

How to Be an Antiracist in Classes

Below are some ideas about how to be an antiracist in classes. We acknowledge that it is not comprehensive and being an antiracist is not about checking boxes. Some of these action items are valuable in building an antiracist classroom, but what you choose to do may depend on your specific course, context, and preferences.

Set the Tone with Introduction of Course

- Add an antiracist statement to your syllabus
- Review this link on how to build an inclusive syllabus and make alterations to syllabus: <https://drive.google.com/file/d/1reD918z4YmHfjIE7A4HrryS7QRKI2x1V/view>
- Have a clear mechanism for reporting racism in the classroom on your syllabus
- Express to the class your goals around anti-racism in the class and for your behavior as the instructor. Display your openness to feedback about your actions. Admit that you will make mistakes and apologize when you make them.

Content/Materials

- Include authors who identify as BIPOC in your reading list
- Include articles on anti-racism in your field
- Highlight individuals who identify as BIPOC in your field
- Include race information about relevant topics and how disparities are contextually driven
- Include diverse examples that go against stereotypes of certain groups
- When creating PowerPoints or showing videos, select images that portray diverse people--especially images that show BIPOC in positions of authority and thriving

Activities/Assessment

- Acknowledge how white privilege, white supremacy, racism, inequity, and intersectionality affect your field in activities and discussions
- Recognize and promote discussion of current cultural events related to racism
- Assess students' feelings of belonging throughout the course
- When grouping students, never put a student who identifies as BIPOC as the only student who identifies as BIPOC in that group (always group at least 2 students who identify as BIPOC in a group)
- Have your students take implicit bias tests to be more aware of their biases: <https://implicit.harvard.edu/implicit/takeatest.html>
- Use values affirmation exercises to reduce stereotype threat before testing (e.g., have students write down 2-3 of their values and why those values are important to them)
- Employ anonymous grading (can be done in Moodle as well)
- Have diversity and inclusion-related assignments
 - Example from child psychopathology class: You will pick a non-Majority diversity topic (e.g., undocumented children/adolescents) from a list provided. Subsequently, you will write a 5- to 6-page paper about assessment considerations for that diversity topic in children/adolescents (e.g., sensitive interview questions, diagnostic considerations), the role of intersectionality, ethical concerns, and the limitations of the assessment considerations.
 - Encourage students to make sure they use sources from BIPOC authors in their assignments
- Have students intentionally interrogate current assessment and intervention approaches from an access, equity, inclusion, and social justice framework
- Obtain course feedback throughout the course to address problems when they arise

Antiracist Pedagogy Resources:

- <https://docs.google.com/document/d/1Ka9xbKyJpvWLJb0k0AKD76bc7HET1sJ2ROwQYRJP8OE/edit>
- https://docs.google.com/document/d/1Q1jIDK_sHg4WA7lrQePSaYYMnZGg3tg-COD8xN5FQ-g/edit