

QUEENSBOROUGH COMMUNITY COLLEGE, CUNY

ANTIRACIST CURRICULUM

GUIDELINES



QUEENSBOROUGH COMMUNITY COLLEGE, CUNY

GALLERY HOURS:

MONDAY	CLOSED
TUESDAY & FRIDAY	10 AM - 5 PM
WEDNESDAY & THURSDAY	10 AM - 7 PM
SATURDAY & SUNDAY	12 PM - 5 PM

CLOSED ALL MAJOR HOLIDAYS

PREPARED AND PRESENTED BY

KERRI-ANN M. SMITH, ED.D. | FACULTY FELLOW FOR DIVERSITY, EQUITY, AND INCLUSIVITY |
OFFICE OF ACADEMIC AFFAIRS

ABOUT THE TASK FORCE

MEMBERS

Kimberly Riegel, Ph.D., Assistant Professor, Physics
Robin R. Ford, Ph.D., Assistant Professor, English
Leah Anderst, Ph.D., Associate Professor, English
Charissa Che, Ph.D., Assistant Professor, English
Kersha Smith, Ph.D., Associate Professor, Social Sciences (Psychology)
Carolyn King, Ph.D., Associate Professor, Mathematics
Constance Williams, MS, AMLS, Associate Professor, Library
Bonnie Flaherty, MA, Director, CUNYSTART
Woodrow Scott, A.S. '22, Student--Education
Devon Donaldson, A.S. '22, Student--Criminal Justice
Keba Sylla, Ph.D., Assistant Professor, Social Sciences (Criminal Justice)
Randelle Sasa, MA, RN-BC, CMSRN, CCRN, Assistant Professor, Nursing
Carlene Byfield, DNP, RN, Assistant Professor, Nursing
Jessica Prepetit, MS, RN, Assistant Professor, Nursing
Heather Huggins, MFA, Assistant Professor, Communication, Theatre, & Media Production
Aviva Geismar, MFA, Associate Professor, Health, Physical Education, and Dance

PROCESS

The task force is comprised of select members from various departments whose work and interests align with curriculum development, antiracist pedagogy and practice, and social justice. Members of the task force received dual-level training from the expert team of the Justice, Equity, and Diversity Institute (JEDI) at MGH Institute. The task force members engaged in a Start, Stop, Continue practice that examined the principles and practices governing curriculum in their various disciplines. The suggestions were coded into best practices that should "Continue" at the college, which were then used to design guidelines and recommendations for best practices in the arts and humanities, sciences, and social sciences at Queensborough Community College. These guidelines follow best practices guided by peer-reviewed research on curriculum and instruction.

PROJECT DESCRIPTION

The Taskforce for Antiracist Curriculum Review consists of 15 members from various faculty/staff ranks.

The task force was charged with:

- 1) Reviewing the curriculum of respective departments to find opportunities for growth and change, using culturally responsive methodology.
- 2) Asking relevant questions of the overall course offerings.
- 3) Identifying which voices may be most marginalized or invisible in the core curriculum.

4) Examining a sampling of course objectives to find opportunities for more student-centered objectives.

5) Making recommendations for measuring the effectiveness of antiracist pedagogy/curricula.

6) Learning ways to create antiracist, culturally responsive syllabi.

7) Collaborating across disciplines for the benefit of all students.

STUDENT INVOLVEMENT:

Four NYC Men Teach students were invited to participate in the review process. **Two** accepted and participated in meetings over the course of two semesters.

OUR GOALS AND OBJECTIVES

The Antiracist Curriculum Guide aims to identify, define, and support best practices in antiracist pedagogy across disciplines. The recommendations of the task force serve to bolster and improve pedagogy in classrooms and laboratories at Queensborough Community College as a way of creating more equitable and inclusive classrooms.



DEFINITIONS

Education at Queensborough Community College (QCC) follows the principles of Progressive Education which center critical reflection, assessment, and student-centered practices. We teach at Queensborough with the understanding that education is a dual exchange between learners and instructors and with the expectation that instructors engage in ongoing assessment practices that serve to define student success using measurable outcomes. Assessment is the cornerstone of effective teaching, as it informs our practices and influences planning and project design for courses and programs. A course that is well-rounded will include assessment, evaluation, and reflection on the part of the instructor. The ultimate goal of education is to prepare a society that is democratic by nature, and where its citizens are equipped to work harmoniously on endeavors that promote service and self-direction (Dewey, 1917).

Asset-based pedagogy--focusing on students' strengths (such as cultural capital, diversity of thought, linguistic capital, familial capital) and valuing what students bring to the classroom, rather than what they lack (Flint & Jagers, 2021).

Antiracist pedagogy--Anti-racism is an intentional disruption of institutional and systemic power structures that uphold white supremacy and devalue the experiences and voices of Black, Indigenous people of color. It is "a paradigm located within Critical Theory utilized to explain and counteract the persistence and impact of racism using praxis as its focus to promote social justice for the creation of a democratic society in every respect" (Blakeney, 2005). "In antiracist pedagogy, students are encouraged to make connections to, and see themselves as part of, the topics being discussed" (Kishimoto, 2016). [Click here for more on how to be antiracist.](#)

Culturally relevant pedagogy--"an educator's ability to recognize students' cultural displays of learning and meaning-making and respond positively and constructively with teaching strategies that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing" (Hammond, 2015).

Microaggressions--"Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership" (Sue, 2010).

Implicit Bias--"attitudes that are unconscious or involuntary but nonetheless influence how people feel, think and behave" (Mio & Rodriguez, 2020).

Evaluation:The process through which we appraise, judge, and determine students' knowledge on a subject. Assessment seeks to determine how students are learning while evaluation seeks to determine what students have learned on a particular topic.

Culturally responsive pedagogy--a collaborative process that includes student feedback and involvement in instruction and curriculum-building. Students' experiences, learning context, and classroom climate are combined with student-teacher relationships, instructional methods, and performance assessment to provide a holistic educational experience that is more reflective and responsive to ethnic diversity. Culturally responsive pedagogy helps students "clarify their ethnic values while correcting factual errors about cultural heritage" (Gauzes, 2010).

Validation Theory--"Enabling, confirming, and supportive process initiated by in-and-out-of-class agents that fosters academic and interpersonal development" (Rendon, 1994).

Differential Treatment Perspective--"refers to *over differentiation*, to the ways in which schools and classrooms give some students more and better opportunities, thereby reinforcing, even increasing, inequalities of knowledge and skill present when students start school" (Cazden, 2001).

Cultural Differences Perspective--"refers critically to *underdifferentiation* and asserts that some students would be better served if qualitative differences among students were taken into account more rather than less" (Cazden, 2001).

Hidden Curriculum: the informal, unstated requirements that students may or may not be aware of when taking a course. Anyon (1980) defines the hidden curriculum as "knowledge and skills leading to social power and regard {that} are made available to social advantaged groups but are withheld from those from marginalized groups." Syllabi can include things like implicit rules, implicit messages, or hidden biases, teaching philosophy (ex., we may not realize a requirement to have cameras on in a virtual class assumes our students have devices with cameras).

Assessment: "Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning and ensuring that students have sufficient opportunities to achieve those outcomes by systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations and then using the resulting information to understand and improve student learning." Linda Suskie (2018), *Assessing Student Learning: A Common Sense Guide*
At QCC, we conduct assessment at the course, program, general education levels.

BEST PRACTICES FOR SYLLABI AND COURSE OUTLINES

"WHAT GETS MEASURED GETS DONE"

THIS SECTION INCLUDES EXAMPLES OF STATEMENTS/PRACTICES TO CONSIDER WHEN DEVELOPING A COURSE



What assumptions might we carry about students when we imagine them as homogenous? - that students have the same levels of access or education or time and space to do the work, that everyone has had positive education in the past.

How do our assumptions change when we acknowledge social inequities and diversity of experience? We might get to know students better as individuals - we might seek out more support for students and create distinct assignments or a variety of assignments. Staying abreast of best practices in pedagogy is also key to ensuring that we are providing students with the best instruction in our courses.

What does it look like to assume the best of students and prepare them for success? Examining Assumptions - and looking at our own syllabi - on our own. Include information about career competencies and connect learning outcomes to career goals.

6 Equity Minded Practices -

Deconstructing: bringing out in our syllabus that the class will make an effort to deconstruct dominant norms, and center subcultural norms that have been ignored, in assignments and readings that allow students to examine the historical context.

Demystifying: making course policies and practices transparent, written in an accessible manner, plain, formatting that is easy for students to follow, grading transparency (ex., to say "be professional" without explanation is not at all specific, but instead reinforces classism and racism)

Welcoming: Creating a welcoming space for students. The instructor speaks to students more as equals. Sharing a statement on belonging. Using language that is affirming and avoiding deficit messaging.

Validating: Communicating the belief that all students can succeed. Offer different kinds of assignments (reinforces the belief that students learn over time, can develop etc)

Partnership: Working with students to ensure success. Some syllabi have only sections listing student responsibilities rather than both student and faculty responsibilities. Instead, saying "faculty commitment to students" shares with students that we also will meet certain requirements to them (especially being specific about it). If we assume students are bringing their best we don't need to create a huge list of bulleted rules. Also think of a syllabus as a guide, rather than a contract, as a contract is rigid and does not allow for fluidity or flexibility.

Representation: Centering a diverse array of scholarship. Who are the authors we're reading in the class? Do they reflect a diverse array of perspectives on the subject area? Many textbooks may be white authors, but we can also use other forms of texts, Ted talks, articles, etc. Also: readings about POC shouldn't be the kind that create or reinforce stereotypes (for example: all readings that equate poverty with Black people).

ARTS & HUMANITIES

TRUTH

Arts and humanities disciplines must question and resist the racism that has shaped their fields. They must acknowledge the continuing reality of white supremacist culture and challenge and question the valuing of forms of expression and communication rooted in whiteness and that actively silence marginalized peoples. The arts and humanities can center antiracism by acknowledging patterns of oppression and the ways that marginalized peoples have used expression to resist hegemonic forces. Faculty must be honest about their position and privilege in the classroom, recognizing that there is no neutrality or colorblindness. Additionally, arts and humanities disciplines must acknowledge cultural appropriation within mainstream culture as influenced by white ideologies and uncover the ways that these appropriations are problematic.

REPRESENTATION

The arts and humanities must question their critical practices, their “canonical” texts, artworks, forms, and theories, and the existing power structures that foreground white voices and perspectives. Educators in the arts and humanities must bring to their teaching expert and emergent perspectives from people of color alongside students’ voices in reflecting on issues of representation. Further, we must include a wide array of creators, authors, and perspectives within cultural contexts to highlight the importance of shared and individualized cultural experiences, and avoid tokenization. Doing so validates students’ perspectives. Even while we may teach certain skills that are seen as “correct,” we must acknowledge and challenge the notions of “correctness” and “standardization” in expression by ridding our teaching and our thinking of binary, “right vs. wrong” ways of thinking. We must create assessment methods that are asset based as opposed to deficit based and focus on our students’ processes rather than what they produce.

VOICE

The arts and humanities must center the historically-underrepresented voices within their disciplines by including forms and works from different cultures and rejecting racist principles and histories, both from the past and emergent. We must embrace forms and works of different, previously-unprivileged modes, and celebrate multiple ways of expression, creation, moving, languaging, participating, and meaning-making. We must do away with the compartmentalization of disciplines; instead allowing for collaboration through interdisciplinary models. In doing so, faculty must be conscious of and acknowledge for themselves and with their students their positionality with respect to the texts and artworks they teach.



SUGGESTED APPROACHES IN ARTS & HUMANITIES COURSES

SUGGESTED APPROACHES - PERFORMING ARTS

- Value all forms of performance and all performance techniques.
- Acknowledge that all forms of art develop within a cultural context.
- Acknowledge and discuss that certain forms including Ballet and Modern Dance, Classical Music, the Western Theater Cannon etc. developed in white supremacist cultural contexts.
- Hire faculty and guest artists that reflect the identities and interests of your students.
- Believe that everybody can perform, express, create, regardless of ability, disability or physical attributes.
- Value student creative work in every genre of the arts.
- Teach arts histories that center the arts through the various roles they play in diverse cultures rather than holding American and European forms above other forms.
- Demystify arts vocabularies that come from particular cultural contexts by defining/explaining the concepts and keywords and identifying the contexts.
- Emphasize content over form in written assignments.

In *Performing Arts as a High-Impact Practice* (2018), editors Michelle Hayford & Susan Kattwinkel advocate that the performing arts have untapped potential to promote diversity and global learning:

The performing arts are a flashpoint for how we understand, engage, and articulate diversity. Because the performing arts rely on the fact of bodies occupying the same space, this embodiedness becomes the irrepensible vehicle for representing our diverse identities, cultural values, and communities (182).

OTHER APPROACHES

The English Department has developed a list of resources for composition courses that may be found [here](#)

Following are examples of some approaches used in courses taught by Dr. Leah Anderst:

For Validating: in a welcome video I record for students in an online asynchronous class, I say early on - "Learning to write for college is hard, and you might find it especially hard to do online, but I know that you can all do it. In fact, even if you don't really think of yourself as a reader or a writer, you likely do a lot more reading and writing than you realize." In an in person class, I say something very similar on the first day. I hope that the days of profs saying on day one: "look around at your classmates, 30% of you won't make it to the end" will soon be over at least at QCC.

For Partnership: recently I have given students a short survey to complete on or before day one of a semester asking them things like how they feel they learn best, what kinds of classes or teachers or assignments have they had in the past that have worked well or that have worked badly? I then incorporate some of their suggestions into my assignments or practices.

For Demystifying: I now include in my syllabi a pie chart next to the grading policies so it's really clear how much everything is worth in the semester grade. I also provide in the syllabus explicit tips on writing emails to folks connected to the college (profs, staff, other students) that I tell them I will also adhere to in my emails to them. This is a lot better than just saying, "please write professional emails."

RESOURCES FOR THE ARTS & HUMANITIES

For Faculty:

Poe, Mya, Asoa Inoue, and Norbert Elliot, eds. *Writing Assessment, Social Justice, and the Advancement of Opportunity*.

Bettina Love (2019) *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

[10 Ways to Tackle Linguistic Bias in Our Classrooms](#)

[Why the Middle Ages Matter, Medieval Light on Modern Injustice](#)

[Laying New Ground: Uprooting White Privilege and Planting Seeds of Equity and In](#)

[The Person You Mean To Be](#)

[Invisible Man Got the Whole World Watching](#)

[From Equity Talk to Equity Walk](#)

[I'm Still Here: Black Dignity in a World Made for Whiteness](#)

Nyama McCarthy-Brown, [Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice](#)

To Read with Students:

Two recent common read titles

Citizen, Claudia Rankine

They Called Us Enemy, George Takei

Multimedia Resources:

[-Curated list of TED Talks, "Talks to help you understand racism in America"](#)

[-Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED Talk, 2009.](#)

[-Jamila Lyiscott 3 Ways to Speak English \(4 min TED Talk\)](#)

[-Melissa Lozada-Oliva "My Spanish" \(4 min video\)](#)

[-Cathy Park Hong's "Bad English" \(the link is a chapter from her Minor Feelings \[2020\]\)](#)

[-Steven Willis "Ebonics 101" \(spoken word\)](#)

NPR's Code Switch Podcast - "We're a team of journalists fascinated by the overlapping themes of race, ethnicity and culture, how they play out in our lives and communities, and how all of this is shifting."

1) ["Race Underneath The Skin" December 26, 2018 - 31 min listen](#)

2) ["Code Switch Goes To College" December 19, 2018 - 26 min listen](#)

3) ["Our Homeland Is Each Other" October 10, 2018 - 28 min listen](#)

4) ["Talk American" August 8 2018 - 26 min listen](#)

[Follow up with Deion Broxton \(@DeionBroxton\) / Twitter](#)

[Coffee With...Deion Broxton '15 | Spring 2020 | TU Magazine | Towson University](#)

[1 Year After Going Viral, Reporter Reflects on Professional Journey | Inside Edition](#)

RESOURCES FOR THE ARTS & HUMANITIES

The Dramatists Guild Presents: TALKBACK is the podcast for every dramatist or theatre fan who wants, but maybe hasn't seen, the inclusiveness we've all yearned for in the theatre industry.

Season 1, Episode 1: It's Not My Story It's Yours: Appropriation vs Appreciation - 52 minutes, transcript included

Season 1, Episode #5 - It's the Most Traditional Thing You Can Do - On Diverse and Inclusive Casting - 66 minutes, transcript included

Political Action Artists' Groups

<https://theracialimaginary.org/> - The Racial Imaginary Institute. Produces interdisciplinary art that disrupts white supremacist cultural norms.

<https://www.nocdny.org/tools-and-resources/2017/04/17/acre-artists-co-creating-real-equity-platform>

ACRE (Artists Co-Creating Real Equity) is an intergenerational, multi-racial group of artists and cultural workers committed to organizing for racial equity in the influential realms of art and culture.

Community Organizing

<https://surj.org/> - Showing Up for Racial Justice: We are a national network of groups and individuals organizing white people for racial and economic justice.

Cross-Cultural Solidarity by Lynn Burnett

<https://crossculturalsolidarity.com/> -

- **White Antiracists Have Ancestors - <https://burnett-lynn.medium.com/white-antiracists-have-ancestors-52a8a0452442>**
- **Life of Anne Braden <https://crossculturalsolidarity.com/the-life-of-anne-braden-part-one-finding-her-way-to-the-movement/>**
 - **reflection prompt: "After reading this piece, what is your vision for how White antiracist history can help us mobilize White people for racial justice?"**

Community Reflection Models, by discipline / industry

The Entertainment Services and Technology Association & The United States Institute for Theatre Technology working groups are gathering suggestions about problematic racist, sexist, genderist, and other exclusionary language in our industry as well as suggestions to replace problematic terms. Living document:

https://docs.google.com/spreadsheets/d/1luGYHzYPPdZJ9mgJScyCB-3cejll_PrAm74xYhVBB0/

STEM



TRUTH

STEM fields center antiracist pedagogy by centering scientists and case studies that affirm and center diverse backgrounds genders and cultures and de-centering the traditional white European standards. STEM Educators can do this by confronting racist practices in STEM and uncovering and uplifting the origin stories rooted in people and cultures of color (ex. Henrietta Lacks, Tuskegee Experiment). Additionally, faculty should be upfront about potential bias that affects scientific exploration and that the only ways to combat that bias is to name it and work towards ending it.

VOICE

The STEM disciplines must acknowledge the history and prejudices and discriminatory practices embedded in STEM by challenging pre-conceived notions and restructure the curriculum to exclude previously developed biases.

We must ensure that diverse voices are included in our classrooms including inviting guest lecturers, providing diverse scientific texts or providing supplemental videos from diverse speakers. Additionally, when creating exercises and examples they should include names, objects, and scenarios that are culturally relevant to the students in the class.

REPRESENTATION

The STEM disciplines must reject the traditional perception of a 'scientist' or a 'math person' which is traditionally a representation of white male dominated perspectives. Instead we need to center an asset-based mindset in the classroom to ensure that the knowledge and perspectives that students come into the classroom with are acknowledged and valued. We need to champion the concept of neuroplasticity where understanding Math/Science is not a fixed state and anyone can learn to master the discipline.

SUGGESTIONS FOR APPROACHES IN STEM COURSES

Acknowledge relevant scientific discoveries, findings and breakthroughs. Allow some room in class or assignments for discussion on how these discoveries might impact different countries, socioeconomic, or ethnic groups. For example, have the students compare and contrast the impact of climate change between different regions of the world and how that may impact the scientific efforts being undertaken and funded. This may open up discussions about how students and their families are personally affected by climate change. In addition, you can encourage students to bring in news stories or articles that they find relevant to the course material to encourage discussion that is relevant to them.

Provide examples or case studies of the impact of racism has on health outcomes. Discussion of these types of case studies and understanding the potential impact that they have on the response of the affected population can help improve patient care but providing needed context.

<https://www.teachpopulationhealth.org/racismsdohcases.html>



When learning about handling and processing data, choose data sets that relate to social justice or culturally relevant issues. These types of data sets can teach concepts such as interpreting data, graphing, descriptive statistics or correlations. There are many places to retrieve data but some places to get you started

- General information resource - <https://www.infoplease.com>
- Ice thickness (Nenana) <https://www.nenanaakiceclassic.com/ice>
- U.S. Census Data - <https://www.census.gov/data.html>
- Humane Borders - <https://humaneborders.info>

OTHER IMPORTANT INFORMATION

Many accreditation organizations account for the need for this type of culturally responsive and anti-racist curriculum and have it built into the curriculum requirements for accreditation. For example, the Accreditation Commission for Education in Nursing (ACEN) includes “cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.” in the requirements for curriculum. ABET, the accrediting body for engineering programs, states that curriculum for engineering technology programs “must include topics related to professional and ethical responsibilities, diversity and inclusion awareness, quality, and continuous improvement”

RESOURCES FOR STEM

BOOKS & ARTICLES

Van Dusen, B. Nissen, J. Talbot, R., Huvad, H., and Shultz, M. (2021). A QuantCrit investigation of Society's Educational Debts Due to Racism and Sexism in Chemistry Student Learning.

McGrath, V.(). Reviewing the Evidence on how Adult Students LearnL An Examination of Knowles' Model of Andragogy.

Silence is never neutral; Neither is Science
<https://blogs.scientificamerican.com/voices/silence-is-never-neutral-neither-is-science/>

MULTIMEDIA RESOURCES

Math Leaders 4 Racial Justice
<https://www.mathvalues.org/masterblog/taking-responsibility-for-justice-equity-diversity-and-inclusion>

<https://www.ams.org/about-us/Towards-a-Fully-Inclusive-Mathematics-Profession.pdf>

The Math People Myth
<https://www.youtube.com/watch?v=uJsHoSO1pPg>

The Future of STEM Education
<https://youtu.be/7Hb0vkdzaWg>

A study in medical and scientific racism in America
<https://youtu.be/WTniVzGBj5w>

Algorithmic Justice: Race, Bias and Big Data
<https://youtu.be/fzvcTo10Wo4>

WEBSITES

Shut Down STEM resources page
<https://www.shutdownstem.com/resources>

Anti-racist Teaching and learning Collective
<https://antiracistteaching.org/stem>

SOCIAL SCIENCES



TRUTH

Social Sciences must toggle between understanding the universality of the human condition/human society and the specificity that changes these conditions. Place more emphasis on cultural backgrounds and global identities and less focus on a white European standard (one world view).

VOICE

To ensure that social sciences maintain a commitment to inclusivity, courses in the Social Sciences discipline must support more voices from non-white researchers and theorists.

The Social sciences must also engage more voices from theorists/researchers who challenge the status quo. Additionally, courses within the discipline must utilize voices from theorists/researchers who are interested in presenting anti-racist agenda.

REPRESENTATION

Faculty in the social sciences must commit to including diverse perspectives in the curriculum. Diverse means from a critical emancipatory perspective. In critical emancipation, we do not just use the voices of BIPOC theorists/researchers, but we prioritize those researchers/theorists who want to disrupt the marginalization and disenfranchisement of people of the global majority.

EXAMPLES OF ANTIRACIST PRACTICES IN THE SOCIAL SCIENCES

Validating

Try using the discussion board in an online class to incorporate students' lived experiences. For example, ask students to post and contemplate their worldview during a worldview discussion: "Think about the concept of worldview. How did you develop your worldview? What are some things (3-to 4 aspects) that define your worldview? These can be big or small aspects. How are these aspects related to your culture?"

Similarly, during a discussion on immigration, prompt students to think about their status. For example, "Did your family recently immigrate to the US? If so, how have roles in your family changed? If not, imagine your family recently immigrated to another country. How might one of your roles (daughter, father, sister, uncle) change?"

Try acknowledging world events, holidays, and celebrations in weekly announcements or class discussions. Dedicate the first 10 minutes of each class to student-generated topics. For example, students may initiate an intense conversation about recent laws or current events. This way, students may share ideas and what they know and want to understand in the world and its relevance to the discipline.

Use a grading rubric for most course assignments. Students should receive the rubric before they turn in the assignment to match their work with the rubric. Also, the grading policy should be spelled out in the syllabus. The grading policy must outline points/percentages for each assignment. Faculty should try to refer to the syllabus during class sessions. The syllabus should be a living document. Faculty should constantly refer to the syllabus and direct students to it when they have questions.

OTHER SUGGESTIONS

In Social Science courses, the concept of "International community" can address global issues. However, students may be taught that this concept does not include the world as it should be. To detect its flaws, use geographical studies, with maps and population numbers, to outline the true meaning of this concept. For example, in one course, students found out that the so-called "International community" is composed of Western Europe, the USA and Canada, Australia, New Zealand, and Japan, and these countries represent only 17%. In contrast, the global south represents 83% of the world population.

In an immigration assignment, due to current events, students learn about TITLE 42, which the Trump Administration imposed to curtail any flow of asylum seekers and refugees from the Southern Border with Mexico. According to this TITLE 42, any refugee must wait at the border for a certain period (2 years) before entering the country. With the war in Ukraine, The Biden Administration has suspended TITLE 42, and now Ukraine's refugees can enter through the Southern Border without delaying their regular processing step before entering into the USA. Students get a first-hand understanding of the policy and the bias inherent in our immigration and policing laws.

RESOURCES FOR SOCIAL SCIENCES

- Guthrie, R. V. (2003) *Even the rate was white: A historical view or psychology*. Pearson.
- hooks, b. (1994). *Teaching to transgress. Education as the practice of freedom*. Routledge.
- Cross, W E. (1991). *Shades of Black: Diversity in African American identity*. Temple University Press
- Ladson-Billings, G. (1994). *The dreamkeepers: successful teachers of African American children*. San Francisco: Jossey-Bass.
- Payne, C. M. (1995). *I've got the light of freedom: Organizing tradition and the Mississippi freedom struggle*. California: University of California Press.
- Kelley, R.D.G. (2002). *Freedom Dreams: The Black Radical Imagination*. Boston, MA: Beacon Press.
- Murrell, P. C., Jr., & State Univ. of New York, A. (2002). *African-centered pedagogy: Developing schools of achievement for African American children*. New York: SUNY Press.
- Black lives matter at school: An uprising for educational justice* (2020), D. Jones and J. Hagopian (eds). Haymarket Books.
- Fleming, C. (2018). *How to be less stupid about race: On racism, white supremacy and the racial divide*. Beacon Press.
- Yu, Du. (2021). *Racial Bias still exists in Criminal Justice System? A Review of recent empirical Research*. *Touro Law Review*. Vol. 37 (1). P. 74-103.
- Bonilla Silva, Eduardo. (2015). *The Structure of Racism in Color Blind;"Post Racial" America*. *American Behavioral Scientist*. Vol. 59(11), p. 1358-1376.
- Diop, Cheikh. Anta (1967). *African Origin of Civilization: Myth or Reality*. Presence Africaine, Paris, France.
- Diop, Cheikh Anta. (1954). *Nations Negres et Culture* (French version). Presence Africaine, Paris, France.
- Tessie P. Liu. (2010). *The secret beyond White Patriarchal power: Race, Gender and Freedom in the last days of Colonial St-Domingue*. *Historical Studies*. Vol. 33 (3).
- Pius Onyemechi, Adiele. (2017). *The popes, the Catholic Church and the Transatlantic Enslavement of Black Africans (1418-1839)*. Georg Olms Verlag Hildesheim, Zurich, New York.
- Seth, Vanita. (2020). *The Origin of Racism: A critique of the History of Ideas*. *History and Theory*, Vol. 59 (3), p.343-368.
- Brooklyn Deep (2019, September 27) *School colors: Episode 2. Power to the people* [Audio Podcast].
<https://www.schoolcolorspodcast.com/episodes/episode-2-power-to-the-people>

MIDTERM EVALUATION QUESTIONS

SUGGESTED QUESTIONS TO ASK STUDENTS TO GAIN UNDERSTANDING OF THEIR EXPERIENCES IN COURSES

VALUES-BASED

- 1) WHAT DO YOU ENJOY?
- 2) WHAT DOES NOT WORK FOR YOU?
- 3) WHAT SHOULD I INCLUDE MORE

PROCESS-BASED

- 1) WHAT TOPIC DO YOU UNDERSTAND BEST?
- 2) WHAT TOPIC ARE YOU STRUGGLING TO UNDERSTAND?
- 3) HOW CAN I IMPROVE MY TEACHING TO HELP YOU?

PACE-BASED

- 1) AM I MOVING AT THE RIGHT PACE FOR YOU?
- 2) IS THERE SOMETHING THAT YOU NEED MORE CLARITY ON?
- 3) HOW CAN WE WORK TOGETHER TO SUPPORT YOUR LEARNING IN THIS CLASS?

SATISFACTION-BASED

- 1) TELL ME WHAT YOU REALLY LIKE ABOUT THE CLASS?
- 2) WHAT DO YOU REALLY DISLIKE ABOUT THE CLASS?
- 3) IF YOU COULD CHANGE SOMETHING ABOUT THIS CLASS AT THIS POINT, WHAT WOULD YOU CHANGE?

METHOD-BASED

- 1) ARE MY LECTURES CLEAR AND ORGANIZED?
- 2) DO YOU KNOW WHAT NEEDS TO BE DONE TO SUCCEED IN THIS COURSE?
- 3) WOULD YOU RECOMMEND THIS COURSE TO SOMEONE ELSE?

BELONGING-BASED

- 1) DO YOU FEEL HEARD IN THIS CLASS?
- 2) ARE YOU GIVEN ENOUGH OPPORTUNITIES TO PARTICIPATE?
- 3) DO YOU SEE YOUR VALUES REFLECTED IN THE COURSEWORK?

DISCOVERY-BASED

IS THIS COURSE COVERING ALL OF THE TOPICS/INFORMATION YOU EXPECTED TO LEARN SO FAR?

OPEN-ENDED

IS THERE ANYTHING YOU WOULD WANT TO TELL ME OR THINK I SHOULD KNOW AS WE MOVE INTO THE SECOND PHASE OF THE COURSE?

EQUITY-BASED

DO YOU FEEL COMFORTABLE PARTICIPATING IN CLASS DISCUSSIONS? ARE THERE AMPLE OPPORTUNITIES FOR YOU TO HEAR DIFFERENT PERSPECTIVES ON A TOPIC?

Additional resources on midterm evaluation questions, visit the following resources:

[Bates College](#)

[UT Austin](#)

[UC Berkeley](#)

[Penn State](#)

[Princeton](#)

[Vanderbilt](#)

[International Society for Exploring Teaching and Learning \(ISETL\)](#)

Centering student feedback is essential to antiracist pedagogy. Student feedback can help instructors shape their pedagogy to help achieve course objectives all while ensuring that students are experiencing courses in ways that help them connect with the subject matter and materials. The midterm evaluation allow instructors access to students' perspectives and enough time to modify plans to help students accomplish their goals in each course. They also tell students that their voices matter and that the instructor is reflecting on best practices.

SUSTAINABILITY PLAN

WHERE CAN YOU FIND HELP WITH IMPLEMENTATION OF THESE PRACTICES?

Multi-level support is available for all members of the faculty and all divisions and disciplines interested in implementing the recommendations made in this guide.

The faculty and staff members of this task force are available to serve as discipline and subject-area liaisons and are available for consultation throughout the year. We recommend that each department develops its own committee that is dedicated to developing department-specific practices promoting culturally responsive and antiracist pedagogy.

The Center for Excellence in Teaching and Learning (CETL) is a campus resource that engages in workshop focusing on various aspects of these practices throughout the year.

The Office of Academic Affairs continues to offer ACUE courses focusing on inclusive teaching practices and culturally responsive pedagogy.

The Office of Institutional Effectiveness will provide support for assessment efforts related to pedagogy and student outcomes.



FURTHER READING

THIS SECTION INCLUDES A LIST OF RESOURCES THAT SUPPORT ANTIRACIST PEDAGOGY

*See Supplementary Resource Guide

TILT

Designing Course Objectives

Bloom's Taxonomy

Antiracist Educator Self-Examination Rubric

Harvard Antiracism Resources

Racial Equity Tools

Yale University's Antiracist Pedagogy

Resources

How to Make an Equitable Classroom

THE ASTERISK DENOTES
TITLES AVAILABLE IN THE
LIBRARY AS PROPERTY OF
THE OFFICE OF ACADEMIC
AFFAIRS

Recognizing Microaggressions and the Messages They Send

Themes	Microaggression Examples	Messages
<p>Alien in One's Own Land</p> <p>When Asian Americans, Latinx Americans, and others who look different or are named differently from the dominant (White) culture are assumed to be foreign-born</p>	<ul style="list-style-type: none"> • "Where are you from?" or "Where were you born?" • "You speak English very well." • "What are you? You're so interesting looking!" • Asking an Asian American or Latinx American to teach a <u>person words</u> in their native language • Continuing to mispronounce the names of students after students have corrected the person time and time again; not willing to listen closely and learn the pronunciation of a non-English-based name 	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
<p>Ascription of Intelligence</p> <p>When intelligence is assigned to a person of <u>color</u> or a woman based on their race/gender</p>	<ul style="list-style-type: none"> • "You are a credit to your race." • "Wow! How did you become so good in math?" • Saying to an Asian person, "You must be good in math. Can you help me with this problem?" • Saying to a woman of color, "I would have never guessed that you were a scientist." 	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
<p>Color Blindness</p> <p>When statements indicate that a White person does not want or feel they need to acknowledge race</p>	<ul style="list-style-type: none"> • "When I look at you, I don't see color." • "There is only one race, the human race." • "America is a melting pot." • "I don't believe in race." • Denying the experiences of students by questioning the credibility or validity of their stories 	<p>Assimilate to the dominant culture.</p> <p>A person of color's racial or ethnic experience and history are not significant.</p> <p>You are not a racial or cultural being.</p>

<p>Pathologizing Cultural Values or Communication Styles</p> <p>When the values and communication styles of the dominant (White) culture are presented as ideal or “normal”</p>	<ul style="list-style-type: none"> • Saying to an Asian, Latinx, or Native American person, “Why are you so quiet? We want to know what you think. Be more verbal.” • “Speak up more.” • Saying to a Black person, “Why do you have to be so loud/animated? Just calm down.” • Asking “Why are you always angry?” anytime race is brought up in classroom discussion • Dismissing an individual who brings up race/culture in work/school setting 	<p>Assimilate to the dominant culture.</p> <p>Leave your cultural baggage outside.</p> <p>There is no room for difference.</p>
<p>Second-Class Citizen</p> <p>When a target group member</p>	<ul style="list-style-type: none"> • Faculty member of color being mistaken for a service worker • Not wanting to sit by someone because of their color • Female doctor being mistaken for a nurse 	<p>People of color are servants to Whites. They couldn’t possibly occupy high status positions.</p>
<p>receives differential treatment from the power group (e.g., a White person is given preferential treatment as a consumer over a person of color)</p>	<ul style="list-style-type: none"> • Being ignored at a store counter as attention is given to a White customer • Saying “You people...” • An advisor assigning a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person’s specific area of research • An advisor sending an email to another work colleague describing another individual as a “good Black scientist” • Raising one’s voice or speaking slowly when addressing a blind student • In class, an instructor tending to call on male students more frequently than female ones 	<p>Women occupy nurturing positions.</p> <p>Whites are more valued customers than people of color.</p> <p>You don’t belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning.</p> <p>The contributions of female students are less worthy than the contributions of male students.</p>

<p>Criminality or Assumption of Criminal Status</p> <p>When a person of color is presumed to be dangerous, criminal, or deviant based on their race</p>	<ul style="list-style-type: none"> • A White person clutching their purse or checking their wallet as a Black or Latinx person approaches • A store owner following a customer of color around the store • Someone crossing to the other side of the street to avoid a person of color • A professor approaching a post-doctoral student of color in the chemistry building to ask if they are lost, <u>making the assumption</u> that the person is trying to break into one of the labs 	<p>You are a criminal.</p> <p>You are going to steal.</p> <p>You are poor. You do not belong.</p> <p>You are dangerous.</p>
<p>Prejudicing and Stereotyping</p> <p>When expectations of traditional roles or stereotypes are conveyed</p>	<ul style="list-style-type: none"> • A male professor, in response to a female student requesting extra help on an engineering assignment, asking, “What do you need to work on this for anyway?” • “You’re a girl; you don’t have to be good at math.” • A person asking a woman her age and, upon hearing she is 31, looking quickly at her ring finger • An advisor asking a female student if she is planning on having children while in postdoctoral training • A person showing surprise when a feminine woman turns out to be a lesbian • Labeling an assertive female committee chair/dean as a “b____,” while describing a male counterpart as a “forceful leader” 	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing years because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>
		<p>The personal experience of individuals who experience bias is not credible.</p>
<p>Myth of Meritocracy</p> <p>When assertions are made that race or gender does not play a role in life successes (e.g., in issues like faculty demographics)</p>	<ul style="list-style-type: none"> • “I believe the most qualified person should get the job.” • “Of course he’ll get tenure even though he hasn’t published much—he’s Black!” • “Men and women have equal opportunities for achievement.” • “Gender plays no part in whom we hire.” • “America is the land of opportunity.” • “Everyone can succeed in this society if they work hard enough.” • “Affirmative action is racist.” 	<p>People of color are given extra, unfair benefits because of their race.</p> <p>The playing field is even so if women cannot make it, the problem is with them.</p> <p>People of color are lazy or incompetent and need to work harder.</p>

Note. Adapted with permission from “Tool: Recognizing Microaggressions and the Messages They Send” by UC Santa Cruz, 2014, (https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf). Originally adapted from *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* by D. W. Sue, 2010, Wiley & Sons. Copyright 2010 by John Wiley & Sons, Inc.

NACE COMPETENCIES

THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE) HAS CREATED A NUMBER OF COMPETENCIES THAT CAN BE SUPPORTED IN THE CLASSROOM

8 Domains:

- 1) Career and Self Development
- 2) Communication
- 3) Critical Thinking
- 4) Equity and Inclusion
- 5) Leadership
- 6) Professionalism
- 7) Teamwork
- 8) Technology

Queensborough's strategic plan includes a commitment to promoting career competencies and this resource provides guidelines for using career competencies in classroom discourse and curriculum planning to achieve these goals.

Resource:<https://heyzine.com/fli-p-book/14757758ed.html#page/1>

INCLUSIVE PRACTICES

- Examine the language of your syllabus. Does it take on a collaborative tone or a pedantic tone?
- Are there any assumptions in the language of your syllabus? Are unfamiliar terms explained or defined?
- Are grading policies clear? Can students understand how an A can be achieved in your class?
- Examine textbooks, multimedia, and examples used. Do they reflect the rich diversity of your students?
- Consider asset-based principles and language when talking to students about knowledge and learning.
- Include learning outcomes and objectives in the syllabus.
- Consider using OER as much as possible.
- Prepare a few guided questions for readings to keep students focused as they navigate the course materials.
- Ask students how they prefer to be addressed (name, gender pronouns, etc.) Ask for pronunciation of unfamiliar names.
- Practice inclusive language. Many idioms and catch-phrases exclude or marginalize others, so try to be mindful.
- Are the fonts on your handouts accessible? Ensure that videos, links, and other documents are accessible to all students.
- Flexible office hours allow students more opportunities to reach out. Consider explaining what they can accomplish by attending office hours. Consider rebranding office hours as "drop-in" or "consultation sessions".
- Our students vary in age. Try to use more affirming terms and avoid generalizations about who they are. Terms such as "kids" and generational references are exclusionary and can become stereotypical.

TEACHING IS A WORK OF "HEART"

Students bring an array of knowledge to our classrooms. They are equipped with linguistic, familial, social, and cultural capital and may have already learned the art of code-switching, critical thinking, and problem-solving. Consider tapping into their toolkits to help them relate to course materials/content. Are there alternative ways to convey a complex idea? Also consider the many ways understanding can be demonstrated outside of formal assessments. Learning about students' learning styles can help improve their experience in classrooms. Always remember to honor their humanity first.



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