

Examples of anti-Black racism in classrooms

Context

1

You're teaching a required course
On social justice and anti-oppression.
During a lecture discussing systemic
anti-Black racism, a student (who
identifies as white) raises their hand
and says: "I think we're focusing too
much on race. Aren't there other
kinds of oppression that matter just
as much?"

QUESTION 1

What's happening here?

QUESTION 2

What are the assumptions I'm making
in describing what's happening?

QUESTION 3

What are the harms for Black youth,
families, and communities?

CALL TO ACTION

How can this be made right? What can
I/we do to support racial healing?

Context

2

In a townhall meeting on community engagement, a non-Black youth says about a Black community:

“They just don’t trust professionals and it makes it hard to help them.”

A Black student visibly tenses and looks uncomfortable but doesn’t speak.

QUESTION 1

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QUESTION 2

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QUESTION 3

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CALL TO ACTION

How can this be made right? What can I/we do to support racial healing?

Context

3

A Black student approaches you about an experience that took place in a classroom. Their instructor repeatedly mispronounces their name and comments that they are “so articulate,” followed by “you’re not like most people from your community.” The student feels disrespected but is unsure how to respond without risking their evaluation.

QUESTION 1

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QUESTION 2

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CALL TO ACTION

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Examples of how staff / faculty may experience anti-Black racism

Context

4

A Black faculty member suggests incorporating a module on anti-Black racism in an advanced clinical practice course. A white colleague responds,

“That’s not really relevant to everyone’s practice. We’re already covering cultural competency.”

QUESTION 1

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QUESTION 2

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QUESTION 3

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CALL TO ACTION

How can this be made right? What can I/we do to support racial healing?

Context

5

A Black faculty member is consistently invited to join every diversity-related committee or panel, even those outside their area of expertise. They are rarely invited to research or policy-focused initiatives unless it's race-specific.

QUESTION 1

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QUESTION 2

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CALL TO ACTION

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Context

6

During a school meeting, a senior colleague jokes about a social policy course being “too woke now” with “all the race stuff.” No one speaks up, and the meeting moves on. A Black staff member feels isolated and undermined.

QUESTION 1

What’s happening here?

QUESTION 2

What are the assumptions I’m making in describing what’s happening?

QUESTION 3

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CALL TO ACTION

How can this be made right? What can I/we do to support racial healing?

Context

7

A Black faculty member receives negative comments in course evaluations, such as “too focused on race” or “pushes a personal agenda.” These comments contrast with strong quantitative ratings and feedback from peers.

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