

# WHAT DOES IT MEAN TO BE WHITE?

Developing White Racial Literacy

*Robin  
DiAngelo*



# What Does It Mean To Be White Developing White Racial Literacy Counterpoints

**Rebecca Epting**



## **What Does It Mean To Be White Developing White Racial Literacy Counterpoints:**

What Does it Mean to be White? Robin DiAngelo, 2016 What does it mean to be white in a society that proclaims race meaningless yet is deeply divided by race Robin DiAngelo reveals the factors that make this question so difficult mis education about racism ideologies such as individualism and colorblindness segregation and the belief that to be complicit in racism is to be an immoral person *What Does it Mean to be White?* Robin J. DiAngelo, 2012 What does it mean to be white in a society that proclaims race meaningless yet is deeply divided by race In the face of pervasive racial inequality and segregation most whites cannot answer that question Robin DiAngelo argues that a number of factors make this question difficult for whites miseducation about what racism is ideologies such as individualism and colorblindness defensiveness and a need to protect rather than expand our worldviews These factors contribute to what she terms white racial illiteracy Speaking as a white person to other white people Dr DiAngelo clearly and compellingly takes readers through an analysis of white socialization She describes how race shapes the lives of white people explains what makes racism so hard for whites to see identifies common white racial patterns and speaks back to popular white narratives that work to deny racism Written as an accessible introduction to white identity from an anti racist framework *What Does It Mean To Be White* is an invaluable resource for members of diversity and anti racism programs and study groups and students of sociology psychology education and other disciplines **Epistemic Justice, Mindfulness, and the Environmental Humanities** Janelle Adsit, 2021-11-29 *Epistemic Justice Mindfulness and the Environmental Humanities* explores how contemplative pedagogies and mindfulness can be used in the classroom to address epistemic and environmental injustice In recent years there has been a groundswell of interest in contemplative pedagogies in higher education with increasing attention from the environmental sciences environmental humanities and sustainability studies Teachers and writers have demonstrated how mindfulness practices can be a key to anti oppression and anti racist efforts both in and out of the classroom Not all forms of contemplative pedagogy are suited for this anti colonial and anti oppressive resistance however Simply adopting mindfulness practices in the classroom is not enough to dislodge and dismantle white supremacy in higher education *Epistemic Justice Mindfulness and the Environmental Humanities* advocates for mindfulness practices that affirm multiple epistemologies and cultural traditions Written for educators in the environmental humanities and other related disciplines the chapters interrogate the western uptake of mindfulness practices and suggest anti colonial and anti oppressive methods for bringing mindfulness into the classroom The chapters also discuss what mindfulness practices have to offer to the pursuit of a culturally relevant pedagogy This highly applied and practical text will be an insightful read for educators in the environmental humanities and across the liberal arts disciplines *Contemplative Practices and Anti-Oppressive Pedagogies for Higher Education* Greta Gaard, Bengü Ergüner-Tekinalp, 2022-05-15 This volume explores mindfulness and other contemplative approaches as strategic tools for cultivating anti oppressive pedagogies in higher education Research confirms

that simply providing students with evidence and narratives of economic social and environmental injustices proves insufficient in developing awareness and eliciting responses of empathy solidarity and a desire to act for change From the environmental humanities to the environmental sciences legal studies psychology and counseling educators from a range of geographical and disciplinary standpoints describe their research based mindfulness pedagogies Chapters explore how to interrupt and interrogate oppression through contemplative teaching tools assignments and strategies that create greater awareness and facilitate deeper engagement with learning contents contexts and communities Providing a framework that facilitates awareness of the links between historic and current oppression self identity and trauma and creating a transformative learning experience through mindfulness this book is a must read for faculty and educators interested in intersections of mindfulness contemplative pedagogies and anti oppression

**To Be a Minority Teacher in a Foreign Culture** Mary Gutman,Wurud Jayusi,Michael Beck,Zvi Bekerman,2023-05-27 This open access book offers in depth knowledge on the challenges and opportunities offered by the inclusion of minority teachers in mainstream educational settings from an international perspective It aims to be a unique and important contribution for scholars policy makers and practitioners considering the complexities brought about by global trends into national local educational systems and settings It will also serve to guide future research policy and practice in this important field of inquiry The work will contribute answers to questions such as How do immigrant minority teachers experience their work in mainstream educational settings How do mainstream shareholders experience the inclusion of immigrant minority teachers in mainstream educational settings What is the effect of the successful and or unsuccessful integration of minority teachers and teacher educators into mainstream education settings

**Samuel, Kings, Chronicles, Ezra-Nehemiah** Athalya Brenner-Idan,Gale A. Yee,2021-07-29 This volume brings together disparate views about biblical texts in the books of Samuel Chronicles and Ezra Nehemiah and examines their influence in the life of contemporary communities demonstrating how today s environments and disorders help readers to acquire new insights into such texts The contributing scholars hail from different continents from East Asia to the United States to Europe to South Africa and Israel and count themselves as members of various Jewish and Christian traditions or secularist ways of life But in spite of their differences in location and community membership and perhaps in the spirit of the times 2020 and its global discontents they share preoccupations with questions of ethics in politics and life proper death violence and social exclusion or inclusion This volume offers readers a better understanding of how politics and faith can be melded both in ancient and contemporary contexts to serve the interests of certain classes and societies often at the expense of others

**Bibliographic Index** ,1999 *International Journal of Educational Reform* ,1994 *ERIC Educational Documents Abstracts 1975* Educational Resources Information Center Staff,1976-08

**Current Index to Journals in Education** ,1996 [Subject Guide to Books in Print](#) ,2001 *Learning and Teaching While White* Jenna Chandler-Ward,Elizabeth Denevi,2023-09-01 We need to name whiteness in order to move toward

antiracism For too long white educators have relied on people of color to make change to a relentlessly racist school system Racial equity will not come until white educators recognize their role in supporting racist policies and practices and take responsibility for dismantling them Learning and Teaching While White is an accessible guide to help white educators leaders students and parents develop an explicit skills based antiracist practice Through their own experiences working with school communities and the strategies and tools they have developed Jenna Chandler Ward and Elizabeth Denevi share how white educators can gain greater consciousness of their own white racial identity analyze the role of whiteness in their school systems rethink pedagogical approaches and curricular topics address the role of white parents in the pursuit of racial literacy and equity and much more Their book will empower white educators to be part of creating a more equitable educational system for all students

**Resources in Education** ,1996 **Exploring White Fragility** Christopher Paslay,2021-03-05 Exploring White Fragility uses both existing research and anecdotal classroom observations to examine the effects whiteness studies is having on America s schools and investigates how the antiracist movement to dismantle white supremacy culture is impacting student and teacher morale and expectations school discipline and overall academic achievement Specifically it analyzes the major tenets of whiteness studies including awareness of white privilege and white fragility the belief in colorblindness individualism and meritocracy white racial identity development WRID implicit bias and microaggressions and the methodologies underlying these concepts The book also compares traditional multicultural education to antiracist education examines the impact of family and culture on learning discipline and achievement investigates how whiteness studies and antiracism influence stereotype threat the school to prison pipeline STPP and teacher and student expectations Pygmalion Effect studies the impact of race based discipline approaches on student learning and achievement and finally offers solutions and improvements for whiteness scholars teachers administrators and school reformers

**Books Out-of-print** ,1986 **Letting Go of Literary Whiteness** Carlin Borsheim-Black,Sophia Tatiana Sarigianides,2019 Rooted in examples from their own and others classrooms the authors offer discipline specific practices for implementing antiracist literature instruction in White dominant schools Each chapter explores a key dimension of antiracist literature teaching and learning including designing literature based units that emphasize racial literacy selecting literature that highlights voices of color analyzing Whiteness in canonical literature examining texts through a critical race lens managing challenges of race talk and designing formative assessments for racial literacy and identity growth Sophia and Carlin s book is startling in how openly and honestly it takes up the problem of how to teach about racism using literature in White schools As I read I kept marveling at how courageous and direct and clear their writing is From the Foreword by Timothy J Lensmire University of Minnesota Letting Go of Literary Whiteness unpacks the necessary responsibility of exploring race for all teachers Borsheim Black and Sarigianides center this work in English classrooms exploring the kinds of literature discussions and difficult instructional decisions that teachers make every day This book emphasizes that racial

justice is a shared responsibility for teachers today and through myriad practical examples offers guidance for centering equity in schools Antero Garcia Stanford Graduate School of Education [Combating White Resistance: What We Can Learn about White Educators Who Lean Into Anti-Racist Training](#) Erin Parr,2019 This work attempts to understand and describe why some white teachers lean into anti racist training and racial literacy development when many resist it A qualitative case study with three white female educators explores what initially drew the participants into racial literacy work how they have transformed their professional values and educational practices because of such work and what aspects of the work they found to be most valuable in meaningfully engaging them It describes the ways in which they embraced critical anti racist work specifically in regards to education and teaching practices The findings may be valuable for future teacher educators to support white teachers in developing positive white racial identities to recognize white racial privilege and power structures in the American public education system to locate the historical contexts of race and racism in education and to improve cross cultural and cross racial literacies **Knowing How To Discuss Race In The Classroom** Ashlee Jeannot,2020-02-27

So what does this guide provide Who is this guide for Who does it benefit And what will you the reader get out of this guide The purpose of this guide is as follows To equip white teachers with the tools needed to engage in conversations and discussions centered around race To reach white teachers who do not work in diverse communities or classrooms and also do not understand the importance of discussing race To educate white teachers about recognizing understanding and acknowledging white privilege s To provide steps to address the emotional toll and impact of race provide steps and resources to deal with combativeness or resistance from fellow white teachers white parents and white students To address and combat deficit thinking ideologies as well as raise white teachers expectations about students of color by acknowledging biases and dismantling color blindness and mitigating fear of failure To provide white teachers with resources to help them understand their impact when working with children from races and ethnicities that have been historically marginalized To help you and your colleagues understand and recognize the need for discussing race and the benefits it will have for you and your students To help you develop social emotional and cultural competence As Donahue Keegan et al assert socially emotionally and culturally competent teachers are better equipped to reach and equitably teach students with a broad range of backgrounds and social identities in terms of culture race etc Donahue Keegan Villegas Reimers Cressey 2019 p 151

[White Fragility](#) Dr. Robin DiAngelo,2018-06-26 The New York Times best selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged and how these reactions maintain racial inequality In this vital necessary and beautiful book Michael Eric Dyson antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and allows us to understand racism as a practice not restricted to bad people Claudia Rankine Referring to the defensive moves that white people make when challenged racially white fragility is characterized by emotions such as anger fear and guilt and by behaviors including argumentation and silence These behaviors in turn function

to reinstate white racial equilibrium and prevent any meaningful cross racial dialogue In this in depth exploration DiAngelo examines how white fragility develops how it protects racial inequality and what we can do to engage more constructively  
**American Book Publishing Record** ,2005

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