

Talking About Race Alleviating The Fear

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The need to model for our students how to talk openly and comfortably about race is critical in America today. The students of colour in your classroom experience discrimination every day, in small and large ways. They don't often see themselves represented in their textbooks, and encounter hostility in school, and outside. For them race is a constant reality, and an issue they need, and want ...

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Why do we need to talk about race? Recent events have shown that race is a topic that has been long overdue. Communities around the world have taken to social media and the streets to protest the unlawful, unjust treatment that occurs to individuals based on race. 2020 is the time for change, and it is important to realize the factors at play.The United States has a deep history of racism and ...

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Get this from a library! Talking about race : alleviating the fear. [Steve Grineski;] -- Do you realize that being able to not think about or talk about [race] is a uniquely White experience? Do you warn your children about how people might react to them; find store staff following or ...

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BAME, POC, BIPOC || the acronyms are designed to make it easier, neater and simpler to talk about people from ethnic minority backgrounds. But conversations about race, racism and racial ...

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Thus, below I have adapted the RACE framework for use by middle managers in corporate environments who would like to begin talking about race in the workplace. R || Reduce anxiety by talking ...

How to Begin Talking About Race in the Workplace...

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Talking About Race: Alleviating the Fear by Steven...

Talking About Race: Alleviating The Fear Reviews As a society, public discussions about race and racism have increased in volume and intensity. Educators feel a sense of responsibility to bring these topics into their classrooms||because young people want to be part of the conversation and

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TALKING about race, religion or sex over the dinner table at home could soon become a HATE crime, says a report. The Law Commission claims the offence of "stirring up" division should be extended ...

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Since the opening of the museum, the number one question people ask us is how to talk about race. In 2014, we launched our signature program, ||Let's Talk! Teaching Race in the Classroom.|| Every year we've learned, reflected, and refined the program content || always growing and striving to do better.

What is it that gives many of us White people a visceral fear about discussing race? Do you realize that being able to not think about or talk about it is a uniquely White experience? Do you warn your children about how people might react to them; find store staff following or watching you; get stopped by the police for no reason? The students of color in your classroom experience discrimination every day, in small and large ways. They don't often see themselves represented in their textbooks, and encounter hostility in school, and outside. For them race is a constant reality, and an issue they need, and want, to discuss. Failure to do so can inhibit their academic performance. Failure to discuss race prevents White students from getting a real, critical and deep understanding of our society and their place in it. It is essential for the well-being of all students that they learn to have constructive conversations about the history of race in this country, the impact of racism on different ethnic communities, and how those communities and cultures contribute to society. The need to model for our students how to talk openly and comfortably about race is critical in America today, but it is still an issue that is difficult to tackle. To overcome the common fear of discussing race, of saying ||something wrong||, this book brings together over thirty contributions by teachers and students of different ethnicities and races who offer their experiences, ideas, and advice. With passion and sensitivity they: cover such topics as the development of racial consciousness and identity in children; admit their failures and continuing struggles; write about creating safe spaces and the climate that promotes thoughtful discussion; model self-reflection; demonstrate the importance of giving voice to students; recount how they responded to racial incidents and used current affairs to discuss oppression; describe courses and strategies they have developed; explain the ||n|| word; present exercises; and pose questions. For any teacher grappling with addressing race in the classroom, and for pre-service teachers confronting their anxieties about race, this book offers a rich resource of insights, approaches and guidance that will allay fears, and provide the reflective practitioner with the confidence to initiate and respond to discussion of race, from the pre-school and elementary classroom through high school.

In this New York Times bestseller, Ijeoma Oluo offers a hard-hitting but user-friendly examination of race in America Widespread reporting on aspects of white supremacy -- from police brutality to the mass incarceration of Black Americans -- has put a media spotlight on racism in our society. Still, it is a difficult subject to talk about. How do you tell your roommate her jokes are racist? Why did your sister-in-law take umbrage when you asked to touch her hair -- and how do you make it right? How do you explain white privilege to your white, privileged friend? In So You Want to Talk About Race, Ijeoma Oluo guides readers of all races through subjects ranging from intersectionality and affirmative action to "model minorities" in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life. "Oluo gives us -- both white people and people of color -- that language to engage in clear, constructive, and confident dialogue with each other about how to deal with racial prejudices and biases." -- National Book Review "Generous and empathetic, yet usefully blunt . . . it's for anyone who wants to be smarter and more empathetic about matters of race and engage in more productive anti-racist action." -- Salon (Required Reading)

In this unique two-volume work, expert scholars and practitioners examine race and racism in public education, tackling controversial educational issues such as the school-to-prison pipeline, charter schools, school funding, affirmative action, and racialized curricula. || Provides essays that are subjective and passionate yet grounded in scholarship and practical experience || Challenges assumptions about the roles race and racism play in educational policy and decision making || Offers ideas, strategies, and solutions aimed at decreasing racial inequality in public education || Addresses concerns related to a variety of historically marginalized student populations, including teen mothers, students with special needs, and immigrant populations || Examines global concerns associated with race, racism, and anti-racist pedagogy

Johnson's visionary and much-needed book is a call for the transformation of English education to embrace rather than reject Blackness. Confronting the context of heightened racial violence against Black youth that continues to sweep across the United States, Johnson illuminates the interconnection between the physical and symbolic violence that unfolds in and outside the classroom and demonstrates the harm this causes to Black youth. Employing an original framework, Critical Race English Education, Johnson reveals how English education and ELA classrooms are dominated by eurocentric language and literacy practices, and provides a justice-oriented framework that combats anti-Black racism. Throughout the book, Johnson disperses love letters to Blackness, Black culture, and Black people, which serve as actions and practices for positive thinking and self-awareness about Blackness. Critical Race English Education is a movement for Black lives. A crucial resource for pre-service ELA teachers, researchers, professors, and graduate students in language and literacy education, and sociology of education, this book offers classroom lessons, thematic units, sample activities, and other pedagogical and curricula practices that reconceptualize ELA pedagogies in humanizing ways and cater to the needs of students who come from racially and linguistically diverse backgrounds.

Rooted in examples from their own and others' classrooms, the authors offer discipline-specific practices for implementing antiracist literature instruction in White-dominant schools. Each chapter explores a key dimension of antiracist literature teaching and learning, including designing literature-based units that emphasize racial literacy, selecting literature that highlights voices of color, analyzing Whiteness in canonical literature, examining texts through a critical race lens, managing challenges of race talk, and designing formative assessments for racial literacy and identity growth. Book Features: Specific classroom scenarios and transcripts of race-related challenges that teachers will recognize to help situate suggested strategies Sample racial literacy objectives, questions, and assessments to guide unit instruction. A literature-based unit that addresses societal racism in A Raisin in the Sun. Assignments for exploring Whiteness in the teaching of The Adventures of Huckleberry Finn. Questions teachers can use to examine To Kill a Mockingbird through a critical race lens. Techniques for managing difficult moments in whole group discussions. Collaborative glossary and exploratory essay assignments to build understanding of race-based concepts and racial identity development.

Through a rich mix of essays, memoirs, and poetry, the contributors to The Poverty and Education Reader bring to the fore the schooling experiences of poor and working class students, highlighting the resiliency, creativity, and educational aspirations of low-income families. They showcase proven strategies that imaginative teachers and schools have adopted for closing the opportunity gap, demonstrating how they have succeeded by working in partnership with low-income families, and despite growing class sizes, the imposition of rote pedagogical models, and teach-to-the-test mandates. The contributors|teachers, students, parents, educational activists, and scholars|repudiate the prevalent, but too rarely discussed, deficit views of students and families in poverty. Rather than focusing on how to ||fix|| poor and working class youth, they challenge us to acknowledge the ways these youth and their families are disenfranchised by educational policies and practices that deny them the opportunities enjoyed by their wealthier peers. Just as importantly, they offer effective school and classroom strategies to mitigate the effects of educational inequality on students in poverty. Rejecting the simplistic notion that a single program, policy, or pedagogy can undo social or educational inequalities, this Reader inspires and equips educators to challenge the disparities to which underserved communities are subjected. It is a positive resource for students of education and for teachers, principals, social workers, community organizers, and policy makers who want to make the promise of educational equality a reality.

An in-depth account and model of antiracist professional development for white practicing teachers. Antiracist professional development for white teachers often follows a one-size-fits-all model, focusing on narrow notions of race and especially white privilege at the expense of more radical analyses of white supremacy. Frustrated with this model, Zachary A. Casey and Shannon K. McManimon, both white teacher educators, developed a two-year professional development seminar called ||RaceWork|| with eight white practicing teachers committed to advancing antiracism in their classrooms, schools, and communities. Drawing on interviews, field notes, teacher reflections, and classroom observations, Building Pedagogues details the program's theoretical and pedagogical foundations; Casey and McManimon's unique tripartite approach to race and racism at personal, local, and structural levels; learnings, strategies, and practical interventions that emerged from the program; and the challenges and resistance these teachers faced. As the story of RaceWork and a model for implementing it, the book concludes by reminding its audience of teachers, teacher educators, and researchers that antiracist professional development is a continual, open-ended process. The work of building pedagogues is an ongoing process. Zachary A. Casey is Associate Professor and Associate Chair of Educational Studies at Rhodes College. He is the author A Pedagogy of Anticapitalist Antiracism: Whiteness, Neoliberalism, and Resistance in Education, also published by SUNY Press. Shannon K. McManimon is Assistant Professor of Educational Studies and Leadership at the State University of New York at New Paltz. She is the coeditor (with Zachary A. Casey and Christina Berchini) of Whiteness at the Table: Antiracism, Racism, and Identity in Education.

Diversifying the Teacher Workforce critically examines efforts to diversify the teaching force and narrow the demographic gap between who teaches and who populates U.S. classrooms. While the demographic gap is often invoked to provide a needed rationale for preparing all teachers, and especially White teachers, to work with students of color, it is far less often invoked in an effort to examine why the teaching force remains predominantly White in the first place. Based on work the National Association for Multicultural Education is engaged in on this phenomenon, this edited collection brings together leading scholars to look closely at this problem. They examine why the teaching force is predominantly White from historical as well as contemporary perspectives, showcase and report available data on a variety of ways this problem is being tackled at the pre-service and teacher credentialing levels, and examine how a diverse and high-quality teaching force can be retained and thrive. This book is an essential resource for any educator interested in exploring race within the context of today's urban schools.

In 1980, SAGE published Geert Hofstede's Culture's Consequences. It opens with a quote from Blaise Pascal: ||There are truths on this side of the Pyrenees that are falsehoods on the other.|| The book became a classic||one of the most cited sources in theSocial Science Citation Index||and subsequently appeared in a second edition in 2001. This new SAGE Encyclopedia of Intercultural Competence picks up on themes explored in that book. Cultural competence refers to the set of attitudes, practices, and policies that enables a person or agency to work well with people from differing cultural groups. Other related terms include cultural sensitivity, transcultural skills, diversity competence, and multicultural expertise. What defines a culture? What barriers might block successful communication between individuals or agencies of differing cultures? How can those barriers be understood and navigated to enhance intercultural communication and understanding? These questions and more are explained within the pages of this new reference work. Key Features: 300 to 350 entries organized in A-to-Z fashion in two volumes Signed entries that conclude with Cross-References and Suggestions for Further Readings Thematic ||Reader's Guide|| in the front matter grouping related entries by broad topic areas Chronology that provides a historical perspective of the development of cultural competence as a discrete field of study Resources appendix and a comprehensive Index The SAGE Encyclopedia of Intercultural Competence is an authoritative and rigorous source on intercultural competence and related issues, making it a must-have reference for all academic libraries.

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