“Addressing Race, Racism and Social Injustice. How We Can Do a Better Job of Discussing Race in Our Individual Schools”

Presenters:
• Larry Davis, University of Pittsburgh
• Sue Pearlmutter, Rhode Island College
• Martell Teasley, University of Texas at San Antonio

NADD 2015 Spring Conference
Monday, March 30, 2015
10:00 AM – 11:00 AM
Sorrento / San Marino Rooms
Breakout Group 1 Topic: How to handle racism in the classroom

Facilitators:

- Arnaa Alcon, Bridgewater State University
- Salome Raheim, University of Connecticut
Potential questions for Breakout Group 1:

*How to handle racism in the classroom*

- What do you do when a student uses a racial slur or racial stereotype in class?

- Is racism in the classroom an issue at your school? Why or why not?

- How does racism manifest in behaviors or comments in your classroom? How are these handled?

- Besides exposing students to curriculum on racism what tools, exercises or models do instructors use to deconstruct the topic and have meaningful dialogue about racism?
Breakout Group 2 Topic:
What should be considered “cutting edge” in terms of curriculum content on race and racism in America and how is it taught?

Facilitators:

- Evaon Wong-Kim, California State University, East Bay
- John Jackson, University of Pennsylvania
Potential questions for Breakout Group 2:

What should be considered “cutting edge” in terms of curriculum content on race and racism in America and how is it taught?

- How can we utilize historical information better when discussing racism today?

- What are the best approaches to teaching the reality of racialized experiences in America to privileged students? Resistant students?

- What is the role of America’s history of racial oppression in curriculum on race and racism in America?

- How can we teach content in an experimental manner in a time limited format?

- Are there exemplary programs that are good models of this?
Breakout Group 3 Topic: How are schools addressing issues of racism in their field placements?

Facilitators:

- Nicholas Mazza, Florida State University
- Cheryl Waites, Wayne State University
Potential questions for Breakout Group 3:  
*How are schools addressing issues of racism in their field placements?*

- Should field directors collect agency climate information on internship placement sites?
- Where do issues of race surface in field placements?
- Who is responsible for addressing these issues with students?
- How can issues of racism in field placements be turned into teachable moments?
Breakout Group 4 Topic:
What are schools doing with adjunct instructors to address the issues of racism and inequality within curriculum content?

Facilitators:

- Edward Lawlor, Brown School at Washington University in St. Louis
- Martell Teasley, University of Texas at San Antonio
Potential questions for Breakout Group 4:
What are schools doing with adjunct instructors to address the issues of racism and inequality within curriculum content?

- Should Adjuncts receive cultural proficiency training before being hired?

- How are adjunct instructors prepared to teach about issues of race and inequality in your school?

- What steps could you take to ensure that this content is being handled well by adjunct instructors?
Breakout Group 5 Topic:
The special intersectional issues of race, sexual orientation and religion: How to manage these three in the classroom.

Facilitators:

- Steven Huberman, Touro College
- Cheryl Parks, Salisbury University
- Marianne Yoshioka, Smith College
Potential questions for Breakout Group 5:

The special intersectional issues of race, sexual orientation and religion: How to manage these three in the classroom.

- Should these concepts be considered when developing curriculum for social work practice?

- How do intersectional identities impact our students in the classroom?

- How much does your school incorporate issues of intersectionality into course content on race and racism?

- Does this require a different training?
The Unspoken Topic...

WE ARE NOT EXEMPT
Logistics

• Each topic will have two groups.

• Count off 1-5 to determine group membership.

• Please remember to designate a note-taker for your group

• Reports from small/breakout groups on best practices will be presented at 2 p.m. to the whole group.
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