Part One
  - The Five Approaches to Multicultural Education

Part Two
  - GRCC’s Diversity Requirement

Part Three
  - Jonathon Warren’s essay entitled “Teaching Antiracism to Progressive Whites.”

Part Four
  - The Impossibility of Colorblindness
THE FIVE APPROACHES

- **Teaching the Exceptional and the Culturally Different Approach**
  - Key Societal Goal: Help fit people into existing social structure
- **Human Relations Approach**
  - Key Societal Goal: Promote positive feelings among students, reduce stereotyping, promote students’ self-concepts
- **Single Group Studies Approach**
  - Key Societal Goal: Promote structural equality and recognition of identified group
- **Multicultural Education Approach**
  - Key Societal Goal: Promote structural equality and cultural pluralism (The United States as a “tossed salad”)
- **Multicultural Social Justice Education**
  - Key Societal Goal: Promote social structural equality and cultural pluralism
## Teaching the Exceptional and the Culturally Different: Overview of Approach

<table>
<thead>
<tr>
<th>Societal Goals</th>
<th>Help fit people into existing social structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Students</strong></td>
<td>Lower class, working class, special education, limited English proficiency, female students who need to pass standard tests, or students of color who are behind in achievement in main school subjects</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Make relevant to students’ experiential background; fill gaps in basic skills and knowledges; teach to pass tests, teach content in language students can understand; use first language as basis for teaching standard English</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Build on students’ learning styles; adapt to students’ skill levels, teach as effectively and efficiently as possible to enable students to catch up</td>
</tr>
<tr>
<td><strong>Other aspects of classroom</strong></td>
<td>Use decorations showing group members integrated into mainstream society</td>
</tr>
<tr>
<td><strong>Support services</strong></td>
<td>Use transitional bilingual education, ESL, remedial classes, special education as temporary and intensive aids to fill gaps in knowledge</td>
</tr>
<tr>
<td><strong>Other schoolwide concerns</strong></td>
<td>Involve lower-class and parents of color in supporting work of the school</td>
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<td>Help fit people into existing social structure</td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>School Goals</td>
<td>Promote positive feelings among students, reduce stereotyping, promote students' self-concepts</td>
</tr>
<tr>
<td>Target Students</td>
<td>Everyone</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Teach lessons about stereotyping, name-calling; teach lessons about individual differences and similarities; include in lessons contributions of groups of which students are members</td>
</tr>
<tr>
<td>Instruction</td>
<td>Use cooperative learning; use real or vicarious experiences with others</td>
</tr>
<tr>
<td>Other Aspects of Classroom</td>
<td>Decorate classroom to reflect uniqueness and accomplishments of students; decorate with &quot;I'm OK, You're OK&quot; themes</td>
</tr>
<tr>
<td>Other Schoolwide Concerns</td>
<td>Make sure activities and school policies and practices do not put down or leave out some groups and students; promote school-wide activities, such as donating food to the poor, aimed at peace and unity</td>
</tr>
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<td><strong>Societal Goals</strong></td>
<td>Promote structural equality and recognition of identified group</td>
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<tr>
<td><strong>School Goals</strong></td>
<td>Promote willingness and knowledge among students to work toward social change that would benefit the identified group</td>
</tr>
<tr>
<td><strong>Target Students</strong></td>
<td>Either targeted group or everyone; who students are has implications for curriculum and instruction</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Teach units or courses about the culture of a group, how the group has been victimized, current social issues facing the group—from group’s perspective</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Build on students’ learning style, especially style of that group</td>
</tr>
<tr>
<td><strong>Other Aspects of Classroom</strong></td>
<td>Make classroom reflect and welcome members of the group (e.g. through décor, guest speakers, ambience)</td>
</tr>
<tr>
<td><strong>Other Schoolwide Concerns</strong></td>
<td>Employ faculty who are members of the targeted group</td>
</tr>
</tbody>
</table>
### MULTICULTURAL EDUCATION: OVERVIEW OF APPROACH

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<th>Societal Goals</th>
<th>Promote structural equality and cultural pluralism (The United States as a “tossed salad”)</th>
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<tr>
<td>School Goals</td>
<td>Promote equal opportunity in the schools, cultural pluralism and alternative lifestyles, respect for diverse peoples, and support for power equity among groups</td>
</tr>
<tr>
<td>Target Students</td>
<td>Everyone</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Organize concepts around contribution and perspectives of multiple groups; teach critical thinking, analyze of diverse viewpoints, commonalities as well as differences; challenge all students academically; relate to students’ experiential background; build on multiple languages</td>
</tr>
<tr>
<td>Instruction</td>
<td>Build on students’ learning strengths; involve students actively in joint productive intellectual activity</td>
</tr>
<tr>
<td>Other Aspects of Classroom</td>
<td>Assess learning fairly, using multiple means of assessment and languages students understand; make the classroom reflect and welcome members’ pluralism, diverse lifestyles</td>
</tr>
<tr>
<td>Other Schoolwide Concerns</td>
<td>Involve parents and community actively; reach out to low-income parents and parents of color; encourage staffing patterns to include diverse racial, gender, language, and disability groups in nontraditional roles; use decorations, special events, school menus that reflect and include diverse ethnic and religious groups; include all student groups in extracurricular activities; ensure that discipline procedures do not penalize any group unfairly; ensure that building is accessible to everyone</td>
</tr>
</tbody>
</table>
## MULTICULTURAL SOCIAL JUSTICE EDUCATION: OVERVIEW OF APPROACH

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<tr>
<th>Societal Goals</th>
<th>Promote social structural equality and cultural pluralism</th>
</tr>
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<tbody>
<tr>
<td><strong>Target Students</strong></td>
<td>Everyone</td>
</tr>
<tr>
<td><strong>School Goals</strong></td>
<td>Prepare citizens to work actively toward social structural equality; promote cultural pluralism and alternative lifestyles; promote equal opportunity in the school</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Organize content around current social issues involving racism, classism, sexism, sexuality, disability; organize concepts around experiences and perspectives of several different U.S. groups; use students’ life experiences as starting point for analyzing oppression; teach social action skills, empowerment skills</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Involve students actively in democratic decision making; build on students’ learning styles; adapt to students’ skill levels; use cooperative learning</td>
</tr>
<tr>
<td><strong>Other Aspects of Classroom</strong></td>
<td>Decorate room to reflect social action themes, cultural diversity, student interests; avoid testing and grouping procedures that designate some students as failures</td>
</tr>
<tr>
<td><strong>Other Schoolwide Concerns</strong></td>
<td>Involve students in democratic decision making about substantive schoolwork concerns; involve working-class and minority parents actively in the school; involve school in local community action projects; make sure that staffing patterns include diverse racial, gender, and disability groups in nontraditional roles; use decorations, special events, school menus to reflect and include diverse groups; use library materials that portray diverse groups in diverse roles; make sure that extracurricular activities include all student groups and do not reinforce stereotypes; use discipline procedures that do not penalize any one group; make sure building is accessible to everyone</td>
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DIVERSITY-DESIGNATED COURSE CRITERIA

A diversity-designated course, i.e., one that would meet the proposed diversity requirement, must meet the following criteria, as evidenced in the course CAR and approved by the IDC.

1. The course must have a primary focus on at least ONE of the following categories:
   a. One or more groups historically excluded on the basis of culture, race, ethnicity, gender, sexual orientation, class, disability, religion, age, immigration, and/or geopolitical power (may be within the U.S., outside the U.S., or across national borders).
   b. An aspect of one or more historically excluded groups (e.g., literature, history, culture, art, profession/labor, etc.).
   c. Critical approaches to the study of culture, power, stratification or oppression (e.g., racism, sexism, homophobia, poverty, ageism, persecution, imperialism, etc.).

2. The course must substantively address at least TWO of the following categories:
   a. Recognize one’s social position and geopolitical location, along with the consequences of both.
   b. Examine economic, political, and social relations, along with their impact on communities, systems of interdependence, inequalities, and/or processes of transformation.
   c. Analyze the multiple identities, histories, cultures, perspectives, contributions, knowledges, struggles and/or strategies of historically excluded groups.
   d. Understand the operations and effects of institutional oppression and dominant group privilege; prejudice, stereotyping and discrimination; and/or the construction of dominant perspectives and disciplinary knowledge.
   e. Develop skills and concepts related to conflict resolution, intercultural communication, cultural competencies, confronting inequitable treatment, and/or advocacy for social justice; and or learn to collaborate and interact effectively, equitably and respectfully in diverse groups within the classroom or campus-related workplaces and practice areas.
### APPROVED COURSES

- Ames 100: Intro to Ethnic & Minority Studies
- Anth 210: Indians of North America
- CRJ 220: Multicultural Div in Crim Justice
- Engl 160: Literature by & About Women
- Engl 165: Intro to World Myth
- Engl 247: American Ethnic Literature
- Engl 249: U.S. Latino Literature
- Engl 257: Non-Western World Literature
- Hist 103: The Modern World
- Hist 225: Women in US History
- Hist 228: Latinos in the US
- Hum 190: Latin Am Culture through Lit
- Hum 224: Women and World Religions
- Phil 206: Gender and Philosophy Rights
- Soc 220: Sex and Gender in Society
- Anth 202: Cultural Anthropology
- *Art 100: Introduction to Art
- Drama 121: Contemporary U.S. Movies
- Engl 163: Poetics of Rap & Hip Hop
- Engl 168: Intro to Irish Literature
- Engl 248: African American Literature
- Engl 256: World Literature: 19th-21st Centuries
- Geog 108: Intro to Human Geography
- Hist 224: African American History
- Hist 226: Asian-American History
- Hist 233: History of Latin America
- Hum 191: Latin American Film
- *Music 103: American Popular Music
- Phil 238: Intro to Phil of Human
- Span 221, 222, 223: Intermediate Spanish
CONCERNS OVER DIVERSITY REQUIREMENT

- Too many courses could reduce the significance of The Diversity Requirement
- Almost any course could qualify
- Could lead to a form of multicultural tourism
- Allows faculty to include a course not because of a concern about diversity but to insure enrollment
- What about future instructors’ ability to maintain the intent of the course’s critical relationship to diversity
- Problems with acceptance by other institutions
Warren’s four key goals:

To map out what he has found to be some of the more significant challenges to building racial literacy and antiracist praxis among white progressives.

By delineating many of the primary obstacles to antiracism, he questions some of the conventional wisdom within critical race and whiteness studies and offer fresh ways of theorizing the barriers to building antiracist subjects.

To offer concrete teaching methods of enabling whites to successfully overcome these antiracist impediments.

To encourage antiracist pedagogues in the U.S. to more actively consult the critical race scholarship which is focused on other parts of the world.
Racial essentialism
- Idea that race predetermines the extent of racial literacy

Struggles with inclusion of identity politics
- How does one include gender, sexuality, or class identity without eliminating focus on race

Regional exceptionalism
- Northwest racial myth
- The Northwest, especially west of the Cascades, is less racist and more liberal
- Western Washington points to Eastern Washington and Idaho as racist regions
- Neglects institutional and systemic racism
- Think for some reason that racism stops at Snoqualmie Pass.
- Ignores history of racism in the Northwest

Myth of sameness
- Attempt to move to a color-blind society
- Race as the only identity society is trying to eliminate
- Gender, sexual, and class identity remains

Kinship issues
- Struggles with family and friends when whites embark on antiracist literacy and praxis
BY DELINEATING MANY OF THE PRIMARY OBSTACLES TO ANTIRACISM, HE QUESTIONS SOME OF THE CONVENTIONAL WISDOM WITHIN CRITICAL RACE AND WHITENESS STUDIES AND OFFER FRESH WAYS OF THEORIZING THE BARRIERS TO BUILDING ANTIRACIST SUBJECTS.

- **Racial essentialism**
  - White deficiencies/people of color competence
  - Easy out for whites
    - If one has to be a person of color than why try
  - Resists critical discourse on acquiring knowledge
  - Thinking race is an essential aspect of knowledge
  - Doesn’t allow for the contextual nature of racial social construction

- **Instrumentalism dominance**
  - Idea—white resistance result of maintaining privilege
  - Action-- a zero sum game—for people of color to become empowered whites must give up power
  - Need to move to an understanding that disinvestment of privilege is itself an act of empowerment

- **White Benefits**
  - Clear that whites have benefitted economically
  - Need to include the cost of whiteness
  - Conservative agenda hurts whites

- **Results of cost for whites**
  - Undercuts progressive paternalism and recasts white antiracism upon a more sustainable level
  - Greater appreciation for antiracism in their lives
  - More apt to push themselves
  - Can embolden and bolster charitable impulses
TO OFFER CONCRETE TEACHING METHODS OF ENABLING WHITES TO SUCCESSFULLY OVERCOME THESE ANTIRACIST IMPEDIMENTS.

- Teaching history of white anti-racist actions
- Developing active listening
- Whites need to deal with emotions
- Whites need to engaged in decentering environments
- Need to understand how to connect along lines of oppression
  - We all inhabit privilege and underprivileged positions in society
  - One can be privileged in terms of race but underprivileged in terms of gender or privileged in terms of sexuality but underprivileged in terms class
  - We negotiate among these positions everyday of our lives
TO ENCOURAGE ANTIRACIST PEDAGOGUES IN THE U.S. TO MORE ACTIVELY CONSULT THE CRITICAL RACE SCHOLARSHIP WHICH IS FOCUSED ON OTHER PARTS OF THE WORLD.

- Comparative area studies
- Allows whites to appreciate the cultural pockets of racial literacy
- Underscores the point of racial literacy and racial literacy is learned not an essential racial understanding
We All See Race
IDENTIFY THE DIFFERENT RACES IN THIS PICTURE
AND THEN COUNT HOW MANY PEOPLE OF EACH RACE
YOU IDENTIFY IN THIS PICTURE

If you could select different races, then you have proven you see race
The Two Lenses We See Race Through

- **The Racial Lens**
  - Our perception of race
- **3 elements**
  - Location within race
  - Interactions with race
  - Time and context of location and interaction

- **The Racist Lens**
  - The value we place on our perception of race
- **4 elements**
  - Acquisition and maintenance of power
  - Invalidation/validation process
  - Self/other dualistic view
  - Derives from the valuing of differences
    - 1) Stressing the difference
    - 2) Assignment of value
    - 3) Generalizing differences
    - 4) Justifying aggression
COLORBLINDNESS

- A post 1960s liberal ideology that attempts to come to terms with racial differences by eliminating the differences
- The need for Whites to prove the U.S. has progressed in racial relationships
- Allows people to say if I don’t see race, then I can’t be racist
- Relies on the belief that laws now prevent racial discrimination
- Meritocracy as the common denominator for achievement
- Neglects how race is valued in the U.S.
- Creates basis for white normality or neutrality
- Recenters Whiteness
- Acts to mask classroom inequalities
DEFINITION OF RACISM

- The systemic and institutional mistreatment of one group of people based on their racial heritage. (Gloria Yamato)

- The generalized and final assigning of values to real or imaginary differences, to the accuser’s benefit and at his victim’s expense, in order to justify the former’s own privileges or aggression (Alberto Memmi)

- The popular reasons for racism:
  1. Hate
  2. Anger
  3. Fear
  4. Ignorance

- These feelings don’t cause racism, racism causes these feelings.
Definition: The ability to create a deep sense of otherness in the individual and community.

Contains four key elements:
1) Must be historically constructed
2) Must have institutional and systemic support
3) Affects future generations
4) Ability to affect entire community

Effective racism allows us to see while we all can be racist, we all can’t be racist in the same way.
5 TYPES OF INDIVIDUAL RACISM

- Aware/overt – the KKK individual
- Aware/covert – hides their racism from everyone
- Unaware/unintentional – doesn’t realize they are being racist
- Unaware/self-righteous – Think they are self-righteous enough to tell someone of color what it means to be a person of color
- Aware/behind the back – doesn’t say anything around the people they are racist against until they are around friends and family, then the racist comments and jokes come out.
GLORIA YAMATO’S PROACTIVE RESPONSES TO FIGHTING RACISM

1) Acknowledge racism exists
2) Deal with racism on two levels: personal and social
3) Challenge racial oppression
4) Educate yourself about the complexities of racism
5) Embrace vulnerability
6) Don’t be lazy
7) Appreciate the help you get, in any, from victimized group
8) Don’t expect gratitude from victimized group
9) Can’t use the backs of victimized group to understand how racism affects them