

## Taking the next steps

Below is a list of material in various platforms that I hope help inform your developing thoughts on the ways in which social structure affects the nature of teaching and learning. The explicit connection of social context to the classroom can be best found in the works of Paulo Freire (Pedagogy of the Oppressed) and bell hooks (Teaching to Transgress). I don't necessarily subscribe to all social interpretations present in the above texts or the suggestions below, but they do provide a more broad perspective of various aspects of history. To aid your journey into this rabbit hole, I include some summary words describing how the material was valuable to me so you can anticipate how it may impact your thinking.

Lastly, I emphasize that this is very much a rabbit hole. Just today (Monday February 26<sup>th</sup>) I had lunch with a colleague who told me that WEB DuBois might be turning in his grave at how his work was summarized in a brilliant book (mentioned below) I recently read (Stamped from the Beginning by Ibrahima Kendi). He then directed to more original works to better interpret DuBois' interpretation of black intellectual progress. This means that you in turn will find yourself with more questions than answers at the end of each, but I trust you embrace that. Ultimately it is your interpretation and wrestling with our fractious histories that will evolve into how you see privilege, each other, your students, and ultimately your instruction differently.

## Books (General)

*Whistling Vivaldi: How stereotypes affect us and what we can do by Claude Steele*

This book discusses the phenomenon of stereotype threat. It is defined as the contingency experienced by the awareness of a stereotype associated with one's identity. This awareness research shows can result in decreased academic performance. The author includes in the later chapters very clear suggestions on teaching strategies to reduce the potential of ST in the classroom.

*Blindspot: Hidden biases of good people by Anthony Greenwald and Mahzarin Banaji*

The authors here summarize the development, implementation and results of the implicit association test (<http://implicit.harvard.edu>). They also discuss the neurological basis for implicit bias and suggest ways, with very interesting examples, in which we can adjust everyday activities to reduce the potential effects of implicit bias.

*A Different Mirror: A history of multicultural America by Ronald Takaki*

The author discusses the immigration patterns in late 19<sup>th</sup> and 20<sup>th</sup> century America. Beyond simply listing the patterns, he discussed the challenges and triumphs of the assimilation process. This book can be useful for understanding how social groups of new identities integrate into spaces dominated by different cultures. After all, social belonging research largely began with the study of immigration.

*Some of my best friends are black: The strange story of integration in America by Tanner Colby*

A somewhat satirical take on 20<sup>th</sup> century immigration, the author uses five location specific examples to explain the nuance of what we think of as immigration. I suggest this because it's one thing to understand the jurisprudence of integration or even the morality behind it, it's a different thing entirely to watch it manifest in detail. It is certainly not a straightforward process, and as you work through his examples it may remind you of residential segregation in the current day, which might have real relationships to your student population. At the very least you will be laughing for 50% of the book (maybe more).

*The Color of Law: A forgotten history of how our government segregated America by Richard Rothstein*

Speaking of housing segregation, this book is a brief history of the deliberativeness of the housing patterns seen today in major American cities. The structure of some of these communities may inform the nature of your student population. When we think of social mobility, we must not forget the very powerful systemic forces that historically worked against it.

*Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream by Sara Goldrick-Rab*

The Higher Education Act was SUPPOSED to usher equitable access to college. IT did for a while then a lot happened and glitches multiplied on themselves. This book illuminates several black boxes when it comes to paying for college, that may explain why even recipients of aid still find themselves straddled in debt.

*Stamped from the beginning: The definitive history of racist ideas in America by Ibram X. Kendi*

The author summarizes centuries of black history to address the thesis of why the black diaspora has been historically perceived in an inferior light. The book lifts heavy, and each section is best digested separately, but it may impact your (maybe even progressive) mental narrative of global black history.

## **Documentary Films**

Ivory Tower [Andrew Rossi] - <https://www.youtube.com/watch?v=BjfwNBuj3O0> – Discusses the current and future of higher ed. Interesting points worth discussing. The director reaches far and wide but not too deep. There is a lot to consider her regardless of the nature of the institution you teach at.

13<sup>th</sup> [Ava DuVernay] <https://www.youtube.com/watch?v=V66F3WU2CKk> – Extraordinary documentary on the 13<sup>th</sup> amendment and crime in America.

## Podcasts

Three miles: This American Life - <https://www.thisamericanlife.org/radio-archives/episode/550/three-miles> - Podcast covers different things in education including school disparity in K12, and social belonging in elite schools. The power in this work are the interviews with the characters on how the different education experiences impacted them. You may find yourself seeing examples of your students in the voices you here.

Summer melt: Hidden Brain - <http://www.npr.org/2017/07/17/537740926/why-arent-students-showing-up-for-college> - Podcast, using examples, explains how the college admission test can exclude low-income students.

Community: Planet Money - <http://www.npr.org/sections/money/2015/03/18/393904767/episode-611-community>. For some identities access is what matters, but it's a whole other story knowing what to do once there. Focusing on the transition of a community college student, this podcast may make you think more deeply on the need for intrusive, deep advising.

## ME

If you want a look into my own inspirations for being in the classroom, please enjoy my recent piece in Scientific American (<https://blogs.scientificamerican.com/voices/the-soul-of-my-pedagogy/>). I also attaching a couple publications that provide an intellectual basis for my thinking on inclusive teaching (Dewsbury 2017 [JMBE], Dewsbury 2017 [FEMS]).

These are a start, but there is more. Feel free to reach out to me directly ([dewsbury@uri.edu](mailto:dewsbury@uri.edu); 401 874 2248) if you want to discuss anything you read, or are looking for other suggestions. I do tweet on issues relating to education and race, and you might find some of those things useful (@bmdewsbury).

Enjoy the rest of the academic year all.

B-Ryan