**FACULTY SEMINAR ON CHALLENGING RACISM AND TEACHING FOR INCLUSION**

**Spring 2022 Schedule**

**PART I FRAMEWORKS AND CONTROVERSIES**

**SESSION 1**

**GETTING STARTED**

**Feb. 2**

OVERVIEW

* Seminar learning objectives
* Norms of seminar etiquette
* Participant and facilitator introductions
* Generative and transformative dialogue
* Seton Hall University and Race

READING/VIDEO

* Msgr. Fahy Address (posted under “Content”)
* <https://www.crowdcast.io/e/moral-courage-irshad-manji-HxA>

RESOURCES

* M. Gergen, F. Barrett, and K. Gergen, “Appreciative Inquiry as Dialogue: Generative and Transformative.” Pp. 3-27 in D.L. Cooperrider and M. Avital, *Constructive Discourse and Human Organization.* Emerald Group Publishing, 2004 (e-book in SHU Library)
* [https://www.nytimes.com/2019/07/17/magazine/white-men-privilege.html](https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nytimes.com%2F2019%2F07%2F17%2Fmagazine%2Fwhite-men-privilege.html&data=02%7C01%7CAnthony.Haynor%40shu.edu%7C0e2f3a97a8374166d3a508d83ad394e0%7C51f07c2253b744dfb97ca13261d71075%7C1%7C0%7C637324027827991023&sdata=gdVCc7lGYZsNQEi1yS7UpdjIZ1s0pyrlxBsBQYjGs%2F8%3D&reserved=0)

**SESSION 2**

**THE ANTI-RACIST FRAMEWORK**

**Feb. 9**

OVERVIEW

* Importance of entrenched inequalities (white supremacy, systemic racism)
* Historical continuity thesis and the rejection of color-blindness
* Role of explicit and implicit bias
* Equality of outcomes as moral tenet & challenging of meritocratic values
* Assessment: Anti-Racist framework as science and as value system
* Influence: Action and policy implications

READINGS

* Imbram Kendi, “The American Nightmare” <https://www.theatlantic.com/ideas/archive/2020/06/american-nightmare/612457/>
* Robin DiAngelo, “White Fragility” <https://www.uua.org/sites/live-new.uua.org/files/diangelo-white_fragility_and_the_rules_of_engagement.pdf>

RESOURCES

* Keynote address, Gary Peller, Harvard Law School   
  <https://systemicjusticeblog.wordpress.com/2015/08/16/keynotes-by-professors-gary-peller-kimberle-crenshaw/>
* <http://brooklyn.cuny.edu/web/about/administration/president/statements/2020/enacting-an-anti-racist-agenda-at-brooklyn-college.php>
* <https://paw.princeton.edu/article/faculty-members-propose-anti-racism-agenda>

**SESSION 3**

**THE COLOR-BLINDNESS FRAMEWORK**

**Feb. 16**

OVERVIEW

* Defense of color-blindness, humanistic and communitarian deep story
* Rejection of racial essentialism
* Unfinished historical progress thesis
* Equality of opportunity as moral tenet; disparities of outcomes not necessarily reflective of systemic discrimination
* Assessment: A “post-racial” society – worthwhile goal or supportive of white privilege?

READING/VIDEO

* John McWhorter, “The Dehumanizing Condescension of White Fragility”  
  <https://www.theatlantic.com/ideas/archive/2020/07/dehumanizing-condescension-white-fragility/614146/>
* Coleman Hughes, “Anti-Racism and Humanism: Two Competing Visions”  
  <https://www.youtube.com/watch?v=6orCV4I7jjU&list=LLcPCGjNCyA1SGnLMZAbPtnA&index=164>

RESOURCES

* Coleman Hughes, “How to Be an Anti-Intellectual”

<https://www.city-journal.org/how-to-be-an-antiracist>

* <https://www.chronicle.com/article/how-racist-are-universities-really?cid2=gen_login_refresh&cid=gen_sign_in>
* <https://nypost.com/2020/07/11/brooklyn-college-announces-anti-racist-agenda-for-professors/>

**SESSION 4**

**STUDYING RACE: THE ROLE OF POLITICAL IDENTITY**

**Feb. 23**

OVERVIEW

* The “Moral Intuitions Theory” of Jonathan Haidt
* How knowledge production is shaped by membership in moral/emotive communities
* Findings from Horowitz, Haynor and Kickham study (2018) on the degree to which political orientation is predictive of how sociologists study race
* Implications of the social psychology of knowledge: the critical importance of self-interrogation and viewpoint diversity

READING/VIDEO

* Jonathan Haidt (posted under “Content”)
* Jonathan Haidt, The Moral Roots of Liberals and Conservatives

<https://www.youtube.com/watch?v=8SOQduoLgRw>

RESOURCES

* <https://www.nj.com/news/2016/06/segregated_nj_a_look_at_how_race_still_divides_us.html>
* <https://www.vox.com/policy-and-politics/2018/3/21/17139300/economic-mobility-study-race-black-white-women-men-incarceration-income-chetty-hendren-jones-porter>
* Barr, Chapter 3 (posted under “Content”)

**SESSION 5**

**IMPLICIT BIAS**

**March 2**

OVERVIEW

* Understanding implicit bias
* The Implicit Association Test (IAT)
* Critiques of implicit bias research
* Addressing implicit bias through generative and transformative dialogue

EXERCISE/VIDEO

* <https://implicit.harvard.edu/implicit/takeatest.html>
* J. Eberhardt, <https://www.youtube.com/watch?v=YMX0QzHbSOU>

RESOURCES

* Jesse Singal, “Psychology's Favorite Tool for Measuring Bias is Still Mired in Controversy”

[https://digest.bps.org.uk/2018/12/05/psychologys-favourite-tool-for-measuring-implicit- bias-is-still-mired-in-controversy/](https://digest.bps.org.uk/2018/12/05/psychologys-favourite-tool-for-measuring-implicit-%20%20bias-is-still-mired-in-controversy/)

* Tasminda K. Dhaliwal, Mark J. Chin, Virginia S. Lovison, and David M. Quinn, “Educator Bias is Associated with Racial Disparities in Student Achievement and Discipline”

<https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/>

MARCH 9, SPRING BREAK

**SESSION 6**

**THE ACHIEVEMENT GAP**

**March 16**

OVERVIEW

* The data on black-white educational disparities
* Explanations for the achievement gap
* Anti-racist vs. Color-blind perspectives on the achievement gap
* Strategies for narrowing the achievement gap

READINGS

* <https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf>
* <https://prrac.org/newsletters/novdec2015.pdf> (Amanda Lewis and John Diamond, *Despite the Best Intentions*)

RESOURCES

* <https://www.nctsn.org/sites/default/files/resources//complex_trauma_facts_in_urban_african_american_children_youth_families.pdf>
* <https://thepostmillennial.com/rutgers-dismantles-grammar-among-other-mandates>
* <https://www.reuters.com/article/uk-factcheck-rutgers-grammar-racist/fact-check-rutgers-university-did-not-declare-grammar-racist-idUSKCN2501YB>

**PART II PEDAGOGY AND CURRICULUM**

**SESSION 7**

**THE DEBATE OVER DISCIPLINARY CANONS**

**March 23**

OVERVIEW

* The curriculum as an exclusively white discourse?
* An enrichment/balancing strategy: Adding voices of color to the existing curriculum
* A dismantling/decolonizing strategy: Purging the “white gaze”
* Critiques of the movement to radically transform the canon

READINGS/VIDEO

* Readings to be selected by seminar participants
* Asao B. Inoue, Chair’s Address, National Council on Teachers of English <https://www.youtube.com/watch?v=brPGTewcDYY>

**SESSION 8**

**THE PEDAGOGY OF INCLUSIVE TEACHING – PART I**

**March 30**

OVERVIEW

* How Freire’s ideas can help us rethink our pedagogy
* What it means to teach the whole person
* Challenges to/critiques of Freire’s theories

READINGS

* Paulo Freire, *Pedagogy of the Oppressed*

Chapters 1 and 2

<https://libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donaldo%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20(2000,%20Bloomsbury%20Academic).pdf>

* “Overcoming Flawed Educational Views of the Human Person” (counterpoint to Freire’s argument)

<https://churchlifejournal.nd.edu/articles/overcoming-flawed-educational-views-of-the-human-person/>

**SESSION 9**

**THE PEDAGOGY OF INCLUSIVE TEACHING – PART II**

**April 6**

OVERVIEW

* What does it mean for education to be a “practice of freedom”?
* Practical methods to make teaching more inclusive

READINGS

* bell hooks,*Teaching to Transgress: Education as the Practice of Freedom*

“Introduction,” Chapters 1 and 2

<http://sites.utexas.edu/lsjcs/files/2018/02/Teaching-to-Transcend.pdf>

* “How to Make Your Teaching More Inclusive”

<https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

RESOURCES

* [https://acue.org/wp-content/uploads/2020/08/Inclusive-Teaching-Practices-Sheet\_accessible2-1.pdf](https://nam05.safelinks.protection.outlook.com/?url=https%3A%2F%2Facue.org%2Fwp-content%2Fuploads%2F2020%2F08%2FInclusive-Teaching-Practices-Sheet_accessible2-1.pdf&data=02%7C01%7CMary.Balkun%40shu.edu%7C3f724c9292014ec3959d08d86de93c4c%7C51f07c2253b744dfb97ca13261d71075%7C1%7C0%7C637380195785207527&sdata=1aIdWgAJnUifkIGHZnA63foQ7xFeHBDoNmSg0i03HXs%3D&reserved=0)
* “What Two Students Want You to Know About Inclusive Teaching”

<https://www.facultyfocus.com/articles/teaching-and-learning/inclusive-teaching-fosters-supportive-classroom/>

**SESSION 10**

**CLASSROOM PRACTICE**

**April 13**

OVERVIEW

* Examining current classroom practice
* Structuring class time to encourage dialogue
* How to make instruction more inclusive

READING

* “Structuring Your Dialogic Curriculum” (posted under “Content”)
* “Is Lecturing Racist?”

<https://www.insidehighered.com/views/2020/09/02/lecturing-disadvantages-underrepresented-minority-and-low-income-students-opinion>

RESOURCE

* “10 Inclusive Teaching Practices”

<https://acue.org/wp-content/uploads/2020/08/Inclusive-Teaching-Practices-Sheet_accessible2-1.pdf>

**SESSION 11**

**CLASSROOM MANAGEMENT STRATEGIES**

**April 20**

OVERVIEW

* Engaging discussions of race in the classroom
* Fostering civil discussion of difficult topics

READINGS

* “Difficult Dialogues”

<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

* “Three SEL Skills You Need to Discuss Race in Classrooms” (posted under Content)
* Managing Hot Moments in the Classroom(Warren, 2000)

<https://www.elon.edu/u/academics/catl/wp-content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard_University.pdf>

RESOURCES

* “Fostering Civil Discourse: A Guide for Classroom Conversations” (posted under “Content”)
* “Navigating Difficult Moments in the Classroom”

<https://bokcenter.harvard.edu/navigating-difficult-moments>

* “Civility in the Classroom – References”
* <https://www.sjcc.edu/PresidentOffice/Documents/Civility_References_Bibliography_1.pdf>

**SESSION 12**

**CONCLUSION**

**April 27**

OVERVIEW

* Sharing Teaching/Course Plans; Seminar Evaluation; Final Thoughts