



ANTI-RACISM in the Classroom

Norco College
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Dr. Peggy Campo

Dr. Norma Hernandez

Dr. Dominique Hitchcock

Dr. Lisa Nelson

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 teach about race?

Please use the "raise your hand" feature.

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



Why NOT teach about race?

Please use the "raise your hand" feature.

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



What are you doing in your class?

Please use the "raise your hand" feature.

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:**
<https://youtu.be/rQGcwOpcRA0> (Sociology)

Additional Resources

- HBO: Watchmen: <https://www.hbo.com/watchmen>
- FREE MEEK (Amazon): <https://www.amazon.com/Free-Meek/dp/B07QB4P5B1>
- History of Racism: <https://youtu.be/SzqEaiGR7Xo>

Resources Norco College Library

- **LIBGUIDE:** thank you Vivian!

Black Lives Matter

LibGuide: <https://norcocollege.libguides.com/findingblackvoices>

Read to Success:

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

<https://norcocollege.libguides.com/read2succeeded>

(Liberated Scholars)

Black History Month (February and March)

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

<https://www.norcocollege.edu/events/Pages/Cultural-Events-Calendar.aspx>



Racial Justice Task Force Webpage

- <https://www.norccollege.edu/about/racial-justice/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

Academic Discipline/Field *

Choose



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 teacher-centered.	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 or 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.

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

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**