

When **equity** is not enough: Understanding **antiracism** in teaching

Tyler Hallmark, Ph.D.
Alfred P. Sloan Foundation

Website: TylerHallmark.com
Twitter: [@Hallmark2032](https://twitter.com/Hallmark2032)



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Outline

- Context and Need for Antiracism
- Defining Various Approaches
- Examples of Equitable, Race-conscious, and Antiracist Approaches
- Summarize Takeaways for Your Own Teaching
- Encourage Reflection



Context and Need for Antiracism

- “If you’re not part of the solution, you’re part of the problem.”
- “Being *not racist* is not enough.”
- 2020 and 2021 highlighted just how embedded racism is in our society – the unjust murders of Black individuals (including George Floyd) by police, the disproportionate impact of COVID-19 on Communities of Color, the racist attacks against Asian Americans following COVID-19...
- We keep hearing about the “racial reckoning of 2020” – but the reckoning has only just begun.



What does **antiracism** mean?



What does **antiracism** mean
in the classroom?



Defining Various Approaches

- **Equity-mindedness** is found in those who recognize that, while talent may be equally distributed, opportunity is not.
- **Race-consciousness** is found in those who recognize race and racism as embedded at all levels and spheres of society, functioning to produce and maintain unfair and exclusionary systems, structures, policies, and practices.
- **Antiracism** is found in those who not only recognize race and racism as embedded in existing systems, structures, policies, practices, and attitudes but seek to eliminate racism through their actions.

Selecting Readings for a Course

Equitable

- Ensure readings are readily accessible for all students, including free of cost, machine readable, and adaptable to translation software.

Race-Conscious

- Ensure representation across authors, noting the race/ethnicity of the authors of the readings being assigned.

Antiracist

- Ensure readings address systemic racism in the given field and how it aligns with the topics of the course, the histories of the discipline, etc.

Designing Activities for a Course

Equitable

- Ensure all students are aware of the expectations of the assignment and are able to participate fully and equitably.
- Employ a growth mindset, scaffolding activities to facilitate skill building.

Race-Conscious

- Encourage students to bring their full selves into any given activity and enable them to tie activities to their own lives, experiences, and communities.
- Culturally-responsive; Culturally-relevant.

Antiracist

- Enable students to not only reflect on their own identities and lived experiences but encourage them to reflect on and dismantle racism through their assignments.

In Summary

- Equitable practices are not always race-conscious or antiracist, and race-conscious practices are not always antiracist.
- Be authentic, whatever approach you pursue.
- Incorporating any approach cannot be a checklist item.



Ask yourself...

Where am I in my journey to
become an antiracist?



Antiracism Resources

These suggestions come from Patton & Haynes (2020).

See full article – linked in *References* – for further details.

- Read – and read deeply.
- Follow antiracist pages on social media (i.e., Twitter).
- Watch antiracist films and documentaries (i.e., *When They See Us*)
- Engage with projects that educate on and seek to disrupt whiteness (i.e., whitenessproject.org).
- Start purposeful conversations about whiteness.
- Listen to podcasts on antiracism (i.e., *Be Antiracist*).
- Identify and support antiracist resources on your campus and in your community (i.e., *Center for Antiracist Research*).



References

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