Loyola University Maryland
Teaching Enhancement Workshop
*Racism in the College Classroom*

Wednesday - August 29, 2018
Adell Cothorne
CLEARLY print your first AND last name on the notecard. Write one goal you have as a result of this break out session.
GROUND RULES

• Maintain an open mind
• Eliminate sidebars
• Honor confidentiality
• Actively participate
• **Allow yourself to experience discomfort**
• Have honest conversations
• Maintain focus on topic (hold one another mutually accountable)
• Come prepared
• Honor time limits
Personal Cultural History

Choose 4 – 5 of the following items to ILLUSTRATE your personal cultural history.

You may NOT use any words!

Letters and numbers are allowed.

Age    Race    Religion
Region where you spent most of your life
Socio-economic status    Gender
You teach who you are.

Parker Palmer

*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*
TRANSLATION:
I’m going to use my place of privilege to refute and deny the sufferings of those who do not have white privilege while at the same time erasing their personal and cultural history.
Uncelebrated Contributions by People of Color

Greatly Overstating the Achievements of Europeans

Nobody is Born Racist, it is Taught

Eurocentric Curriculum

Distorted Self-Concept From Distorted History

Racism is Kept Alive Both by What We Teach and Don't Teach

Complex Political, Cultural and Economic Factors
OVERT WHITE SUPREMACY
(Socially Unacceptable)

- Lynching
- Hate Crimes
- Swastikas
- Burning Crosses
- Neo-Nazis
- KKK
- The N-Word
- Racist Jokes
- Racial Slurs

COVERT WHITE SUPREMACY
(Socially Acceptable)

- Assuming that Good Intentions are Enough
- Self-appointed White Ally
- Celebration of Columbus Day
- Not Challenging Racist Jokes
- Not Challenging Racism
- Cultural Appropriation
- Bootstrap Theory
- "Don't blame me, I never owned slaves"
- "But we're just one human family"
- "Believing we are "Post-Racial"
- "But what about me?"
- "Make America Great Again"
- "It is just a joke!"
- Racist Mascots
- Claiming Reverse Racism
- Fearing People of Color
- Anti-Immigration Policies/Practices
- Racial Profiling
- Police Brutality
- Mass Incarceration
- Discriminatory Lending
- Hiring Discrimination
- Confederate Flags
- Not Believing Experiences of POC
- School-to-Prison Pipeline
- Virtuous Victim Narrative
- Denial of White Privilege
- Denial of Racism
- Tokenism
- Colorblindness
- Blaming the Victim
- Expecting POC to Teach White People
- "But what about me?"
Diversity
Dear White "Allies,"

SOME
RECOMMENDATIONS
Announcing and discussing the racial identities of those in the classroom (faculty and students), and how that affects classroom dynamics.
Recognizing and including other voices in the curriculum, in instructional tactics, and in classroom interactions.
All students, regardless of their personal characteristics, backgrounds, or physical challenge must have opportunities to study – and support to learn – mathematics.

NCTM 2000
Explaining patterns of white dominance and hegemony as they arise in course materials, classroom dynamics, oneself, and the university.
Providing opportunities for students to challenge/question/reconsider existing structures/cultures through exposure to various ways of knowing and being. Acting personally to alter traditional norms and practices in the classroom, the institution and/or the community.
EQUALITY

EQUITY

LIBERATION