Diversity & Equity in Education - PESB
Session #2 – Participant Readings & Activities Prior to Session

Microaggressions, Privilege, Institutional/Structural Racism/History
October 8-9, 2015

We HIGHLY recommend that you purchase the following book. You do not need to read it prior to the session but you may if time and interest permit.


Activity #1: Do You Know Who You Are?
- Complete these three statements about you, then name a behavior that demonstrates that identity. Rules: Use an anthropological lens. You may not use the same term twice. Be sure to bring your answers to class to share with your peers.

My racial identity is _____________________. Behavior: _________________________________
My national identity/identities is/are_________. Behavior: __________________________
My ethnic identity is ____________________. Behavior: _________________________________

Activity #2: Test Yourself for Hidden Bias
Go to http://www.tolerance.org/bias-self-assessment
- You will be redirected to the test at the Project Implicit webpage. https://implicit.harvard.edu/implicit/.
On the left side of the screen you will see the section labeled “Project Implicit Social Attitudes.” NOTE: You do NOT have to register! Click on the button, highlighted in yellow/orange, to the right of the US flag icon. You must click on “I wish to proceed” to agree with the statements and continue to the “Take a Test” page.

On this page, you will see a list of implicit bias tests. Select one that relates to a topic for this module (suggestions: “Skin-tone IAT,” “Sexuality IAT,” “Race IAT,” “Asian IAT,” “Native IAT,” “Arab-Muslin IAT”). Each test will take approximately 10 minutes. At the conclusion of the test, you will receive your results along with a brief explanation, as well as comparisons of your test results to those of others who have taken the test. Be aware that there is a short questionnaire following each test. These test results may be used as part of ongoing research.

You may take more than one test as time and your interest permit.

Be prepared to discuss the following: The “Test Yourself for Hidden Bias” page defines stereotype, prejudice, and discrimination but does not define racism. How do you define racism? How does it differ from stereotype, prejudice, and discrimination, if at all?

Activity #3: Watch/Read the following:
“Leaders’ Role in Discussing Race” video at https://www.youtube.com/watch?v=CnGHJ7-thxs&feature=plcp&safety_mode=true&persist_safety_mode=1&safe=active
Then read “Ten Things Everyone Should Know about Race” (see attached). You may want to explore the website “Race: The Power of an Illusion” at http://www.pbs.org/race/000_General/000_00-Home.htm as time and interest permit.

Stereotype Threat


Microagressions

- Prepare for a class Socratic Seminar on Privilege and Microagressions by doing a close reading of at least one of the following articles. They are in chronological order to illustrate the evolution of the concept. If you have already read one of these selections, please read a different one. You may read them all if you are interested and have time. Information on Socratic Seminars and Questions for Close Reading are attached, and were modeled in the opening seminar.

Sample Discussion Starter Questions. You may consider adaptations of these questions in creating your own.
1. How does McIntosh’s (1988) assertion that “I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group” apply to the selection you read?
2. Is it possible for one person's overprivilege to be unrelated to another's disadvantage?
3. McIntosh says that recognizing privilege “makes one newly accountable.” To whom are we accountable? What are we accountable for?

4. What “daily effects of white privilege” or microaggressions are you aware of?

5. In what ways are we trained/learn to mistrust? Whom have you learned/been trained to mistrust?

6. What does it mean to say that admitting white privilege means giving up “the myth of meritocracy”?

7. Does acknowledging privilege matter? What if we acknowledge privilege without doing anything to lessen or end it? Is acknowledgement an action in and of itself? Is it enough?

8. Does the discussion of privilege and microaggressions make you feel encouraged or discouraged? Why?

9. How do we lessen the impact of our privilege? Is this required or desired?

Adapted from the Center for Civic Reflection [http://civicreflection.org/resources/library/browse/unpacking-the-invisible-knapsack](http://civicreflection.org/resources/library/browse/unpacking-the-invisible-knapsack)

Sharroky Hollie
- “Six Ways to Know if You Are Culturally and Linguistically Responsive” (see attached).
  - Reflect: How close are you to being what Dr. Hollie calls a “Culturally and Linguistically Responsive” educator? Be prepared to comment on your self-assessment.
- “Serving All Students with Culturally and Linguistically Responsive Pedagogy” (see attached).

Gloria Ladson-Billings:
- “Cultural Competence” [https://www.youtube.com/watch?v=N9IeB4SvQjA&safe=active](https://www.youtube.com/watch?v=N9IeB4SvQjA&safe=active)


Funds of Knowledge
- Luis Moll: Funds of Knowledge introduction [https://www.youtube.com/watch?v=okyqK-KGJI0](https://www.youtube.com/watch?v=okyqK-KGJI0)


Suggested Resources:
- [The White Privilege Conference](http://www.whiteprivilegeconference.com)
- [Peggy McIntosh Home Page](http://www.peggymcintosh.com)
Microaggressions: Power, Privilege, Everyday Life
National Association for Multicultural Education

EdChange: Critical Multicultural Pavilion

How to Analyze Thinking Foundation for Critical Thinking

National SEED Project The National SEED Project on Inclusive Curriculum

Anti-Bias Framework Lesson planning tool from Teaching Tolerance

Rethinking Schools

Taking Action against Racism in the Media

Race: The Power of an Illusion

Teaching Tolerance