

GOV Recording



• The (White) Elephant in the Room

Another White man leading something
doesn't this underscore the power of W

At the heart of racism is the fact that many W
not examined what it means to have a White

The idea of 'interest convergence' – change
White people see how it benefits them

White students & colleagues need to see us
unremarkably center racial dynamics as a fact
& leadership – "equity pause" in meetings

Diversity, equity & inclusion (DEI) work often
racial conversations & alliances – a team of
different racial identities best facilitate this





• *I am from...**

the sound of seagulls crying over the north sea and mersey beat blasting at the Cavern club,

the smell of fish & chips, factory waste and coal burning fires,

the taste of grease, sour milk tea and dust at the back of my throat

• *the idea of community pride & the triumph of humor over pretentiousness*

• *Adapted from the poem *Where I'm From* by George Ella Lyon



• Situating Myself as a Teacher

History of academic mediocrity – failed high school leaving exams, university places cancelled, College of Technology, graduated in bottom half of my class, turned down for graduate study, failed my master's degree exam – *Broadening student-centered assessment measures*

Watching my doctoral supervisor – giving me 'bad' inconvenient news in a way that I knew was in my own best interests
Ethical use of teacher power
Relational underpinnings to critical thinking
Balancing credibility & authenticity

Talking: Stephen Brookfield the...





- Pose a question at start of class to assess what knowledge, preconceptions students bring talking: Stephen Brookfield (the...
- Pose quick questions during class to check for understanding, identify misconceptions
- Invite students to raise questions or seek clarification anonymously
- Interrupts the normal privileging of speech, extroverts, dominant language speakers – no one can dominate
- Anonymity means students aren't afraid to ask 'dumb' questions
- As with all activities, open to sabotage

• sli.do
backchannelchat.com
tweedback.de

Go to: **sli.do**

Enter Code: **18670**

Or use the QR code opposite

You'll see a statement: ***"When I know we're going to talk about race I feel...."***

Vote for the response that most closely matches your own

Talking: Stephen Brookfield (the...





Preparing to Teach with Race in Mind – A Sequence

Talking: Stephen Brookfield (the...

- Lose Your Desire/Expectation to Be ‘Perfect’
- **When Possible Teach & Model Racial Cross-Talk as a TEAM**
- **Begin w/ Introductory Reading/Viewing***
- **Take the Emotional Temperature –sli.do, Mood Meter**
- **Begin By Modeling Self-Disclosure**
- **Introduce the Concept of Brave Space**
- **Consider Introducing Racial Affinity Groups**
- **Use Conversational Protocols to Engage Everyone**
(Circle of Voices, Circular Response, Bohmian Dialogue)
- **Check In Regularly via Anonymous Channels**
(sli.do, backchannelchat.com)

- * Letter to White America (George Yancy) <https://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/>
- * What it Means to be American (Color of Fear) https://www.youtube.com/watch?time_continue=3&v=2nmhAJYxFT4&feature=emb_logo
- * Conversations on Race (New York Times) <https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race>
- * How Can We Win (Kimberly Latrice Jones) <https://www.youtube.com/watch?v=ZkedkvNn5V0>



Recording



TEAM TEACHING



- Allows you to....
- Foreground race as an expected point talking: Stephen Brookfield (the...
- Model an open acknowledgment of how racial identity frames team decisions & process
- Show you sit with difference – talking about how you acknowledge & negotiate teaching team members experiencing the classroom differently
- Address racial imbalance in the teaching team's operation, dynamics & decision-making – micro aggressions, power asymmetries
- Demonstrate how to engage in difficult conversations in a way focused on behaviors not personhood, & on learned white supremacy not essential moral differences or failings
- Facilitate racial affinity groups

MODELING

Talking: Stephen Brackfield (the...

- how our racial identity frames our actions & choices
- the structural blindness we carry re. other racial groups
- how addressing racial issues is part of good leadership
- how we struggle to understand & negotiate racism we witness & enact
- how we uncover assumptions that have been challenged
 - how we experience racism & racial microaggressions
 - how we practice self-care in the face of battle fatigue
 - how we build communities of support

Recording

The Fatigue of WWW - Witnessing White Woke-ness

Talking: Stephen Brookfield (the...

"I honestly have been having a hard time being in predominately white classes lately as people in this country realize, *again*, the issues that exist in America for Black people.

While she was giving her long spiel on her good work, I couldn't figure out where to place my feelings. I could see it from a mile away; I even prepped myself for it before the class.

I prepared for *THIS*, but I still wasn't ready. Her actions were soooo predictable, well, to me. It was something I knew was bound to happen in a class placed right in the heart of the world grappling with whether or not Black lives matter. But still I felt completely uncomfortable, sick.

Now, I am not one to dim anyone's light, but all I felt like saying was, "oh, okay. That's cute. You want a cookie?"

I couldn't help but think, "this is not something new, why is it new to you? Why are you just now having these conversations?"

I do not know this woman and may never have a class with her again; however, I will always remember what she did and how it made me feel."

Carmina Maye 2020 *I Really Wanted this to Be a Poem*. (Teachers College, Columbia University, New York)

Recording



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<https://www.citybureau.org/notebook/2019/12/19/safe-spaces-brave-spaces-and-why-we-gon-be-alright>

<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119548492.ch4>



The normality of strong emotions & feelings being expressed
talking: Stephen Brookfield (the...
 frustration, sadness, fatigue, desperation, confusion, anxiety

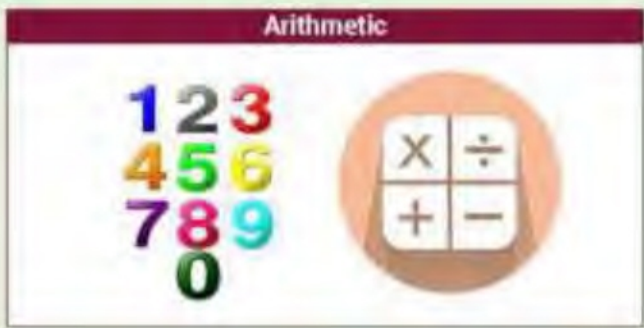
The discomfort that lies ahead that is completely predictable & 'normal'

The lack of closure

The normality of silence as a necessary dynamic as we make sense of starkly different racial realities – beginning all discussions with a deliberately named period of silence; viewing multiple silences as necessary not awkward

The commitment to understanding others

Recording

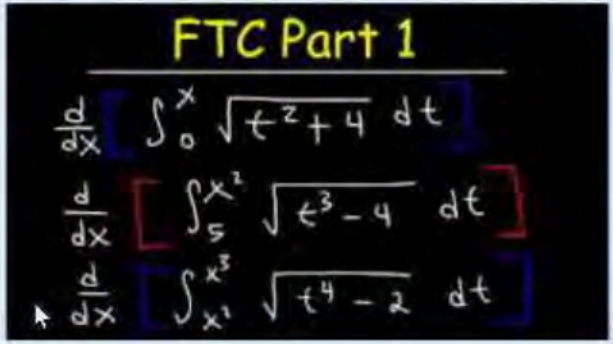


An **arithmetic level** of understanding of the dynamics of pervasive, structural racism amongst many whites who have not thought much about racial identity & whiteness

THIS IS A REASON FOR AFFINITY GROUPS

Ali Michael 2015. *Raising race questions*. New York: Teachers College Press

- A **calculus level** of understanding amongst Black, Indigenous and People of Color (BIPOC) who have negotiated the dynamics of structural racism all their lives & are tired of *WITNESSING* 'WOKENESS' in White people coming to new racial awareness



OOV Recording

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Carmina Maye 2020 *I Really Wanted this to Be a Poem*. (Teachers College, Columbia University, New York)



WHITE AFFINITY GROUPS

No need to prove oneself as a “good, woke White person” – or to declare allyship

No opportunity to ask BIPOC to educate White people on race

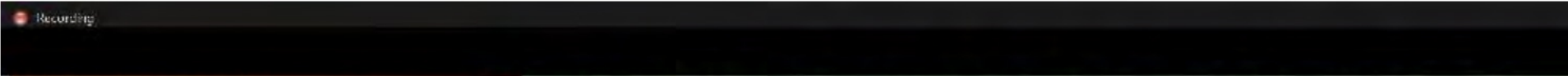
Lessens fear of saying the ‘wrong’ thing in front of BIPOC peers

Removes temptation to ‘confess’ to racism & ask absolution from BIPOC

• BIPOC AFFINITY GROUPS

- No need to ‘take care’ of Talking: Stephen Brookfield (the... White egos
 - Chance to relax in real talk around experiences of racism
- Can develop support networks & provide emotional sustenance
- Share knowledge of negotiating the White power structure
- No requests to ‘teach’ Whites about race



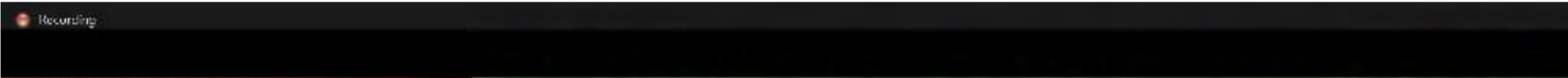


Hard Truths I've Learned as a White Instructor/Leader

- I MUST call out racist behavior (including in myself) as soon as I see it. If I don't, I have no credibility in eyes of BIPOC students & colleagues
- I MUST assume that for students and colleagues of color EVERYTHING is seen through the lens of race. For them, NOTHING is "race free".
- I MUST acknowledge my own racist behavior when it's pointed out to me – not try to 'explain' it away, not protest my innocence
- I MUST watch out for the dangers of preaching, disdain & withholding*

Talking:

* European American Collaborative Challenging Whiteness. 2010. White on white: Developing capacity to communicate about race with critical humility" In, V. Sheared, J. Johnson-Bailey, S.A.J. Colin III, E. Peterson and S. Brookfield (Eds.). *The handbook of race and adult education: A resource for dialogue on racism*. San Francisco: Jossey-Bass.



Hard Truths I've Learned as a White Instructor/Leader

- I MUST NEVER invoke “being respectful” as a way to avoid difficult conversations about racism.
- I MUST NEVER claim to be an “ally”, “accomplice” “co-conspirator” – but must act in those ways
- I MUST NEVER ask people of color to teach me about racism – figuring out what whites should do is MY responsibility.
- I MUST NEVER ask a BIPOC student or colleague to speak for their race
- I MUST NEVER “confess” my racism so as to seek “absolution” from BIPOC students & colleagues

Talking: Stephen Brookfield (the...

ODV Recording You are viewing Stephen Brookfield (Dr. Jim, Jr.)'s screen View Options View



Circle of Voices

S. Brookfield & S. Preskill. 2015. *The Discussion Book: 50 Great Ways to Get People Talking*. Hoboken, NJ: Wiley.

- Requires every person to speak but in a way that's as non-threatening as possible – important for subsequent participation
 - Designed to elicit a variety of perspectives & to stop the discussion being channeled prematurely into one analysis or viewpoint
- Trains us in habits of careful listening
- Encourages conversation to build on earlier contributions & go deeper

OOV Recording

You are viewing Stephen Brookfield (he, him, his) 's screen View Options View

Circle of Voices

What are the chief difficulties you encounter as an instructor or leader when trying to get people to examine race as an issue?

- PROCESS...
- Individuals reflect silently & individually on the discussion topic or question (1-2 minutes). Then form groups of 5.
- Participants go round the circle in order - each person has up to 1 minute of uninterrupted air time to give their viewpoint on the topic. No interruptions are allowed
- After all have spoken, people move into free discussion with the ground rule that every comment offered must somehow refer back to a comment made by **someone else** in the opening circle of voices. This need **NOT** be agreement - it can be a disagreement, a question, an elaboration or extension, an illustration, a request for clarification etc.
 - PLEASE KEEP A NOTE OF THE DIFFICULTIES SHARED SO WE CAN TALK ABOUT THESE

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Some Resources Authored by Stephen

- *Becoming a white antiracist: A practical guide for educators, leaders &...* Sterling, VA: Stylus (w/Mary Hess)
- *Gospel Beautiful Podcast*: <https://www.buzzsprout.com/680528/846003...>
brookfield-and-mary-hess-becoming-a-white-antiracist
- *Teaching race: Helping students unmask and challenge racism*. Hoboken
Publishing
- *Becoming a critically reflective teacher*. 2017 (2nd. Ed.). Hoboken, NJ: Wiley
- *Handbook of race and adult education*. 2010. Hoboken, NJ: Wiley Publish
Sheared, Juanita Johnson-Bailey, Scipio Colin Jr III, & Elizabeth Peterson.
- *The discussion book: 50 great ways to get people talking*. 2016. Hoboken, NJ: Wiley
Publishing (w/Stephen Preskill)



• www.stephenbrookfield.com

- (Go to “Resources”, “Creating an Anti-Racist White Identity” and “Recent Writings” links)

