

AKD Workshop on Teaching and Learning

“From Initial Design to Final Assessment: Increased Learning through Intentional Pedagogy”

“Teaching Race Relations: One Size Does not Fit All”

David Iaquina, Nebraska Wesleyan University

Wednesday, 23 March 2016

Session 1/Table 5 (1:30-2:30)

As teacher/scholars, we have spent time exploring both our subject and our methodology. Yet, depending upon the time we have engaged our craft, we have probably not done so equally or thought fully about the intersection of the two. Given the sensitive, sometimes explosive, and always opinionated nature of race relations we necessarily need to be intentional and skeptical about our role.

Who are your students? – defining the audience

- Predominantly white;
- Broad diversity across several groups;
- A combination of majority white and a few from only one particular subordinate race/ethnic group;
- Other?

What is the nature of the course (i.e., institutional/pedagogical/program constraints and requirements)?

- Primarily serving the discipline
- Primarily serving general education
- Primarily self-development or diversity “training”
- Serves multiple program needs, including major, general education, supporting program requirements
- College/University or High School
- Other?

What is the range of students’ experience?

- Amount of travel in other cultures: [limited or none/some/a great deal]
- Amount of interaction with others from different race/ethnic groups: [Little or none/Some/A great deal]
- Nature of interactions with others from different race/ethnic groups: [Mostly negative/Mostly positive]
- Other?

What are the students’ needs?

- Primarily awareness
- Primarily analytical rigor
- Primarily professional ethics
- Other?

What are your capabilities?

- New to teaching, mid-career or a long-time teacher
- New to this course, taught it a few times or have taught it many times
- Mostly formal training but little actual engagement with other cultures or lots of both
- Technically proficient and able to dynamically assign material based on student readiness
- Primarily rooted in a given discipline or more interdisciplinarily trained
- Other?

What are your metaphors?

Yourself : Student

Guide : Seeker	Authority : Deceived	Fellow traveler : Companion
Coach : Novice	Provocateur : Naive	Missionary : Disciple
Inquisitor : Heretic	Sculptor : Clay	Cheerleader : Team member
Cultivator : Seedling	Uncle/Aunt : Niece/Nephew	Resource : Needy
		Other?

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Teaching Race: Why Should Students Care?

David Iaquinta, Nebraska Wesleyan University

Wednesday, 23 March 2016 (3:00-4:00)

Session 2/Table 12

How do we view teaching Race Relations?

- For some of us teaching Race Relations takes on the character of a mission or calling as we see the need to create a more positive and accepting community.
- For others it is more a phenomenon to be probed, explored, tested, understood and explained.
- For others it is a necessary building block for mastering a discipline.
- For yet others it is a daunting task, sometimes seemingly insurmountable, assigned by a department chair or necessitated by a curriculum requirement.

Whatever the case, we often assume that students either share our same interest or are obstinate in their denial of:

- its value (“It’s just playing the victim card”),
- its need (“It used to be necessary but, we’re past all that stuff”),
- its relevance to their lives (“America is color blind and we’re post racial now”).

The fact is that students like all of us have internalized the messages, privileges and stereotypes of our various subcultures and especially the dominant culture. Teaching race relations clearly calls on us to challenge sacred cows, cherished myths and comfortable privileges.

- Given this “attack” on a student’s comfort zone (brain washing), why should she or he care?
- Other than to fill a requirement (irrelevant), why should students care?
- Is it our job *to teach* students or *to foster* students’ motivation to learn?
- What differences exist between why *we* care and why *students* care?
- What techniques and strategies exist to help foster motivation?
 - ☛ A first step is to claim diversity and diverse identity.
 - ☛ Ethnic/religious heritage projects: (non-trivial, in-depth, all 5 generations before self)
 - ☛ Explorations: “The Negro Motorist Green Book”, “Ferris State Jim Crow Museum”, “Without Sanctuary”, “Symbols of Hate”, “European anti-immigrant sentiment”, “Romanism and the charismatic movement”, “Residential segregation”, “Stereotype threat”, **Others?**
 - ☛ Longitudinal data collection to create a social mirror: *Social distance measures, Ethnic names and social class*
 - ☛ Simulations: “IQ-Test tracking”, “Thug”, “Bilingualism”, “Say what?”
 - ☛ Self-Exploration: “Gendered treatment in School”, “Gendered allocation of household chores”, “Defensive issues”
 - ☛ Well chosen films: Must have accompanying worksheets to maintain engagement and focus thinking for post-processing discussion

➤ What are your metaphors?

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