## ANTI-RACISM in the Classroom

Norco College FLEX Friday Feb. 5, 2020 Dr. Peggy Campo

Dr. Norma Hernandez

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## Why Teach About Race? Responses from faculty

- To bring back what has been erased (there was slavery before 1610!)
- To identify disciplines roots (i.e. In the Arts/Music/Math)
- To examine white privilege
- To bring diversity to students who have grown without diversity
- To recognize its relevance in STEM disciplines
- To teach so that our world is reflected in our classrooms
- To validate our students' individual experiences
- To prepare students for the world



### Why NOT Teach About Race Responses from faculty

- Because we don't know how to do it right
- Because there is no scientific benefits and basis to teach about race
- Because it takes time away from teaching the core curriculum
- Because it can trigger fear and division; "us against them"
- Because it is too political
- Because we are afraid of:
  - Losing classroom control
  - Offending people
  - Being politically incorrect



### What we Know (Dr. Harper)

### Research shows

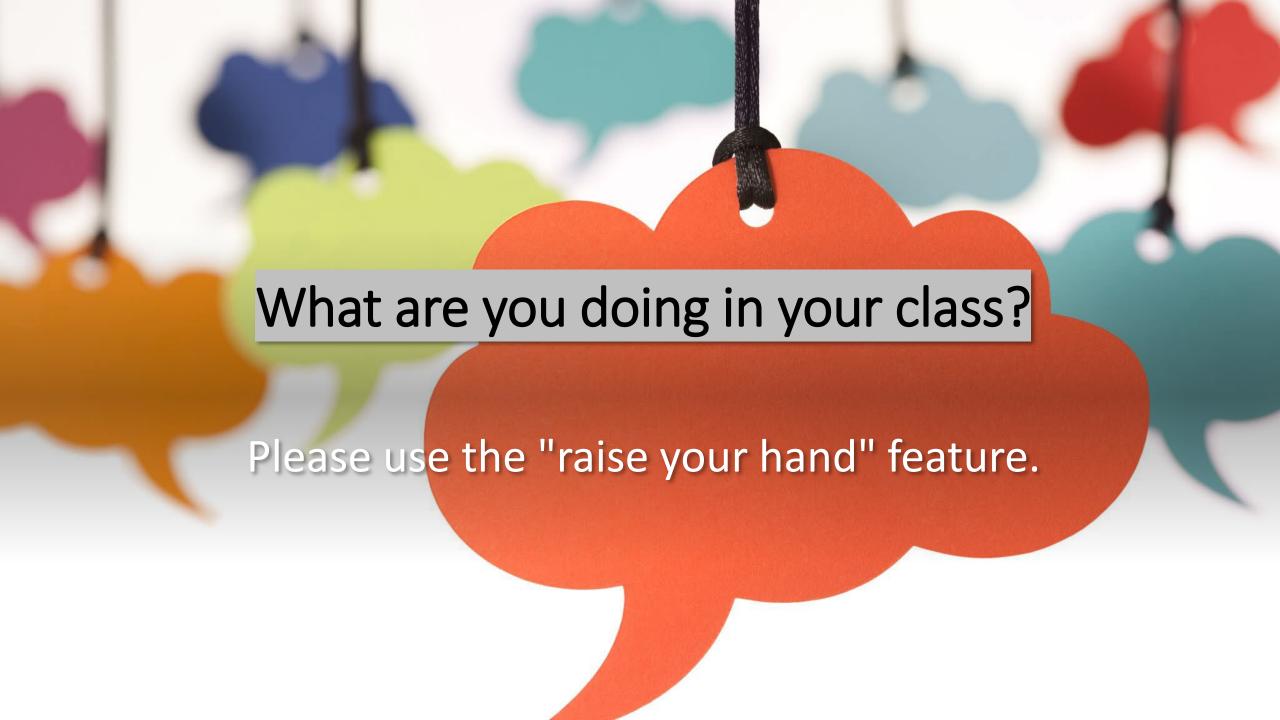
- K-12 rarely teach about race
- Schools are as segregated today as 1954
- Race is generally not discussed in the home
- Most incoming college students come from racially segregated environments
- Some students do not hear about race in their entire education

### Colleges are the last opportunity

"If we don't teach them about race, we have the chance that we are sending 'accidental' racists into the world." S. Harper (Dec. 10, 2020)

## What Can we Do to Teach about Race? Examples from Faculty

- First day of class (English/ Humanities): share a reading
- When using data in an activity, use own college data
- Host "Empowerment Series" (DACA; Women of Color; Muslim students)
- For STEM students: assign a research paper about a diverse person in STEM
- Engage students in a conversation around names/labels/categories



### Recommended Practices (Dr. Shaun Harper)

- Create or Revise your syllabus with an equity lens
- Assign supplemental readings: augment and complement the textbook
- Research and present on pioneering scholars of color who study racial inequity
- Use films, television, listening sessions, YouTube clips
- For additional ideas and support, connect with colleagues on social media to ask colleagues for suggestions and ideas

### Examples (Dr. Shaun Harper)

### Students to write a paper about their own racial history:

- Study their own neighborhood and community to gain awareness and highlight inequities
- •This is important for all students, including for Whites

### **Examples of Research Projects:**

- Molecules that hurt my community": students look for policies and practices that are hurtful to them and others in their community (STEM)
- "Racial Truth": In the media, students identify perspectives that deny racism, and claims that "these things never happened" (Communications)
- Engage students in various forms of media: <a href="https://youtu.be/rQGcwOpcRA0">https://youtu.be/rQGcwOpcRA0</a> (Sociology)

### Additional Resources

- HBO: Watchmen: <a href="https://www.hbo.com/watchmen">https://www.hbo.com/watchmen</a>
- FREE MEEK (Amazon): <a href="https://www.amazon.com/Free-Meek/dp/807Q84P581">https://www.amazon.com/Free-Meek/dp/807Q84P581</a>
- History of Racism: <a href="https://youtu.be/SzqEaiGR7Xo">https://youtu.be/SzqEaiGR7Xo</a>

## Resources Norco College Library

LIBGUIDE: thank you Vivian!

**Black Lives Matter** 

LibGuide: <a href="https://norcocollege.libguides.com/li">https://norcocollege.libguides.com/li</a>

**ftingblackvoices** 

#### **Read to Success:**

Spring 2021, Reginald Dwayne Betts featured author: A Question of Freedom

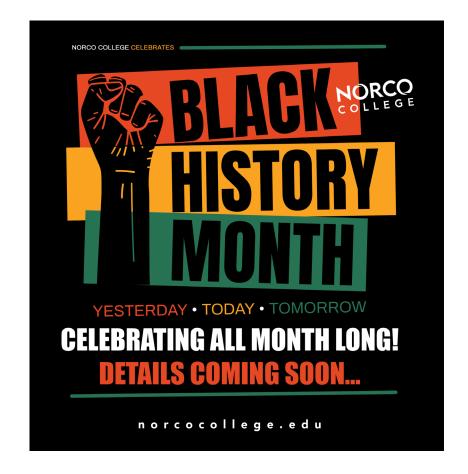
<a href="https://norcocollege.libguides.com/read2succe">https://norcocollege.libguides.com/read2succe</a>
<a href="ed">ed</a>

(Liberated Scholars)

### Black History Month (February and March)

• **CULTURAL EVENTS WEBPAGE** on the NC website (Thank you Charise!)

https://www.norcocollege.edu/events/Pages/Cultura l-Events-Calendar.aspx



# Racial Justice Task Force Webpage

 https://www.norcocollege.edu/about/racialjustice/Pages/index.aspx

### One Perfect Race Lesson Plan

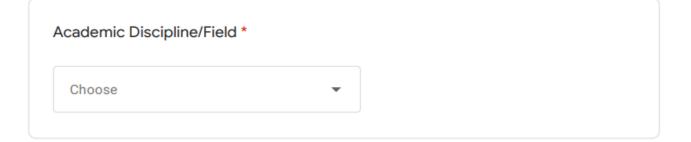
- Identify the lesson you will focus
- List your lesson's learning outcomes
- Create activities
- Media assets
- Readings
- Assignments
- Learner assessment

### One Perfect Lesson About Race

\* Required

Names and Colleges of Lesson Creators (e.g., Shaun Harper, Compton College; Estela Suarez, Pasadena City College; Sue Smith, Fresno City College) \*

Your answer



List of Learning Objectives \*

Your answer

Breakdown of One-Hour Lesson Activities (Lesson Plan) \*

Your answer

## Department-Specific Break-Out Room Instructions (30 MINUTES)

- One of the faculty in your breakout room will select one lesson
- **Select one criterion** from the Rubric for Culturally Responsive Lessons/Assignments (next slide)
- Make one modification to the initial lesson to address this criterion
- Use the rubric to assess the effectiveness of your change and modify further if needed
- You will have 30 minutes to complete this task
  - Lunch break: feel free to continue the conversation
- We will share-out at the 1 pm session: please assign the reporting to one person in your room

### Rubric for Culturally Responsive Lessons/Assignments (Developed by Jean Aguilar-Valdez, 2015)

Criteria	Minimal	Emerging	Effective	Highly Effective
VOICE Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other	No intentionally designed places for students to work together, learn cooperatively, or share these things – it is all teacher-centered.	One brief place for working together or sharing, not directly integrated with the topic of the lesson(s), otherwise teachercentered.	Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student- centered.	Students work together cooperatively or share throughout, in ways deeply interwoven with the topic of the lesson(s) – fully student-centered.
DIFFERENTIATION Lesson/Assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.	Only one way for all students to express their learning	Students may interact with material in more than one way, but final product(s) have only one way to be considered acceptable.	Several ways for students to express their learning.	Several ways for students to express their learning, which have been informed by student input and instructor knowledge of individual students' strengths and needs.
ACCESS Lesson/Activity communicates ideas in several different ways	Ideas communicated in only one way.	Ideas communicated in two similar ways.	Ideas communicated in three or more different ways	Ideas communicated in three of more different ways that are informed by student input and instructor knowledge of students' differing learning styles.
CONNECTION Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences	No or minimal real-life connections made or representations given	One real-life connection made or represented from the experiences of the dominant culture	More than one real- life connection made or represented but mostly from the experiences of the dominant culture	More than one real-life connection made or represented from a variety of cultures and life experiences.

HIGHER ORDER THINKING	Rudimentary level recall	Mostly recall and	Some higher order	Many opportunities for
Lesson/Assignment provides avenues	and understanding is all	basic understanding,	applications and	higher order
for students to engage in higher	that is asked for or	with only one or two	creative thinking	applications and
cognitive processing, applying	expected	opportunities for	included, but only in	creative thinking, in
learning to big-picture analysis and		higher order	one predetermined	several ways as
creative applications for learning		applications and	way.	originated from the
		creative thinking.		students.
SOCIAL JUSTICE	No or minimal avenues	One predetermined	Several	Students given
Lesson/Assignment provides avenues	for connecting learning	avenue to connect	predetermined	opportunity to explore
for students to connect learning to	to social concerns that	learning to social	avenues to connect	many avenues of their
social, political, or environmental	are relevant to the	concerns relevant to	learning to social	choosing that connect
concerns that affect them and their	students.	the students and	concerns relevant to	learning to social
lives and enact change.		enact change.	the students and	concerns that are
			enact change.	relevant to them and
				enact change
				meaningful to them.
EQUITY/DECOLONIZATION	The dominant discourse	Some attention paid	Discourse and	Discourse and
Attention paid to minimizing	and perspective is the	to making the	perspectives are	perspectives are
dominant discourses, deficit	only one presented, and	discourse inclusive,	presented in a variety	presented in a variety of
perspectives, and possible	students who cannot	but students are still	of ways that are	inclusive ways that
biases/micro-aggressions in	access it will fail.	expected to sink or	inclusive of non-	honor students of non-
instruction/language/expectations so		swim.	dominant	dominant backgrounds,
students from non-dominant			backgrounds, students	and all students of non-
backgrounds (e.g. English language			given some multiple	dominant backgrounds
learners, students from poverty,			points of access.	can access and feel
students with special needs, students				included in the material
of various genders/sexual				
orientations) have access and can				
participate as readily as those from				
dominant backgrounds.				

### BREAKOUT ROOMS per DEPARTMENT

- ROOM #1: SCIENCE & KINESIOLOGY
- ROOM #2: COMMUNICATIONS
- ROOM #3: AHWL
- ROOM #4: BEIT
- ROOM #5: SBS
- ROOM #6: MATH
- Breakout rooms will remain open during lunch break

### SHARE-OUT (afternoon session)

- ROOM #1: SCIENCE & KINESIOLOGY
- ROOM #2: COMMUNICATIONS
- ROOM #3: AHWL
- ROOM #4: BEIT
- ROOM #5: SBS
- ROOM #6: MATH