

Table 1: Where to start?

Guiding questions:

- 1) What are your goals for today's workshop?
 - 2) What have you already done to work toward antiracism in your teaching and curriculum?
 - 3) What are some challenges you foresee in reaching those goals?
 - 4) What changes do you want to make in your pedagogy or curriculum?
 - 5) What support do you need to make those changes?
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Table 3: Classroom Dynamics

Guiding questions:

1. An incident happens in your classroom. What is your immediate thought? How could you respond? What is your fear? How can you support the students in that moment? What can you expect next week in class?
2. How do you think white supremacy can be present in your classroom?
 - a. How does a history of trauma and harm impact interaction?
3. What are the best ways to create an anti-racist / anti-oppressive environment to set the classroom for successful diverse learning?
4. How can these strategies be adapted for interacting with students outside of the classroom?

Table 2: Content & Curriculum

Guiding questions:

1. Check in:
 - Where and how have questions of race, racism, or colonialism shaped the emergence of your discipline?
 - Are there current/ongoing conversations about antiracism or decentering whiteness in your field/your division? What shape do they take?
 - How do your syllabus and reading materials currently engage questions of race? Your lesson plans and assignments?

2. Considering your answers to the above questions, what first steps might you take to reshape your curriculum? Bigger or more ambitious re-workings? What would you need in order to realize these?

3. It might be helpful to disentangle equity and representation within the curriculum: equitable practices ensure that every student has the support they need in order to be successful in a course/major/field of study. Building an antiracist curriculum involves ensuring that syllabi and course materials incorporate critical perspectives on race and antiracism. What would it take to make your courses/discipline more equitable for all students? To increase representation?

Resources:

- [How to be an Anti-Racist Educator](#)
- [White Supremacy Culture](#)
- [Decentering Whiteness in the College Curriculum](#) (Christina Benitez, Georgetown University)
- [Eleven Theses on Civility](#) (Kyla Wazana Tompkins and Tavia Nyong'o, *Social Text*)
- [Calling In: A Less Disposable Way of Holding Each Other Accountable](#) (Ngoc Loan Tràn, *Black Girl Dangerous*)
- [Teaching & the N-word: Questions to Consider](#) (Koritha Mitchell)
- [BARWE website](#)

