

Antiracist Pedagogy Resources

This document serves as a jumping off point for reflecting on and moving towards practicing antiracist pedagogy. While much of antiracist pedagogy aligns with [inclusive pedagogy](#), the resources here are more narrowly focused on antiracism. In no way is this document comprehensive.

Here, we have drawn on Ibram X. Kendi's definition of racism/antiracism as a guiding framework to conceptualize what may constitute antiracist pedagogy:

The opposite of racist isn't not racist...Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. [emphasis added]

Thus, it is necessary for antiracist pedagogy to not merely avoid racist ideas, practices, or policies - rather it must actively promote racial equity in the learning environment and community. This involves understanding both how our teaching practices and broader structural inequalities influence equity in educational outcomes at multiple levels.

Overarching Actions

Antiracist Pedagogy involves taking deliberate steps that promote equity and challenge the perpetuation of structural racism. Many of the resources linked below highlight the need to:

- Educate yourself
- Confront racism directly when it occurs
- Strive for self-awareness, especially through regular critical self-reflection*
- Talk about race rather than avoiding it
- Adopt course policies that combat "hidden" inequalities or privileges
- Work to make otherwise implicit cultural norms/expectations of academia explicit
- Critically question and revise curriculum as well as schemas, language and frameworks within your discipline to be more inclusive (go beyond tokenism in curricula)
- Use evidence to make teaching decisions (treat it like your science)
- Engage visibly in antiracist actions/advocacy beyond the classroom

**Non-evaluative peer observations and data collection can be particularly useful. The [Center for Teaching and Learning](#) can help you arrange*

Resource Links

["How to be an Antiracist"](#) by Ibram X. Kendi - while not focused specifically on pedagogy, this work provides a broad foundation for understanding and moving towards antiracism

There are many peer-reviewed journals that highlight research relevant to inequities and best practices for achieving equity in post-secondary STEM education. Both the [Journal of College Science Teaching](#) and [CBE Life Sciences Education](#) are especially useful and accessible.

[“Anti-Racist Pedagogy Guide”](#) by the Anti-Racist Pedagogy Organizing Committee and USC Libraries - annotated resources and references

[“Anti-Racist Pedagogy: From Faculty’s Self-Reflection to Organizing within and Beyond the Classroom”](#) by Kyoko Kishimoto in *Race Ethnicity and Education* - a helpful overview of antiracist pedagogy and its implementation

[“Antiracist Pedagogy: Definition, Theory, and Professional Development”](#) by Alda Blakeney in *Journal of Curriculum and Pedagogy* - defines antiracist pedagogy and connects it to Critical Theory.

[“Unsettling the Academy: Working Through the Challenges of Antiracist Pedagogy”](#) by Anne Wagner in *Race Ethnicity and Education* - specific pedagogical practices and challenges associated with dominant group educators taking on antiracist teaching

[“Toward Inclusive STEM Classrooms: What Personal Role do Faculty Play?”](#) by Tess Killpack and Laverne Melón in *CBE Life Science Education* - discusses barrier to meaningful action and recommends strategies for reflection and professional development for faculty

[“Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy”](#) by Jennifer Phillips et al. in *Race and Pedagogy Journal: Teaching and Learning for Justice* - examines personal and professional barriers to implementation of antiracism by white faculty in college classrooms.

[“Can Mathematics be Antiracist?”](#) blog post from the *American Mathematical Society* - This provides a useful reference to pushback against notions that STEM fields are divorced from social dimensions and power structures.

[“Of Rocks and Social Justice”](#) from Nature Geoscience - discussion of current statistics as well as the importance of coupling increased diversity with truly inclusive communities

[“Creating an Anti-Racist Classroom”](#) by Danielle Moss Lee on *Edutopia* -

[“Social Justice in Science Class”](#) by Marilyn Vogel on *Teaching Tolerance*

[“Research on Teaching about Earth in the Context of Societal Problems”](#) by Rachel Teasdale et al. via *National Association of Geoscience Teachers* - grand challenges and strategies

[“A Science Writing Seminar on Geology and Justice”](#) by Jill Schneiderman via *Interdisciplinary Teaching about Earth for a Sustainable Future* and SERC at Carleton

[“Other People’s Children: Cultural Conflict in the Classroom”](#) by Lisa Delpit -

[“Ten Ways Well Meaning White Teachers Bring Racism Into Our Schools”](#) Jamie Utt on *Everyday Feminism* - useful reminders of unintentional racism in teaching with descriptions of what to do instead.

[EarthConnections Alliance](#) via SERC at Carleton - program to enhance opportunities for more students to move towards careers and educational experiences in the geosciences

[“How to Be an Antiracist Educator”](#) Dena Simmons on five steps educators can take to teach for an antiracist future.

[“Anti-Racist Pedagogy in Action: First Steps”](#) Resource guide on anti-racist pedagogy research from the Columbia University Center for Teaching and Learning.

About this Document: This list was compiled by Joel Singley during the summer of 2020 to share with INSTAAR graduate students. Updated with new resources in fall 2021 by Sidney Bush.