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Case Model for Anti-Racist Pedagogy

*a work in progress by Kim Case, Ph.D.

Within higher education contexts including classrooms, campus programs, departmental meetings and events, conferences, research labs, advising & mentoring sessions, etc. This evolving model of anti-racist pedagogy (ARP) is subdivided into four main areas.

ARP applies well-supported theories and scientific data:

- Builds on critical race theory foundations as well as liberatory pedagogy, decolonial pedagogy, intersectional pedagogy, feminist pedagogy, and additional critical pedagogies;
- Makes historical connections and draws upon historical events related to race and racism in application to current ARP;
- Incorporates science of racial justice from fields such as social psychology, sociology, anthropology, education, and more.
- Centers the voices of Latinx, Indigenous, Black, Asian, AMENA, and Multiracial folks and avoids claims that all viewpoints are equal;
- Avoids race-silent inclusion, cultural tourism, and diverse representations that are devoid of critical analysis;
- Requires ongoing educator self-reflection about our own intersectional social locations in the matrix of domination and how that location impacts ARP and the learning process. This applies to educators of all races;
- Asks white educators to practice white humility in concert with their broader pedagogical humility;
- Demands a lifelong commitment to ARP, deep self-reflection, growth, and development of intersectional ally behaviors. This applies to white allies and People of Color as allies to support their BIPOC out-groups across socially constructed racial lines.

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ARP critiques systems:

- Analyzes systems, social forces, policies, and procedures that contribute to racial oppression;
- Consistently questions the role of power in the maintenance of systemic racism and white supremacy;
- Recognizes and critiques white privilege as a system of advantage based on systemic white supremacy;
- Names white supremacy as foundational to U.S. systems, society, culture, public policy, and daily operations. ARP explicitly names white supremacy as the belief that white people are superior to people of color;
- Connects individual prejudice and bias to explicit behavioral bias and to white supremacy as a system. ARP addresses individual-level bias without getting bogged down in focusing on individuals;
- Infuses deconstruction of systemic white supremacy throughout the curriculum and co-curriculum;
- Applies intersectional theory to critique co-constructed systemic oppressions that help maintain racism.

ARP promotes action:

- Promotes anti-racist action to dismantle and rebuild systems;
- Demands that white people step up and take action, but not without careful self-critique and honest self-reflection work around internalized white supremacy. This includes attention to the white savior complex;
- Requires educators to be proactive, brave, and intentional;
- Guides Students of Color in their personal reflections and does not assume all Students of Color understand ARP or all elements of systemic racism;
- Cultivates a brave space and community of learners for white students to grow in their own anti-racism (distinct from centering whiteness);
- Provides a learning space for white students' personal reflections to promote growth and ally development;
- Invites students to co-construct knowledge based on their lived experiences and expertise (decentering instructor power).

ARP deconstructs whiteness:

- Deconstructs white privilege as unearned advantage and benefits automatically bestowed on white people (those perceived as white) due to systemic white supremacy;
- Addresses myths within the collective psychology of whiteness such as the belief that whiteness is the norm or that good white people cannot be racist;
- Challenges the common belief that an individual or organization can be neutral on racism;

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- Deconstructs identity politics that promote essentialism based on the assumption that white people are individuals while people of color are all alike. People of color are not a monolith; avoid tokenism in representation or asking one person to speak for their entire race;
- Avoids the tendency to center white people in discussions of racism, which is distinct from the essential critique of whiteness as a system and a psychology.

As with all things in social justice movements, we continue to evolve these ideas and **core ARP elements** as we commit to dismantling the systems that maintain racism and white supremacy.



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