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
   a. examining specific interactions and experiences
   b. Honoring individual and collective commitments to change

3. Generate pedagogical strategies to interrupt Whiteness in the classroom, while acknowledging the limitations of antiracist efforts

*Black, Indigenous, and People of Color
OVERVIEW

1. Brief Review of Norms & Facilitation Expectations (2 min)
2. Book Group Discussion (45 min)
3. Whole Group Shareout + Strategizing Session (45 min)
4. Individual and Collective Commitments (15 min)
5. Evaluation (3 min)
GROUP NORMS

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
What does shared facilitation look like? Why is it necessary?

- rotating roles
- talking to everyone in group
  - eye contact
- active listening to speak
  - take notes
  - silent while they finish
- comfort w/ silence
  - if isn’t expected to move convo
- comfort to break silence
  - acknowledge discomfort that arises
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.
BOOK GROUPS

- **Tien-Tien’s group**: You & Your Values + Losing Privilege
- **Hilary’s/Eilin’s group**: Optical Allyship + Being Called Out/In
- **Elizabeth’s group**: White Apathy + Losing Privilege
- **Helen’s group**: Tokenism + Losing Privilege

Before jumping into discussion, define relevant key terms related to your topic and jot on chart paper.
FRAMING QUESTIONS FOR BOOK GROUPS

Define relevant key terms related to your topic and jot on chart paper first.

1. Identify **pedagogical situations** at UChicago in which you have experienced/witnessed this manifestation of white supremacy.
   
a. How did white supremacy **benefit** you? How did it work *through* you?
   
b. How did these situations **harm** BIPOCs?

2. How could you have **responded** in a way that confronts/interrupts Whiteness or **prevent** this situation from happening?
WHOLE GROUP DISCUSSION

1. Present **definition** of related key terms

2. Briefly summarize **pedagogical situations** you discussed.

3. Share the **collectively generated strategies** that would respond to/prevent such situations.

4. Discuss **other ways to approach** these situations.
HONORING COMMITMENTS

How can we become a good ancestor?

What can we commit to as a collective?

Consider caucusing by race as white individuals are implicated differently in the system than BIPOCs.

Consider commitments in relation to other identities beyond race, such as sexual orientation, gender identity, religious affiliation, class status, etc.
EVALUATION

Please write on notecards:

● How are you feeling after the session?
● How have you changed (or not) over the course of our time together?