
NAME IT, FRAME IT, EXPLAIN IT

APPLYING A RACIAL EQUITY LENS IN THE LOYOLA CLASSROOM

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- Using a racial equity lens: why, how, when
- Self-assessment tools
- Strategies for convening successful conversations about race and racism
- Resources for further study and planning



KNOW THYSELF: BEGIN WITH SELF-ASSESSMENT

Consider the following statements and select the one that best describes how you feel:

- I am **very comfortable** talking about race/racism.
- I am **usually comfortable** talking about race/racism.
- I am **sometimes uncomfortable** talking about race/racism.
- I would **rather not talk** about race/racism.
- I am **usually uncomfortable** talking about race/racism.
- I am **very uncomfortable** talking about race/racism.



Then use a sentence-stem activity to engage in personal reflection:

- The hard part of talking about race/racism is ...
- The beneficial part of talking about race/racism is ...

NEW YORK TIMES: CONVERSATIONS ON RACE

- <https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race>
- <https://youtu.be/xXow7oIFyIM>



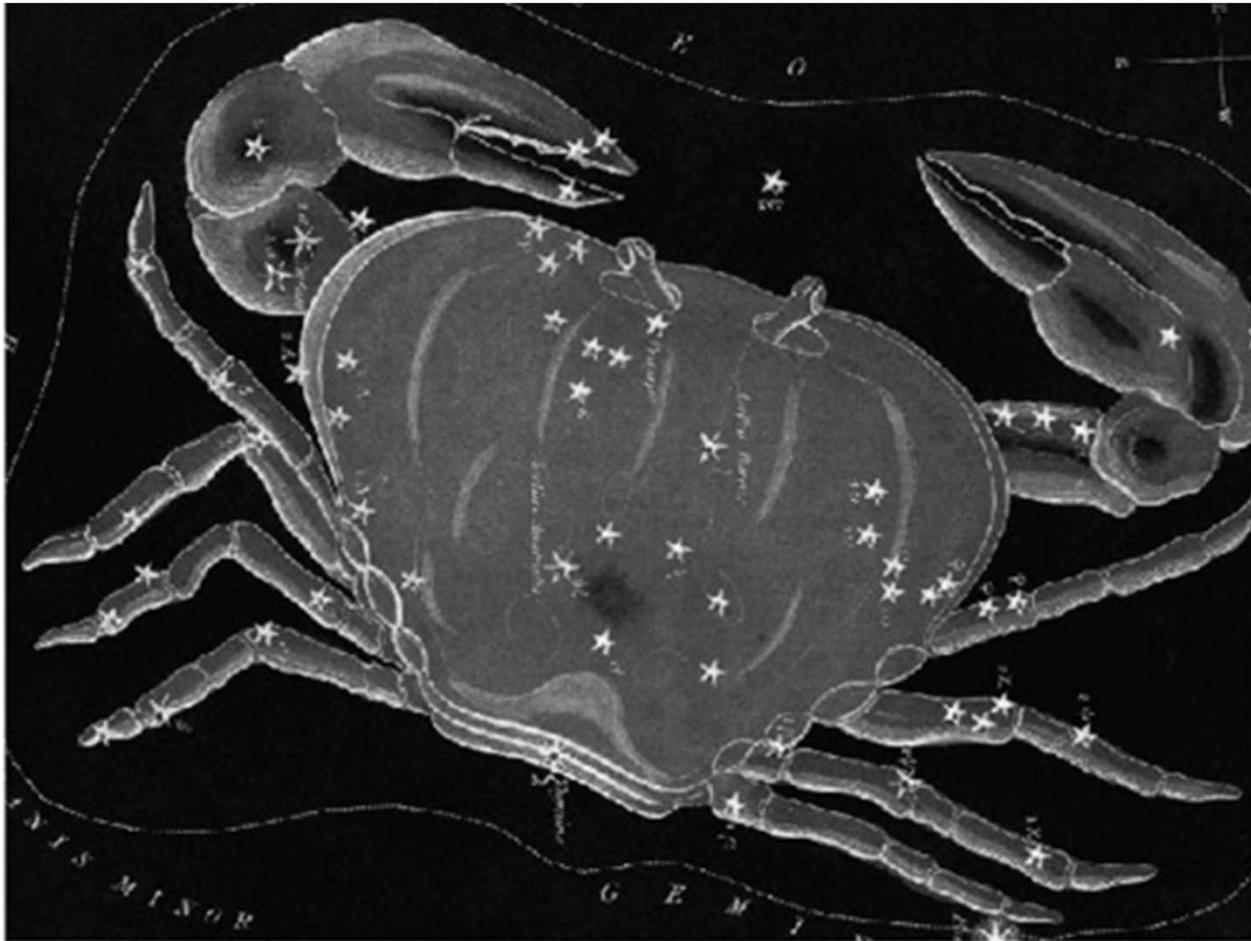
COMPARE YOUR COMFORT LEVEL WHEN
TALKING ABOUT RACE WITH THOSE OF THE
INDIVIDUALS IN THESE VIDEOS.

What do you observe?

What may have helped enable them to reflect and share in the candid ways that they do? What would it take for you to be able to do the same? What would it take for your students?

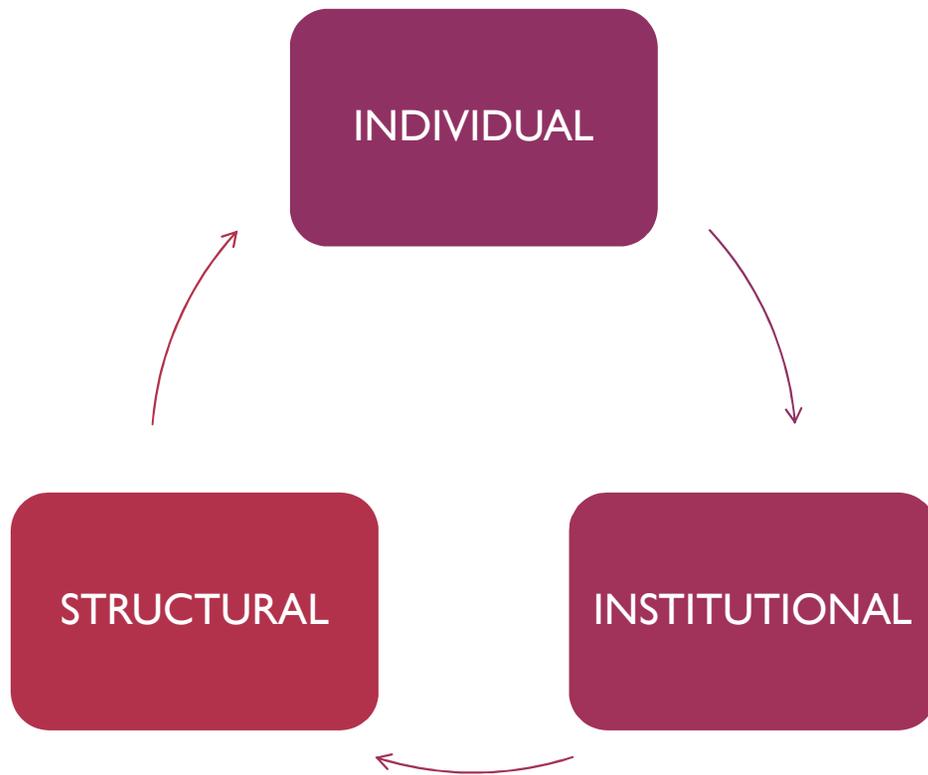
WHY IS IT SO HARD TO TALK ABOUT RACISM?

What are the barriers to having meaningful, honest, engaged conversations about race and racism in your classroom?



STEP ONE: NAME IT!

EXPLICITLY AND
PUBLICLY USE
LANGUAGE AND
ANALYSIS THAT
DESCRIBES AN ISSUE
AS A MATTER OF
RACIAL JUSTICE



“DISCRIMINATION
COMES IN MANY
FORMS:
INDIVIDUAL,
INSTITUTIONAL,
STRUCTURAL”

PINCUS (1996)

IF WE AREN'T CLEAR ON
THE WORDS AND IDEAS,
HOW WILL WE BE CLEAR
ON THE SOLUTIONS?



STEP TWO:
FRAME IT!

USING A RACIAL
EQUITY LENS TO
HELP FRAME THE
CONVERSATION

Racial equity is the condition that would be achieved **if one's race no longer predicted**, in a statistical sense, **how one fared**.



Why America's Black Mothers and Babies Are in a Life-or-Death Crisis

The answer to the disparity in death rates has everything to do with the lived experience of being a black woman in America.

By LINDA VILLAROSA APRIL 11, 2018



I am
worth
more.



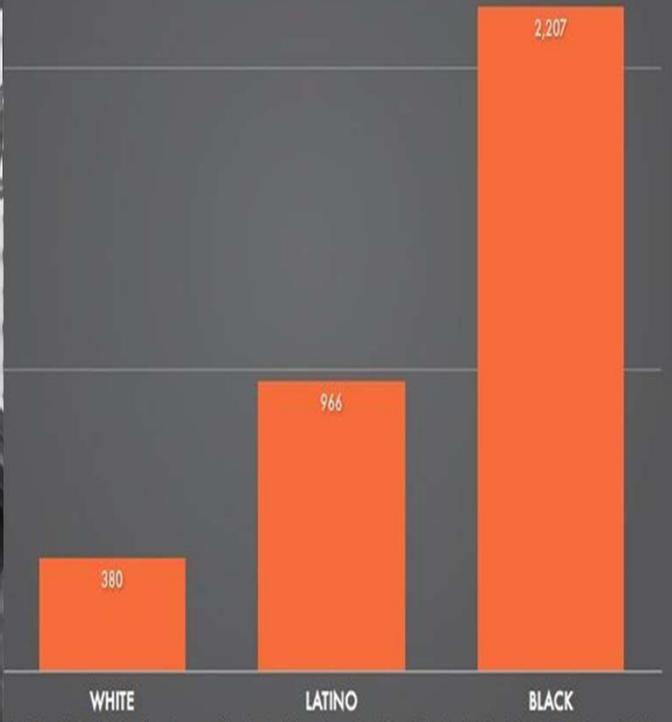
Black women typically are paid 63 cents for every dollar white men are paid.
Help AAUW close the pay gap.





UNITED STATES INCARCERATION RATES BY RACE AND ETHNICITY, 2010

(number of people incarcerated per 100,000 people in that group)

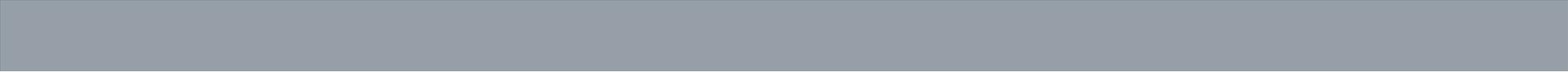


the Prison Policy Initiative from Bureau of Justice Statistics, Correctional Population in the U.S., 2010 & U.S. Census 2010 Summary File 1.



AFTER THE DEPARTURE OF URSULA BURNS FROM XEROX, THERE ARE NO AFRICAN-AMERICAN WOMEN CEOS OF A FORTUNE-500 COMPANY.

Only 13 percent of black female Harvard MBAs over the past 40 years have reached the senior-most executive ranks. That's compared with 40 percent of non-African American Harvard MBA degree holders who reach those top ranks overall.



A RACIAL EQUITY LENS HELPS
SHIFT THE CONVERSATION
AWAY FROM INTENT AND
TOWARD DISPARATE
RACIALIZED **OUTCOMES.**





While race is a social construction,
and “color-blindness” a myth,
racial inequity is a real, lived experience.

APPLYING A RACIAL EQUITY LENS MEANS:

- Analyzing **data and information** about race and ethnicity;
- Understanding disparities and learning **why** they exist;
- Looking at problems and their **root causes** from a structural standpoint;
- Naming race **explicitly** when talking about problems;
- Developing solutions that reflect **intentional strategies** to eliminate policies, practices, attitudes and cultural messages that reinforce **differential outcomes** by race.

DIFFICULT CONVERSATIONS: A SELF-ASSESSMENT

Vulnerabilities	Strengths	Needs
<p>EXAMPLES:</p> <p>“My children are multiracial. Can I be objective?”</p> <p>“I don’t know enough about the issues. Am I ‘allowed’ to lead a discussion while I also learn?”</p>	<p>EXAMPLES:</p> <p>“I have good rapport with my students.”</p> <p>“I use community resources to support learning.”</p>	<p>EXAMPLES:</p> <p>“I need to learn more information about sex, gender and gender expression.”</p> <p>“I need clearer ground rules for class discussions.”</p>
<p>Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center http://www.tolerance.org/sites/default/files/general/Difficult_Conversations_Self_Assessment.pdf</p>		

RESPONDING TO STRONG EMOTIONS

EMOTION	STRATEGIES TO USE IN THE MOMENT	YOUR PLAN
Pain/ Suffering/ Anger	Check in with the students. Model the tone of voice you expect from students. If crying or angry students want to share what they are feeling, allow them to do so. If they are unable to contribute to the class discussion, respectfully acknowledge their emotions and continue with the lesson.	
Blame	Remind students that racism is like smog. We all breathe it in and are harmed by it. They did not create the system, but they can contribute to its end.	
Guilt	Have students specify what they feel responsible for. Make sure that students are realistic in accepting responsibility primarily for their own actions and future efforts, even while considering the broader past actions of their identity groups.	

RESPONDING TO STRONG EMOTIONS

EMOTION	STRATEGIES TO USE IN THE MOMENT	YOUR PLAN
Shame	Encourage students to share what is humiliating or dishonorable. Ask questions that offer students an opportunity to provide a solution to the action, thought or behavior perpetuating their belief.	
Confusion or Denial	When students appear to be operating from a place of misinformation or ignorance about a particular group of people, ask questions anchored in class content or introduce accurate and objective facts for consideration.	

Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center

http://www.tolerance.org/sites/default/files/general/Responding_to_Strong_Emotions.pdf

Adapted from Let's Talk: Discussing Race, Racism and other Difficult Topics with Students, by the Southern Poverty Law Center:
<http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>

REITERATE • CONTEMPLATE • RESPIRE • COMMUNICATE

Explain these steps as a way to communicate while feeling difficult emotions. These steps won't prevent or change the emotions students may feel, but they can help them self-regulate.

- **Step 1: Reiterate.** Restate what you heard. This step enables students to reflect on what they have heard as opposed to what they think they may have heard. Repeating what they have heard limits miscommunication and misinformation.
- **Step 2: Contemplate.** Count to 10 before responding. Students can think about their responses and use the time to compose what they want to say. Taking time to think about their responses helps move students away from immediate emotional responses that can potentially derail the conversation.
- **Step 3: Respire.** Take a breath to check in with yourself. Suggesting students take a few breaths before responding may help them settle their thoughts and emotions during difficult conversations.
- **Step 4: Communicate.** Speak with compassion and thoughtfulness. Students should do their best to speak as they want to be spoken to, assuming good intentions and seeking understanding. Explain that when they disagree with something someone has said, they should focus on challenging the statement rather than the person who said it.

ALLOW TIME AND SPACE TO DEBRIEF

Everyone engaged in an emotionally charged conversation needs to allow for the safe “discharge” of emotions before leaving the classroom. Provide the opportunity for students to debrief what they are learning and their experience of learning it. Depending on your group, you may want to devote a portion of each lesson—half a class period or an entire class—to debrief and reflect.

Examples:

- Small Group Discussion
- Journaling
- Pair and Share





SELF-CARE FOR THE PROFESSOR

Facilitating difficult conversations can be emotionally draining or even painful for teachers. Make time to **process, reflect and recharge** in positive ways.

Find colleagues or friends who can listen while you **debrief** conversations about race and racism.

Take advantage of professional learning communities where you can **discuss** the dynamics in your classroom.

Keep a professional journal and use writing to **process and reflect**.

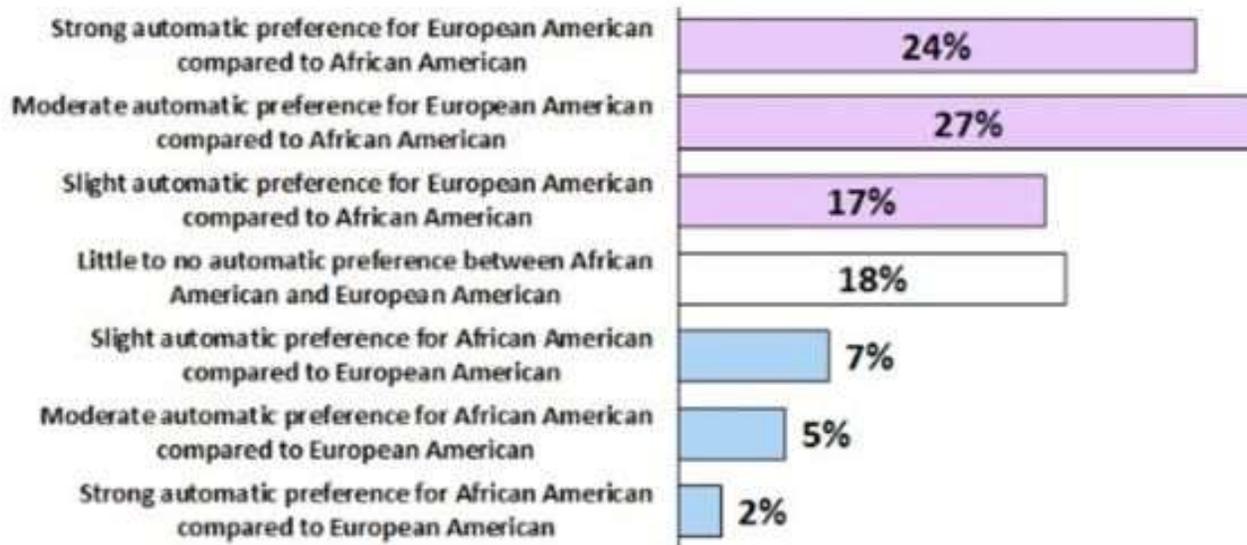


RESOURCES FOR TEACHING

IMPLICIT BIAS, RACIAL EQUITY, INSTITUTIONAL & STRUCTURAL DISCRIMINATION



Percent of web respondents with each score



This distribution summarizes 3,314,277 IAT scores for the Race task completed between December 2002 and December 2015.

HARVARD IMPLICIT ASSOCIATION TEST
IMPLICIT.HARVARD.EDU

FILM CLUB

25 Mini-Films for Exploring Race, Bias and Identity With Students



- [A Conversation With My Black Son \(5 min.\)](#)
- [A Conversation About Growing Up Black \(5 min.\)](#)
- [A Conversation With White People on Race \(5 min.\)](#)
- [A Conversation With Police on Race \(7 min.\)](#)
- [A Conversation With Black Women on Race \(6 min.\)](#)
- [A Conversation With Latinos on Race \(7 min.\)](#)
- [A Conversation With Asian-Americans on Race \(7 min.\)](#)

Build a lesson plan around one or more of the Times' **25 Mini Films for Exploring Race, Bias and Identity with Students.**

The collection includes conversations with people of different races and ethnicities; films about the nature of stereotypes, racism and implicit bias; explorations of the power and impact of offensive and racist objects; and videos with different voices who express their struggles to fit into a country that embraces and rejects them.

Watch the videos together, assign them to watch at home or pair them with short readings.

RACE FORWARD: SYSTEMIC RACISM SERIES

[HTTPS://WWW.RACEFORWARD.ORG/VIDEOS/SYSTEMIC-RACISM](https://www.raceforward.org/videos/systemic-racism)



HARMFUL RACIAL DISCOURSE PRACTICES

Harmful Practice	Practice Defined
Individualizing Racism	Concentrating attention on thoughts or acts of personal prejudice
False Equivalencies	Drawing a parallel between an act or expression of racial bias without taking into account the power differential
Prioritizing Intent over Impact	Focusing more on intention and far less, if at all, on the daily impact on people and communities of color
Coded Language	Substituting racial identity with seemingly race-neutral terms that disguise explicit and/or implicit racial animus
Silencing History	Omitting, dismissing, or deliberately re-writing history