

TEACHING FOR EQUITY AND JUSTICE

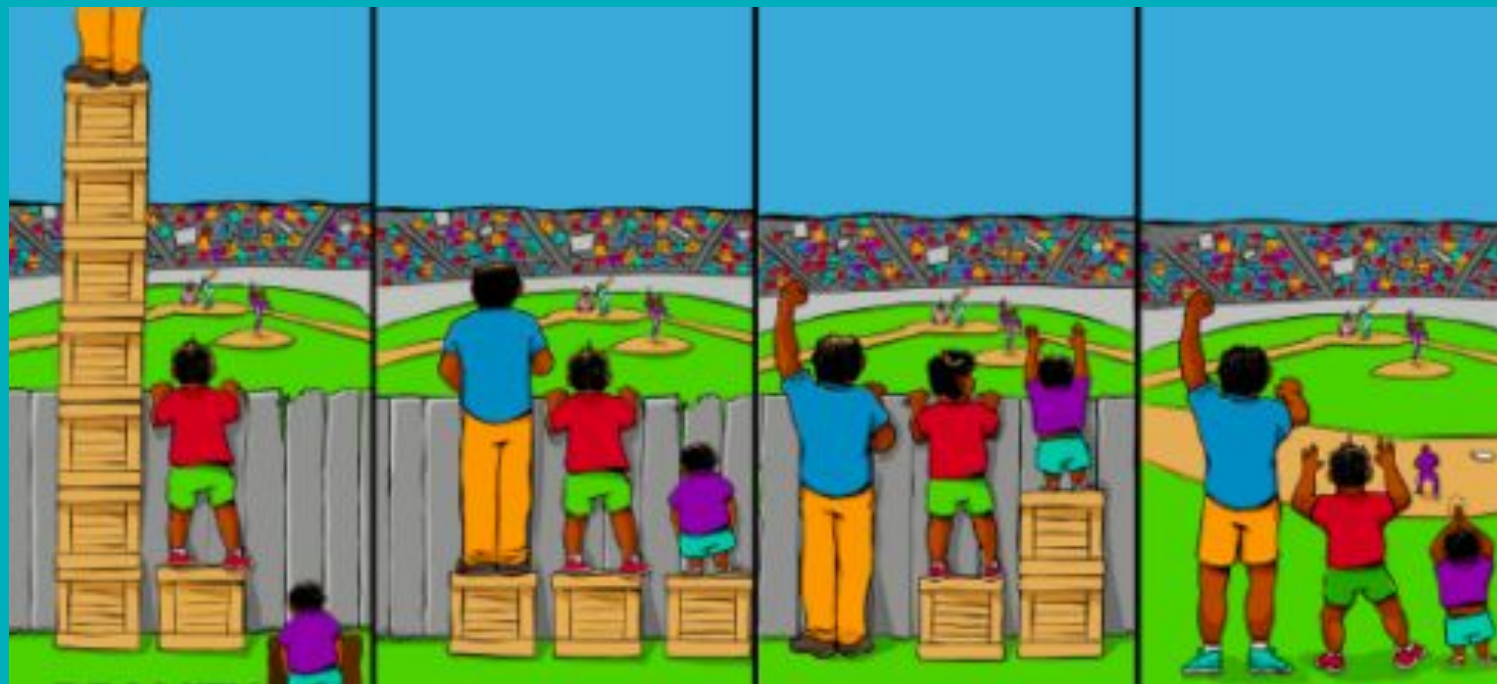
Facing History and Ourselves Session Two

Exploring the History of Race, Racism, and Educational Inequity in the United States



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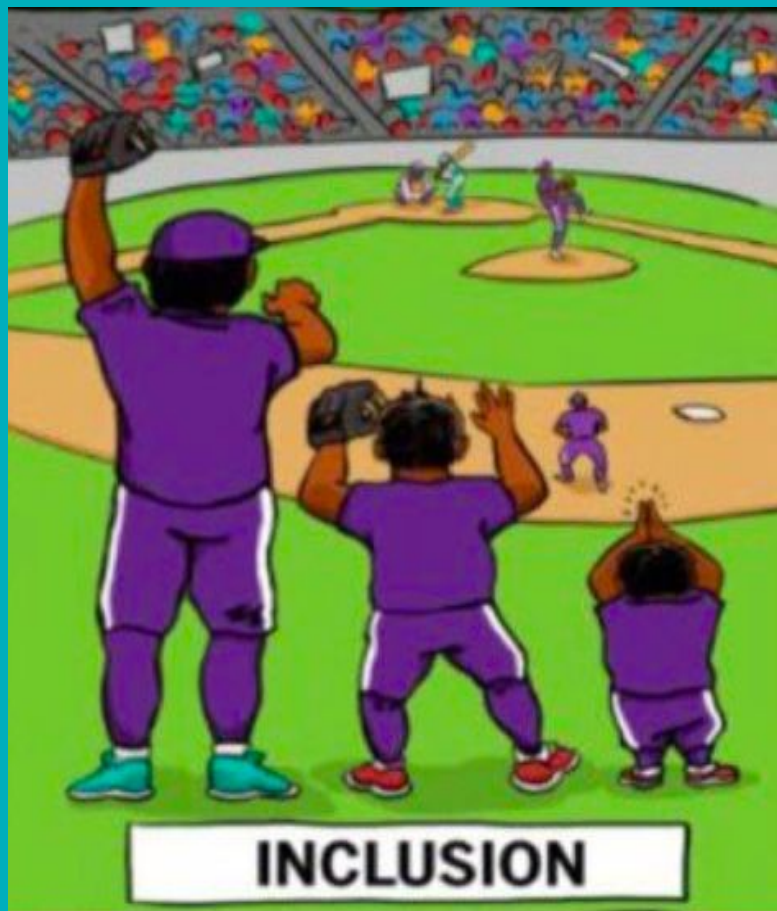


Status Quo

Equality

Equity

Justice



SESSION GOALS

- Explore the historical construct of race and the impact of Eugenics era ideology on educational policies and practices
- Consider the impact of these historical legacies in educational settings today

Among our goals for this community is to create:

- an intentional community of learners that grows through interaction
- a constructive space to share, disagree, and work together
- a comfortable place to be uncomfortable

In order for us to create such a community, we will all do our best to:

- stay present
- listen with intention
- challenge ideas, not people
- share talking time
- avoid generalizations (Use “I” statements)
- affirm others
- be honest and thoughtful
- work through discomfort
- have a curious mindset
- be reflective

I cdnuol't blveiee taht I cluod aulaclyt uesdnatnrd waht I was rdgnieg. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses, and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef but the wrod as a wlohe. Amzanig, huh? Yaeh, and I awlyas thugohht slpeling was ipmorantt!

IMPLICIT BIAS

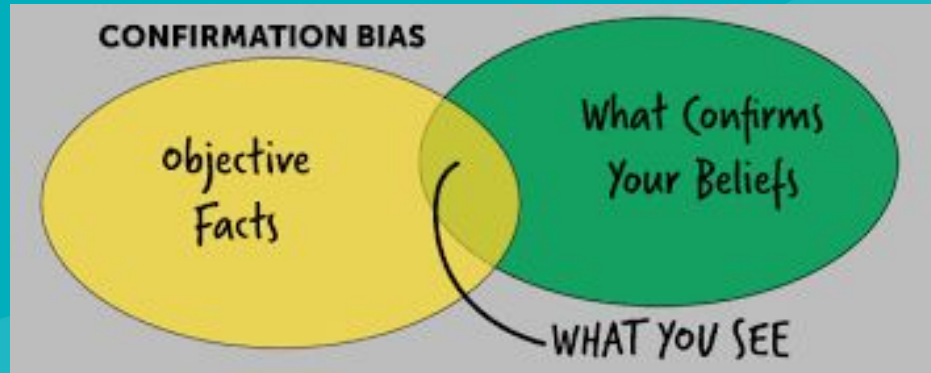
Includes attitudes and beliefs (positive or negative) about other people, ideas, issues, or institutions that occur outside of our conscious awareness and control, which affect our opinions and behavior.

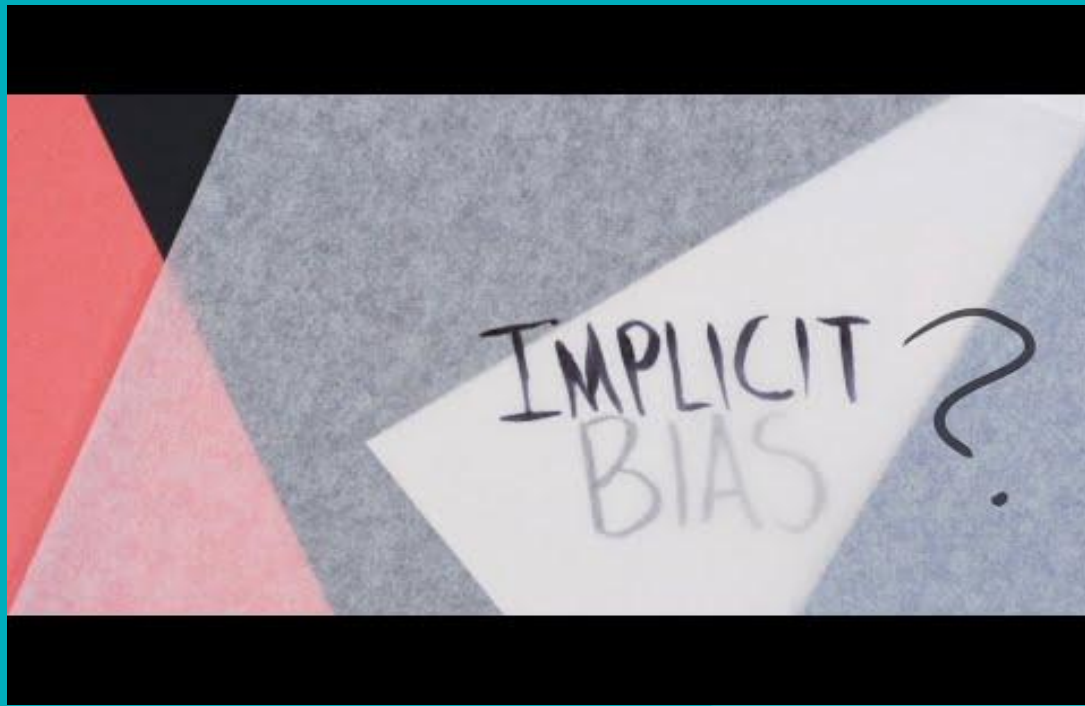
EXPLICIT BIAS

Refers to attitudes and beliefs (positive or negative) that we consciously or deliberately hold and express about a person or group.

WHAT IS **CONFIRMATION BIAS**?

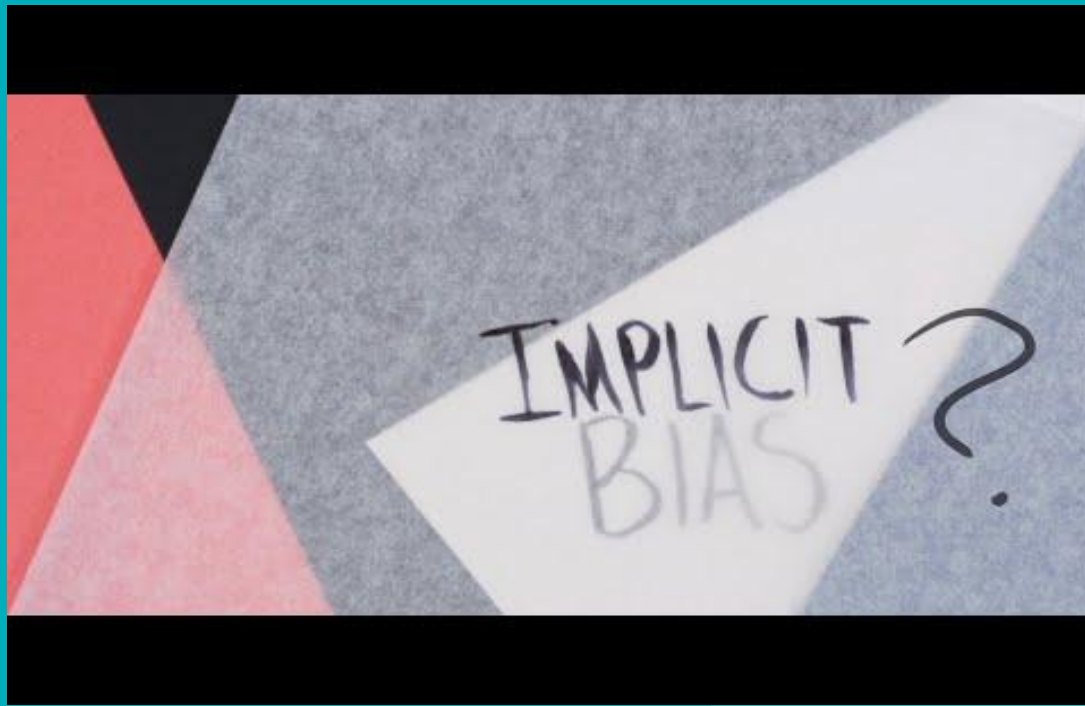
A selective collection of evidence because of our subconscious tendency to seek and interpret information and other evidence in ways that affirm our existing beliefs, ideas, expectations, and/or hypotheses.





FACING
HISTORY
AND
OURSELVES

As you watch, **Note the questions or connections
this video raises for you.**

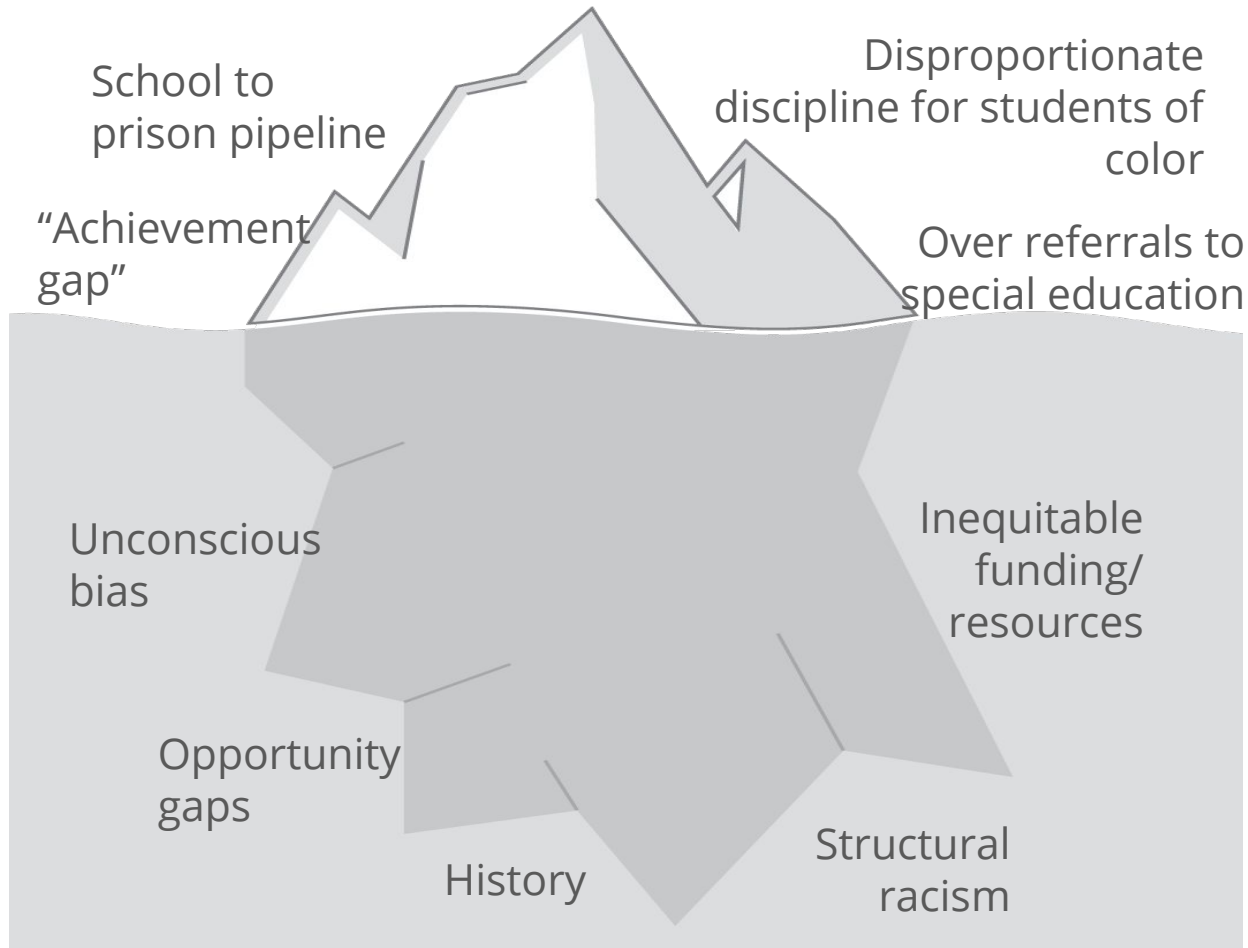


Breakout Groups: What questions or connections this video raises for you.

Implicit bias is not a new way of calling someone a racist. In fact, you do not have to be a racist at all to be influenced by it. Implicit bias is a kind of distorting lens that's a product of both the architecture of our brain and the disparities in our society.

When talking about racial inequity I can sometimes feel...





RACE THE POWER of an ILLUSION

Watch Video: [Race the Power of an Illusion Episode 2: The Story We Tell](#)

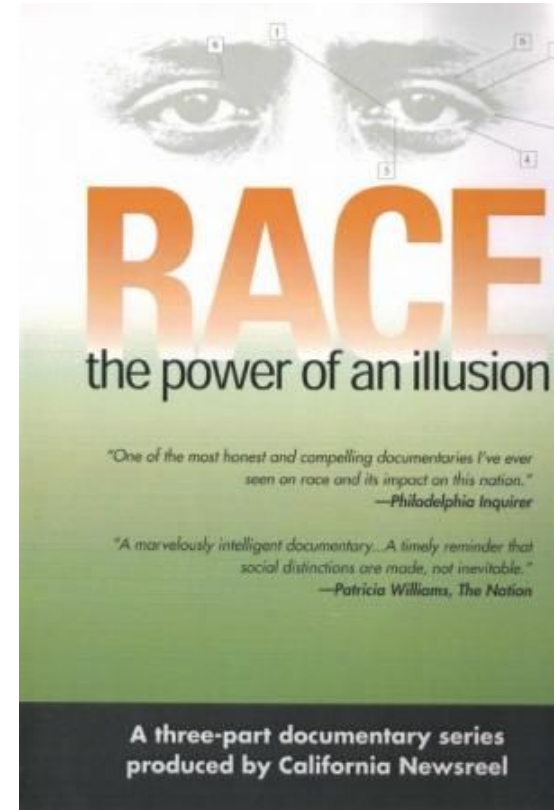
Directions: Take note of what you find...



SURPRISING

INTERESTING

TROUBLING



RACE THE POWER of an ILLUSION

Video: [*Race the Power of an Illusion* Episode 2: The Story We Tell](#)

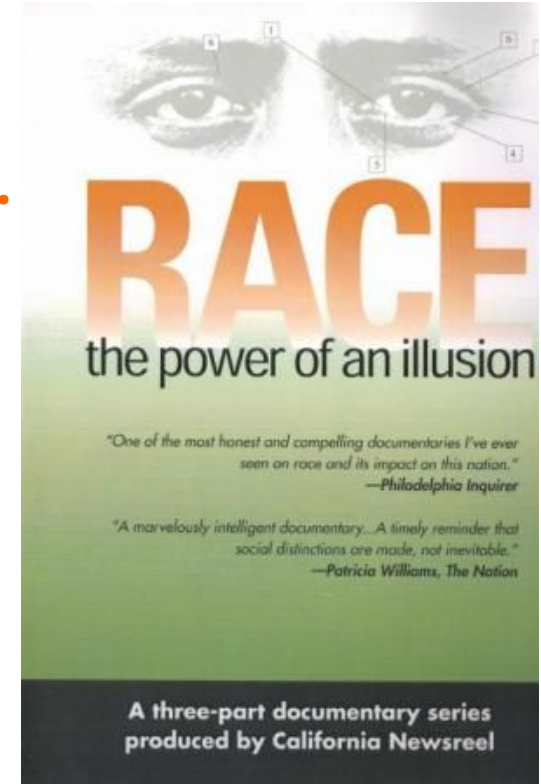
Breakout Groups: Discuss Your Reflections.



SURPRISING

INTERESTING

TROUBLING



RACE THE POWER of an ILLUSION



Breakout Group Debrief:

- Please share a **surprising, interesting or troubling** fact/idea that came up in your small group conversation.

UNMUTE or POST IN THE CHAT



Declaration of Independence:

“We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.”

Thomas Jefferson's *Notes on the State of Virginia*:

“I advance it therefore as a suspicion only, that the blacks, whether originally a distinct race, or made distinct by time and circumstances, are inferior to the whites in the endowments both of body and mind.”

Historian Robin D.G. Kelley, *Race: The Power of an Illusion*:

“The problem that [Jefferson and the founding fathers] had to figure out is how can we promote liberty, freedom, democracy on the one hand, and a system of slavery and exploitation of peoples who are non-white on the other?”

THE PARADOX

OPPOSING NOTIONS OF RACISM AND EQUALITY

How is the paradox of racism versus equality justified in the United States and what are the consequences of this paradox?

How to Justify the Paradox?

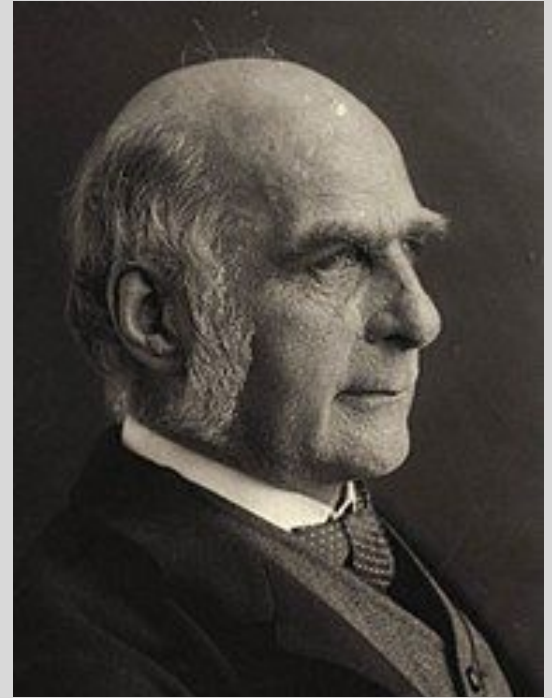
- The appeal of natural rights can only be countered by proof of natural inequalities.
- The scientific community responds to the challenge by seeking to prove that human nature is not uniform but differs according to race.
- **The foundation is laid for RACE SCIENCE: a.k.a *EUGENICS***

Eugenics is..

“The study of the agencies under social control that may improve or impair the racial qualities of future generations either physically or mentally.”

~Sir Francis Galton

(1883)



Francis Galton,

English mathematician and
Charles Darwin's cousin

TIMELINE

Galton publishes *Hereditary Genius*—the study of physical, emotional, and mental heredity

Plessy v. Ferguson upholds “separate but equal”

Intelligence test given to WWI recruits

Reconstruction 1865–1877

Progressive Era 1890–1920

1865

1869

1883

1896

1910

1917

1918

End of the Civil War
13th Amendment abolished slavery

The word **eugenics** first used, meaning “well born”

Eugenics Record Office established in New York

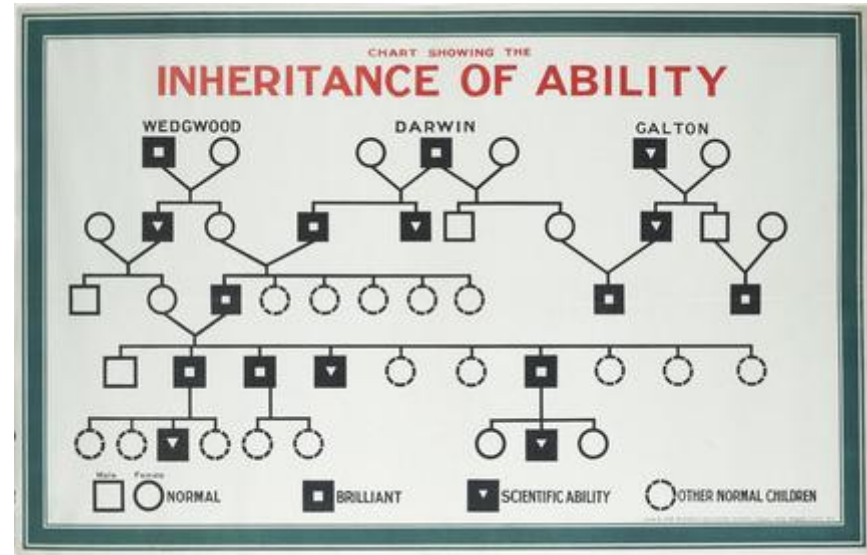
First large scale IQ testing of students in Oakland, CA

19TH-20TH CENTURY **EUGENICS MOVEMENT**

Why was there widespread acceptance during the Progressive Era?

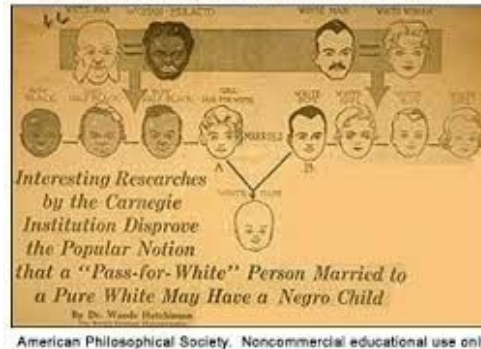
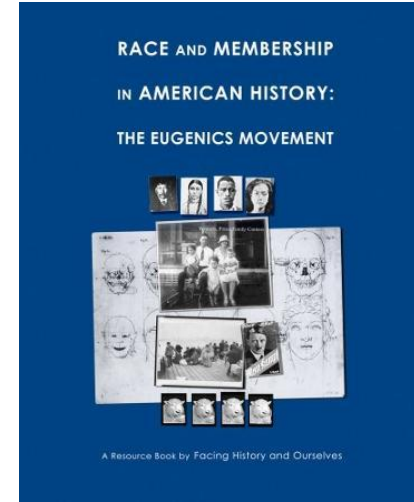
Eugenics would address rising social issues such as:

- Crime
- Diseases
- Immigration Concerns
- A Decline in Intelligence



EUGENICS & PUBLIC POLICY

- State sterilization laws (1905-1973)
- Anti-miscegenation laws
- Immigration Restriction Act of 1924
- Educational testing and tracking



Strategy: [Gallery Exploration](#) **Document Gallery Exploration:**

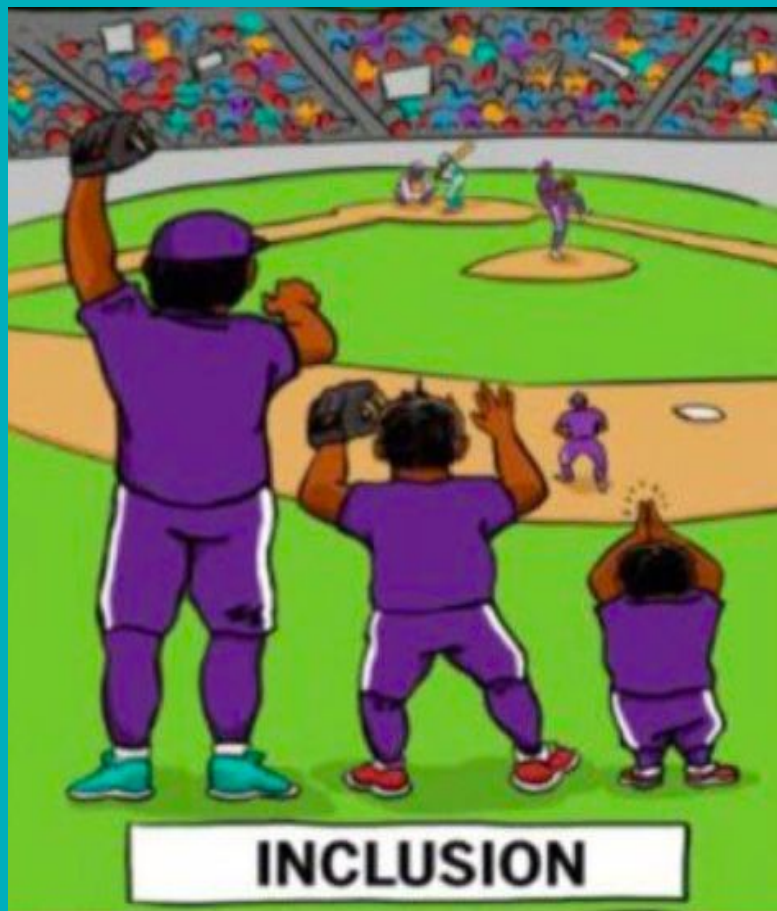
- Take some time to explore the documents in the padlet.
- Respond:
 - What are some collective messages in the documents?
 - What do you find most interesting? Troubling?

Note: One of the readings in the next section includes the 'n' word. This word is presented as written to reflect historical accuracy.

- This word is dehumanizing and traumatizing. Please refrain from saying the whole word and say 'the n word' instead.

TAKEAWAYS from the **EUGENICS MOVEMENT**

- Eugenics is a **pseudo-science (FAKE-science)**
- Reached its height during the **Progressive Era**
- **IQ tests DO NOT predict one's intellectual capacity or limits**
- Eugenics was used to **create Educational Policy**
- Eugenics used to **maintain the status quo of those deemed "unfit" and limit the progress of others**
- **Today our educational systems continue to implement harmful ideas, language, & practices from the Eugenics movement**



TRIPARTITE FRAMEWORK FOR EQUITY AND JUSTICE

PERSONAL

The Personal comprises the space of our own mental terrain. The personal level of antiracist practice necessitates close and careful introspection into the sources of our own identities, who we are, why we are who we are, and how we might be in ways that are oriented on the side of racial justice and equity.

LOCAL

The Local terrain exists between the Personal and the Structural. We can find the local in our own contexts by asking:

- ⇒ When are there moments when I am in a position of relative power over the life chances of others?
- ⇒ How might I use my relative power to work on the side of justice?

STRUCTURAL

The Structural can be thought of as the systems that regulate our lives and our society. From the ways institutions function, to structural oppressions like white supremacy and heteronormativity, the level of the structural are those aspects that are seemingly bigger than us as individual social actors.

Thank You!

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