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EDCP 333 302
Final Assignment
Option 2.
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Race, Racism, Anti-Racism, and Social Studies Curriculum

The sources I have chosen address the topics of race, racism, anti-racism, and their applicability to the social studies curriculum. My practicum is in a predominantly white school and therefore I want to gain further education on race and racism to be a part of the solution and not the problem. By educating myself on these matters and bringing them forward to my students I hope to snowball change against systemic racism. Due to the fact that I benefit from white privilege it is easy for me to ignore racism, however in order to create change and reach equality I need to recognize and address my own biases. By no means do I want to take on the white savior complex. I do not have the knowledge, experience, or capability to shift my students' mindsets, however I have the responsibility to be an example by not tolerating racism. This begins by educating myself on how to contribute in positive and meaningful ways. I believe that cultivating a classroom that engages in thoughtful conversations about these topics is important to create change. Therefore I have selected multiple sources that are both engaging and thought provoking.

The article Whiteness and white privilege and the chapter Heroes or Villains?, could be useful for teachers as it addresses the terms Whiteness, white privilege, stereotyping, and racism. Familiarity with these terms is important in order to understand and recognize these problems. I have chosen American sources because Canada is greatly impacted both culturally and socially by the USA. Social media is a prime example of the United States' influence on Canadian entertainment and consumption. The article Race, gender, Hollywood by Maryann Erigha, shares how Hollywood has contributed to the mass distribution of popular culture and white power. As a social studies teacher I want to teach my students to be critical of social media and Fake News to deconstruct white privilege and bring in the voices of those who are voiceless and underrepresented. Systemic racism is not limited to the United States, it is a global problem. I have included a podcast called the Secret Life of Canada. This podcast addresses historic stories and current events that discuss discrimination in Canada. The podcast hosted by a diverse group of females will allow my students to hear a different perspective about these events. Furthermore, I have included fact sheets that provide information on the colour of poverty in Canada. The numerical information shows that Black and Indigenous peoples experience poverty at a much higher rate than white people. This discrimination can be addressed in the social studies curriculum multiple different ways.

The video, *So You Want to Talk About Race*, encourages educators to emphasize the importance of conversations. Teaching future generations in a predominately white school, I can provide my students with resources to educate themselves, encourage difficult but beneficial conversations, and call out racism to promote societal change. This begins by educating myself. These sources I believe are engaging and will open up the doors to have conversations about race, racism, and anti-racism in my social studies classroom. Not only has the information been an aid to increase my own understanding but many of these sources can be used in a classroom setting. Change will not occur overnight but education is a good place to start.

Annotated Bibliography

Bowen, L.S., Johnson, F., & Matunda, T. (2020). Secret Life of Canada. CBC

Podcast. <https://www.cbc.ca/radio/secretlifeofcanada>

This podcast surfaces historical wrongs and addresses important topics that are not addressed in the typical social studies textbook. There are so many episodes that you can choose from and I think that this is a great resource to utilize in your classroom. There are also multiple teaching guides that go alongside the podcasts which are super helpful as they include lesson plans, slideshows, activities, and more. The podcast is written and told by a diverse group of females, providing another underrepresented perspective. Further it also gives you recommendations on CBC news stories, sports, and documents, such as, Samuel Jackson and a team uncovering the hidden history of the transatlantic slave trade. The podcasts vary in length, some lasting 3 minutes and others lasting up to an hour. For example the podcast, “Why aren't there more Japantowns in Canada?”, is 56 minutes long and as the title says is about why there are no Japantowns in Canada. It speaks to the Nikkei National Museum in Burnaby, Vancouver's anti-Asian riots in 1907, the largest internment camp near Hope, BC., and Japanese Canadians after the war. This is a great resource for any Social Studies teacher in Canada as it dismantles the idea that Canada doesn't have skeletons in the closet and the only way to clear them out is by acknowledging them.

Carr, P. R. (2017). Whiteness and white privilege: Problematizing race and racism in a

“color-blind” world and in education. *International Journal of Critical Pedagogy*. 7(1),

51-73. <http://libjournal.uncg.edu/ijcp/article/viewFile/975/910>

This article discusses Whiteness and white privilege establishing that Whiteness is a form of white power (p. 60). It also argues that Whiteness and white privilege are intertwined with education, government, and society, remaining a significant concern. In order to have meaningful conversations about this topic it is important to understand these terms. The article also recognizes that it is important to have prior knowledge on social, political, economical, historical, and geographic context in order to have thought provoking discussions (p. 52). From an educational viewpoint we must give our students the skills and knowledge to be critical thinkers and gain understanding. Whiteness is not racelessness which is often thought, this

source makes us aware of the Eurocentric view of the world and sheds light on a variety of perspectives. Furthermore we must be aware of our biases because we are in an influential position as teachers. This source gives the reader an understanding of the language used and where it is prominent. One weakness could be that Carr is a white writer and although he has done an abundance of research, he has not lived through discrimination based on his colour.

Chinese Canadian Museum 華裔加拿大人博物館. (2020).

<https://www.chinesecanadianmuseum.ca/>

A Seat at the Table: Chinese Immigration and British Columbia, is the new project launched by the Chinese Canadian Museum located in Vancouver's Chinatown. Using food and restaurant culture as an entry point to share stories of the Chinese immigration experience, the exhibit addresses themes of racism and resilience. A Seat at the Table looks closely at the food industry as a portal to understanding the Chinese Canadian experience. In collaboration with the Museum of Vancouver and the University of British Columbia, the exhibit features accounts, videos, and audio of the lives of Chinese Canadians throughout history. This could be a super great experience for social study teachers to gain a better understanding of Chinese immigration to Canada. Furthermore, it would make for a very neat field trip in the future. Having candid discussions about lived experiences and gaining a taste --quite literally-- of Chinese culture can lead to better understanding and personal connections. This multiple location exhibit can spark the conversation about discrimination and racism in Canada and how these experiences have affected real people. This exhibit is most impactful in person and therefore the website does not provide a virtual tour option. Further, schools may not have the funding to travel to this location, although you can recommend students visit the exhibit with their parents, many students will not have the opportunity to have this experience.

DiAngelo, R. & Sensoy, Ö. (2010). "OK, I get it! Now tell me how to do it!": Why we can't just tell you how to do critical multicultural education. *Multicultural Perspective*.

12(2), 97–102.

<https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/full/10.1080/15210960.20>

[10.481199](https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/full/10.1080/15210960.2010.481199)

This article explains that there is no right answer regarding learning about multiculturalism, culture, diversity, and an abundance of other complex conflicts that take more than a lesson plan. Due to the fact that our school system leads students to believe they must get the right answer, this article addresses how we as teachers can dismantle the idea that this list will guarantee success. Directed towards a teacher audience, DiAngelo and Sensoy speak to the frustrations of students when grappling with these questions and how to develop a critical multicultural lens, which takes a lifetime of work. This article is helpful because they provide us with four solid reasons as to why we cannot just give our students the correct answer and turn it

into a learning opportunity; “*We can’t just tell you how to do it because: We want you to be able to recognize patterns—within yourself and your society*” (p.101). Recognizing patterns that influence yourself, society, and will bring awareness to Whiteness in these areas. As social studies teachers we provide our students with the tools to be critical thinkers, this will allow them to develop their multicultural lens throughout their lifetime. I found this article to be very helpful because it gave me practical information to teach critical multicultural education. At the end of each analogy there are practical steps the reader can take in order to have a better understanding. These *to dos* can encourage both teachers and students to educate themselves and develop a critical multicultural lens. One way to implement this in the classroom is by simply talking about it and challenging your own comfort zones. I found this article to be very informative and encouraging.

Dhillon, A. (2020). *What systemic racism in Canada looks like*. CBC. YouTube.

https://www.youtube.com/watch?v=7GmX5stT9rU&ab_channel=CBCNews

This short documentary shares information on undoing the myths of Canada. Systemic Racism normalizes racism and is deeply embedded in Canadian society. News stories of police brutality have always been here, however they are just now only recently being brought into light. The RCMP was formed to suppress Indigenous peoples and send them to residential schools. This generational trauma still affects Indigenous peoples today. Black and Indigenous people make up 40% of the prison population but only 10% of the Canadian population. We are not better than the USA, however this myth is often believed. Further the document touches on media and how it villainizes people, such as Jameet Singh getting all the attention for addressing racism rather than the MP who made the racist comment. Silence is violence, the video urges that educators need to speak up to create change in the curriculum, call out racism, and undo the myths of Canada. As social studies teachers we can connect curriculum to current events and address parallels between the two. The document also brings up tough questions such as, how do we get society to function better as a whole? Asking our students these types of questions can get them thinking about how they view society and their role.

Erigha, M. (2015). Race, gender, Hollywood: Representation in cultural production and

digital media’s potential for change. *Sociology Compass*. 9(1), 78-89.

<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/soc4.12237/abstract;jsessionid=AE7A15B7535ECD97BC23E5C56E8F30D9.f02t04>

This article shares the stats of the diversity in Hollywood films. Not surprisingly, these stats show white men have exclusively created the narrative and as a result comprised cultural perspectives. This American industry has global influences, impacting media and beauty

standards. The lack of diversity in front and behind the camera shows who society believes is and is not important. We must be critical of these films and the narration they tell because they often promote white privilege. Many films such as *Freedom Writers* and *The Great Wall* enable the white savior complex which supports the stereotype that minority groups need saving. The voice of the voiceless needs to be restored, such as the #MeToo movement where women began to share their stories of the sexual discrimination they faced in this industry. It started with one and snowballed into many generating change. Acknowledging that I enjoy these films and buy into the use of big names, often names of white people, I need to ask why I buy into this culture. As teachers we first must recognize our own biases and approach these types of productions through a critical multicultural lens. Teaching at a predominantly white school I need to teach my students to be critical of social media because in this day and age we are all greatly influenced by it. One way to engage students is through this Hollywood lens dismantling the message that is produced. In the last 20 years Hollywood has not changed drastically, they continue to produce stereotypes of minority groups due to lack of representation. A weakness of this article is that it was written in 2015 and shares stats from previous years such as 2000. In order to share with students you would have to do some digging on more current dates.

Fact Sheets (EN). (2020). *Colour of Poverty - Colour of Change*.

<https://colourofpoverty.ca/fact-sheets/>

This website is an organization based in Ontario and provides information on racialized poverty in education, health, employment, the justice system, housing, and more. Each of these sections have their own link to a fact sheet which shares information in great detail. The fact sheets share broad details on Black, white, and Indigenous peoples in the given area. It gives further details on Indigenous peoples of Canada and the discrimination they face. It provides an introduction to the topic giving information on what systemic racism and racialized poverty are and why they are important topics to address. One weakness of this site is that it inconsistently includes all people of colour, primarily focusing on Black and Indigenous peoples. You can translate these sheets into multiple different languages which I thought was useful and could be beneficial if you have ELL students in your classroom. I learned more about racialized poverty and discrimination against minority groups of people in Canada. Indigenous employees earn an average of \$26 an hour while white non-Indigenous people earn an average of \$27.41 per hour (Fact Sheet #5). These sources identify the different social injustices in Canada and through this link you can access their podcast, posts, and events. This would be a great resource to share with students.

Hall, S. (2000). *Heroes or Villains?; and Stereotyping as a Signifying Practice*. In J. M.

Iseke-Barnes & N. N. Wane (Eds.), *Equity in Schools and Society*.

Toronto: Canadian Scholars' Press. 97-109.

http://books1.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/

[2009-12-01/5/412297&page=130](http://books1.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/5/412297&page=130)

Chapter nine, Heroes or Villains, in the book *Equality in Schools and Society* addresses the stereotypes of minority groups. The chapter speaks to a magazine of Ben Johnson in the 1988 Olympics titled, Heroes and Villains. Ben Johnson is an amazing athlete, however because of his use of performance enhancing drugs he was also publicly shamed. According to the narrator of this image he is both a hero and villain. Images are powerful tools and can be read in multiple ways by multiple different people. Therefore we need to teach our students how to read images and be critical of their narrative. Often our biases cloud what we see using stereotypes to generalize a whole culture rather than the individual. The chapter argues that stereotyping is the practice which is central to representing racial difference (p.103). It goes on to define stereotyping which I believe is important when addressing multicultural education. Students should understand the definition of stereotyping and recognize when they are practicing it. Hall breaks stereotyping into three parts, “stereotyping reduces, essentializes, naturalizes, and fixes difference”, “stereotyping deploys a strategy of "splitting"”, and “stereotyping tends to occur where there are gross inequalities of power” (p.104, 105). Teaching students about stereotyping and the dangers of stereotyping is greatly important to understand in order to be critical thinkers and change our mindsets. Stereotyping is problematic and this article in detail describes stereotyping and why it is harmful.

Joffe-Walt, C. (2020, July 23). *Nice White Parents*. Serial & The New York Times.

<https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>

This podcast is about the 60 year relationship between white parents and public schools in America. The podcast consists of 5 episodes each episode scaffolding a bigger story. Not all American children receive equal education due to funding and this system primarily fails poor, Black and Brown students. Schools are greatly segregated and those that push for integration have gifted programs to draw in white students. What neighbour and family you are born into greatly impacts what education you will receive. When white parents ask for programs in these low income schools the administrators say yes, not consulting anyone, because bringing in white families equate to bringing in money. This essentially drowns out the voices of parents of colour. Although not a Canadian source, this podcast is still very interesting because it is about how parents can greatly impact a school. In a Canadian context I think parent involvement can still be highly significant. History often repeats itself and this podcast also shows the history of white parents getting involved with public schools again and again which can be detrimental. The Black Lives Matter movement dismantled the myths revolved around racism in Canada. Therefore, although our school systems run differently than the States, we should pay attention to our public school system and who does and does not have a voice.

Oluo, I. (2018). *So You Want to Talk About Race?* Talks at Google. YouTube.

<https://www.youtube.com/watch?v=TnybJZRWipg>

Ijeoma Oluo, in this talk and her book, speaks to conversations about race. She encourages viewers not to be afraid about having uncomfortable conversations rather Oluo emphasizes that it is a good place to start. Although this would not be something that I would show my students in class it was very informative. As a white teacher I often feel overwhelmed

about these matters and doing them justice. However, although I may feel overwhelmed if I do nothing I am doing more harm than good. Oluo speaks about giving children tools so that they can have power over their own actions. Teaching kids at a young age how to be a part of the solution will benefit them in the future as they gain more power to actually create change. I can engage my students to speak about these topics with their friends, to call me out if I say something incorrect or offensive, and to brainstorm solutions. Oluo argues that having conversations with multiple different people from multiple different backgrounds is how you reach solutions. When we solve problems with others we can gain understanding and reach change working alongside one another.