

Cultivating Antiracist Identities: Teacher and Student Perspectives

Immigrant Learning Center

2021 Immigrant Student Success:

Strategies and Tools for K-12 and Adult Educators

July 84, 2021

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Introduction

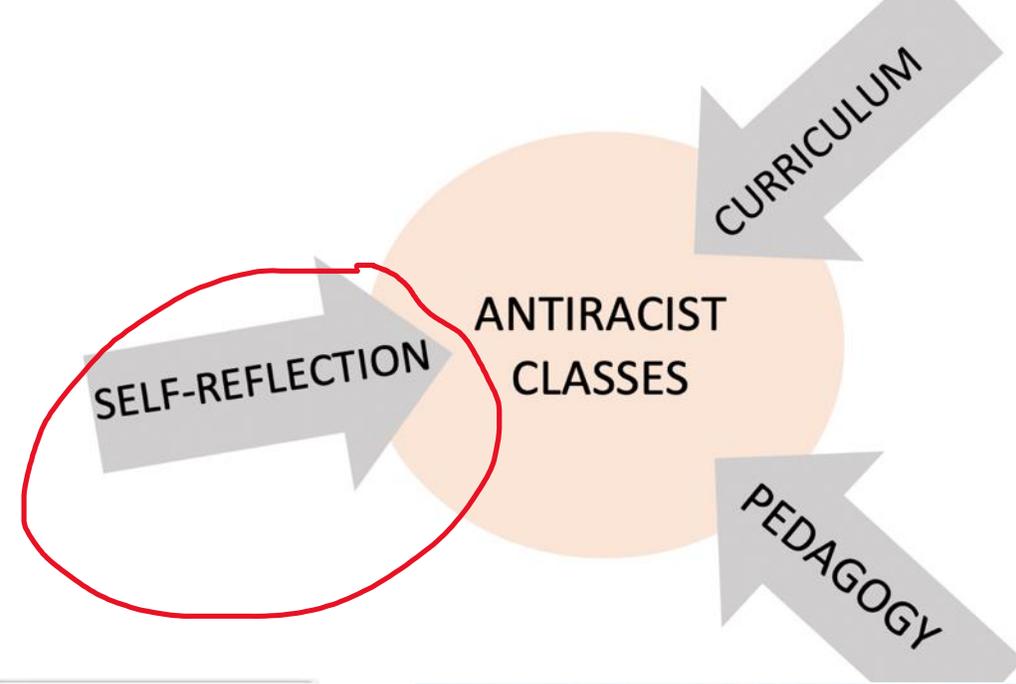
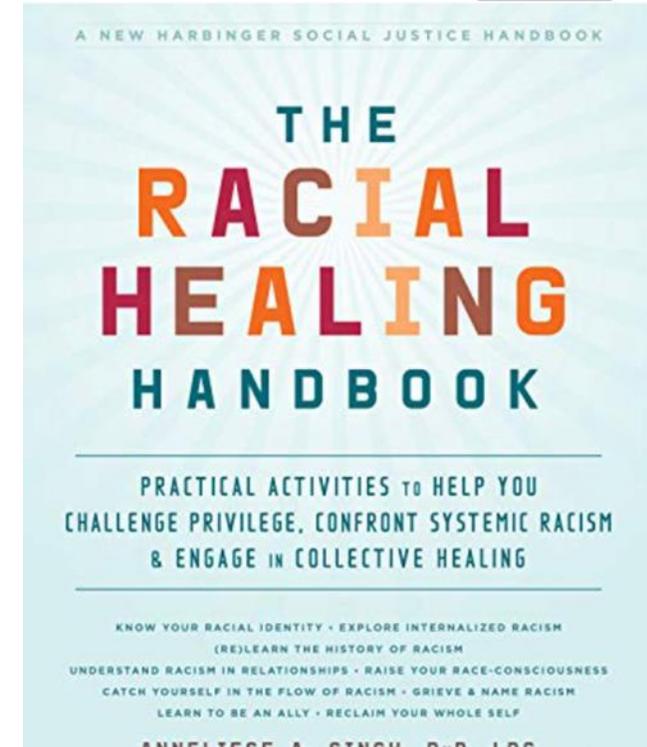
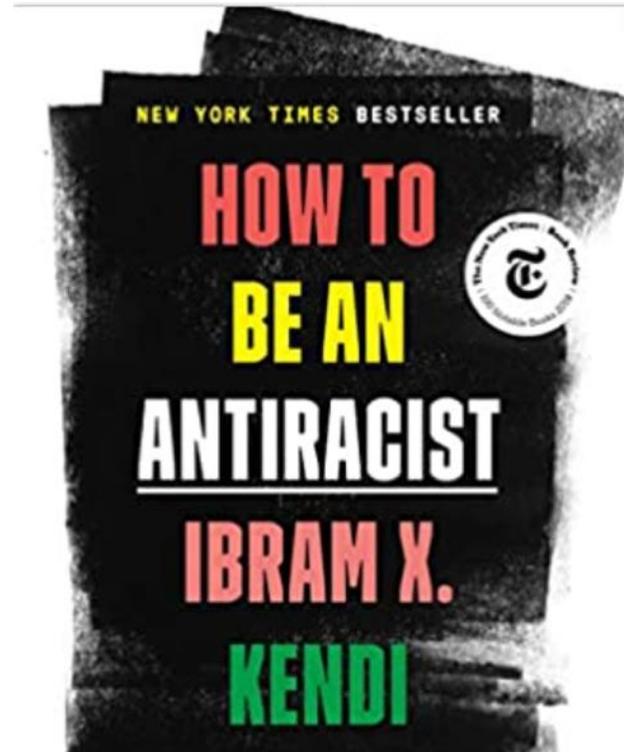
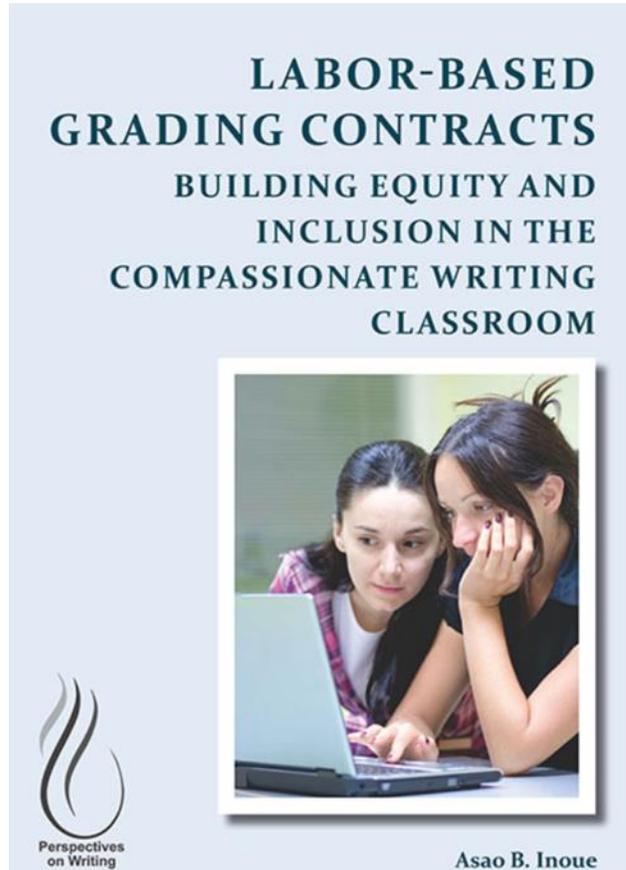
- Who are we? Why are we here today? Where, whom, and in what context do we teach?
- Collaborative antiracism Padlet:
<https://padlet.com/cmichaud16/q6pxcuqf8grotc5k>

Our project

- Revitalize our curriculum, moving from “multicultural” to antiracist
- Antiracist classrooms → antiracist identities

Framework and approaches

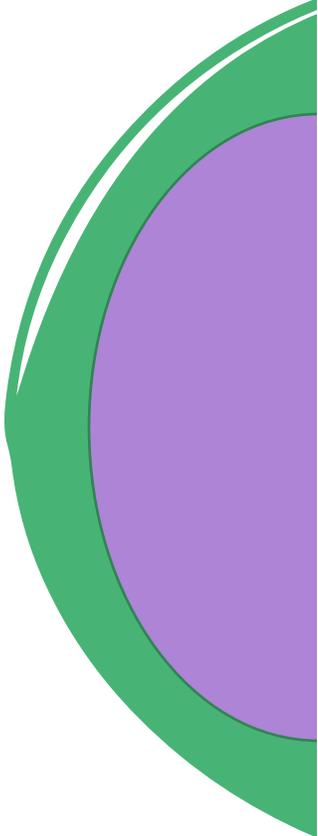
- Asao B. Inoue
- Ibram X. Kendi
- Annelise Singh



Perspectives from the Literature: Goals and Motivations

- Diversify not just our reading lists, but also the scholarly frameworks of our teaching
 - "Black Lives Matter in TESOL: De-Silencing Race in a Second Language Academic Literacy Course" (Guerrettaz and Zahler 2017)
 - "Confronting Epistemological Racism, Decolonizing Scholarly Knowledge: Race and Gender in Applied Linguistics" (Kubota 2019)
- Examine our own racial identities and views
 - "A Lesson in Teaching English While White" (Ennser-Kananen 2020).
- Allow our students of color, our marginalized, international/transnational students, to be seen, to belong, to claim space and identities on campus and beyond

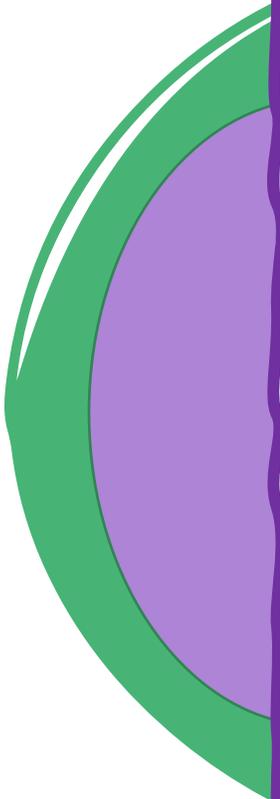
Racial Invisibility and Silencing



Evidence also indicates that students of color often find themselves invisible in various spaces on college campuses (Buena Vista & Chen, 2013; Buena Vista et al., 2009; Feagin et al., 1996; Gonzalez, 2003; Museus & Park, 2015). Given many postsecondary institutions' historical legacy of racism, it might not be surprising that college students of color sometimes report finding themselves invisible in physical structures (e.g., artwork, buildings, etc.) on campus (Brown-Nagin et al., 2015; Gonzalez, 2003). In addition, students of color often find voices from their communities silenced in mainstream curricula and pedagogy (Museus & Park, 2015). Such invisibility and silencing can be pervasive and lead to feelings of racial exclusion, isolation, and marginalization throughout the college experience.

From: Museus, S. D., Ledesma, M. C., & Parker, T. L. (2015). Introduction. *ASHE Higher Education Report*, 42(1), 1–112. <https://doi-org.ezproxy.bu.edu/10.1002/aehe.20067>

PERSPECTIVES FROM OUR CAMPUS



The single most important challenge is improving the way that international students are served by the Writing Program. There is concern that our diversity and inclusion conversations often leave international students to the side, when we should be consistently aware of the distinctive needs of these students and working harder to meet them. The Writing Program needs to understand how isolated many international students currently are from the broader BU community. We would like to see international students integrated into BU more fully. International students' specific writing needs in ESL are currently being addressed through an excellent program, but it leaves subsequent integration into the rest of the BU community aside and tends to reinforce their sense of "foreignness." We need an entirely new way to think about this part of the BU community.

(excerpt from internal report, March 2021)

Our plan:

1. Teachers use diverse content and work towards inclusive pedagogical practices.

contract grading

hidden curriculum

ungrading

decolonizing the syllabus

radically inclusive classroom

2. Students learn about the history of institutional racism.

redlining

school desegregation

trauma of forced busing

“exam school” debate

“neighborhood schools”

white flight

coded racism

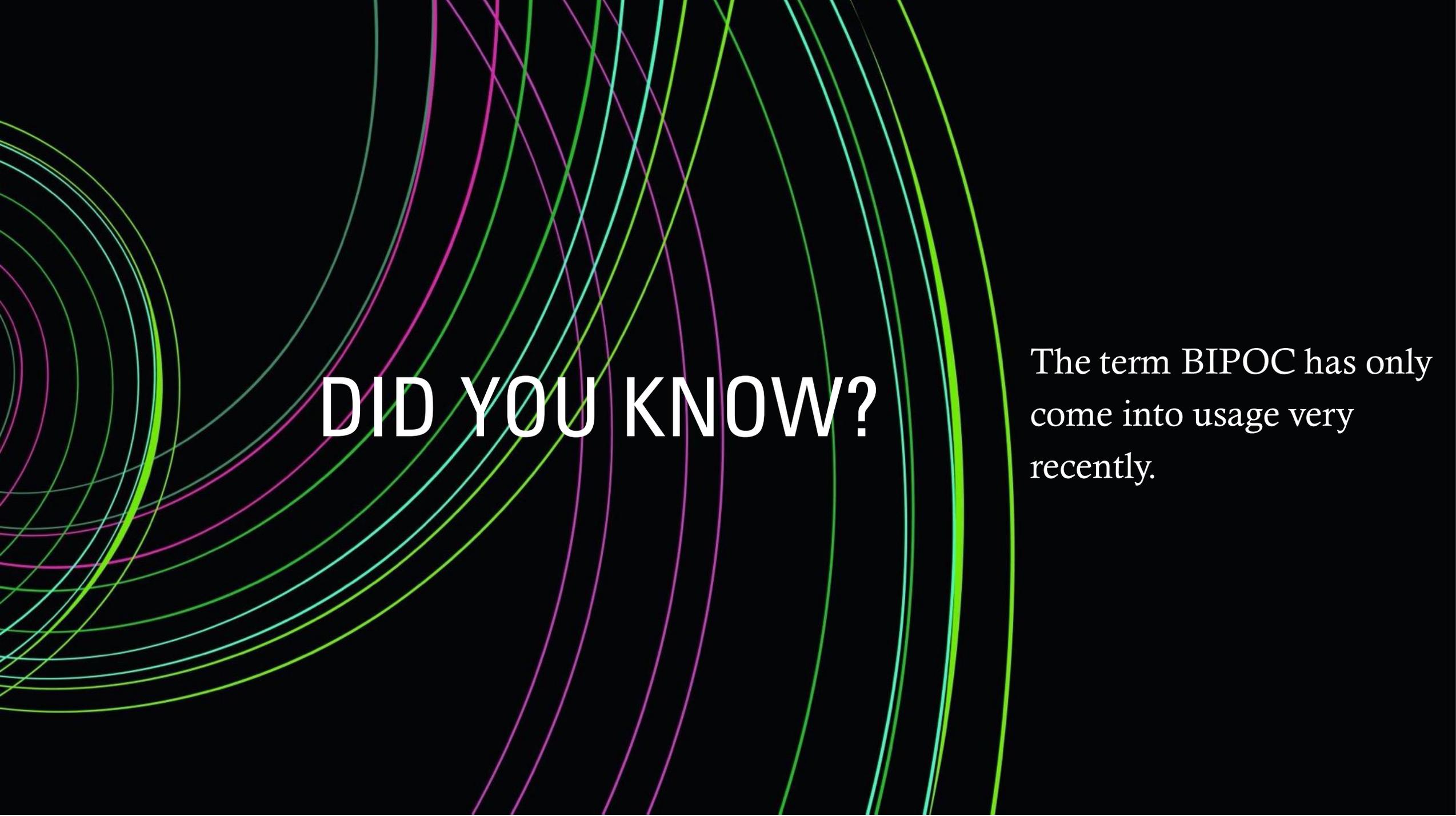
Black Lives Matter

anti-Asian hate

AAPI solidarity

3. * Teachers and students reflect on and discuss race, racial identity, and racism. *

**WR 112 STUDENTS, SPRING 2021:
TALKING ABOUT RACE, RACISM, AND ANTIRACISM**



DID YOU KNOW?

The term BIPOC has only come into usage very recently.

LANGUAGE MATTERS

“Black Americans have been called by many names in the United States. African-American, Negro, colored and the unutterable slur that rhymes with bigger. In [May and June 2020], as protests against police brutality and racism have flooded the streets and social media, another more inclusive term has been ascribed to the population: BIPOC.

“The acronym stands for ‘black, Indigenous and people of color.’
Though it is now ubiquitous in some corners of Twitter and Instagram, the earliest reference *The New York Times* could find on social media was a [2013 tweet](https://www.nytimes.com/article/what-is-bipoc.html).”

<https://www.nytimes.com/article/what-is-bipoc.html>



DID YOU KNOW?

A “majority minority” city, Boston nevertheless is significantly segregated due to a history of redlining.

THE EFFECTS OF REDLINING

- “In 1933, the federal Home Owners’ Loan Corporation (HOLC) was established to refinance Depression-era homes in danger of foreclosure, [...] **rating [neighborhoods], and color-coding them on a map based on whether appraisers believed they were likely to increase or decrease in value.** Among the main criteria[...] were **the race and ethnicity of their inhabitants.**
- “The result in Boston? Despite the fact that the HOLC acknowledged a section of Roxbury had good transportation, schools, and proximity to jobs, **the agency gave it a ‘hazardous’ rating, coloring it red due to [increasing numbers of Black residents]...**, while a stretch of Jamaica Plain that had zero Black residents and was only being infiltrated by ‘desirables’ got a **‘best’ rating, and was colored green.**
- “These government maps proved highly influential among private-sector mortgage lenders, who routinely **declined to finance homes in red and even yellow districts, giving rise to the concept and the name of ‘redlining.’** This, in turn, not only **locked Black people out of homeownership** but also ensured that white people had a financial interest in keeping them out of their neighborhoods.”

BOSTON NEIGHBORHOODS TODAY

Boston population by race/ethnicity:
 - Asian: 9%
 - Black: 22%
 - Latino: 17%
 - White: 47%

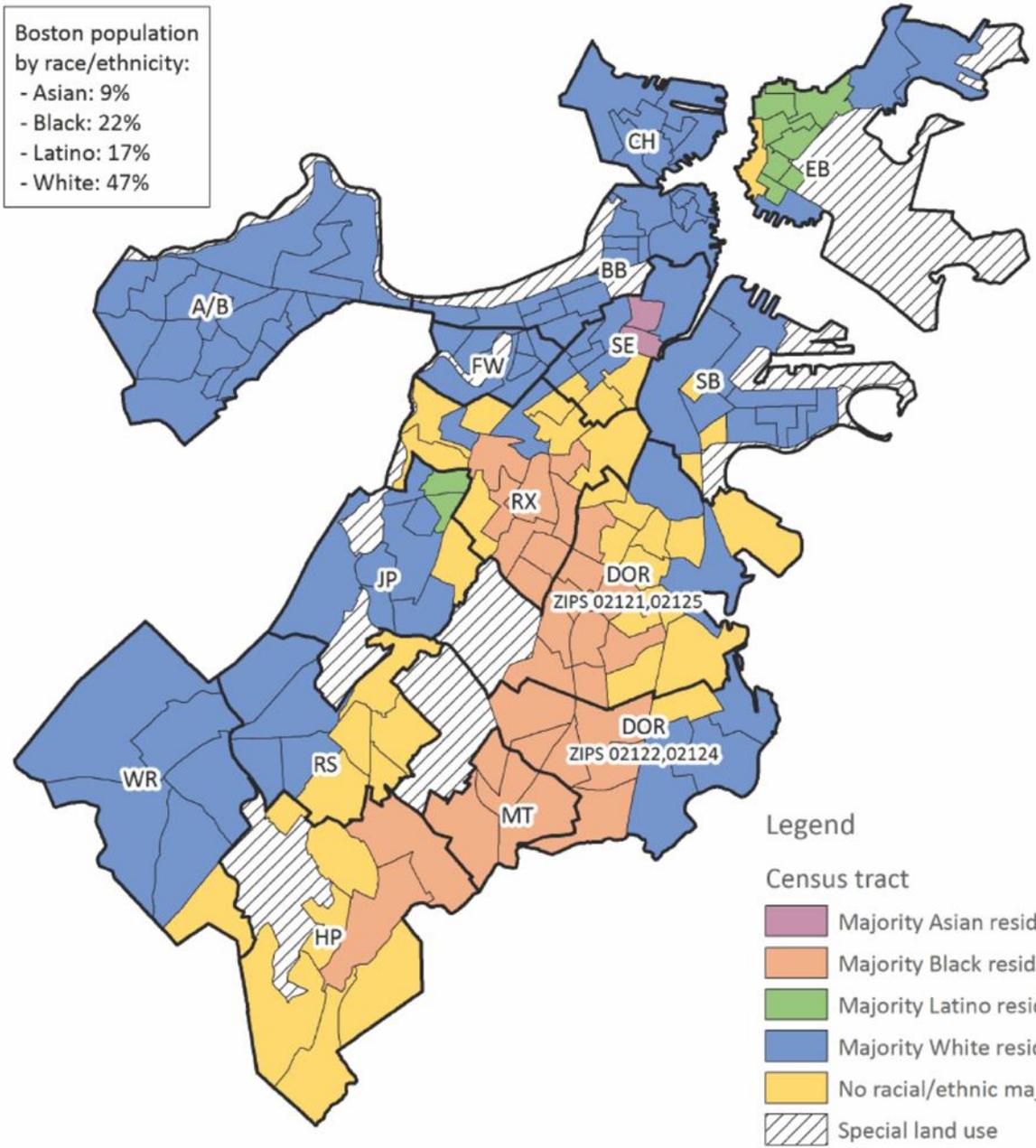
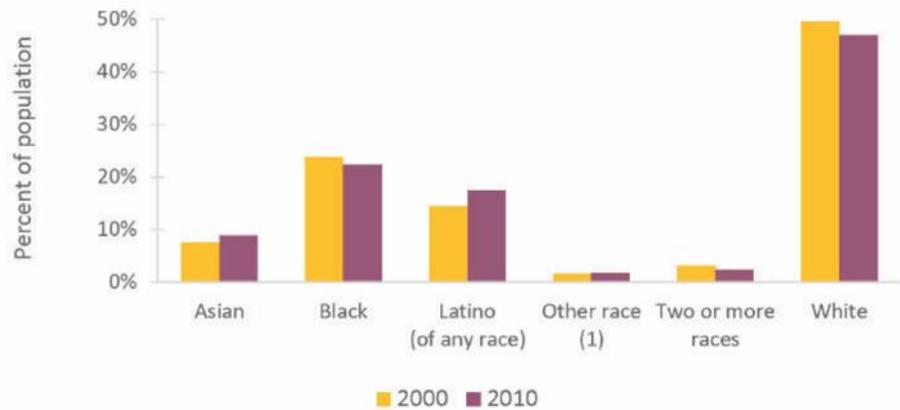
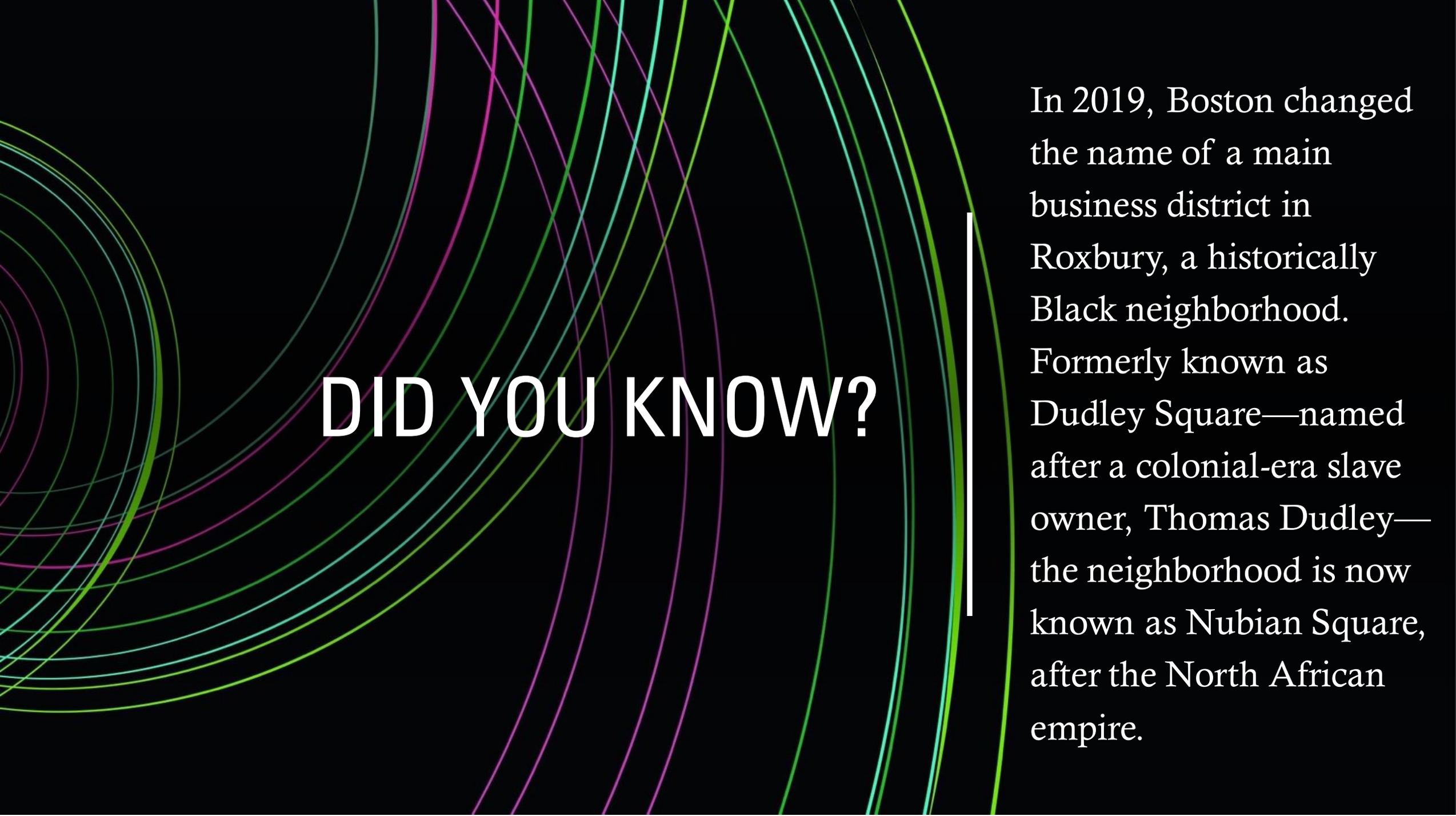


Figure 1.2 Boston Population by Race/Ethnicity, 2000 and 2010



(1) Includes American Indians/Alaskan Natives and individuals who identify as some other race

DATA SOURCE: Decennial Censuses 2000 and 2010, U.S. Census Bureau



DID YOU KNOW?

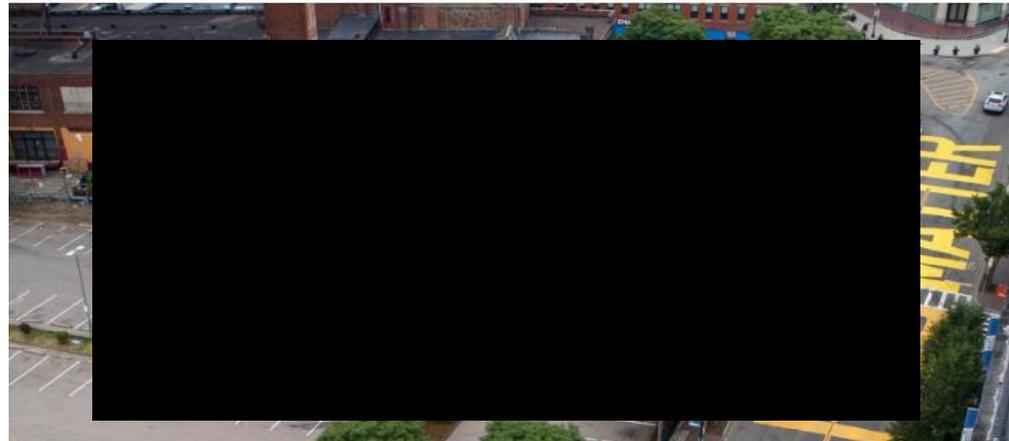
In 2019, Boston changed the name of a main business district in Roxbury, a historically Black neighborhood. Formerly known as Dudley Square—named after a colonial-era slave owner, Thomas Dudley—the neighborhood is now known as Nubian Square, after the North African empire.

NUBIAN SQUARE TODAY....

'This Is Just The Beginning': Roxbury Artists Paint Black Lives Matter Mural In Nubian Square

July 09, 2020

By [Arielle Gray](#) 



<https://www.masslive.com/boston/2019/11/reckoning-with-racism-changing-dudley-square-to-nubian-square-wont-be-the-last-name-change-in-boston-activists-say.html>

<https://www.wbur.org/artery/2020/07/09/this-is-just-the-beginning-roxbury-artists-paint-black-lives-matter-mural-in-nubian-square>

BLM AS MLK JR'S LEGACY

“In his ‘I Have a Dream’ speech, Martin Luther King Jr. spoke of ‘the marvelous new militancy which has engulfed the Negro community,’ and reminded the nation that Black people could ‘never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.’ Instead of seeing Black people as the enemies of democracy — contemporary critics of Black Lives Matter call the activists terrorists — King understood them as the friends of liberty. He particularly understood the need to renew the vision and energy of the movement by embracing Black youth.”

(Michael Eric Dyson, “What King Would Say to Black Lives Matter Activists Today,” *LA Times*, 1/18/2021: <https://www.latimes.com/opinion/story/2021-01-16/martin-luther-king-young-activists-black-lives-matter>. <https://www.wbur.org/news/2020/12/24/2020-protest-photos>)



DID YOU KNOW?

Hate crimes and reported instances of bias against Asian Americans have been on the rise.

ANTI ASIAN RACISM TODAY

Remember, Racism Isn't Just Black And White. Anti Asian Racism Is On the Rise in the Pandemic Era

Just this week San Francisco assigned more police to its Chinatown after older Asians were targeted in a wave of robberies, burglaries and assaults, including three violent attacks on Jan. 31 alone

By Eric Hinton • Published February 11, 2021



ALL PHOTOS BY KEIKO HIROMI

Protesters demonstrated to highlight discrimination and crimes against Asian people on Saturday, gathering on Boston Common by the Parkman Bandstand for a “rally and march against anti-Asian hate and racism.” Their call to action stated: “Come and hear leaders, members and allies of the Asian community as we put a spotlight on the overwhelming rise in anti-Asian hate crimes

BOSTON CHINATOWN ASIAN AMERICAN LEADERS PLEDGE SOLIDARITY WITH BLACK COMMUNITY

RESONATE TEAM × 26 JUNE 2020

NEWS

POLITICS

UNITED STATES

0 COMMENTS

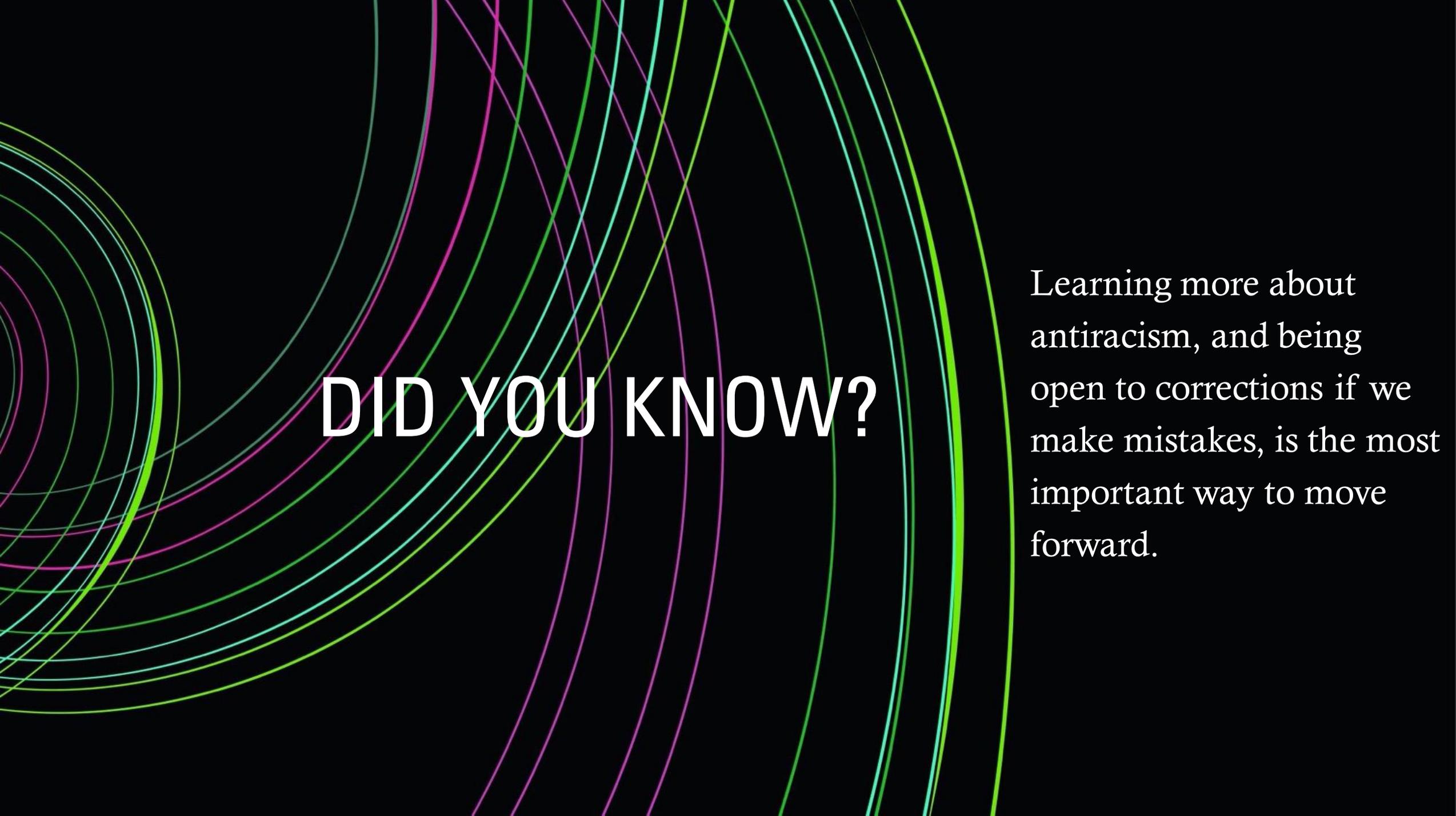
“As Asian Americans, we have benefited from their civil rights movement and we should stand side-by-side with our brothers and sisters in the Black community”

ASIAN AMERICAN AND BLACK COMMUNITIES WORKING TOGETHER

<https://www.weareresonate.com/2020/06/boston-chinatown-asian-american-leaders-pledge-solidarity-with-black-community-dean-tran/>

https://www.thenorthstar.com/p/why-we-must-fight-for-the-safety?fbclid=IwAR3QfUnrXh3chy2Vf99Amj_IoXBFdPVhw-rwApZkn0uUGy3xTBcFFYLzaWE

<https://www.nbcnews.com/news/asian-america/75-ways-asian-americans-pacific-islanders-are-speaking-out-black-n1230551>



DID YOU KNOW?

Learning more about antiracism, and being open to corrections if we make mistakes, is the most important way to move forward.



Marie Beecham
@mariejbeech

When you're practicing antiracism, be grateful for direction. A thread —

1:04 PM · 3/2/21 · Twitter for iPhone



Marie Beecham
@mariejbeech

(1) To explain this idea about antiracism work, I told my friend an analogy: if you're doing math, and someone sees that you've miscalculated something, you wouldn't want them to keep quiet. You'd want them to tell you that what you've done is wrong & help you do it correctly.



Marie Beecham
@mariejbeech

(2) Similarly, when you make a math error & someone says, "Hey, you'll want to change that," they're not saying that you're not smart or you didn't try at all. They're saying, "You'd benefit from taking a second look," because they must think you're capable of taking direction.



Marie Beecham
@mariejbeech

(3) When it comes to math, you'd want to receive that help and guidance in order to arrive at a better answer. You'd be grateful! We should have a similar desire to learn and improve when it comes to antiracism.



Marie Beecham
@mariejbeech

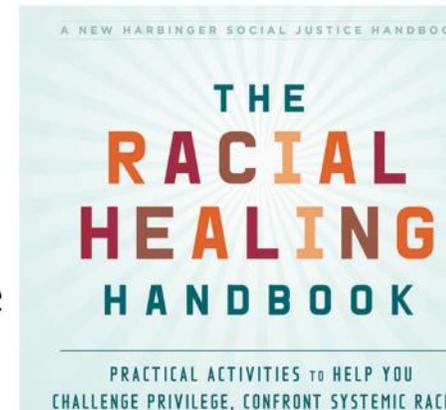
(4) When you're discussing race & someone offers wisdom and perspective, they are investing in you in that moment. They're trusting in you and your character. If they didn't think you were capable of growth, they wouldn't have said a thing. Be grateful for their help.

→ Reflecting on our own racial positionality

INDIVIDUAL WRITING/REFLECTIONS: WHAT DID I LEARN ABOUT THE HISTORY OF RACISM... BEFORE TONIGHT?

On paper or in a new file on your computer, write answers to any or all of the following questions, “explor[ing] how much you were taught about racism and what you learned.” Ideally, “don’t think too hard” as you answer these questions—“just write the first things that come to mind.” You may write in any language or combination of languages, and you won’t be asked to turn this writing in to an instructor. Questions by Annelise Singh (2019).

1. When did you first hear the word “racism”? Who said the word? Where were you? Write anything else you remember about that time.
2. What did you learn in your family about the history of racism? If you didn’t learn about racism in your family, write how you feel about that here.
3. What did you learn in your schools about the history of racism? If you didn’t learn about racism in school, write how you feel about it here.
4. Were there other places where you learned about the history of racism? If not, write how you feel about not learning about racism in other places.



* Student/Teacher voices

"[A] Panamanian student who identified as Jewish [...] was feeling reluctant to talk about issues around race b/c [she said] you never know what isn't okay to say, such as the response to BLM that all lives matter. She also described her own experience as a religious minority at BU and indicated that she had gotten reactions such as 'oh, you're Jewish, that's why you got accepted b/c of diversity.' We talked a bit about attitudes towards race in Panama, and she claimed there essentially weren't any, but then identified how being white was perceived – she could articulate there was a distinction, but didn't label it as any sort of racism."

Teacher voices

"In discussing what we learned from our families, one student [from the Philippines] said that the only thing she can really think of is that her parents told her that she should never marry a Black man. We engaged in a conversation about why she thought that might be, and she said she wasn't really sure but that she knew her parents were not familiar with Black people. This led to a discussion about our parents--older generations--and how viewpoints evolve over time (or, perhaps, do not) based on experiences, active pursuit of knowledge and awareness, etc. It was an illuminating discussion, though I am sure the students felt a bit awkward discussing it with instructors! I was really impressed with all that they shared and how much they opened up, the bravery and vulnerability in discussing these issues and their personal experiences with us."

* Student voices

- "I learned about racism online, because I'm from China, and we are all Chinese, so racism doesn't happen here. We think that foreigners are good, and we like people from America even though they have white skin." [student from China]
- "I haven't experienced racism or really heard about it, because in Taiwan almost everyone is the same and we don't have stereotypes. But my cousin went to California...Anti-Asian racism is when everyone thinks Asians have a lot of money, and that is a stereotype, and the Black man who robbed my cousin thinks he won't fight back." [student from Taiwan].
- "I come from a Muslim country, but locals are only 10% of the population in my city, Dubai. Everyone else is from another place, and the city is very diverse. This year is the year of tolerance there, because if we don't have good relations with foreigners, if we have racism and we don't have tolerance, then we don't have good economies or good ways of living. Also Islam contradicts racism, if you are racist you are not a good Muslim. Islam fought the idea of having Africans as slaves and fought for equality and that is something very important to me." [student from the UAE]

Teacher voices

- "Reflection starts from within, then small, but also needs top-down institutional support."
- "Listening, empathy, wisdom, coming to a deeper understanding of something by listening to/learning from other points of view--students, teachers, admins, all!"
- "Are there multiple ways of going about antiracist work in the classroom? How do you *do* this in practice?"
- "Not sure how to talk to students about race--what if the class isn't "about" race at all?"
- "Once a student said "Teacher, you are the only foreigner in the room!"--sudden intrusion of Whiteness into the classroom!"

m means... An antiracist response to hate crimes in Atlanta, and other places, entails...

... or write anything else you think of when you hear the word. What is it? How do you do it? Where do you see it? Why does it matter? What is an antiracist response to the recent anti-Asian violence?

challenge
racial tolerance. I
and netizens
tag to draw
and gain domestic
t for our
s. Antiracism is
ng racism.
u would take
n, stop other's
haviors. Simply
necessarily
he same race
g from racism

Recognizing that words matter and terms used in the past to label the virus matter.

♥ 2

De-labelling

Maybe we were taught, more or less, about how to distinguish different people. But even slight differences would causes violence, stereotypes, discrimination; or something that sound better: extra attention, special treatments, etc. Not to mention anything that's more obvious, our outside biological appearance, for example.

♥ 3

Difference

Not a racist simply means someone won't do anything to hurt other people because of their race

Anti means not only someone does not hurt, but he/she voices for opposing racism.

♥ 2

Antiracist

actively calling out/being aware of racist acts

♥ 4

Being active!

not passive

♥ 5

Antiracist is active. Not being racist is equivalent to not being prejudiced, but not necessarily doing anything about it

♥ 2

Antiracism

Opposing racism and promoting racial tolerance. - Karen

♥ 4

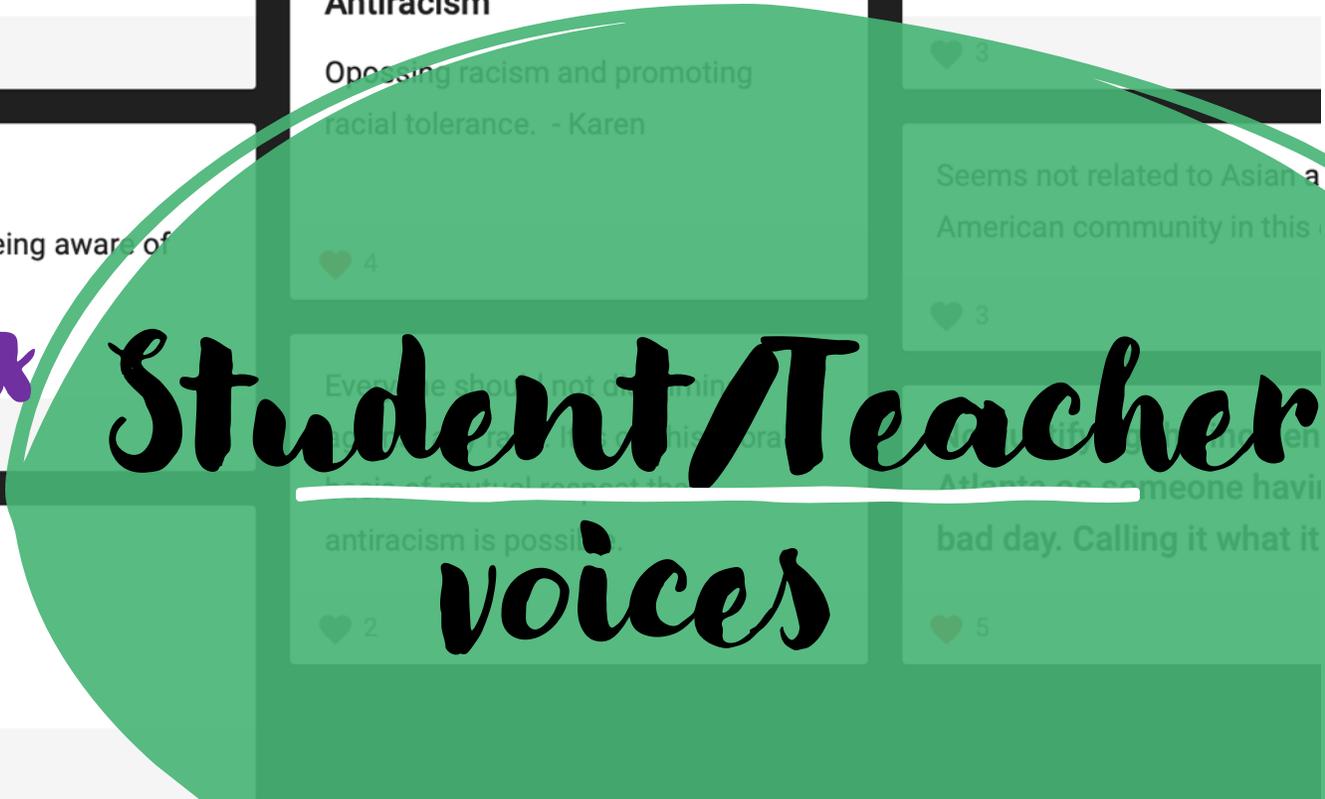
Racism: Stereotypes

judging people based on Stereotypes of their racial groups. A group of those people were assigned to them they were born and simply were not able to choose which group they wanted to belong to.

♥ 3

Seems not related to Asian American community in this

♥ 3



Questions about race or racism, in Boston or beyond

What do you wonder about? What are you nervous about asking people? What interests you? What fears or thoughts do you have that you want others to know about?

I worry about people thinking I have a lot of money because they think all chinese are rich and stereotypes

♡ 0

why does all this matter to us?

we are from china, we are not a part of this and even when we live in boston we are ok

♡ 0



Student voices

BUT...

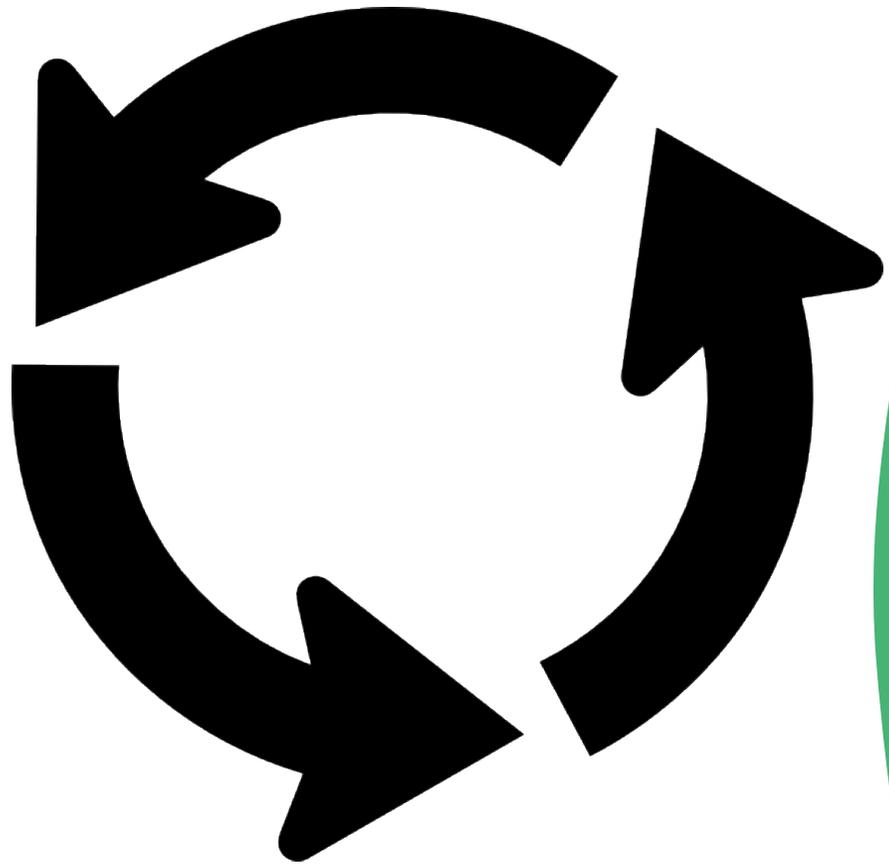
Individual/personal racism,
stereotypes, individual bias, and
isolated racist acts

vs.

Institutional racism, racially biased
structures, racist systems

and

The problem with so-called "colorblind racism"



Our plan:

- Teachers use diverse content and work towards inclusive pedagogical practices.
- Students learn about the history of institutional racism.
- * Teachers and students reflect on and discuss race, racial identity, and racism.*

This Little Boy Got The Same Haircut As His Friend So He Could Confuse Their Teacher

He said he couldn't wait to go to school with his hair like Reddy's so that his teacher wouldn't be able to tell them apart.



Kassy Cho
BuzzFeed News Reporter

Posted on March 7, 2017, at 5:29 a.m. ET

[Tweet](#) [Share](#) [Copy](#)

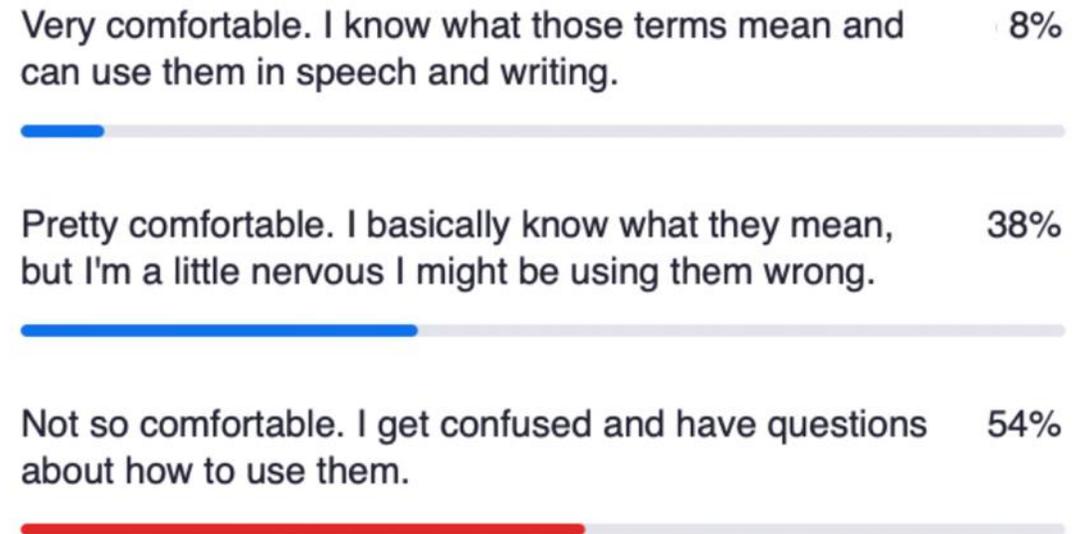
This is 5-year-old Jax and his friend Reddy. They go to school together in Louisville, Kentucky.

"As a parent, my first thought was 'that's funny,'" Rosebush told BuzzFeed News. "But when I really thought about I was impressed by the fact that Jax doesn't see any difference between him and his friend."

Do you identify as BIPOC (Black, Indigenous, or Person of Color)?



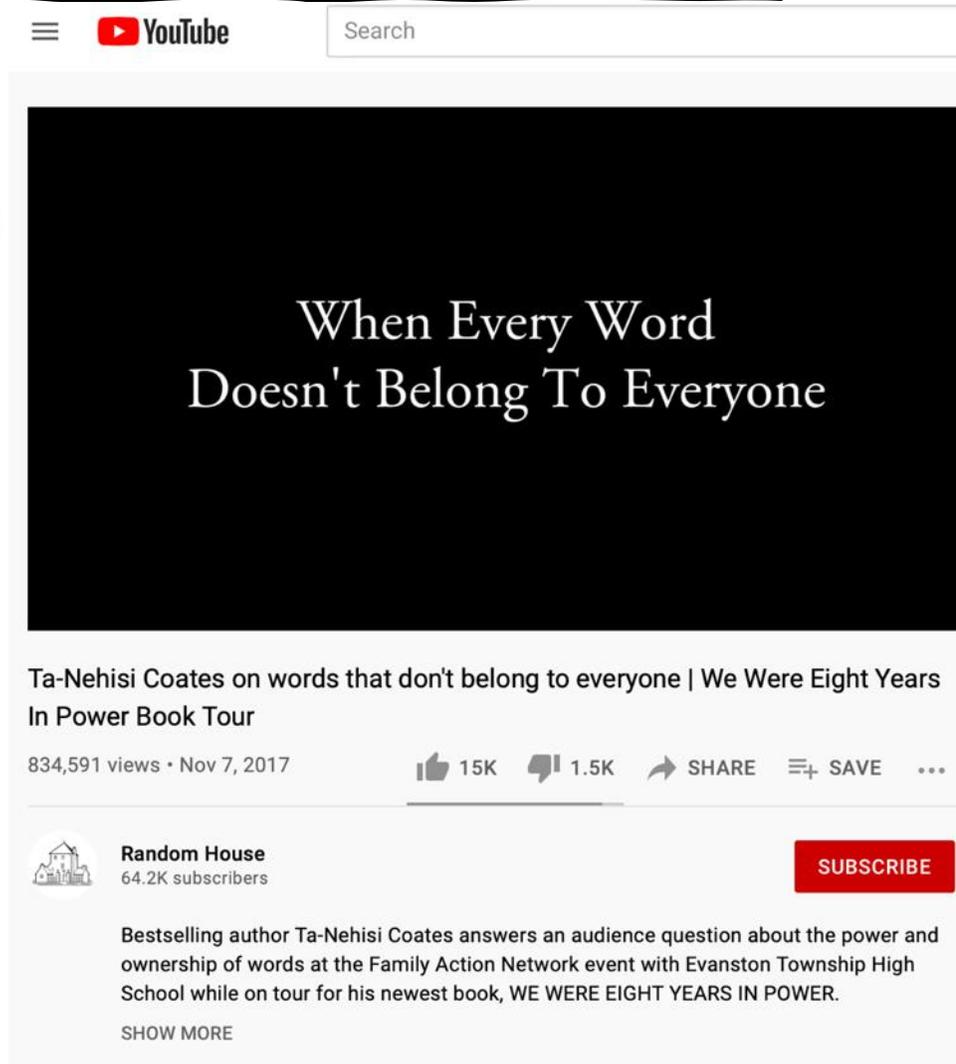
How comfortable are you using terms such as antiracism, POC, BIPOC, WOC, etc.?



BU first-year students surveyed in March 2021, from China, Korea, Taiwan, Panama, Saudi Arabia, UAE, Brazil, Egypt, and India

Classroom Mini-Lesson: The Language of Race

- racist vs. a racist (adjective vs. noun: article cues part of speech)
- colored people vs. people of color (MLK Jr.-era vs. present day) (also: "Negroes")
- Hispanic vs. Latino/a vs. Latinx
- Black, white, but not "yellow" (George Orwell, "Shooting an Elephant")
- a Black person vs. a Black (article) (also: a Chinese person vs. a Chinese)
- Black Lives Matter vs. All Lives Matter (explicitly center issue of erasure)
- BIPOC and related terms (pronunciation: say it "BUY-pock")
- N-word: <https://www.youtube.com/watch?v=Q015S3WC9pg>



The screenshot shows a YouTube video player interface. At the top, there is a search bar and the YouTube logo. The video title is "When Every Word Doesn't Belong To Everyone" by Ta-Nehisi Coates. The video has 834,591 views and was uploaded on Nov 7, 2017. The channel is "Random House" with 64.2K subscribers. The video description mentions that Ta-Nehisi Coates answers an audience question about the power and ownership of words at a Family Action Network event with Evanston Township High School while on tour for his newest book, "WE WERE EIGHT YEARS IN POWER".

When Every Word
Doesn't Belong To Everyone

Ta-Nehisi Coates on words that don't belong to everyone | We Were Eight Years
In Power Book Tour

834,591 views • Nov 7, 2017

15K 1.5K SHARE SAVE

 **Random House**
64.2K subscribers

SUBSCRIBE

Bestselling author Ta-Nehisi Coates answers an audience question about the power and ownership of words at the Family Action Network event with Evanston Township High School while on tour for his newest book, WE WERE EIGHT YEARS IN POWER.

SHOW MORE

1. Race in the US is just about black and white.
2. Racism is new to me, because we don't have it in my country.
3. If someone hasn't been deliberately discriminated against for their race, then they cannot claim that they have actually experienced racism.
4. Race doesn't matter here at BU.
5. The history of racism in the US is so complex that international students can never have a hope of understanding current race relations.
6. Racism isn't an issue in the Boston area.
7. Structural racism is far more damaging than individual acts of bias or discrimination.
8. Race is actually a significant problem here at BU.
9. Institutional racism has played a huge role in defining the lives of people of color in the Boston area and larger US.
10. I'm nervous about approaching a group of students on campus who are all of a different race than me, even if I know one or more of them from class.
11. Asian students don't need to worry about racism in Boston.
12. Race in the US should mean more than just black and white.
13. Race is not relevant to international students in Boston if they are not from Africa.
14. Asian students should be more conscious of race and racism in the US.
15. Racism is a big issue for black and brown students in the Boston area.
16. Asian students need to be careful where they go in Boston, because some neighborhoods are not safe for them.
17. It's good to be "colorblind" about race.

Part 1: Former international students from Asia, Europe, the Middle East, or Latin America have said...

My 'colorblind' college campus is still racist. My white peers just don't see it

Jailyn Gladney

Part 2: A former Black student said..

Liberals in the northeast like to think that racism is just a southern thing, or just generational. My experience at Boston University shows otherwise

<https://www.theguardian.com/commentisfree/2015/jul/02/boston-university-racism-colorblind-college-campus>

Thu 2 Jul 2015 07.30 EDT



541



* Student voices

A man accused for brainwashed,
From his Cathayland,
Twisted into the sea to be taught.
"To be internationalized", as they enthroned it.
I thus strive for our Strait Cause.
I color the waves white,
Except that they see themselves a knight.
To fight with the knight from the other side, To separate from their evil tides.
I glimpsed in sorrow,
That their white color is washed off.

(Student from Singapore)

Final thoughts

- One thing I want to learn more about is...
- One metacognitive/reflective prompt I could see working in my teaching context is...
- One question I have is...

<https://docs.google.com/forms/d/1jSI7AsLq7rhNpbSsE8WoxVQrfNGm8roPrGyXcm4cBr4/>

“What’s the problem with being ‘not racist’?”

It is a claim that signifies neutrality:

‘I am not a racist, but neither am I aggressively against racism.’

But there is not neutrality in the racism struggle. The opposite of ‘racist’ isn’t ‘not racist.’ It is ‘antiracist.’”

IBRAM X. KENDI, *HOW TO BE AN ANTIRACIST*

Thank you!

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