

Defining Antiracism and Social Justice



“A philosophy, an approach, and actions that embody treating all people with **fairness, respect, dignity, and generosity.**” Sonia Nieto



Antiracist pedagogy means “teach[ing] about **race and racism** in a way that fosters critical analytical skills, which reveal the power relations behind **racism and how race** has been institutionalized ... to create and justify inequalities” (Kishimoto, 2016, p. 541).

“An **antiracist** is one who is supporting an **antiracist policy** that reduces **racial** inequity through their actions or expressing an **antiracist idea**” (Kendi, 2019, p. 13).

Characteristics of an antiracist educator versus a racially evasive educator

Antiracist educator

Racially evasive educator

Outs oneself as antiracist

Makes no public declaration

Overtly names racist policies at institutional and systemic levels

Remains at personal and interpersonal levels

Names and sees differences

Denies differences (color blindness)

Sees the unique differences as assets

Sees differences as deficits

Seeks positive antiracist change

Conforms to status quo, may serve as gatekeeper

Fills growth gaps through critical collaborations and knowledge seeking

Works in isolation, offers excuses for why one cannot shift to antiracist paradigms

Sees students as co-creators

Sees students as receptors

Names race, racism or antiracism

Sticks to social justice

Interrogates the world language discipline

Sees discipline as infallible

Incorporates current events and social concerns, especially those seen as controversial

Shies away from current events and social concerns, especially those seen as controversial

Uses innovation, critical collaborations and creativity to combat a lack of resources

Uses lack of resources (time, money, staff) as an excuse to not engage race, racism or antiracism.

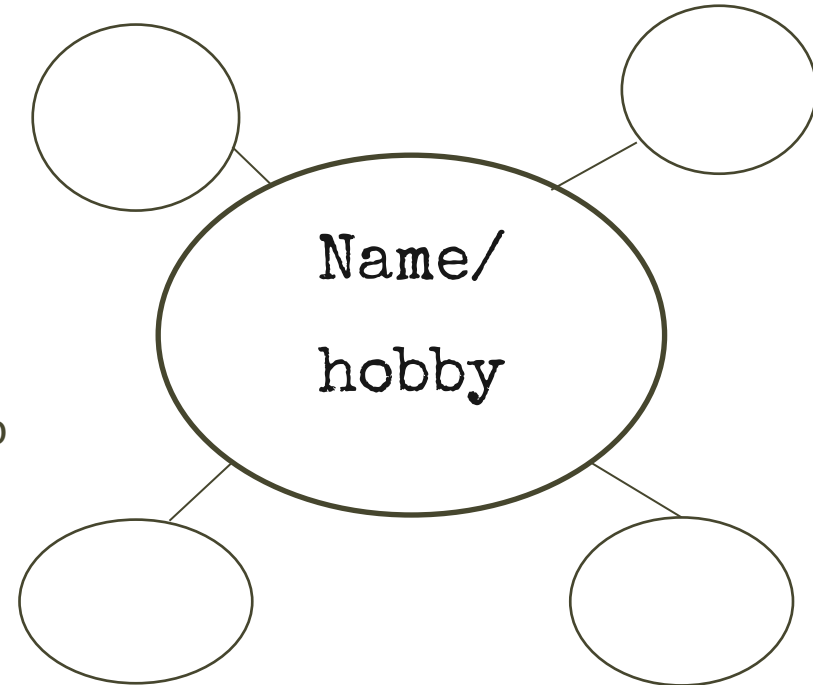
4 Stages of Intergroup Dialogue

Stage 1	Group Beginnings: Forming and Building Relationships	Community-building; Foundations; Meet & greet
Stage 2	Exploring the Nature of Social Identity	Race, class, gender, sexuality, religion, citizenship, privilege/underprivilege
Stage 3	Exploring and Discussing Hot Topics	Headlines, stumbles, difficult dialogues, addressing conflict
Stage 4	Action Planning and Alliance Building	Continued learning, expanded tables, allyship, what's next?

IDENTITY: CIRCLE OF MULTICULTURAL SELF

Discussion Points:

1. What makes you **proud** to be a member of one of the groups that you mentioned? (**orgullosa**)
2. Identify an experience where being a member of one of the groups that you mentioned caused you **pain or difficulty**. (**difícil**)
3. What are some common **stereotype(s)** associated with a group membership that you listed?
4. How do you **feel** about these stereotypes? How do you transcend them?
5. How is your group represented in media?
6. (*Share out*) **Listen, share, and converse** with your group members about your experiences and observations.



Dena Simmons, Yale Center for Emotional Intelligence



Counter stories are **new stories** that are **deliberately constructed** to challenge the stock stories, build on and **amplify** resistance stories, and **offer ways to interrupt the status quo** and work for change.

Resistance stories are both **historical and contemporary**, that tell about how people have **resisted racism**, challenged the stock stories that support it, and **fought for more equal and inclusive** social arrangements.

New Stories
New possibilities

Status quo
Foundational
Unquestioned

Stock stories are told by the **dominant group**, **passed on** through historical and literary documents, and **celebrated** through public rituals, monuments and media representations.



Cultural/historical repository
Build upon/Inspire the new
Lay foundation

Contradictory stories
From the margins
Unknown

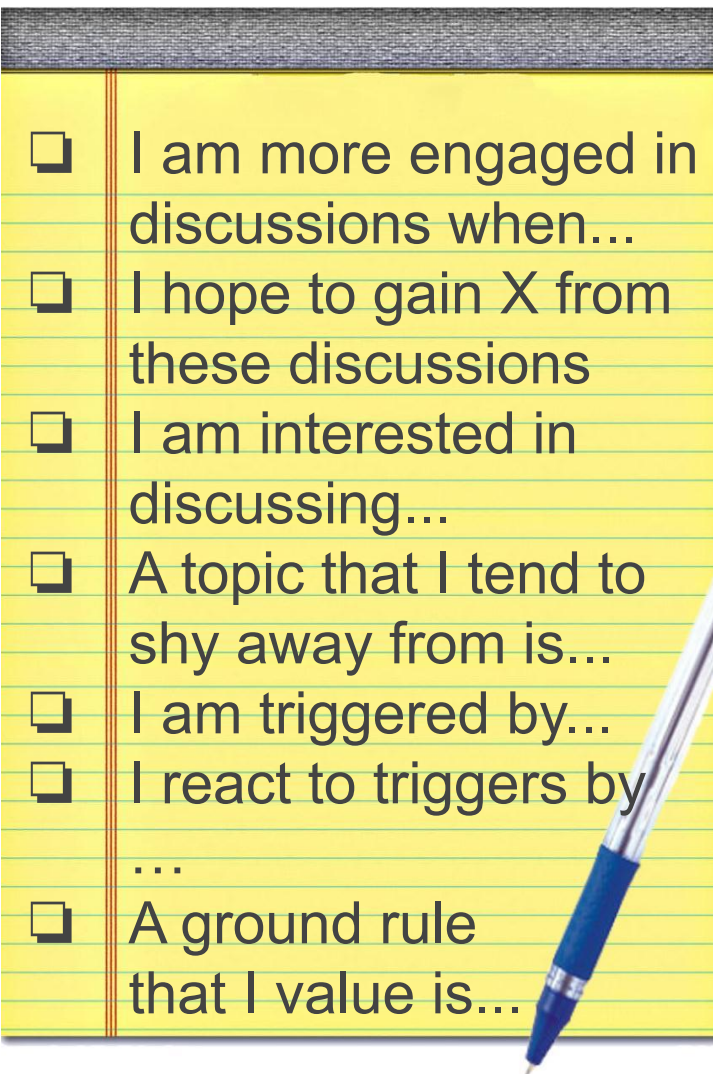
Concealed stories are told by people marginalized by the dominant society & often unknown to dominant groups. They recount their experiences and **critique** or **“talk back”** to the **mainstream narratives**, telling stories of **struggle, self-affirmation, and survival** in the face of oppressive circumstances.

Antiracism Resources



Guidelines & Self-Assessment

Knepp (2012) suggests engaging students in the **co-creation of a classroom code**, having them talk openly about the kind of classroom environment that would work best for them, and especially one that might work best in **difficult situations or for controversial topics**.

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- I am more engaged in discussions when...
 - I hope to gain X from these discussions
 - I am interested in discussing...
 - A topic that I tend to shy away from is...
 - I am triggered by...
 - I react to triggers by...
 - ...
 - A ground rule that I value is...

The Set Up: Anticipating Disagreements

[Speaking Up Without Tearing Down](#), Loretta Ross
(Issue 61, Spring 2019 from the Teaching Tolerance website)



Student response: “When she began to explain the negative impacts of calling out, such as causing a bigger conflict with nothing left to learn, I started to understand how calling-in works.”

Student response: “It is hard, though, when someone says something harmful against a marginalized group in which you belong, and to use the call-in method because your immediate reaction is to be mad. So I understand that too.”

Establishing an Antiracist Classroom



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