

TEACH  
US ALL

FUND  
OUR  
FUTURE

**BRISTOL** | Multicultural  
Affairs

**SOCIAL JUSTICE FORUM**

~~BIAS~~

~~RACISM~~

# ***Race and Educational Inequity***

TEACH US ALL

FUND  
OUR  
FUTURE

STILL  
SEPARATE  
STILL  
UNEQUAL

**Thursday, July 30**

■ 4 p.m. ■ via Zoom; RSVP required

~~RACISM~~

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**BRISTOL**  
COMMUNITY COLLEGE

# Social Justice Forum Series Recap

On Thursday June 4th, 2020 Multicultural Affairs held the virtual Social Justice Forum, A Difficult and Necessary Conversation about the George Floyd Tragedy. The Forum's purpose was to not only look at the killing of George Floyd, an African American man who died due to excessive force in police custody, but to look at the history of injustice, hate, and discrimination against Black and African Americans throughout U.S. history. Over 162 people were in attendance.

On Thursday, July 2nd, 2020, Multicultural Affairs held its' second Social Justice Forum: Policing, Criminal Justice, and Race. Panelists discussed actionable items that themselves and their departments have done, are currently doing, and will be doing to create equitable change and solutions to the criminal justice system. Panelists were then available to answer any questions or comments asked by forum participants. The event had over 98 people in attendance and 153 RSVP's.



BRISTOL | Multicultural Affairs

SOCIAL JUSTICE FORUM

**Policing,  
Criminal  
Justice and  
Race**

Thursday, July 2

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# Please Note

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- All Trainings in the **Multicultural Affairs Social Justice Series** happening this Summer and Fall are introductory trainings. This means they are to familiarize the audience about the specific topic.
- Additional Race and Educational Inequity Trainings will be offered that dive deeper into Specific Topics.
- Please stay tuned for additional workshop dates!

# Order of events

- 4:00** Welcome, Robert Delaleu, Director of Multicultural Affairs, Bristol Community College
- 4:05** History of Educational Inequity in the United States/ Video
- 4:15** Panelists answer questions from moderator Robert Delaleu
- 5:15** Audience Question/ Comments for Panelists
- 5:45** Next Steps/ Actionable Items
- 6:00** Closing Remarks

## Today's Panelists

- Kevin Gannon**, Director of the [Center for Excellence in Teaching and Learning](#) (CETL) and Professor of History at Grand View University in Des Moines, Iowa
- Dr. Shanna Howell**, Dean of New Bedford Campus, and interim leadership and support of advising, TRIO and student wellness, Bristol Community College
- Heather Pimental**, History Teacher, Greater New Bedford Regional Vocational-Technical High School
- Dr. Engin Atasay**, Professor of Education and the Program Coordinator for Elementary Education at Bristol Community College
- Dr. Sarah Medeiros**, Special Education, New Bedford Public Schools
- Serge Moniz**, Diesel Services shop instructor, Greater New Bedford Regional Vocational-Technical High School
- Melissa Duarte**, Spanish and ESL Teacher at Fairhaven High School and Spanish Teacher for the Upward Bound program at Bristol Community College (begins Summer 2020).
- Amie Dossantos**, Kindergarten Teacher Randolph Public Schools



# Timeline of Race and Educational Inequity: 1800s

- **1849** The Massachusetts Supreme Court rules that segregated schools are permissible under the state's constitution. (*Roberts v. City of Boston*) The U.S. Supreme Court will later use this case to support the "separate but equal" doctrine.
- **1875** Congress passes the Civil Rights Act of 1875, which bans racial discrimination in public accommodations.
- **1883** The Supreme Court strikes down the Civil Rights Act of 1875 finding that discrimination by individuals or private businesses is constitutional.
- **1890** Louisiana passes the first Jim Crow law requiring separate accommodations for Whites and Blacks.
- **1896** The Supreme Court authorizes segregation in *Plessy v. Ferguson*, finding Louisiana's "separate but equal" law constitutional. The ruling provides legal justification for Jim Crow laws in southern states.
- **1899** The Supreme Court allows a state to levy taxes on black and white citizens alike while providing a public school for white children only. (*Cumming v. Richmond (Ga.) County Board of Education*)



# Roberts v. City of Boston, 1849

- Mass Supreme Court ruled that local officials had authority to control local schools; separate schools did not violate rights of black students
  - Black parents organized school boycotts and protests
- 1855 Mass legislature passed nation's first law prohibiting school segregation



Attorney Robert Morris

# Plessy v. Ferguson, 1896

- 1883 Supreme Court struck down Civil Rights Act of 1875, finding that discrimination by individuals and private business was constitutional
- 1890 Louisiana Separate Car Act: “equal but separate accommodations” for white and African American passengers
- Supreme Court decided in Plessy v. Ferguson that Louisiana's Separate Car Act was constitutional, instituting *de jure* Jim Crow



- 1936 Pearson v. Murray
  - Maryland SC ruled that the U of Maryland law school must admit African Americans if no other school existed
- 1947 Westminster School District v. Mendez
  - Federal Judge strikes down segregated schooling for Mexican Americans and whites in California
- 1954 Brown v. Board of Education Topeka Kansas
  - Unanimous decision overturned Plessy declaring that separate schools are "inherently unequal"





# Little Rock Nine

- 1957 Over 1,000 paratroopers from the 101st Airborne Division and federalized Arkansas National Guard sent to Protect nine black high school students integrating Central High School in Little Rock
- 1964 Civil Rights Act
  - Title IV authorized federal government to file school desegregation cases
  - Title VI prohibits discrimination in programs, activities, and schools receiving federal financial assistance



Slide courtesy of Robyn  
Worthington, Associate Professor of History  
and Civic Engagement Faculty Fellow

# Timeline of Race and Educational Inequity: 1970s- 1980s Continued

- **1971** The Court approves busing, magnet schools, compensatory education and other tools as appropriate remedies to overcome the role of residential segregation in perpetuating racially segregated schools. (*Swann v. Charlotte-Mecklenberg Board of Education*)
- **1972** The Supreme Court refuses to allow public school systems to avoid desegregation by creating new, mostly or all-white "splinter districts." (*Wright v. Council of the City of Emporia; United States v. Scotland Neck City Board of Education*)
- **1972** *Brown's* legacy extends to gender. Title IX of the Educational Amendments of 1972 is passed prohibiting sex discrimination in any educational program that receives federal financial assistance.
- **1973** Section 504 of the Rehabilitation Act is passed prohibiting schools from discriminating against students with mental or physical impairments.
- **1988** School integration reaches its all-time high; almost 45% of black students in the United States are attending majority-white schools.

[Separate is Not Equal: Board vs. Brown of Education Timeline](#) Source: Smithsonian Museum





## Timeline of Race and Educational Inequity: 1990s- 2000s Continued

- **1991** Emphasizing that court orders are not intended "to operate in perpetuity," the Supreme Court makes it easier for formerly segregated school systems to fulfill their obligations under desegregation decrees. (*Board of Education of Oklahoma City v. Dowell*) After being released from a court order, the Oklahoma City school system abandons its desegregation efforts and returns to neighborhood schools.
- **1995** The Supreme Court sets a new goal for desegregation plans: the return of schools to local control.
- **1996** A federal appeals court prohibits the use of race in college and university admissions, ending affirmative action in Louisiana, Texas and Mississippi. (*Hopwood v. Texas*)
- **2001** White parents in Charlotte, N.C., schools successfully seek an end to the desegregation process and a bar to the use of race in making student assignments.
- **2002** A report from Harvard's Civil Rights Project concludes that America's schools are resegregating.
- **2003** The Supreme Court upholds diversity as a rationale for affirmative action programs in higher education admissions. (*Grutter v. Bollinger; Gratz v. Bollinger*)
- **2003** A study by Harvard's Civil Rights Project finds that schools were more segregated in 2000 than in 1970 when busing for desegregation began.



# Kevin Gannon

Kevin Gannon is the Director of the [Center for Excellence in Teaching and Learning](#) (CETL) and Professor of History at Grand View University in Des Moines, Iowa, will be one of our special guests and panelists for this forum. Gannon's teaching, research, and public work and writing "centers on critical and inclusive pedagogy; race, history, and justice; and technology and teaching". Gannon is well known for his work with Social Justice. Gannon has appeared in the Oscar-nominated [documentary 13th](#), directed by Ava DuVernay, wrote the book, [Radical Hope: A Teaching Manifesto](#), published by West Virginia University press in Spring, 2020, as part of their [Teaching and Learning in Higher Education series](#), edited by James M. Lang, and currently writes for *Vitae* (a section of *The Chronicle of Higher Education*). [To learn more about Kevin Gannon, please click here.](#)







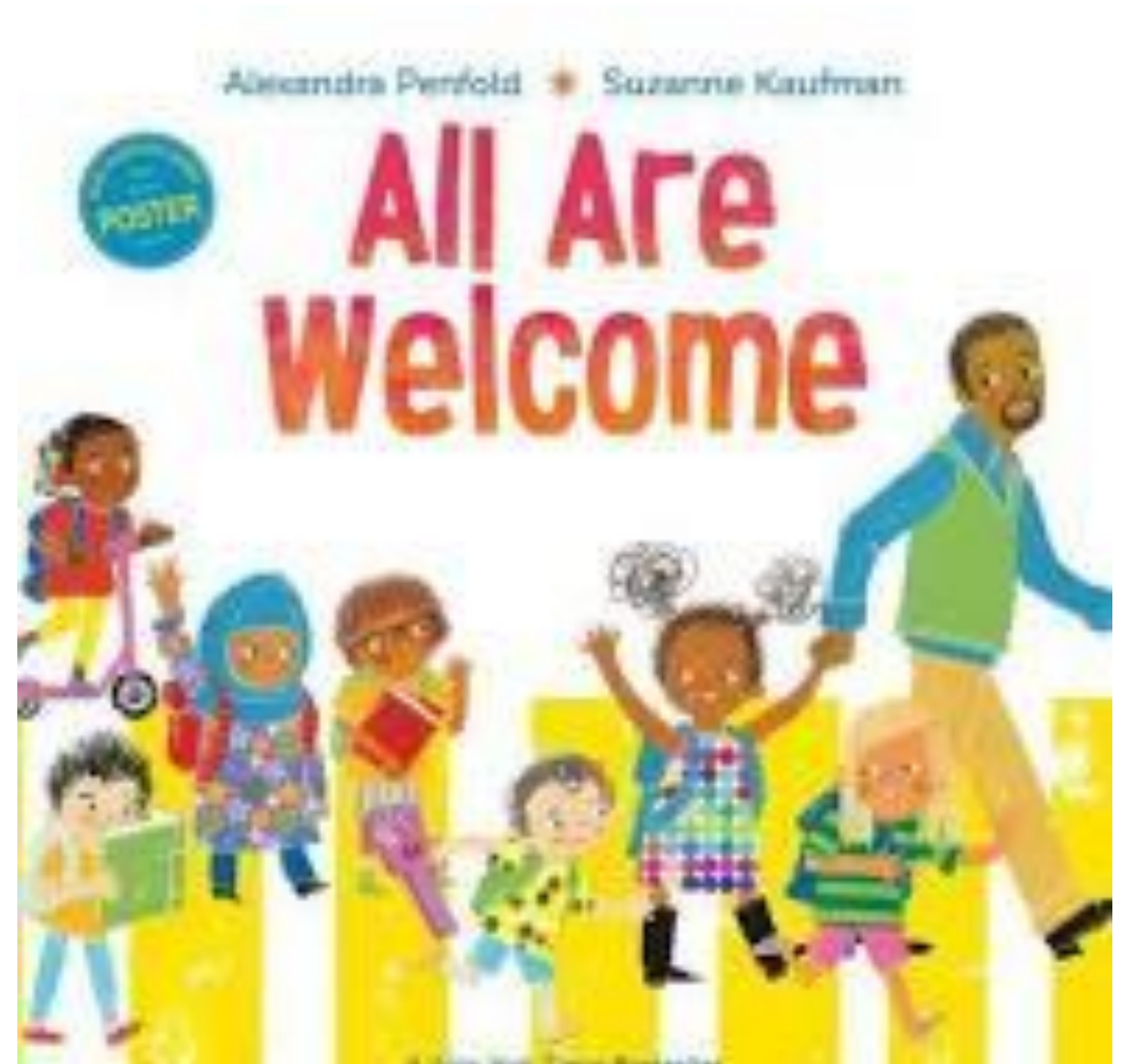
## Actionable Items for Forum Participants

# Early Education Resources

## By Amie Dossantos

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- **Read Aloud Books:**
- Mufraro's Beautiful Daughters by John Steptoe
- Amazing Grace by Mary Hoffman
- I am Enough by Grace Byers
- Little Leaders by Vashti Harrison
- My Hair is a Garden by Cozbi A. Cabrera
- Sulwe by Lupita Nyong
- The Day You Begin by Jacqueline Woodson
- I Believe I can by Grace Byers
- All Are Welcome by Alexander Penfold



# Early Education Resources

## By Amie Dossantos

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[Diversity Games for Little Kids](#)

[5 Fun Activities to Teach Your Kids About Culture and Diversity](#)

[10 Popular Kids Games from Around the World](#)

[5 Fun Games from Around the World](#)

[World Culture Activities](#)

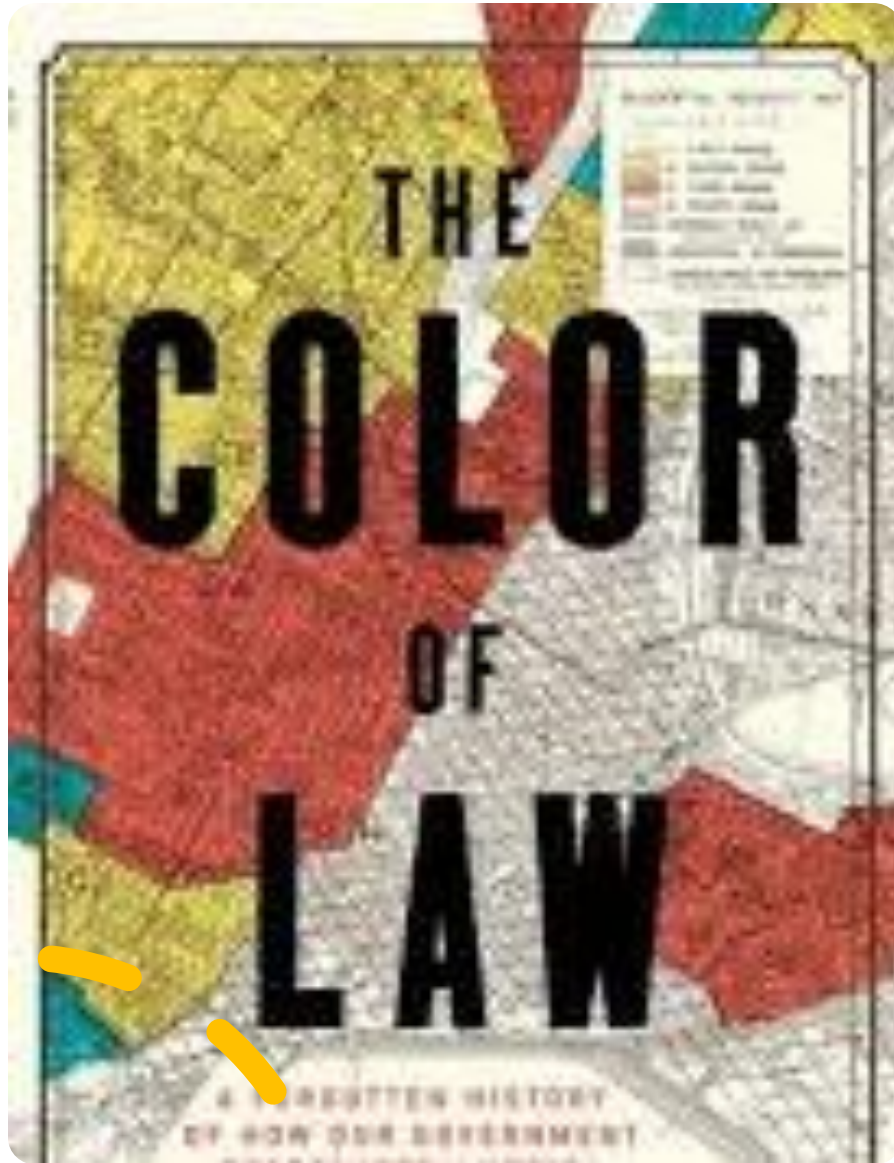
[Awareness Activities](#)

[Teaching for Change: Social Justice Books](#)

[Culture and Diversity Resources](#)







# Elementary Education Resources

## By Dr. Sarah Medeiros

### **The Angry Educators Podcast (available on all podcast platforms)**

This podcast was created to inform the public on issues surrounding education that affect students based on race, ethnicity, ability, religion, gender, etc. Its purpose is to clarify misinformation and give an educator's perspective on these inequities. Some episode topics include: the criminalization of Black students in schools, police presence in schools, racism in special education, lack of diversity in the teaching force, etc.

### **Facebook Group: "Culturally Conscious Action Educators"**

A group of around 10k members (and growing). This group was created by a diverse group of 8 educators to create a space to have courageous and difficult conversations, be transparent about issues affecting education, and help one another become more culturally conscious educators.

**Here is a list of books I find very helpful in understanding the foundations of how racism persists in our education system.**

**My advice is to not read the book alone; reading with another person or a group will really deepen your understanding and allow for productive conversations on how to move forward and take action. Anyone is welcome to join my book club (facebook group: Southcoast MA bookclub for action educators or email me) or start a bookclub of your own with your colleagues. Reading these important texts with your colleagues can increase the chances of change happening within your organization.**

- Pushout: The Criminalization of Black Girls in Schools by Dr. Morrison
- How to be an Antiracist By Dr. Kendi
- The Guide for White Women who Teach Black Boys by Eddie Moore Jr., Ali Michael and Marguerite Penick-Parks
- The Color of Law by Richard Rothstein
- DisCrit: Disability Studies and Critical Race Theory in Education by David Connor, Beth Ferri and Subini Annamma
- The Mismeasure of Man by Stephen Jay Gould
- Why are there so Many Minority Students in Special Education? By Beth Harry and Janette Klingler



If has never been more difficult to teach in higher education than in our current moment. Nearly

# RADICAL HOPE

kevin m. gannon

a teaching manifesto

all of our postsecondary institutions, two- and four-year colleges and

**"A must-read... This work isn't about reform, but transformation."**

—José Luis Vilson, author of *This Is Not a Test: A New Narrative on Race, Class, and Education*

market-driven ideology with little room for the

## Higher Education

- [Radical Hope: A teaching Manifesto by Kevin Gannon](#)
- Higher education has seen better days. Harsh budget cuts, the precarious nature of employment in college teaching, and political hostility to the entire enterprise of education have made for an increasingly fraught landscape. *Radical Hope* is an ambitious response to this state of affairs, at once political and practical—the work of an activist, teacher, and public intellectual grappling with some of the most pressing topics at the intersection of higher education and social justice.
- Kevin Gannon asks that the contemporary university's manifold problems be approached as opportunities for critical engagement, arguing that, when done effectively, teaching is by definition emancipatory and hopeful. Considering individual pedagogical practice, the students who are the primary audience and beneficiaries of teaching, and the institutions and systems within which teaching occurs, *Radical Hope* surveys the field, tackling everything from impostor syndrome to cell phones in class to allegations of a campus "free speech crisis." Throughout, Gannon translates ideals into tangible strategies and practices (including key takeaways at the conclusion of each chapter), with the goal of reclaiming teachers' essential role in the discourse of higher education.

# Equity Pedagogy References

## By Engin Atasay

- James A. Banks, “The Historical Reconstruction of Knowledge About Race: Implications for Transformative Teaching,” *Educational Researcher* 24, no. 2 (1995):15-25.
- James A. Banks, *Educating Citizens in a Multicultural Society*, 2<sup>nd</sup> Edition (New York: Teachers College Press, 2007).
- James A. Banks, *An Introduction to Multicultural Education* (Boston: Pearson Education, Inc., 2008).
- James A. Banks, *Cultural Diversity and Education: Foundations, Curriculum and Teaching*, 4<sup>th</sup> Edition (Boston: Allyn and Bacon, 2001).
- James A. Banks, *Diversity and Citizenship Education: Global Perspectives* (San Francisco: Jossey-Bass, 2004).

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## By Engin Atasay Cont.

- Paulo Freire, *Pedagogy of the Oppressed*, 30th Anniversary edition (New York: Continuum, 2000).
- Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 2nd edition (New York: Teachers College Press, 2010).
- Geneva Gay, "Teaching To and Through Cultural Diversity," *Curriculum Inquiry* 43, no.1 (2013): 54.
- Henry A. Giroux, *Border Crossings: Cultural Workers and the Politics of Education* (New York: Routledge, 1992).
- Henry A. Giroux, *Education and Cultural Studies: Toward a Performative Practice* (New York: Routledge, 1997).
- Henry Giroux, "White Noise: Toward a Pedagogy of Whiteness," in *Race-ing Representation: Voice, History and Sexuality*, eds. Kostas and Linda Myrsiades (New York: Rowman & Littlefield Publishers, 1998).

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- Henry Giroux, “Neoliberalism, Youth, and the Leasing of Higher Education,” in *Global Neoliberalism and Education and its Consequences*, eds. Dave Hill and Ravi Kumar (New York and London: Routledge, 2009).
- Henry Giroux, *Youth in a suspect society: Democracy or disposability?* (New York: Palgrave Mcmillan, 2009).
- Henry Giroux, Spectacles of race and pedagogies of denial: Anti-Black racist pedagogy under the reign of neoliberalism. *Communication Education*. 52(3-4), (2010), 191-211.
- Norma Gonzalez, “The Hybridity of Funds of Knowledge” in *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms*, eds. Norma Gonzalez, Louis C. Moll (New Jersey: Lawrence Erlbaum, 2005).
- Norma Gonzalez and Luis C. Moll, “Cruzando el Puente: Building Bridges to Funds of Knowledge,” *Educational Policy* 16, no.4 (2002).
- Carl A. Grant and Christine E. Sleeter, *Doing Multicultural Education for Achievement and Equity* (New York: Routledge, 2007).



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- Carl A. Grant, "Cultivating Flourishing Lives: A Robust Social Justice Vision of Education," *American Educational Research Journal* 49, no. 5 (2012): 911.
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- Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children* (San Francisco: Jossey-Bass, 1994).
- Gloria Ladson-Billings, "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy," *Theory into Practice* 34, no. 3 (Summer 1995).
- Gloria Ladson-Billings, "Fighting for Our Lives: Preparing Teachers to Teach Africa American Students," *Journal of Teacher Education* 51, (2000): 206.
- Sonia Nieto, "Public Education in the Twentieth Century and Beyond: High Hopes, Broken Promises, and an Uncertain Future," *Harvard Educational Review* 75, no.1 (Spring 2005).
- Sonia Nieto and Patty Bode, *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (New York: Allyn & Bacon, 2008).
- Sonia Nieto, *Language, Diversity, and Learning: Lessons for Education in the 21st Century*, (CALdigest, 2010), Accessed on January 5, 2013. [http://www.cal.org/resources/digest/digest\\_pdfs/language-diversity-and-learning.pdf](http://www.cal.org/resources/digest/digest_pdfs/language-diversity-and-learning.pdf)

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## By Engin Atasay Cont.

- Christine E. Sleeter and Carl Grant, “An Analysis of Multicultural Research in the United States,” *Harvard Educational Review* 57, no.4 (1987): 421–445.
- Christine E. Sleeter, “Multicultural Education as a Social Movement,” *Theory into Practice* 35, no. 4 (Autumn, 1996): 243.
- Christine Sleeter, *Un-standardizing Curriculum: Multicultural Teaching in the Standards-based Classroom* (New York Teachers College Press, 2005).
- Christine E. Sleeter, *Facing Accountability in Education: Democracy and Equity at Risk* (New York: Teachers College Press, 2007).
- Christine E. Sleeter, “Confronting the Marginalization of Culturally Responsive Pedagogy,” *Urban Education* 47, no.3 (2012): 562.
- Beverly Daniel Tatum, “Teaching White Students about Racism: The Search for White Allies and the Restoration of Hope,” *Teachers College Record* 95, no. 4 (1994): 472.
- Beverly Daniel Tatum, *“Why are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations About Race* (New York: Basic Books, 2003).

# Final Thoughts

"You must also study and learn the lessons of history because humanity has been involved in this soul-wrenching, existential, struggle for a very long time. People on every continent have stood in your shoes, through decades and centuries before you. The truth does not change, and that is why the answers worked out so long ago can help you find solutions to the challenges of our time.

Continue to build union between movements stretching across the globe because we must put away our willingness to profit from the exploitation of others. "

- New York Times

# Upcoming Forums

# SOCIAL JUSTICE FORUMS

4 PM | via Zoom | RSVP required

JULY 2

*Policing, Criminal  
Justice and Race*

JULY 30

*Race and  
Educational Inequity*

AUGUST 27

*Race and  
Women's Rights*

SEPTEMBER 24

*Race and  
LGBTQIA+ Rights*

OCTOBER 22

*Race, Disability and  
Mental Health Rights*

NOVEMBER 19

*Race and  
Immigrant Rights*

WOMEN'S RIGHTS  
ARE HUMAN RIGHTS

FUND OUR  
FUTURE

STOP  
CAGING  
FAMILIES

THE  
FIRST  
PRIDE  
WAS A  
RIOT

I AM MORE  
THAN A  
DISABILITY

~~RACISM~~

HANDS  
UP  
DON'T  
SHOOT

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## Learn More About the Multicultural Affairs Social Justice Series at Bristol Community College

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### Website

<http://www.bristolcc.edu/student-services/resources/multicultural-student-center/social-justice-forums/>

### Social Media

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Instagram: @BristolMulticulturalCenter

