Whiteness in the Classroom

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Race and Pedagogy Working Group

Funded by:
OBJECTIVES

1. Continue developing language to be able to discuss
   a. how white supremacy has impacted one’s life and role as an educator
   b. how it is harmful to BIPOCs*

2. Interrogate our position in a white supremacist institution by examining specific interactions and experiences

3. Generate pedagogical strategies to interrupt Whiteness in the classroom

4. Acknowledge the limitations of antiracist efforts

*Black, Indigenous, and People of Color
1. **Be fully present** - listen intently in order to fully understand different points of view.

2. **What is offered in our community is by invitation, not demand** - share what you feel motivated to share, and know that you do it with our support; invite others to speak before speaking again.

3. **Speak your truth in ways that respect other people’s truth** - our views of reality may differ, but speaking our truth does not mean interpreting, correcting, or debating what others say.

4. **Observe deep confidentiality** - what is shared here stays here; what is learned here leaves here.
GROUP NORMS

- Generous Listening
- Acknowledge impact over intent; be open to calling out others and being called out
- Explain terms that others may not be familiar with, ask if unsure
- Practice vulnerability - even if a little bit
Things BIPOCs Will Not Do in This Workshop

1. Will not be responsible for the emotional and cognitive labor of checking white privilege or correcting problematic statements. Everyone will share the responsibility of keeping our groups and peers accountable in this workshop.

2. Will not be asked to answer any direct questions; BIPOCs may choose to answer questions that are directed towards the whole group or workshop, but should not be targeted as the source for knowledge and experience.
OVERVIEW

1. Defining Shared Facilitation (15 min)
2. Book Group Discussion (1 hr)
3. Generating Pedagogical Strategies (30 min)
4. Next Steps + Evaluation (5 min)
What does shared facilitation look like? Why is it necessary?
BOOK GROUPS

- **Tien-Tien’s group**: Tone Policing (day 3) & White Silence (day 4)
- **Eilin’s group**: White Superiority (day 5) & White Exceptionalism (day 6)
- **Elizabeth’s group**: Color Blindness (day 8) & Racist Stereotyping (day 12)
- **Helen’s group**: Anti-Blackness (against black women, men, and children, days 9-11)
FRAMING QUESTIONS FOR BOOK GROUPS

1. What are some situations at UChicago in which you have experienced/witnessed these forms of white supremacy and racism?

2. In these instances, how did white supremacy benefit you? How did it work *through* you?

3. How did these situations harm BIPOCs?

4. *How could you have responded in a way that confronts/interrupts Whiteness?*
NEXT MEETING

- Come together as often as you wish until next session
- Complete days 15-28 by Weds., March 11
  - 12p-2p in Wieboldt 310 D/E
  - Lunch provided
- Continue to reflect on prompts as-is, then again in relation to your position in the classroom
EVALUATION

Please write on notecards:

● How are you feeling after the session?

● Suggestions for improvement / what you hope to get out of the next session.