

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

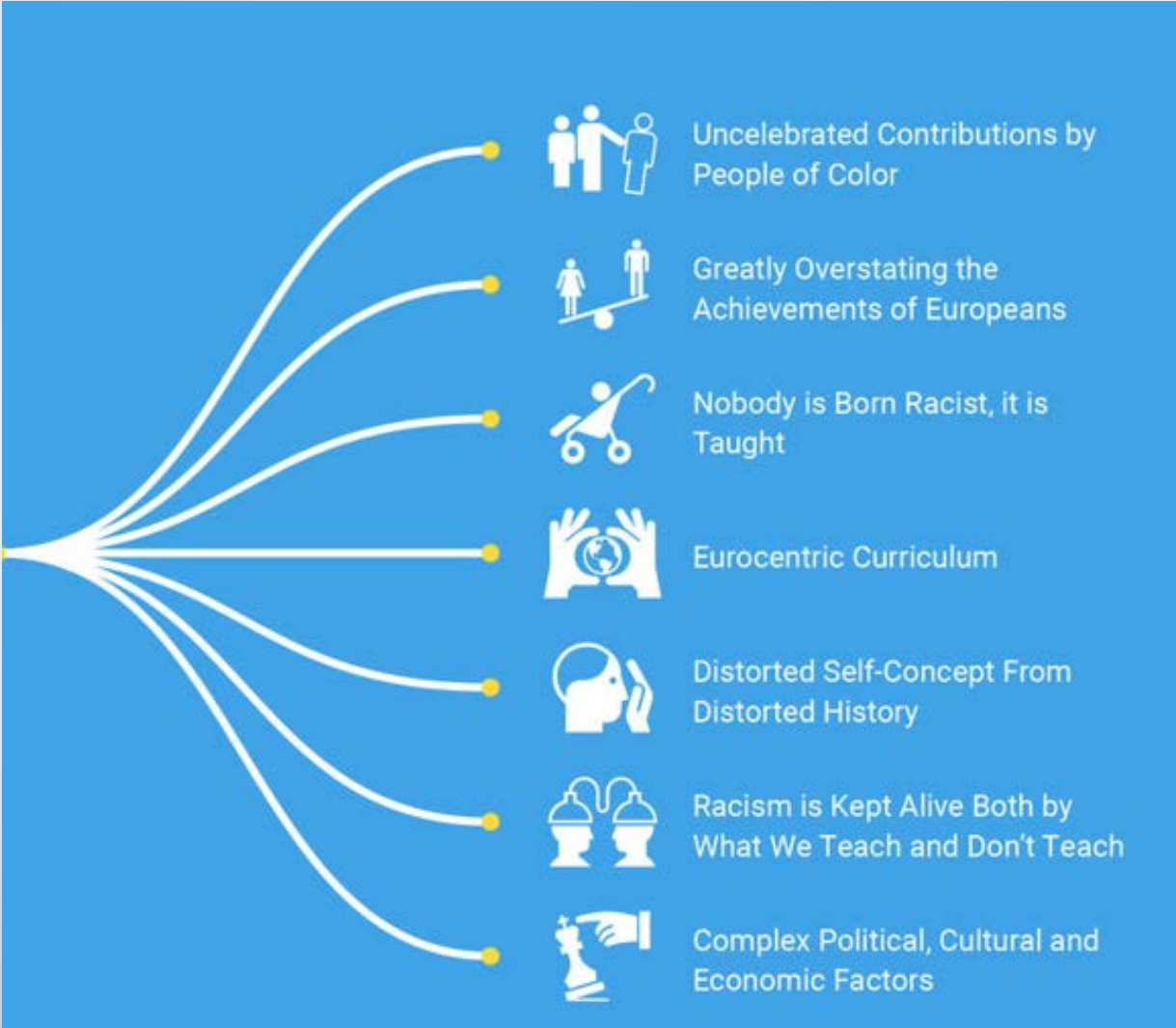




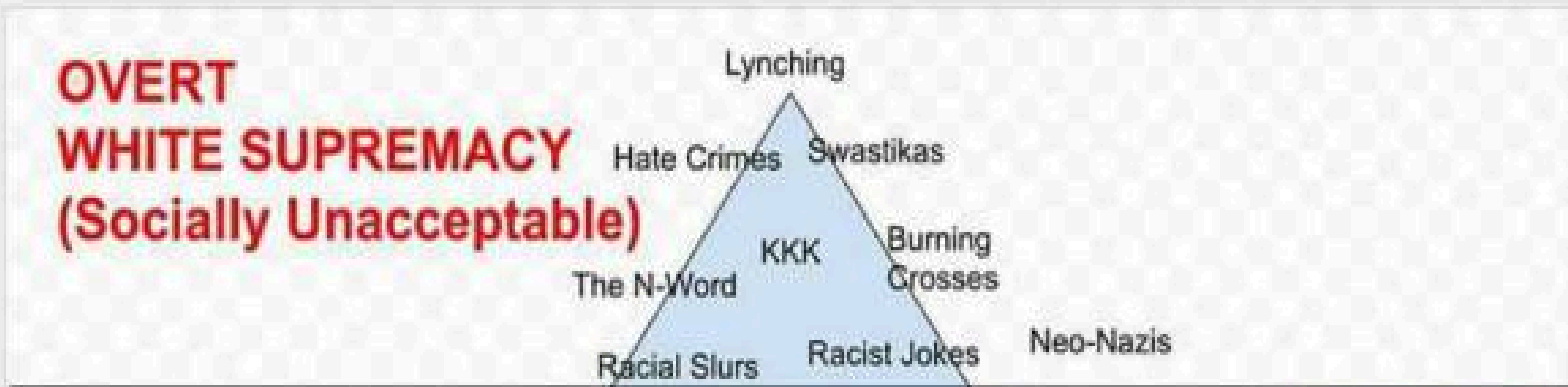


TRANSLATION:

**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.**



**OVERT
WHITE SUPREMACY
(Socially Unacceptable)**



**COVERT
WHITE SUPREMACY
(Socially Acceptable)**







DearWhite
“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





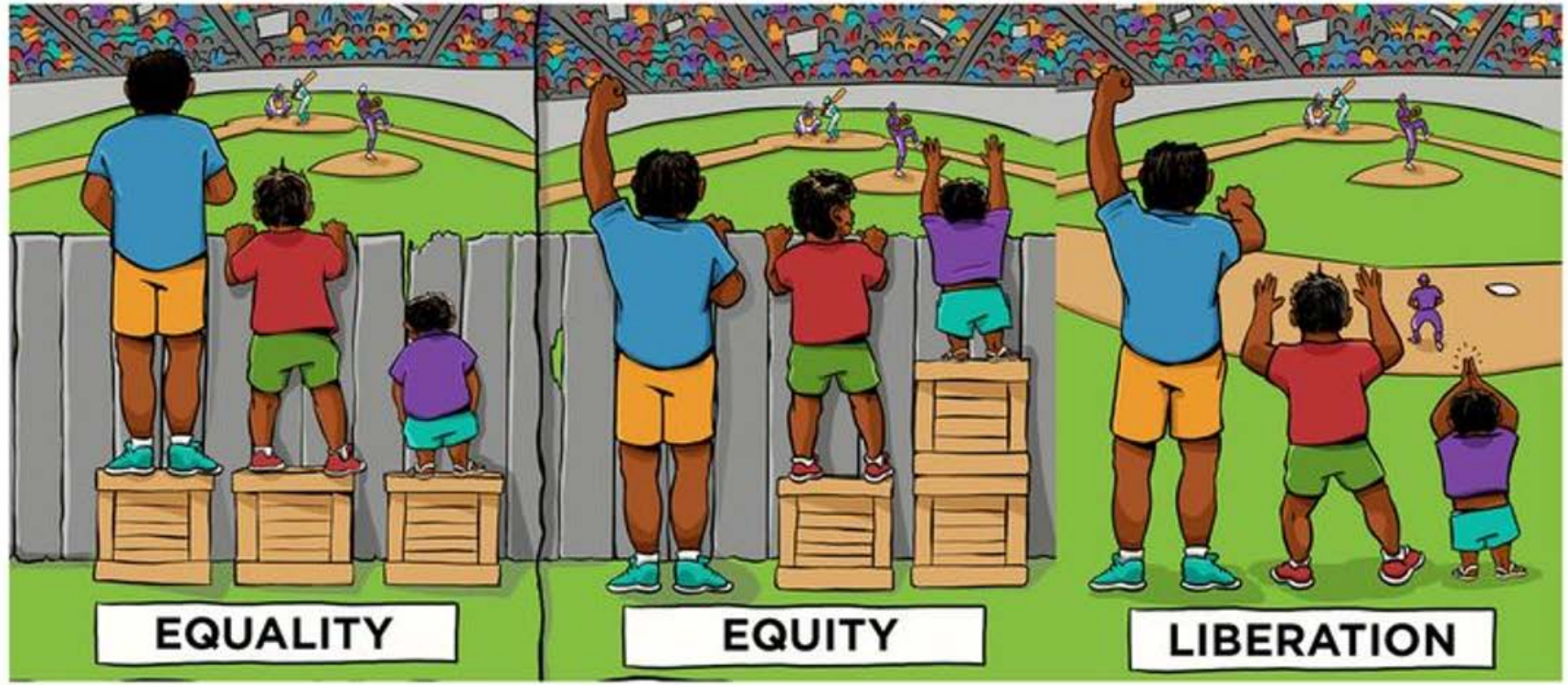


Explaining patterns of white dominance and hegemony as they arise in course materials, classroom dynamics, oneself, and the university.

— THE —
CLASSICS
— ~ —

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