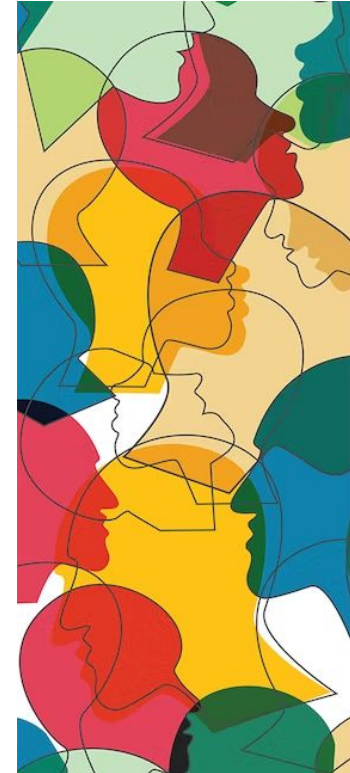
Core Group Work Time
One Hour

- Group Check In

- Application

- Project Discussion

- Synthesis

Next Steps 🌱

Session 3: Challenging Majoritarian Narratives and White Supremacy in Educational Structures

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"

Email Joey at jrelaford@ucsd.edu for questions, concerns, or suggestions for the learning community.

Exit Ticket 🌱

This work is a process, it is fine (maybe even good) to leave the session with more questions than answers.

Please go to

https://forms.gle/ph6tbeUe9iYZobFVA

to reflect and share your feedback on this session.

Thank you!

Breakout Room Prompts

1. What is your working definition of anti-racist pedagogy or teaching practice? (doesn't have to be perfect!)
2. A brief description of your project and how it aligns with that definition?
3. Based on your institutional positionality:
   a. What resources do you currently have to do your project?
   b. What information and/or resources do you need to acquire?
   c. How does your position within the institution influence your ability to do your project and anti-racist work?
4. what is one step you can take to work towards your project right now?
5. additional questions for individual reflection:
   a. How might you orient your project towards creating lasting change from your position? What would it take for you to change your program/department's structure in some way?
   b. Who is this project going to fatigue? How? And how might you address that?
   c. How are you planning to use your funding? Who will it benefit?

Diversity Regimes

Diversity Regimes

Condensation:

Different sets of interpretative practices.

Decentralization:

Absence of institutional oversight.

Staging difference:

Strategic deployment of POC,impression of
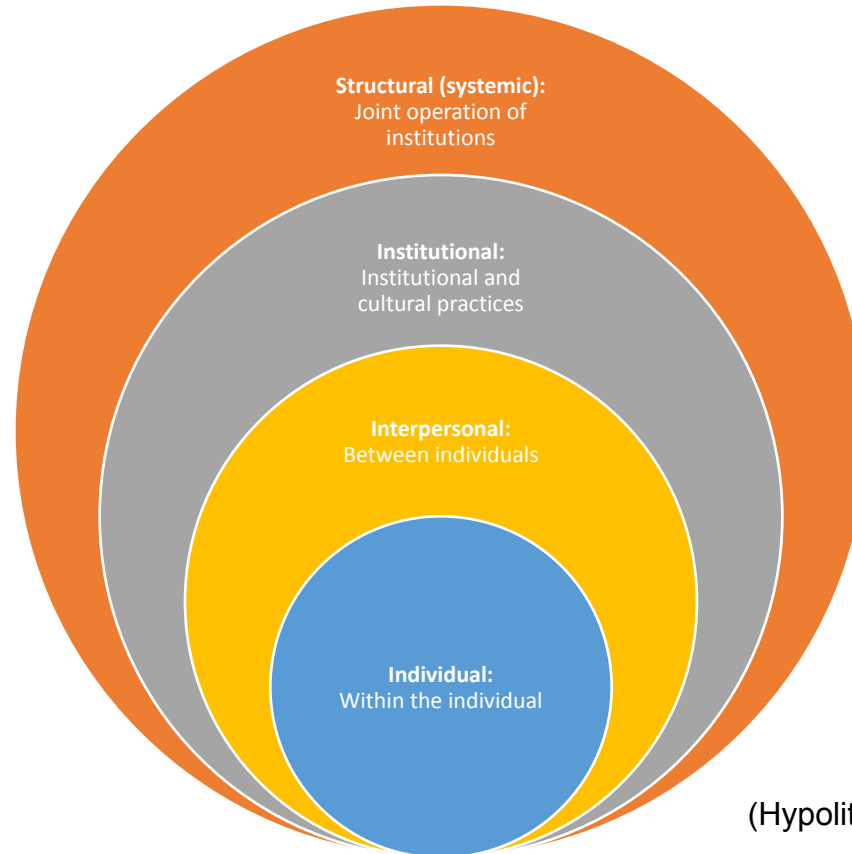
transformative change.

Diversity Regimes

Diversity Regime: a set of meanings and practices that institutionalizes a benign commitment to diversity, and in doing so obscures, entrenches, and even intensifies existing racial inequality by failing to make fundamental changes in how power, resources, and opportunities are distributed.

- Like in the United Kingdom, new efforts to signal compliance, including writing diversity statements and creating chief diversity officer positions, help American universities show that they are "doing diversity" without actually having to alter their existing infrastructure.
- Declining state support, rising tuition costs, new emphases on corporate "best practices," and new metrics for evaluating students' "return on investment" reveal the impact of these larger forces in shaping the American university landscape. Such transformations reverberate throughout the organizational structure of colleges and universities, including how they do diversity. It is worth considering, then, how diversity's articulation process may enable a diversity regime less focused on upending existing racial inequalities, and more focused (and invested) in signaling its commitment to racial progress.

Levels of Systemic Racism

Structural (systemic): Joint operation of institutions

Institutional: Institutional and cultural practices

Interpersonal: Between individuals

Individual: Within the individual

(Hypolite, 2019)

Positionality and Intersectionality

Contemplate the power of your position at every turn. I asked my colleagues across the system, positions of some power, direction of institution, mobilization of resources. What strategies do you use?

- Gregory anderson riverside - understand explicit and decisively demonstrate in words and actions that bigotry is unacceptable in every enterprise

- Didn't believe he could change individuals' minds but could change their behaviors

Summary Slide

- A desire or plan for anti-racist work does not necessarily lead to a reallocation of resources to make that work possible
- We need to see that link - whether it is present or absent, etc.
- Our goal: work on the reallocation of resources to make anti-racist work possible, lasting, integrated with the institution

Diversity Regimes: Condensation

Condensation illustrates how diversity's definitional work disassociates it from race-consciousness, which I define as a shared meaning of diversity that centers the need to redistribute power, resources, and decision making among historically underrepresented groups.

- Condensation ensures departments and divisions have different sets of interpretative practices for achieving diversity.
- Because condensation leads to a variety of meanings attached to diversity, departments and divisions find their own ways of doing diversity.

Diversity Regimes: Decentralization

Decentralization highlights the absence of institutional oversight over diversity activities, a lack of coordination across divisions and departments, and the resulting frustrations among those involved.

- When it comes to diversity at DU, there is little coordination between departments and divisions. While many believe diversity work is happening, most are unaware of each other's efforts
- Decentralization does not provide diversity workers with many shared resources for meaning-making. As a result, diversity workers are left to their own to construct a working definition of diversity that they can live with. For many, this leads to frustration that their efforts go unappreciated, and no matter what they do, things remain unchanged.
- Fatigue and frustration is commonplace, especially so among people of color. Many conveyed both a pressure to help DU realize its diversity initiative and frustration that this pressure was not equitably distributed.

Diversity Regimes: Staging Difference

Staging difference centers on DU's strategic deployment of people of color, which gives the impression of transformative change. Diversity workers are cognizant and critical of this staging, expressing a sense of feeling like props and recognizing they gain little, if any, additional power and control over decision making or resource management.

- For many, doing diversity work is actually taxing. Meaning, the value they see it producing for DU is inversely proportional to the value it brings for them. For many, diversity work is fatiguing

Why anti-racism? What does white supremacy mean?

- Race and racism is rooted in intersectional white supremacy, which means that race and race/racism is also intersectional

- White supremacy refers to intersectional white supremacist ideology. This Ideology is defined as a system of rules, policies, norms, and ideals that privilege whiteness and its many intersections of domination which include (but are not limited to) race, gender, class, ethnicity, sexuality, religion, disability etc.

- Within the context of the United States - Crenshaw (1991) and Omi and Winant (1997) found race and racism intersect and interact with various forms of oppression such as, but not limited to: sexism, classism, transphobia, antisemitism, ableism, homophobia, islamophobia, and anti-environmentalism to name a few

- White supremacist ideology refers to rules, laws, policies, practices, and/or norms, which privileges whiteness and its dominant intersections; and western norms, which also include patriarchy, capitalism, heteronormativity, able-bodied norms, western christianity

- Anti-racism (through an intersectional lens) aims to disrupt racial inequity and all of its intersections within the classroom

Why anti-racist pedagogy? What does that have to do with learning?

- Race and inequity impact student learning and at the federal, state, institutional, and classroom levels

- Anti-racism in education explores ways in which race and inequity intersect with student learning and teacher pedagogy

- Anti-racist pedagogy is about creating a culture of anti-racism that resists and disrupts many manifestations that intersectional racism can manifest in the classroom and higher education at large

- Some examples of how race/racism impact the classroom include, but are not limited to: lack of diverse authorship or expertise in the syllabus, non-culturally responsive teaching (lack of connection about how content can support equity in the real world), biases in support for marginalized student groups, inequitable grading practices, eurocentric curriculum, assumptions about ability based on race/background, exclusionary discipline practices/school-to-prison nexus', non-asset based or primarily deficient scholarship about communities of color etc.

Why anti-Blackness?

- Not intended to **rank racial inequity**, **or create binary** that erases the diverse experiences of marginalized communities, or claim that every social inequity stems from anti-Blackness

- The **structure of racial inequity in U.S. society has roots in anti-Black racism** - According to Nakagawa (2021) anti-Blackness played a core part in the founding and early structuring of the United States and because of its unique historical position, it can inform how race/racism and white supremacy have developed and continue to manifest in the U.S and to introduce further conversations about the nuances of race/racism across communities

- **Anti-Blackness is meant as a foundational concept to understand race/racism in the U.S**. and anti-Black racism has been used to inform various forms of inequity that have impacted all communities. Some examples include segregated schooling, segregated school/neighborhoods, eurocentric curriculum, criminal codes (i.e., the war on drugs, which has impacted all communities) - have evolved around anti-Black racism

- As a result of the embeddedness of anti-Blackness within our social polity, **learning/resisting anti-Blackness has been used as a lever to benefit all communities.** A rising tide raises all boats, and **addressing anti-Blackness has helped to open conversations** for ways to support all racially marginalized communities
  - Include the creation of Black history month, which led to the creation of affinity months; the creation of the term and framework of racism, which can be used as defense tool for racially marginalized communities; the invention of Critical Race Theory and Intersectionality which analyzes the systemic subordination of all marginalized communities; the cultivation of critical multicultural education (i.e the ethnic studies movement which began from the Black history movement in the early 1900s) - all of which evolved from the resistance of anti-Blackness and it's many interlocking forms of subordination

Appraising your sphere of influence

What do you have influence over?

Institutional Positionality (& Intersectionality?)

Identity awareness includes analysis of one's multiple and interacting social identities (such as race and ethnicity or gender and sexuality) as well as one's identity statuses (i.e., dominant or subordinate) and the impact of those identities and identity statuses on various dimensions of one's classroom practice (e.g., subject matter, pedagogical process, interactions with students). Socialization awareness includes analysis of how we come to know ourselves as persons holding the particular identities we wear and **the socialization impact on us of institutional and cultural systems, structures, and practices**. (Adams & Love p. 11)
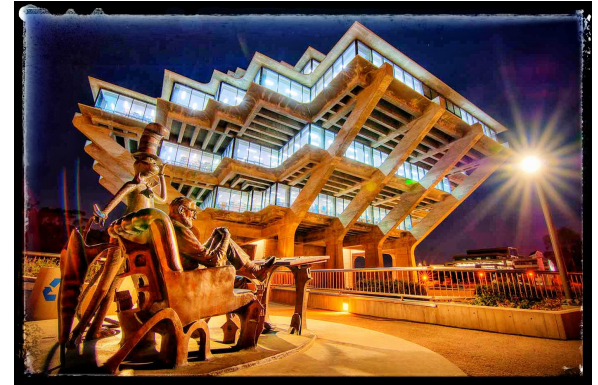
Structural Whiteness

Institutions of higher education are shaped by histories of white supremacy and racism

- A social justice education framework recognizes that the patterns of domination and subordination are manifest throughout and across social institutions. Among these institutions, education plays the dual role of reflecting these stratified relationships as well as reproducing them through access to curriculum as well as course content and pedagogy. But education also offers a unique opportunity for interrupting these unequal relationships, both by helping people understand social inequality and by modeling equitable relationships in the classroom (Adams & Love, p. 6).

Structural Whiteness: Our Inheritances

Yosso - whose capital is recognized?

Dr. Luke Wood - which journals matter for tenure track (min 35)

- External reviewer from HBCU not considered as legitimate

Hostility to DEI and CRT *and* necessity to perform diversity

Teaching for Social Justice

Adapted from Adams & Love (2009)

Know oneself
- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Examine impact on teaching/mentoring and interactions with students

Climate and Culture

Educators

Teaching/ Mentoring Practices

Course Content/ Curriculum

Students

Climate and Culture

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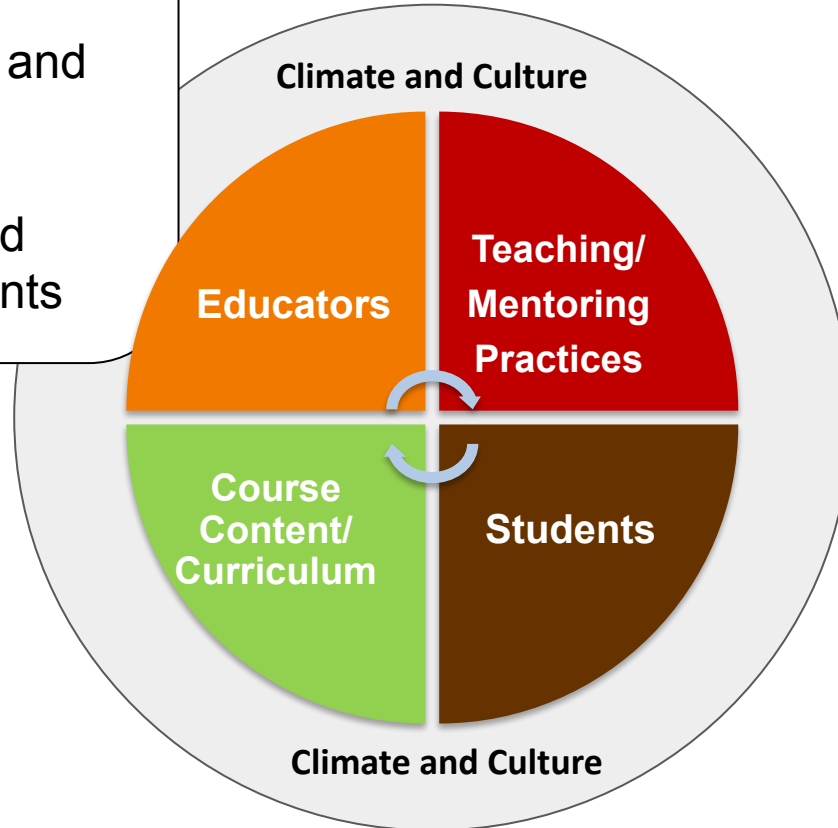
Shifting what counts as excellence rather than imposing white standards over anti-racist work

Project Reflection

How has today's session informed your ARPLC project?
For examples:
- Thoughts
- Feelings
- A moment
- A comment

Community Cultural Wealth

(Yosso, 2005)
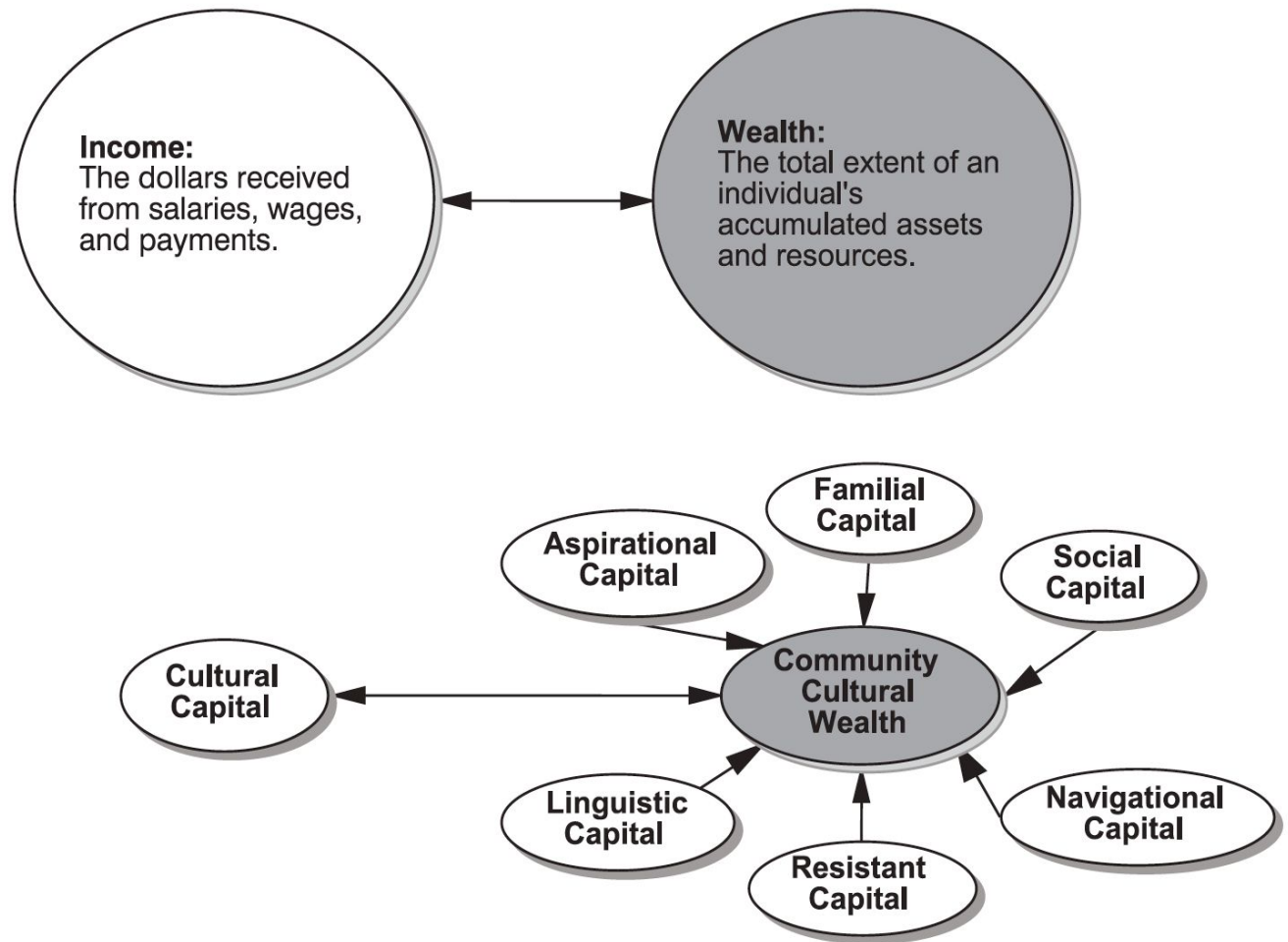
Figure 2.   A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Time Together 🌱

10:00 - 10:10 a.m.
Welcome back/Check-in

10:10 - 10:20 a.m.
Self-compassion presentation and meditation with Lisa Eyler, Ph.D.

10:20 - 10:30 a.m.
Guiding principles, levels of systemic racism, Teaching for Social Justice, and knowing oneself

10:30 - 11:15 a.m.
Core group

11:15 - 11:20 a.m.
Break

11:20 - 11:30 a.m.
Large group debrief (core grp. convos)

11:30 a.m. - 11:45 a.m.
Knowing your students

11:45 a.m. - Noon
Quick write up, Exit ticket

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Self-Compassion Presentation and Meditation

Lisa Eyler, Ph.D.

Professor of Psychiatry at UC San Diego School of Medicine and Director of the Neuroimaging Unit of the Desert-Pacific Mental Illness Research, Education, and Clinical Center at VA San Diego Healthcare System.

Research on cognitive, emotional, and brain aging and development across a range of populations, including community-dwelling older adults and people with schizophrenia, bipolar disorder, and autism.

Conducted several studies aimed at understanding empathy and compassion among older adults.

Involved in two Sanford Institute studies assessing empathy and compassion among medical students at UC San Diego.

Leads equity, diversity, inclusion, and anti-racism efforts in the Department of Psychiatry

Themes From Last Session's Exit Ticket 🌱

- Prioritizing connection and community building

- Valuing intentionality and transparency

- "Go slower to go deeper"

- Questions about engaging with the readings/preparation material

Positionality

Positionality: The reality that our various social and cultural identities and economic position shape our consciousness, commitments, and actions.

Reflexive positionality: "Understanding our position, particularly… the social position of our participants [and *students*], helps us to better understand the power relations imbued in our research [and *teaching*] and provides an opportunity to be reflexive about how to address this (Day, 2012 as cited by Jacobson & Mustafa, 2019)."

Reflecting on your positionality might lead to: *How does who I am shape my consciousness and lens on the world, my teaching, and research?*

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Positionality and Intersectionality

Positionality: The reality that our various social and cultural identities and economic position shape our consciousness, commitments, and actions.

How does who I am shape my consciousness and lens on the world? My teaching and research?

Intersectionality: The reality that intersecting systems of power marginalize individuals and groups in multiple, different ways.

How does the "multidimensionality" of marginalized individuals and groups expand our awareness and compel us to act differently?

Intersectionality

Difference between positionality and intersectionality

- Positionality refers to one's individual social positions and how the experiences that stem from those positions shape our understanding of the world - interpersonal

- Intersectionality refers to the larger interlocking systems of subordination that are interconnected with experiences of race (sexism, transphobia, classism, anti-environmentalism, etc) - both individual and the larger institutional

When we use the term race, we use it intersectionally

- The limitation with anti-racist work is that it may often only focus on race
- When understandings of race are intersectional we can acknowledge all systems of oppression that enter the classroom. This is one of the reasons why CRT is important, intersectionality emerges from CRT

Crenshaw (1991) posited there are three forms of intersectionality: structural, political, and representational

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Three forms of Intersectional Inequity

Structural - refers to institutional and systemic side of intersectionality in the broader social landscape. Entails the ways in which varying forms of structural inequity interlock and particularly marginalize women of color, particularly Black women.
- Example In the classroom - microaggression and tone policing surround course content that discusses equity for Black women. Involves aggressions toward race and gender

Political - refers policies, norms, rules, and/or political interests that are directed toward marginalized group identities.
- Example: policy banning courses on race, gender, sexuality, identity
- Example in the classroom: colorblind norms, non culturally responsive curriculum, race evasive pedagogy

Representational - Representational intersectionality delves into how portrayals of women of color can further obscure their own authentic lived experiences, this includes sexist and racist representations of women of color.
- Example In the classroom: Deficient research on low-income communities of color. Lack of representation of women of color scientist in the reading, in positions of leadership, in tenure track positions

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Reflexive Positionality

Jacobson and Mustafa (2019)

Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research

Danielle Jacobson[1] [ORCID] and Nida Mustafa[1]

"Understanding our position, particularly in comparison to the social position of our participants [and *students*], helps us to better understand the power relations imbued in our research [and *teaching*] and provides an opportunity to be reflexive about how to address this (Day, 2012)...No matter the research tradition, it is beneficial to reflect on positionality and how one's social identity impacts the research [and *teaching*]"

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Intersectionality

Intersectionality as a **prism**

"Because of their intersectional identity as both women and of color within discourses that are shaped to respond to one or the other, women of color are marginalized within both."
(Crenshaw, 1991)

Intersectionality is **Not**

What does an intersectional consciousness and commitment **require of me**? My teaching? My syllabus?

REVISED TENTH ANNIVERSARY EDITION

BLACK FEMINIST THOUGHT

Knowledge, Consciousness, and the Politics of Empowerment
SECOND EDITION

Patricia Hill Collins

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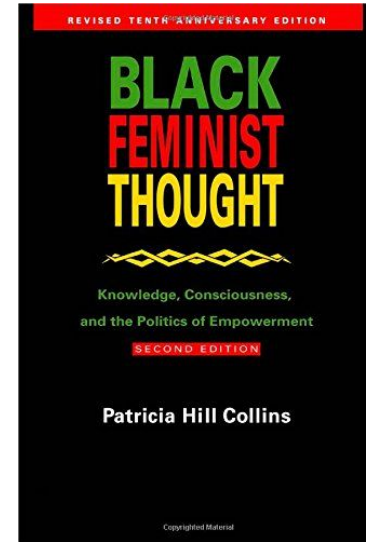
Let's Take a Poll 1 of 2 🌱

On scale of 1 (never) - 4 (always):

How salient to you is your racial identity in your role as an educator?

Salient = notable, important, relevant
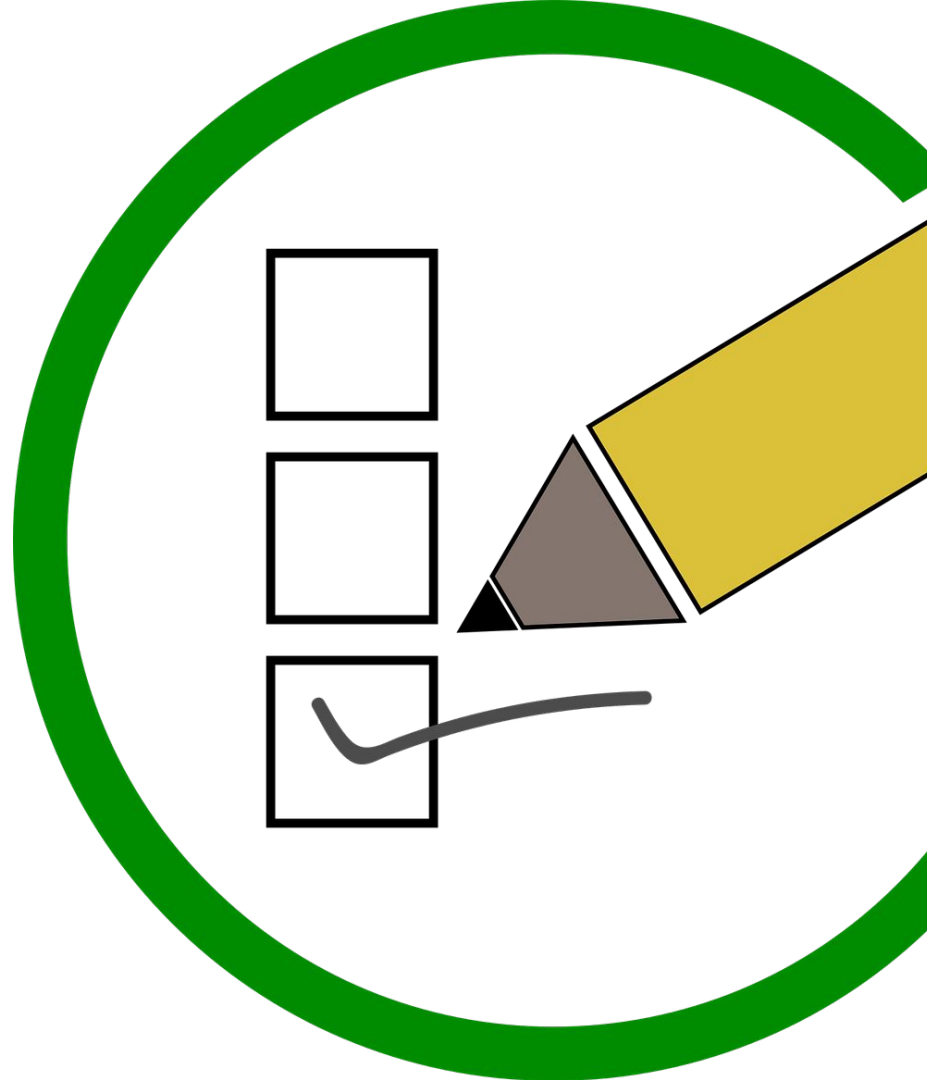
Let's Take a Poll 2 of 2 🌱

On scale of 1 (never) - 4 (always):

How often do you think about your race when building relationships with your students?
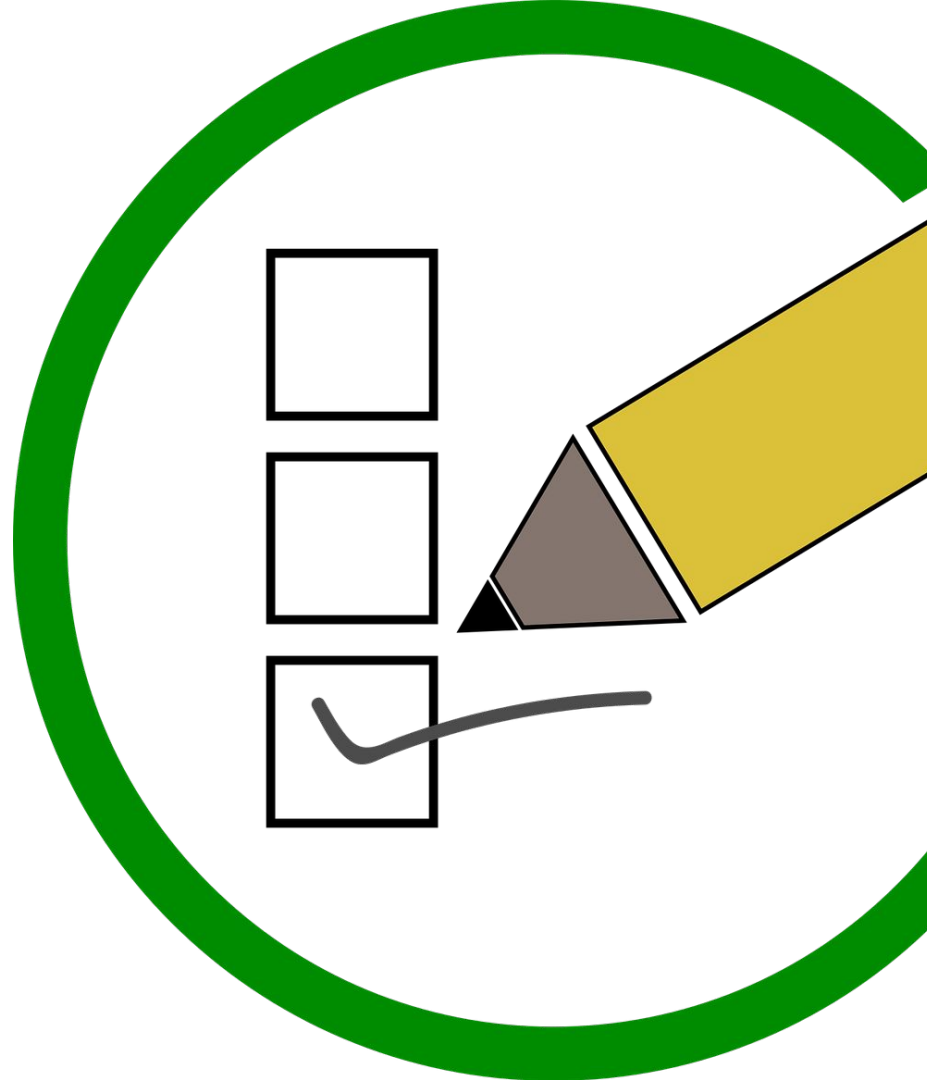
Core Group Activity: Reflection of Our Identities

In small groups, in breakout rooms:

- Using the pre-reflection you did through identity map, you'll participate in a discussion about your experience doing the reflection and how it helps to understand how you view the world.

- Be sure to explore the following question:
  - How does your race influence your teaching practices, overall—your course content, your interactions with students, and your beliefs/assumptions about students and learning?

5-minute Kit Kat Break

Welcome Back - Mentimeter 🌱

Debrief on core group
- What differences did you hear in your core group that brings us closer as anti-racist educators?
  - What do you **notice**?
  - What do you **wonder**?
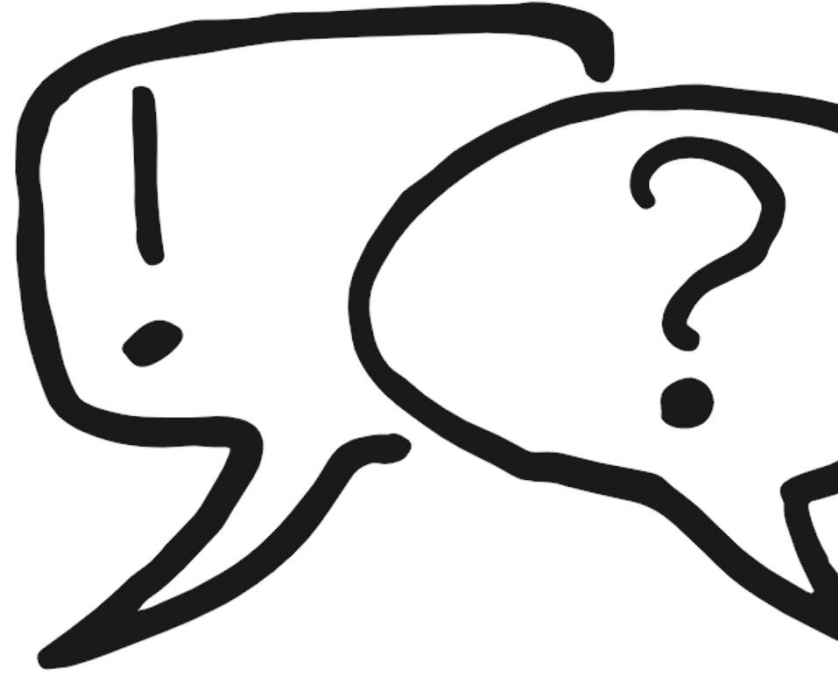
Activity: Notice/Wonder

Teaching for Social Justice
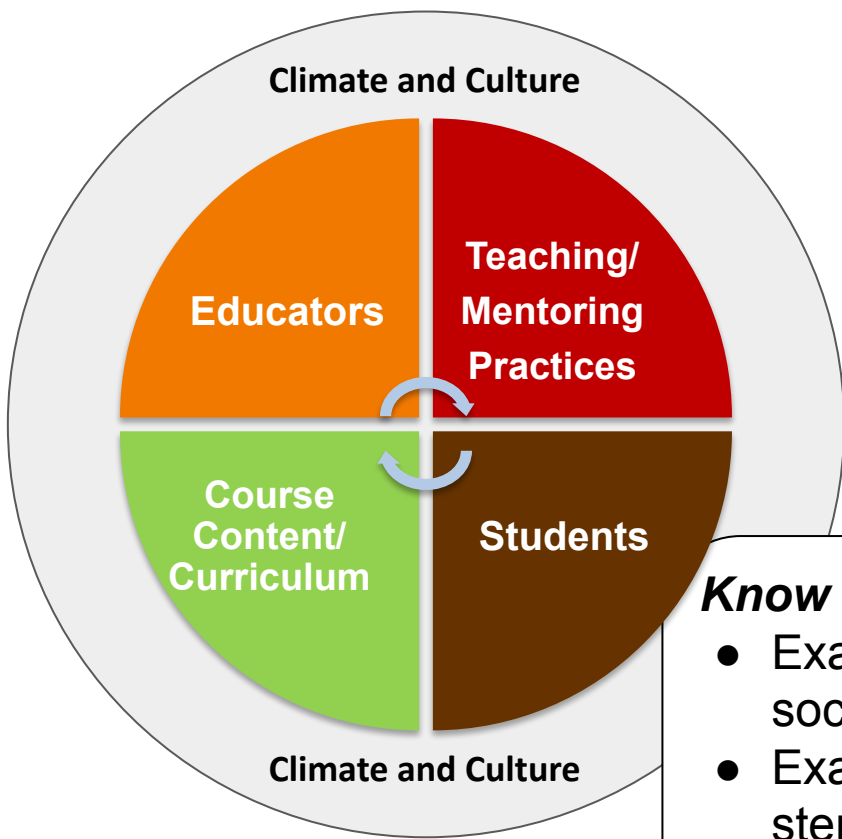
Adapted from Adams & Love (2009)

Climate and Culture

Educators

Teaching/ Mentoring Practices

Course Content/ Curriculum

Students

Climate and Culture

Know your students
- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Attend to student interactions
- Identify readiness and assets

Community Cultural Wealth
(Yosso, 2005)

Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Building Community and Connection with Students

Emerging evidence shows that the first day of class has lasting effects on students'…

Reported Motivation

Perception of clarity of instructor expectations

Perception that instructors care about students' academic success

Perception that instructors care about students as people
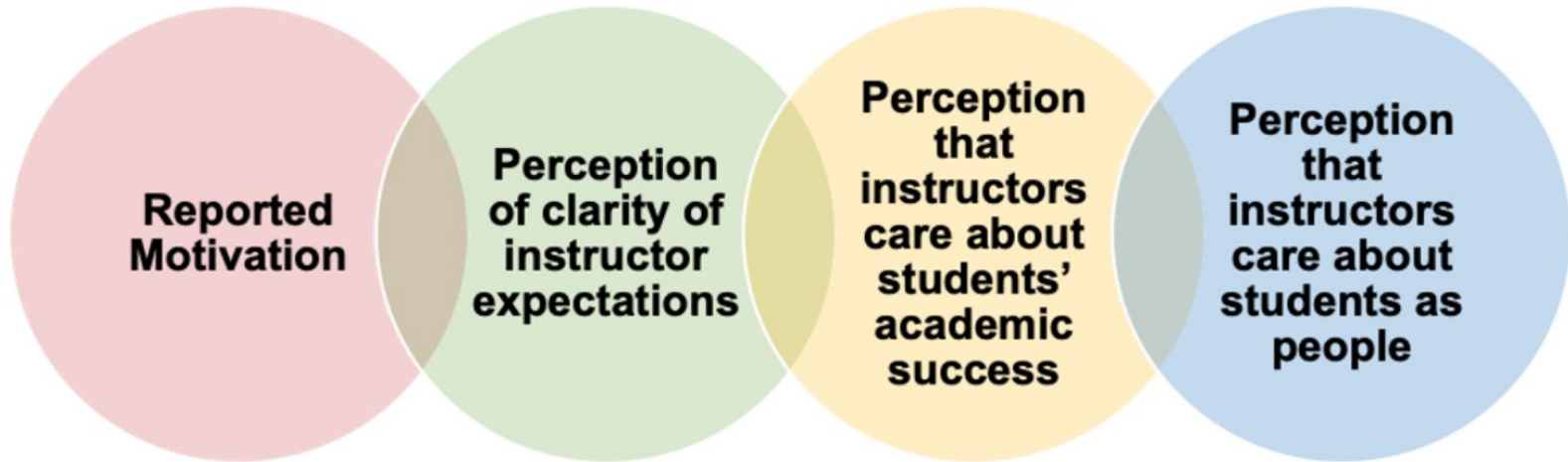
E. Kaldor, First Day Strategies to Motivate Students All Semester, 2018.

Enhance the Experience Campus Correspondence

Dr. Ebonee Williams and Dr. Glynda Davis, 10/7/21

"Black students are human and feel supported when asked the following questions that reflect care and concern:

- Have you eaten today?
- Did you sleep last night?
- Are you attending your classes? (Did you do your homework?)
- Can I contact someone on your behalf?

We want to note that the intent and content of our communication with our students and each other sets the tone for inclusion, sense-of-belonging, and accessibility of information, resources, and community."

Example: First Day Student Information Sheets

Killpack & Melón, 2020

Useful to collect important information about your students that you can incorporate into your course and for student interactions.

Can use Canvas quiz (ungraded), Google forms, etc.

I. Name & Identity

Full Name: _____

My preferred First Name: _____

   First name pronunciation (if desired): _____

   The pronoun(s) I go by (if any): _____

II. Individuation & Affirmation

My career goals are: _____

Place(s) I grew up: _____

Something that I am good at or that makes me feel proud of myself:

_____

III. Logistical Consideration

I live (*circle*): **On campus / Off Campus** (*How do you get to campus?*): _____

I work outside of school (*circle*): **No / Yes** (*How many hours per week?*): _____

I have reliable access to the Internet and Canvas (*circle*): **No / Yes**

Example: First Day Information Sheets

Killpack & Melón, 2020

A word that describes how I feel about this class at the moment:_____

Study strategies that I use to prepare for exams: _____

_____

I appreciate when my instructors _____

_____

I dislike when my instructors _____

_____

One current question I have about this class is: _____

_____

IV. Taking the Pulse

Please use this space to privately share anything you would like your professor to know (Perhaps something that could impact or help your learning, experience, and/or effort in class)

V. Connection Points

Consider:

What is something you struggled with last year?

What is one important thing you learned about yourself last year, or a new skill you developed?

Building Connections - Mentimeter 🌱

Share 1 or 2 ways you get to know your students in the classroom?
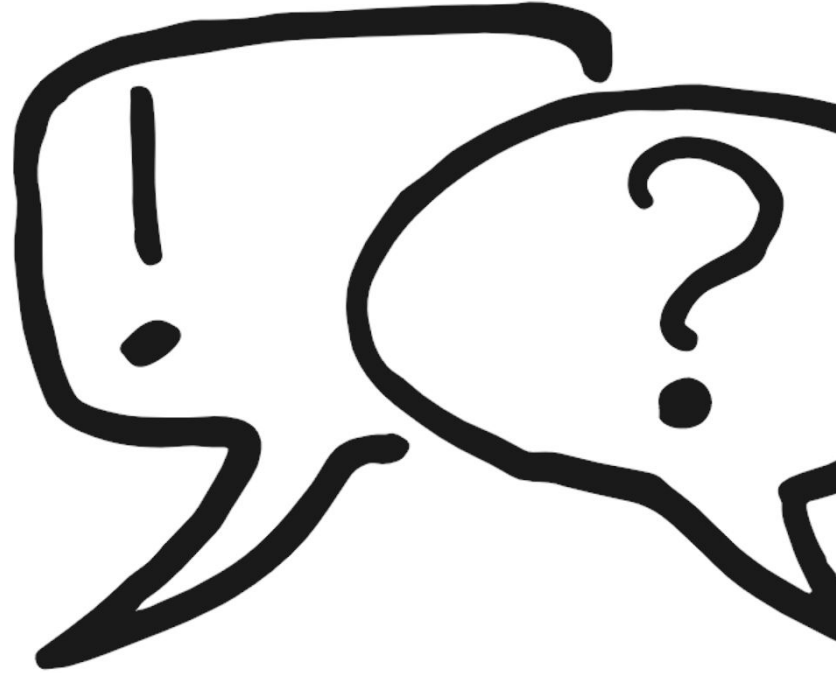
Next Steps 🌱

Session 3: Examining Our Positionality In Institutional Power Structures

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

Email Joey at jrelaford@ucsd.edu for questions, concerns, or suggestions for the learning community.

Project Reflection

How has today's session informed your ARPLC project?

For examples:

- Thoughts
- Feelings
- A moment
- A comment

Exit Ticket 🌱

Please go to

https://forms.gle/ph6tbeUe9iYZobFVA

to reflect and share your feedback on this session.

Thank you!

What are some actions you could take to use this information...

During the first week?	Throughout the session/quarter?
● Share summary/takeaways with students ● Plan necessary accommodations and reach out to students ● Respond to common questions about the course ● Preview how course content connects to students' goals, interests	● Share examples related to students' interests/goals (and say so!) ● Share study tips related to students' concerns & strengths ● Give a lecture about careers in your field that students are interested in

Community Cultural Wealth

1. Which forms of capital have you recognized in your students and how have you leveraged them?

2. Which forms of capital are difficult for you to recognize and/or leverage?

3. How can you learn more about the cultural wealth your students bring to your courses?

References and Resources

Adams, M., Bell, L. A., Goodman, D. J., & Joshi, K. Y. (2016). *Teaching for diversity and social justice*. New York: Routledge.

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook* (2nd ed.). NY: Routledge.

Adams, M., Love, B. J. (2009). A social justice education faculty development framework for a post-Grutter era. In K. Skubikowski, C. Wright, & R. Graf (Eds.), *Social justice education: Inviting faculty to transform their institutions* (pp. 3-25). Sterling, VA: Stylus.

Davis, A., Mirick, R., & McQueen, B. (2015). Teaching from privilege: Reflections from White female instructors. *Affilia*, *30*(3), 302–313. doi.org/10.1177/0886109914560742

Jacobson, D., & Mustafa, N. (2019). Social Identity Map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods*. doi.org/10.1177/1609406919870075

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stan. L. Rev., 43, 1241.

Smith, L., Kashubeck-West, S., Payton, G., & Adams, E. (2017). White professors teaching about racism: Challenges and rewards. *The Counseling Psychologist*, *45*(5), 651–668. https://doi.org/10.1177/0011000017717705

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education,* 8:1, 69-91,doi. 10.1080/1361332052000341006

Resources

The Intersectional Dimensions of Slavery
- The Trans-Atlantic Slave Trade in Two minutes
- Growth of Slavery in America
- Hidden History of Slavery in California

Land, Segregation, and Redlining
- Racial Dot Map: Racial Segregation in the US
- Article: Redlining in California
- Interactive Maps: Redlining in California
- The History of "Inkwell" Beach

The Criminal "Justice" System
- California Criminal Convictions
- San Diego Use of Force
- School Exclusionary Discipline
- Cops in Schools

Additional Resources
- 1619 Project
- Economic Impacts of Slavery
- The Sanctioning of Slavery in California, CHS
- Interactive income disparities
- Bacon's Rebellion
- Massachusetts Criminal Convictions Stats
- School to Prison Pipeline
- Environmental Racism
- Opportunity Atlas
- Zipcode Destiny: The persistent power of place and education

Each group will count off 1-4 (there may be more than one person in each section)

Number 1 = Green, Number 2 = Yellow, Number 3 = Red, Number 4 = Purple

Spend 7-10 minutes investigating one link in your section, (or 2 if you have time). Leave at least one comment under the link you chose with how it (1) challenges a majoritarian narrative and/or (2) a remaining question you have.

Spend 10-15 minutes as a group discussing your findings and answer the following questions. (Create posts for your answers under your group number. See bottom of padlet)
1. How are your issues or articles interrelated?
2. What are some ways these issues can impact equitable educational outcomes for Black students; How does this connect to Ladson-Billings' concept of educational debt?

Race & Slavery

Criminal Justice System & Race

Redlining, Segregation & Race

Systemic Racism & Health Inequities

School to Prison Pipeline
advancementprojec
The School-to-Prison Pipeline: Infographic - Advancement Project
Download and study the infographic

The Trans-Atlantic Slave Trade in Two minutes
slate.com
This Haunting Animation Maps the Journeys of 15,790 Slave Ships in Two Minutes

Historical Foundations Of Race
nmaahc.si.edu
Historical Foundations of Race

L.A. County Police Killings
latimes.com
L.A. police killings: Tracking homicides in Los Angeles County since 2000

San Diego Use of Force
nbcsandiego.com
SDPD Uses Force on Black Suspects 8 Times More Often Than Other Races

Redlining in San Diego
sandiegouniontribu
Could you live here? Decades-old redlining still shapes San Diego's neighborhoods today, advocates say

School segregation
epi.org
Schools are still segregated, and black children are paying a price

UCSD Enrollment Admissions of Black Students by School
arcgis.com
Story Map Series
Kirk's map :)

NPR Code Switch:This Racism Is Killing Me Inside
one.npr.org
Listen Now: This Racism Is Killing Me Inside

The outsized toll COVID-19 has taken on people of color reflects the insidious effects of structural inequity
hms.harvard.edu
Who'll Stop the Rain?

The Social Determinants of Health Equity Framework
thepraxisproject.org
Social Determinants of Health - The Praxis Project

Hidden History of Slavery in California
aclunc.org
Home - Gold Chains: The Hidden History of Slavery in California | ACLU NorCal

How America Invented Race | The History of White People in America
usatoday.com
See how slavery grew in the US over two centuries
YouTube
How America Invented Race | The History of White People in America
(Watching at 1.25 Speed makes it aprox. 7 min)

Growth of Slavery in America

School Exclusionary Discipline
Get Out!
drive.google.com
GET-OUT-Black-Male-Suspensions-In-California-Public-Schools.pdf
Look at the data tables on pages 9 - 19

Prop 17
ballotpedia.org
California Proposition 17, Voting Rights Restoration for Persons on Parole Amendment (2020) - Ballotpedia

California Criminal Convictions
RACE COUNTS
racecounts.org
A Golden State for All of Us

Cops in Schools
COPS...IN SCHOOLS??!!
PDF
toolkitrev-copsinschools

Interactive Maps: Redlining in the US
dsl.richmond.edu
Mapping Inequality

Racial Dot Map
racialdotmap.demo
The Racial Dot Map: One Dot Per Person for the Entire U.S.

Organic Efforts Towards Health Equity-Driven Policy and Practice
Organic Efforts Towards Health Equity-Driven Policy and Practice
PDF
PraxisLCBrief1-PolicyFinal-reformat

The Praxis Project - CCPH Cards
thepraxisproject.org
CCPH Cards - The Praxis Project

COVID-19 and Black Immigrants: The Pandemics of Racism, Nativism, and Transnational Crises
USC Do
College
dornsife.usc.edu
COVID-19 and Black Immigrants: The Pandemics of Racism, Nativism, and Transnational Crises > USC Equity Research Institute (ERI) > USC Dana and David Dornsife College of Letters, Arts and Sciences

Group 1
Leah's Group

Group 2
Ramon and Julia's Group

Group 3
Erilynn's Group

Group 4
Paul and Mayra's Group

Group 5
Joey's Group

Group 6
Karina's Group

Group 7
Stacey and Andrew's Group

Group 8
Kirk and Elizabeth's Group

https://padlet.com/engagedteaching/antiracist_learning_community

Examination of systemic racism: A mini investigation

Teaching for Social Justice

Know oneself
- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Examine impact on teaching/mentoring and interactions with students

Implicit messages
- Examine the culture of the classroom
- Broaden your repertoire of teaching methods
- Establish norms that emphasize respect, fairness, and equity
- Create a sense of belonging

Explicit messages
- Use a curriculum of inclusion
- Represent diverse perspectives
- Draw examples and illustrations from diverse life experiences and perspectives
- Create a sense of belonging

Know your students
- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Attend to student interactions
- Identify readiness and assets

Climate and Culture

Educators

Teaching/ Mentoring Practices

Course Content/ Curriculum

Students

Climate and Culture

Adapted from: Adams & Love (2009)

Recap of Pedagogical Tools
(Draft--maybe use in the future or for our website)

- Establish community guidelines
- Model empathy and compassion
- Be clear about expectations
- Collect ongoing feedback

Teaching for Social Justice

Know oneself
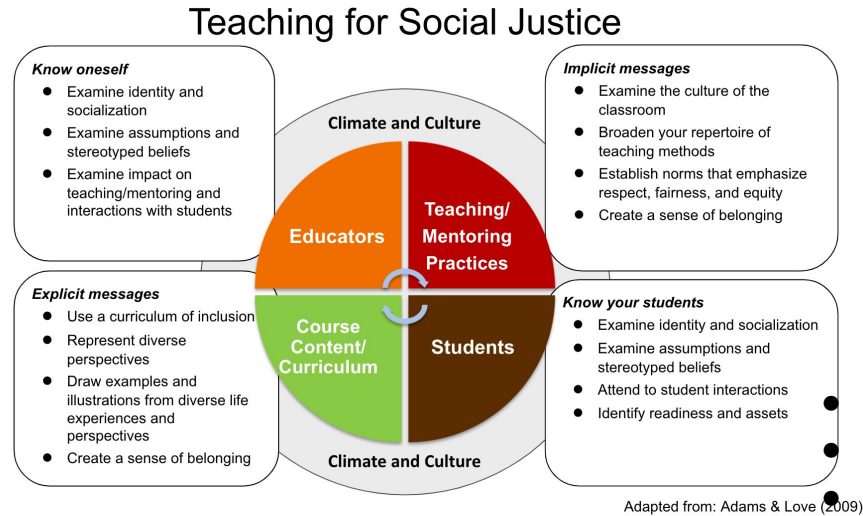- Examine identity and socialization
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Climate and Culture

Educators | Teaching/ Mentoring Practices

Course Content/ Curriculum | Students

Climate and Culture

Adapted from: Adams & Love (2009)

- Prioritize relationships
- Establish community guidelines
- Model empathy and compassion
- Be clear about expectations
- Collect ongoing feedback

What is California's Majoritarian tale?

- Land stolen from Indigenous people and Mexico
- Catholicism and Missions
- Gold Rush and slaves
- Mexican, Black and Indigenous in segregated schools
-