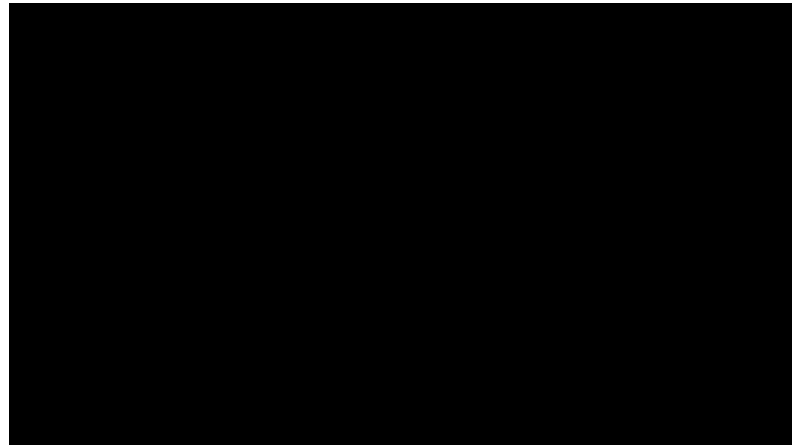
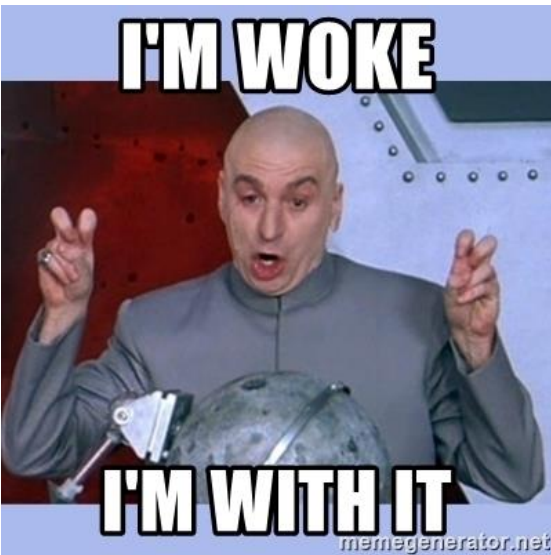


Are you Woke Yet? Engaging today's students in controversial conversations

*Professor U. Melissa Anyiwo, African American Studies
Senior Lecturer Dr. Anne Benoit, Academic Enrichment
Katherine Morrison, Health & Wellness*

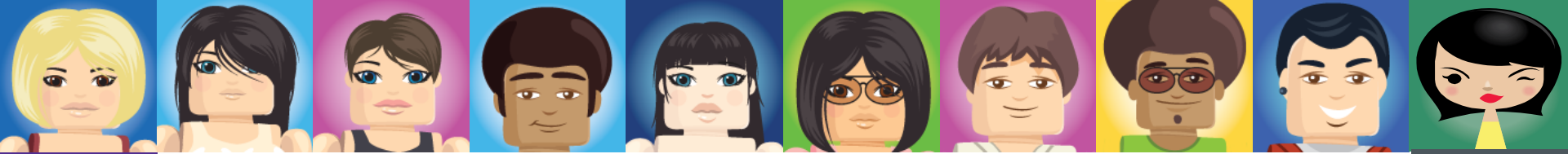


Session Overview

In today's contentious environment, engaging students in topics that challenge their learned perspectives has become increasingly difficult and in many cases troubling. This session allows faculty to share their teaching concerns through explicit examples, and hear about and brainstorm solutions.

1. Your Presenters
2. Framing Ideas
3. Problems & Consequences
4. Core Classroom Problems
5. The 'Safe' Classroom
6. Scenario 1: Terminologies
7. Scenario 2: Facts vs. Opinions
8. Scenario 3: Free choice
9. Takeaways





Pre-Session Thoughts

On the card on your table, write down what you hope to accomplish today or a scenario you would like to share



Your Presenters

U. Melissa Anyiwo

- PhD American Studies – Stereotypes of black women in film
- Faculty Fellow Diversity
- Scholarship:
 - Solving Learning Bottlenecks (ET)
 - Building Cultures of Faculty Engagement: Institutional Strategies (AAC&U)
 - Where the Rubber Meets the Road: Driving Multiculturalism in Higher Education (On Diversity Intl Conference)
 - "That's someone else's job." Redirecting faculty insecurities about infusing inclusive practices in the classroom (AAC&Us Modeling Equity, Engaging Difference)
 - Using Clickers to Engage in Difficult Dialogues (Turning Point Conference)
 - CHAPTER: "Outside/In: Using Vampires to Explore Diversity and Alienation in a College Classroom" (*The Vampire Goes to College*)
 - CHAPTER "Teaching Millennial's about difference through First Year Learning Communities." (*Teaching Race & Anti-Racism in Contemporary America*)

Anne Benoit & Katherine Morrison



Framing Ideas

1. Perry Scheme (1970): Dualism, Multiplicity, Relativism, & Relativist Commitment
2. Attending to Ethos: Values underpinning beliefs make changing another's perspective unlikely
3. Inputs into positions and beliefs: family, community, culture, generation, experience, education





Academic Freedom?

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject...The intent of this statement is not to discourage what is ‘controversial.’ Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster.”
(AAUP 1940 Statement of Principles on Academic Freedom and Tenure & 1970 Amendment)

Some Core Classroom Issues

Racial Bias

Non-Gendered Pronouns

Assumptive Teaching

Political Bias



Feelings/Opinions

Relativist Thinking

Microaggressions

Refusal to read something that challenges
their opinion/beliefs



Real Life Consequences

To Faculty

- ✗ Difficulty in generating discussion
- ✗ Poor evaluations
- ✗ Complaints to 'higher authority'
- ✗ Lowered enrolments
- ✗ Formal Proceedings
- ✗ Loss of appointment

For Students

- ✗ Lowered grades
- ✗ Limits learning
- ✗ Limits growth
- ✗ Less prepared for the 'real' world
- ✗ Less able to deal with difference



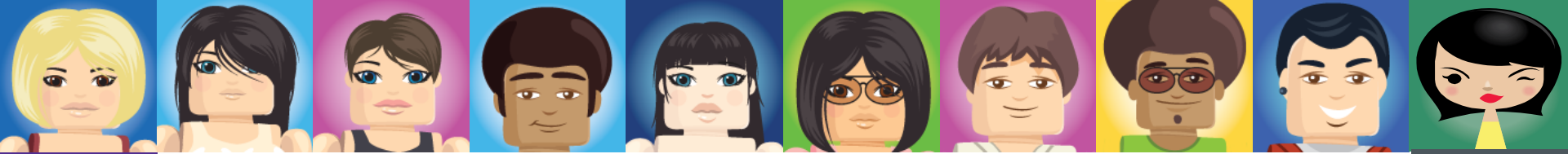
Solutions? Preparing the Atmosphere

1. Reveal your biases (political, religious, cultural, ethnic)
2. State your sources during lectures
3. Explicitly explain/illustrate fact vs opinion
4. Present alternate points of view and explicitly state differences
5. Offer an Anonymous Box (safe zone)
6. Trigger warning on syllabus

Scenario 1: Terminologies

“I have found that many students don't understand the distinction between "person of color" and "colored" and I have heard the latter term used often in papers and in class discussions. Because of this, when we will be talking about race in class I try to take time to discuss the history of these terms and the importance/power of language.” Dr. Sarah Augusto, SOC/CJ





Discussion

WHAT
WOULD
YOU
do?



Problem 2: Disputing Evidence

“...I showed students the facts regarding the genesis of the Syrian Civil War and current numbers of displaced civilians, focusing on the consequences to the children. I had a slide with children who had survived the bombing, though injured, shell shocked and disheveled. One of my students said, "That photo is fake, that kid wasn't in a bombing!" I said, "Do you mean to say that you don't believe the bombings are happening and killing and injuring children?" He said, "no, there are bombings, but that photo is a fake, that kid wasn't involved in the bombing, it's been proven.” Associate Professor Stephanie Cappadona SOC/CJ

Discussion





Problem 3: From the Room

Today's Takeaways...

- Share what you achieved today with your neighbor
- Were your desires for this session fulfilled? If so how? If not, is there a question you still have?



Thank You!

Follow up resources can be found in the [OneDrive](#) link at the bottom of your handout or come up and we'll email you the link

