UNIVERSITY *of* WISCONSIN
LA CROSSE

uwlax.edu/social-justice/resources/for-doing-social-justice-teaching/

INCLUSIVE NEGLIGENCE: Helping Educators Address Racial Inequality at UWL

Educators, what can YOU do to address racial inequality in the classroom and beyond?

1. Don't say derogatory racial terms in your classroom no matter the context. Spoken aloud these terms are injurious.
2. Don't ask students of color to speak on behalf of their entire racial or ethnic group.
3. Personally reach out to students of color in your classes and ask specifically what you can do to help them feel safe, welcome, and included.
4. Acknowledge the ways that race intersects with other identities and systems of power like gender, sexuality, class, and ability status.
5. Educate yourself on race, racism, and white supremacy.
6. Don't ask students of color to educate you or their classmates on racial issues and experiences.
7. When a student makes a racially charged statement in your class, challenge it immediately.
8. Admit that you don't know it all when it comes to the experiences of students of color or racial inequality in general, but be willing to learn.
9. Recognize and acknowledge that just because you are teaching a class that is not focused on race, does not mean race is not an important consideration.
10. Don't play "devil's advocate" in the classroom when it comes to racism. There are not two equally valid positions on racial inequality. There is only one. It's unacceptable. Don't tolerate it in your classroom or on our campus.
11. Strive to be an "antiracist" educator. Being "non-prejudiced" or "non-discriminatory" is not good enough.
12. When racially charged incidents occur on campus, acknowledge them and support students of color in the fight for racial justice.
13. When talking with students of color about their experiences, try a little more listening and a little less talking.
14. Regardless of the class you are teaching, strive to make it culturally relevant.
15. Expect more from the leaders on our campus. Hold administrators accountable when racial injustice is not addressed.
16. Ask your students what name they prefer to be called, and take the time to learn how to pronounce it correctly. Avoid making jokes or or other unnecessary references in order to call attention to how "difficult" a name may be for you to pronounce.
17. Recognize that no student or faculty member leaves their racial identity at the door of the classroom.
18. Reconsider requiring students in your class to self-select partners and groups in order to reduce homogeneity and alienating students from underrepresented groups.
19. Don't ask your students to attend multicultural events for extra credit or as a class requirement unless you expect them to participate (when appropriate) and be fully engaged. In other words, do not require them to sit on the sidelines with paper and pencil in hand essentially documenting the racial and/or cultural "other."
20. Attend one or more multicultural events on campus each semester. Most are free and it is important for students of color to see faculty, staff, and administrators in these spaces.
21. Take a closer look at your syllabus. How many readings do you assign that are written by scholars of color?
22. Learn why it's problematic to be "color-blind" and why colorblindness will never even racial inequality.

RESOURCES FOR CREATING INCLUSIVE CLASSROOM ENVIRONMENTS

From the Center for the Advancement of Teaching and Learning (CATL)

Course climate -- current page in the CATL Teaching Improvement Guide
Microaggressions – Amanda Goodenough in Campus Climate has a well-developed presentation
Working with particular populations -- current page in the CATL Teaching Improvement Guide
Group learning on the CATL Teaching Improvement Guide
Class discussion on the CATL Teaching Improvement Guide
Difficult discussions on the CATL webpage
Reducing Stereotype Threat at UWL -- a CATL blog
FairPlay -- a free downloadable video game from a UW Madison team that helps instructors understand various forms of racism
CATL Workshops (representative list): Designing and Managing Discussion of Controversial/Difficult Subjects; Microaggressions and Student Learning; Infusing Diversity into Course Content; and Deb Hoskins can create workshops based on department interest/need.

Sample Readings

Adams, M., & Bell, L. A. (2016). *Teaching for diversity and social justice*. New York: Routledge. Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. New York: Delacorte Press.

Bonilla-Silva, E. (2013). *Racism without racists: Color-blind racism and the persistence of racial inequality in America.* 4th ed. Plymouth, UK: Roman & Littlefield.

Brown-Glaude, W., ed. (2009). *Doing diversity in higher education: Faculty leaders share challenges and strategies*. New Brunswick, NJ: Rutgers University Press.

Cargile, A.C. (2015). Prejudice and openness to the other: Investigating responses to testimonies of race-based suffering. *Race and Social Problems, 7(3),* 198-212.

Crouch, M. (2012). Implicit bias and gender (and other sorts of) diversity in Philosophy and the Academy in the context of the corporatized university. *Journal of Social Philosophy, 43(3)*, 212- 226.

Goodman, D. (2011). *Promoting diversity and social justice: Educating people from privileged groups*. 2nd ed. New York: Routledge.

Interrupting Bias in the Faculty Search Process: Film and Facilitation Guide (University of Washington): http://www.engr.washington.edu/lead/biasfilm/

Johnson, J.R., Rich, M., & Cargile, A. (2008). 'Why are you shoving this stuff down our throats?': Preparing intercultural educators to challenge performances of white racism. *Journal of International and Intercultural Communication*, *2,* 113-135.

Moon, D.G. (2016). 'Be/coming' white and the myth of white ignorance: Identity projects in white communities. *Western Journal of Communication, 80(3)*, 282-303.

Muhs, G. G., Neiman, Y. F., Gonzalez, C. G., & Harris, A. P. (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Logan, UT: Utah State UP.

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W.W. Norton & Company.

Torres, Vasti, Howard-Hamilton, Mary F., & Cooper, Diane L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education*. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey- Bass.