Engaging Race and Racism in the Classroom...

...because your students already are!

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ENGAGING RACE AND RACISM IN THE CLASSROOM

Key points

COGNITIVE LOAD AND THE EFFECT OF RACIAL MICROAGGRESSIONS

- The extra work some students are doing in your classes

MAKE THE INVISIBLE VISIBLE TO REDUCE THE BURDEN ON YOUR STUDENTS

- What are the underlying racist histories and practices in your field?

ANTICIPATE AREAS OF STRESS AND DESIGN TO OVERCOME THEM

- E.g. Groupwork and stereotype threat
“Rather than focusing on academics, students of color may have to divert their energy to cope with the stress responses caused by racial microaggressions.” (Franklin, 2016)

Don’t ask your students to compartmentalize: acknowledge current events and be flexible
Unveil Implicit Racism or Racist Structures

Make the invisible visible

• Who publishes in your field? Why?
• Who are the people behind the theorems and foundational papers?
• How has scholarship in your field perpetuated or disrupted white supremacy?
Anticipate areas of stress

- Structure, not just content, can present obstacles to students
- E.g. Group formation
  - How do students perceive themselves and each other?
  - Design to alleviate stress: instructor-selected groups based on strengths or shared interests