

# UNDOING THE INTERNALIZED IMPACTS OF WHITE SUPREMACY: ENVISIONING ANTI-RACIST CHANGE WITH WHITE TEACHERS AT A 6-12 URBAN PILOT SCHOOL



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of the Master of Arts in Critical and Creative Thinking

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A photograph of a large tree with pink blossoms in front of a brick building. The tree is in full bloom, with many small pink flowers covering its branches. The brick building is visible in the background, with several windows. The ground is covered with dry leaves and some small black bollards.

# AGENDA

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- developing, learning, and moving into community
  - location, context, history
  - defining race + racism
  - "good" students & school
  - propositions
- choosing a course of action
  - (re)visioning
  - what is the work?
- the shifting landscape

Blossoming trees outside of TechBoston, April 2019

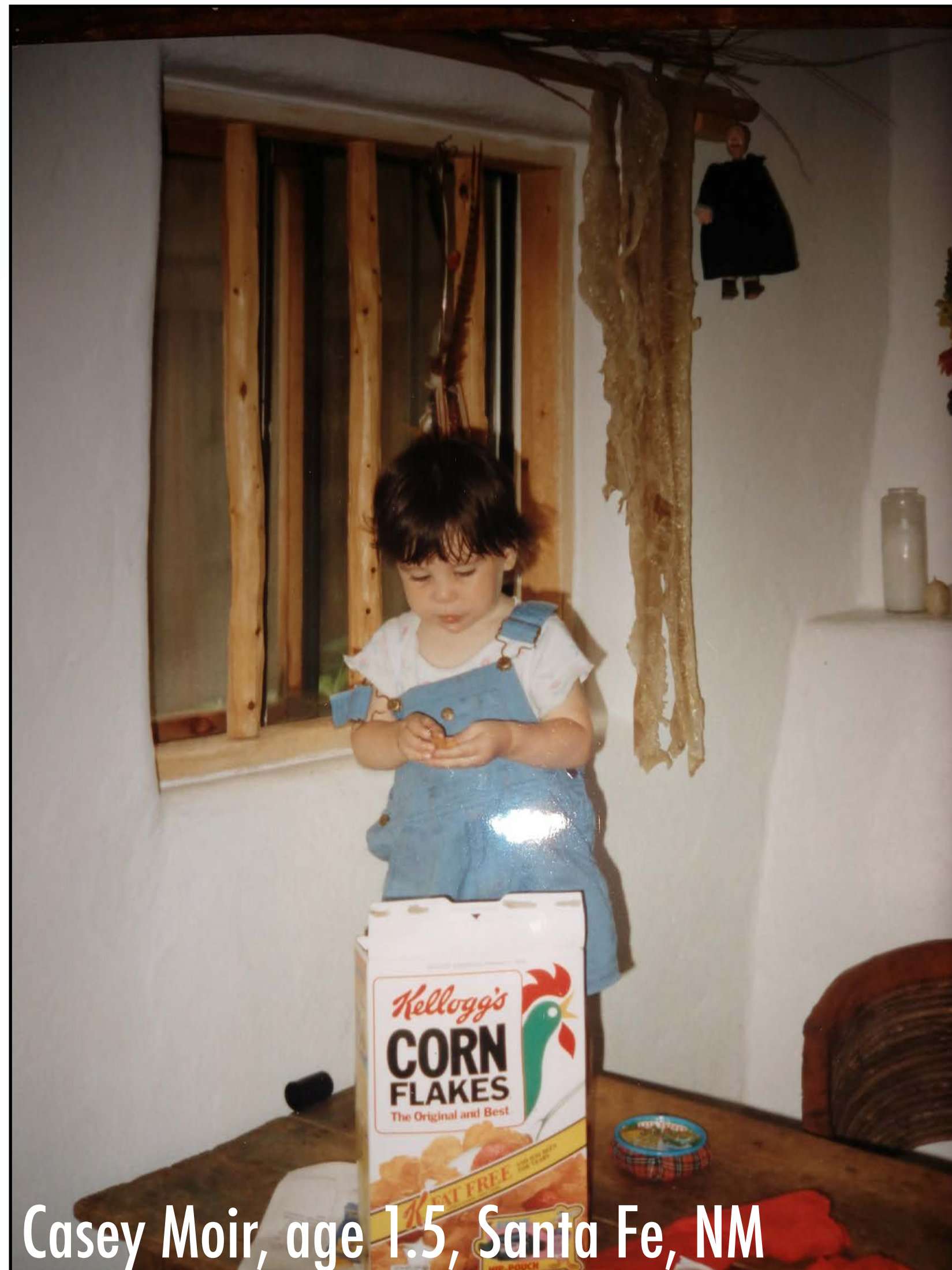


# DEVELOPING, LEARNING, AND MOVING INTO COMMUNITY





# LOCATION, CONTEXT, HISTORY



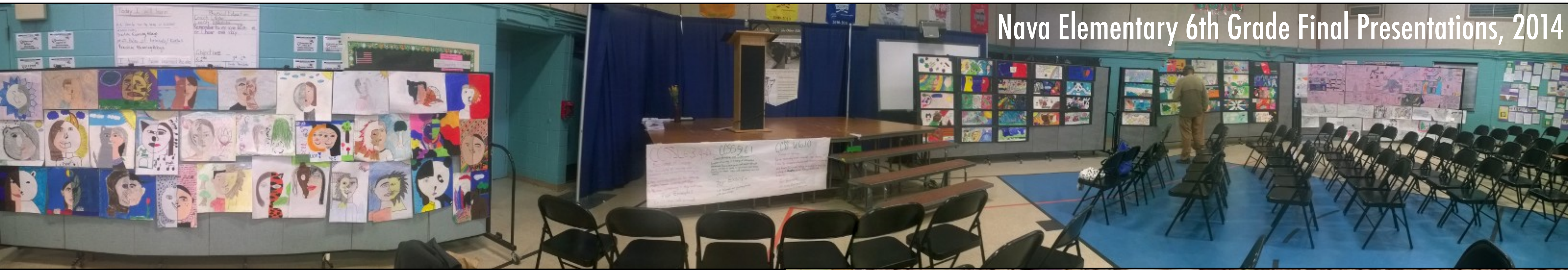
Casey Moir, age 1.5, Santa Fe, NM



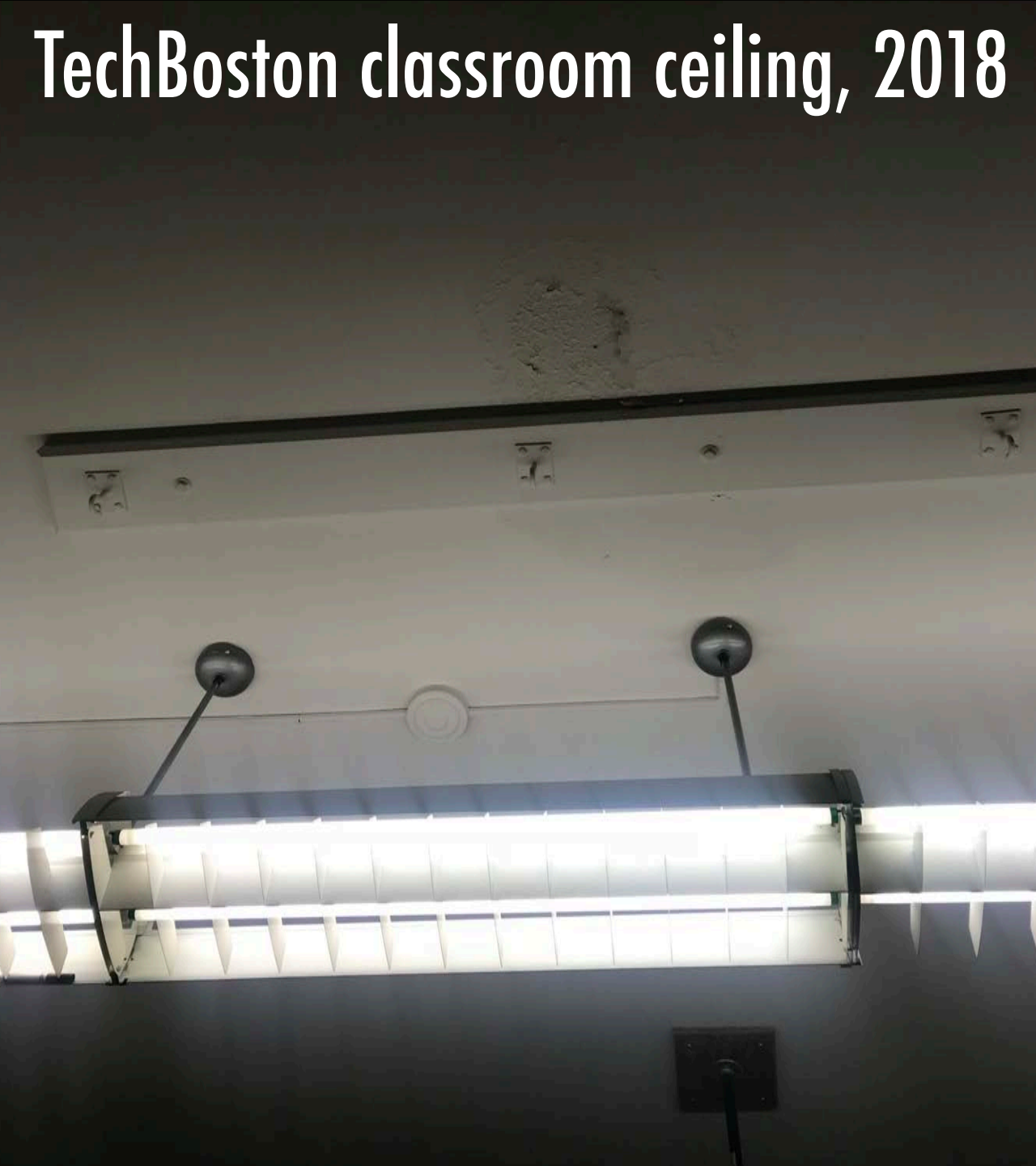
Casey Moir, age 23, Santa Fe, NM



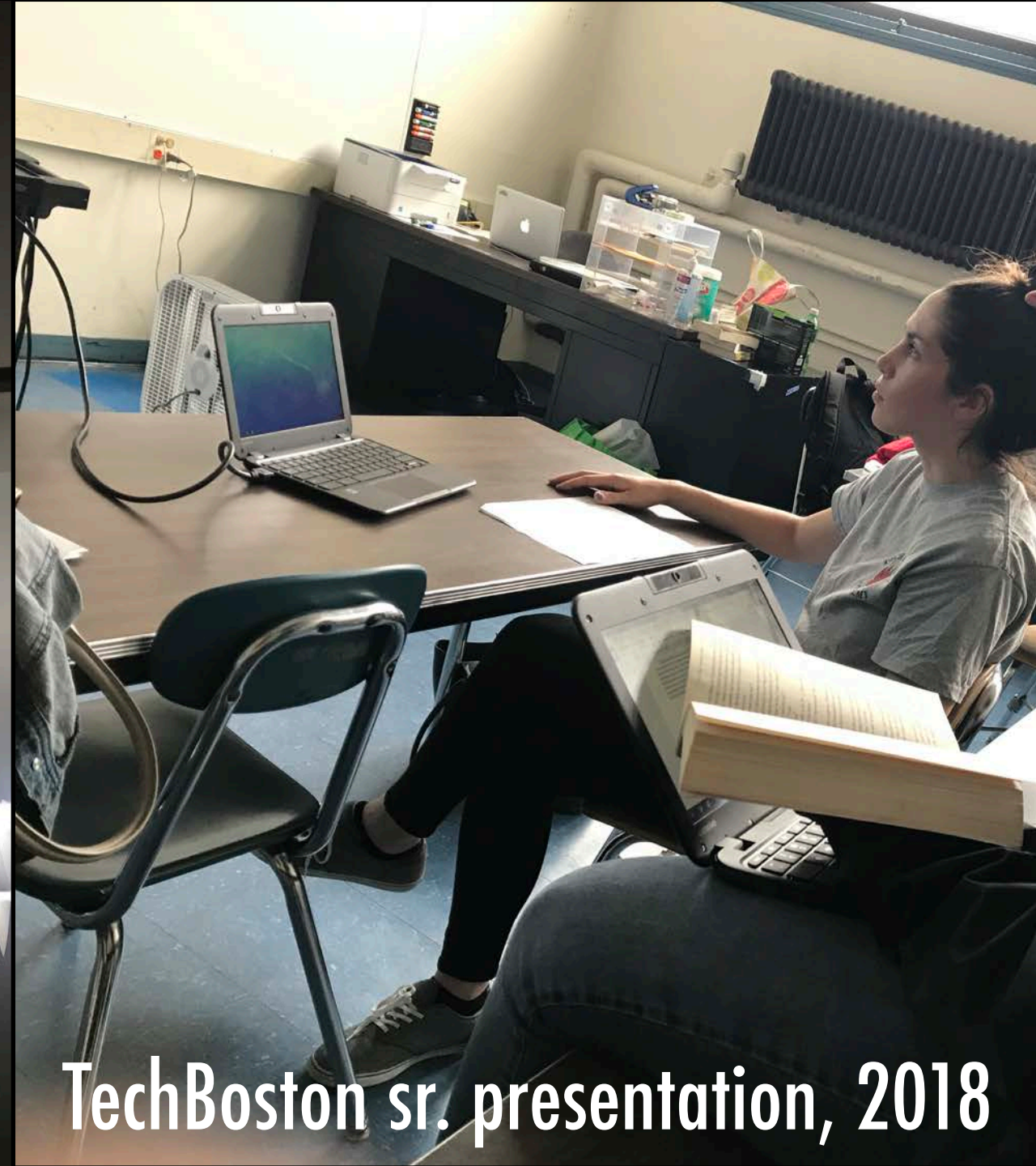
# LOCATION, CONTEXT, HISTORY



Nava Elementary 6th Grade Final Presentations, 2014



TechBoston classroom ceiling, 2018



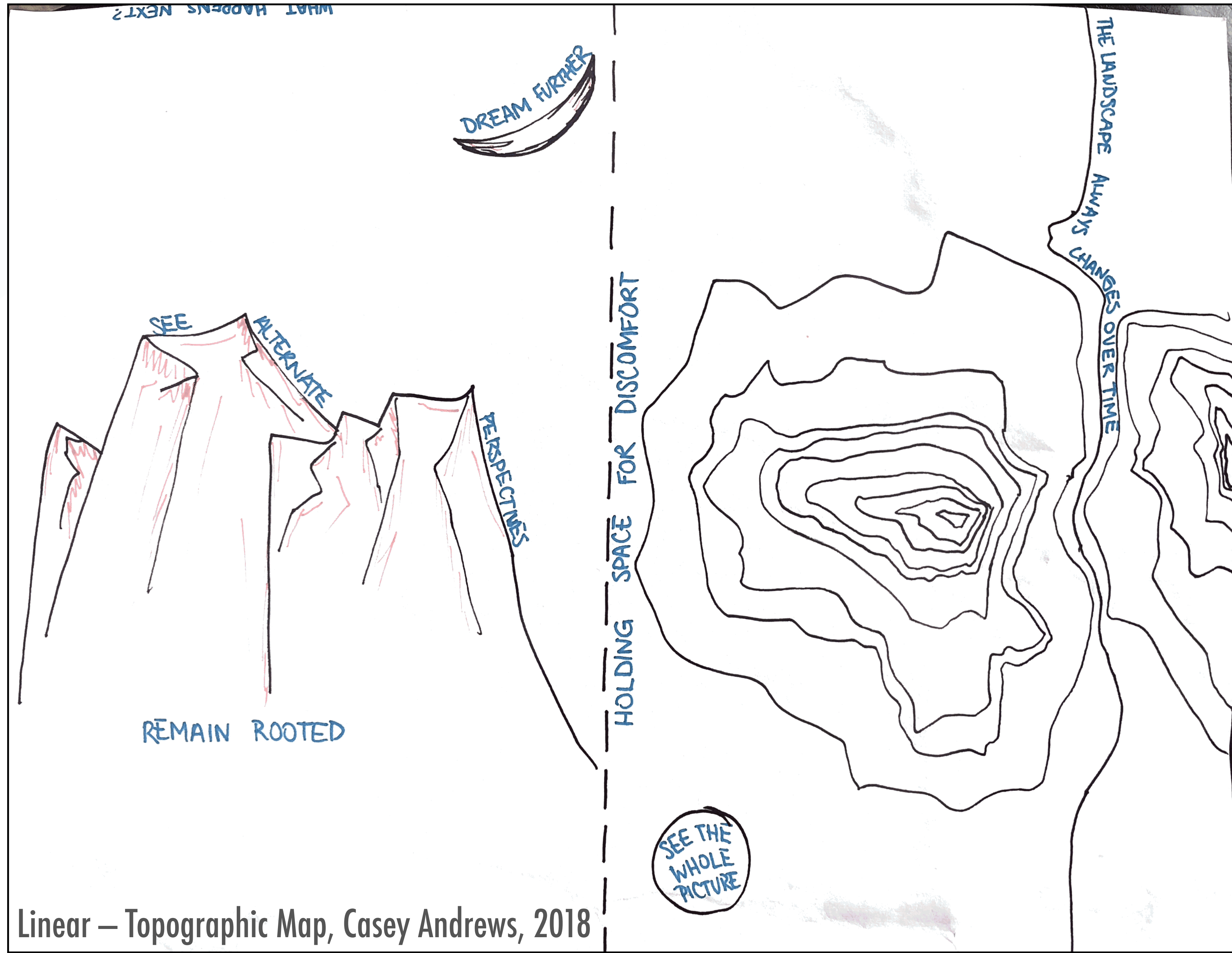
TechBoston sr. presentation, 2018



Rose at Nava Elementary, 2014



# LOCATION, CONTEXT, HISTORY



Linear — Topographic Map, Casey Andrews, 2018



# DEFINITIONS

RACE	“a specious classification of human beings, created by Europeans (whites), to assign human worth & social status using himself or white as the model for humanity and the height of human achievement, for the purpose of establishing and maintaining privilege and power” — People’s Institute
RACISM	“a system of advantage based on race” — David Wellman // “race prejudice + power = racism” — People’s Institute



# WHAT MAKES A GOOD STUDENT? [IN PUBLIC SCHOOL]

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List a few things that come to mind immediately.

Think about:

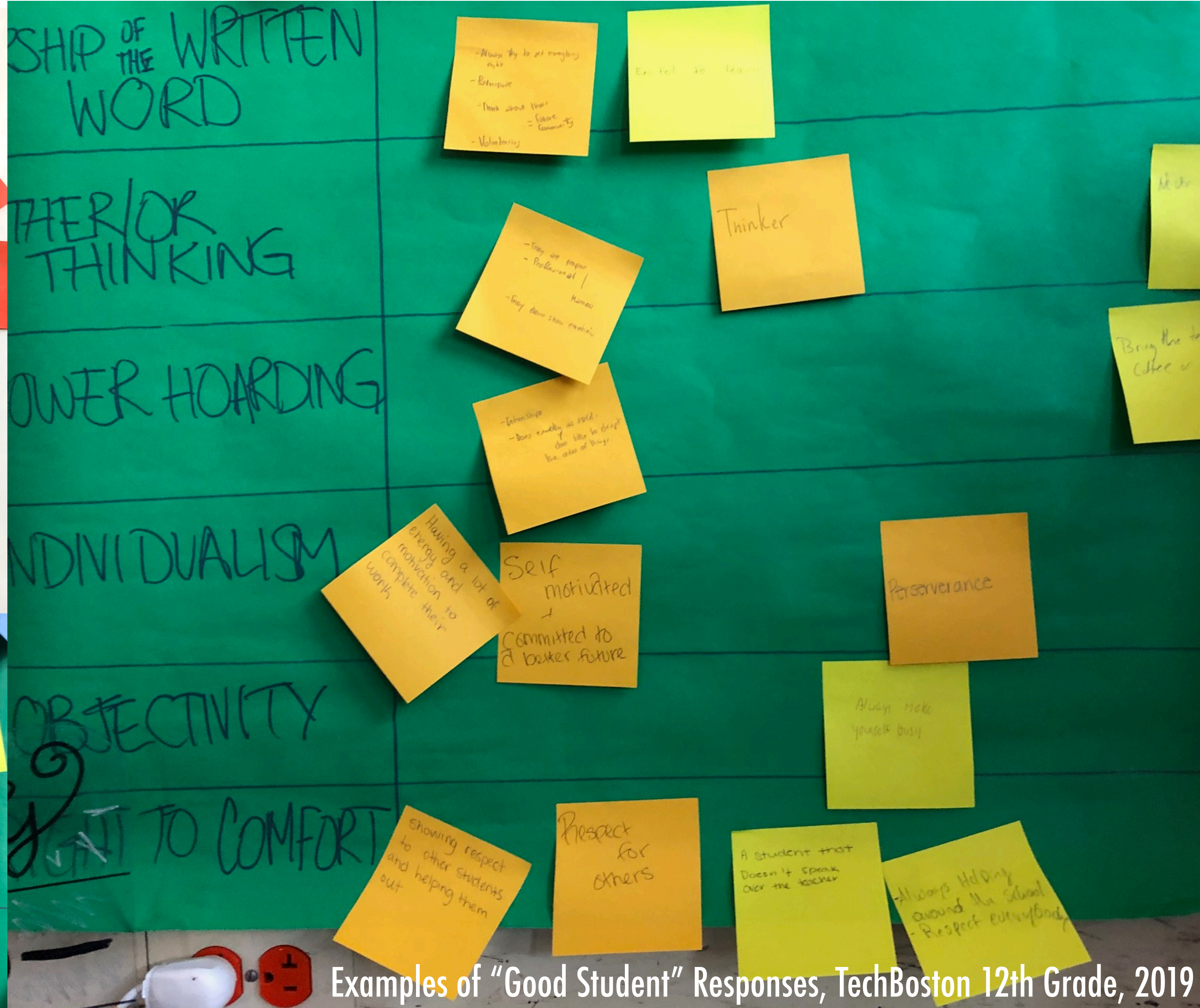
What does a good student look like?

Sound like?

Act like?

Feel like?





proposition - the school system is designed to reinforce white supremacy's aims & values



# THE "BAD" STUDENT: INTERACTIONS IN SCHOOL

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Aleah (Black female 12th grade student) and Mr. Thomas (White male math teacher) are in a study hall period.  
Aleah asks Mr. Thomas to purchase a t-shirt or sweatshirt for a fundraiser she is part of.

Mr. Thomas says, "That shirt is stupid."

Aleah: "Reparations are important! How can you say they are stupid?"

Mr. Thomas says, "You don't need reparations. No offense, but it's been 300 years since slavery.  
If you haven't gotten it together, you're lazy."

Aleah skips his class for the next week.

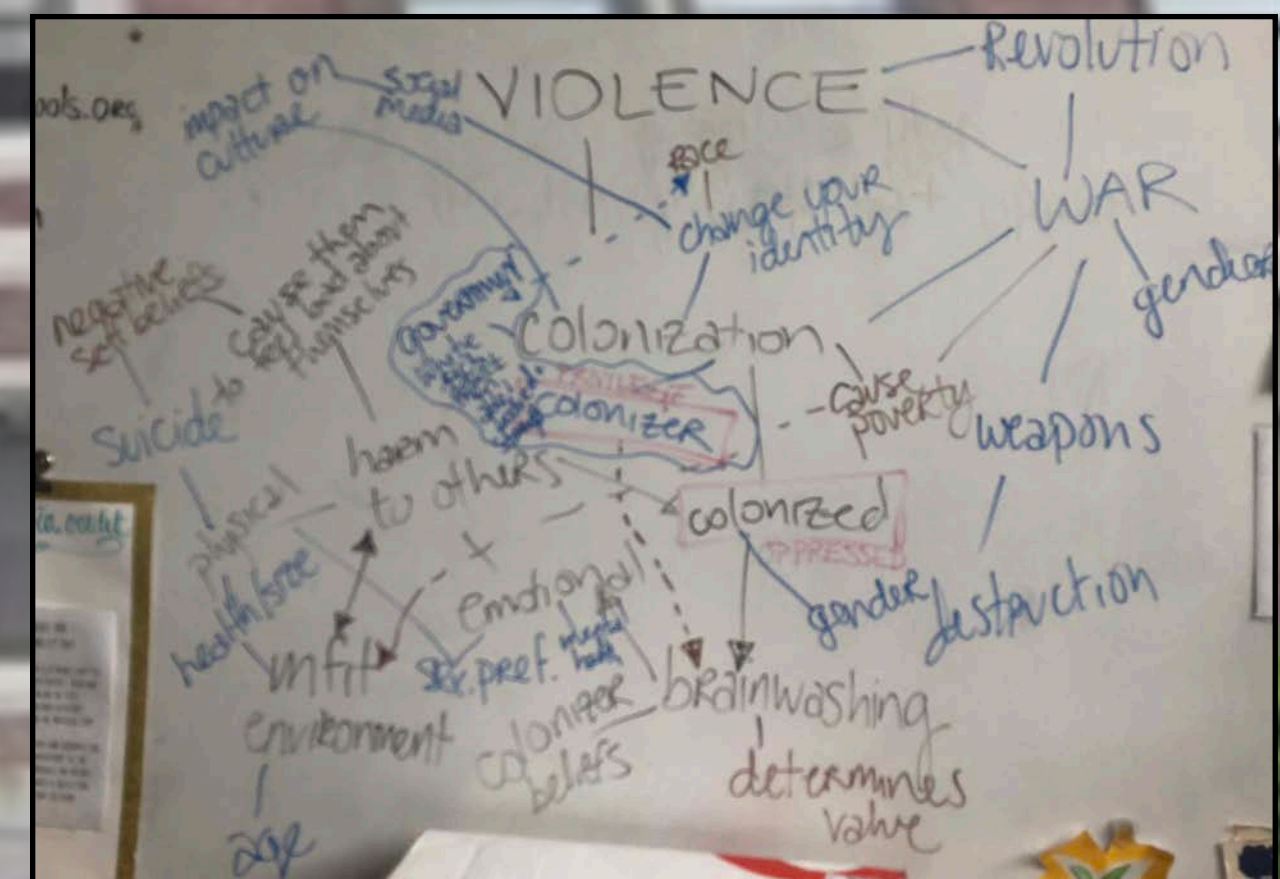
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**proposition - white teachers un/consciously act out white supremacy's values**





coloniality of power	in the U.S.A.
1. LAND	took land from Native own land government controls land
2. LABOR	forced labor: slavery min. wage jobs pay gaps (gender, race) child labor, prisoners
3. FINANCE	credit taxes rent bans debt education
4. AUTHORITY	police judiciary government regulations corporations + lobby prison schools
5. GENDER, ETHNICITY, RACE	ID forms / SSN space (bathrooms) census white as legal
6. KNOWLEDGE	history - books family schools (teachers) church Media



so, how do we center our understanding of the complex ways that power, oppression, and privilege play out in our institutions, interactions, and internal processes?









Racial Reconciliation Final Presentations, 2017

proposition: white people must undo white supremacy  
underlying proposition: it is always the responsibility of the  
privileged/oppressor group to undo the system of oppression



final proposition: it is only possible to undo racism  
if, and when, we are fully accountable  
towards one another



# CHOOSING A COURSE OF ACTION

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moving from propositions into tangible change



# (RE)VISIONING

take a traditional/normal/business as usual part of your work  
what are the aims? what and/or who do those aims serve?

constraint

first, if any of the  
aims are oppressive,  
change them

then, if any of the ways of communicating  
and doing the work are oppressive, how  
can you change those?

freedom



could the critical thinking aims of traditional analytical writing  
(which reinforces dominant oppressive structures)  
**be produced by student-designed artistic endeavors?**

The Raging War Between Race and Wea

Society has a reached a point in its development where  
maintain a positive image of itself by sweeping its dark undert  
it affects. Racism in America is ingrained in the country's hist  
because of its continued presence in this nation. It is something  
understand, however most people in the United States don't ac  
impact it has on crafting drastically different lifestyles. The di  
is an area that racism has seeped into and corrupted greatly, it  
validation in society seems so insurmountable if you're not wh  
presence in America because of various historical factors and  
Final 12th Product, 2018 against the things responsible.

12th Grade Students, 2019



Final 12th Product, 2019



AN EXAMPLE: ASSESSMENTS



BUT HOW CAN I (RE)VISION  
AN ENTIRE INSTITUTION?

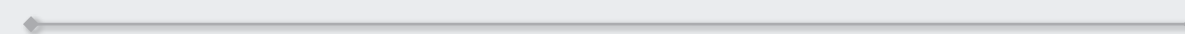




I RISK HAVING NO  
WIDER IMPACT



I RISK NULLIFYING IMPACT BECAUSE  
OF COMPETING VISIONS

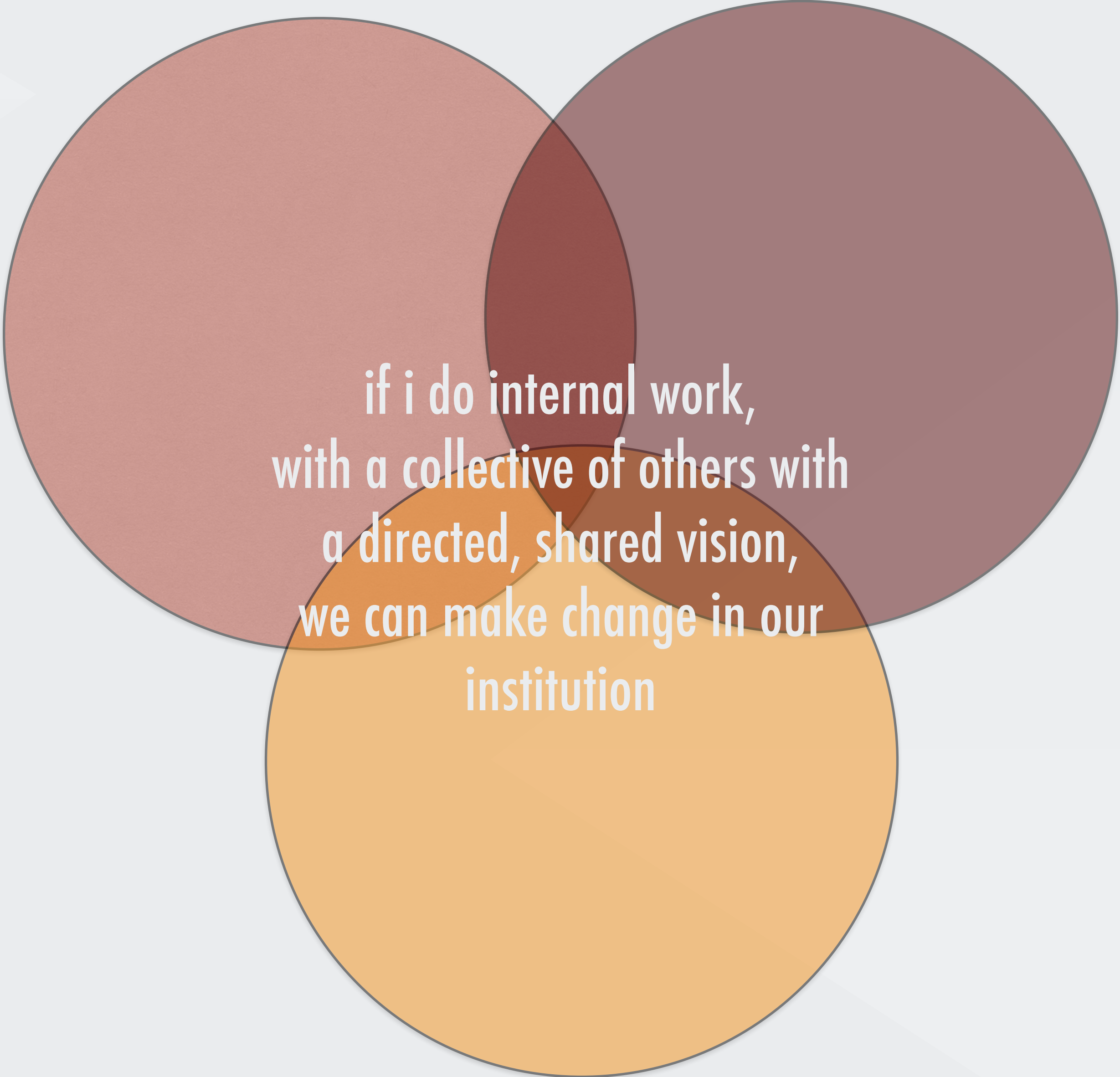


THE DILEMMA



I RISK NULLIFYING IMPACT  
BECAUSE THE  
INSTITUTION STOPS ME

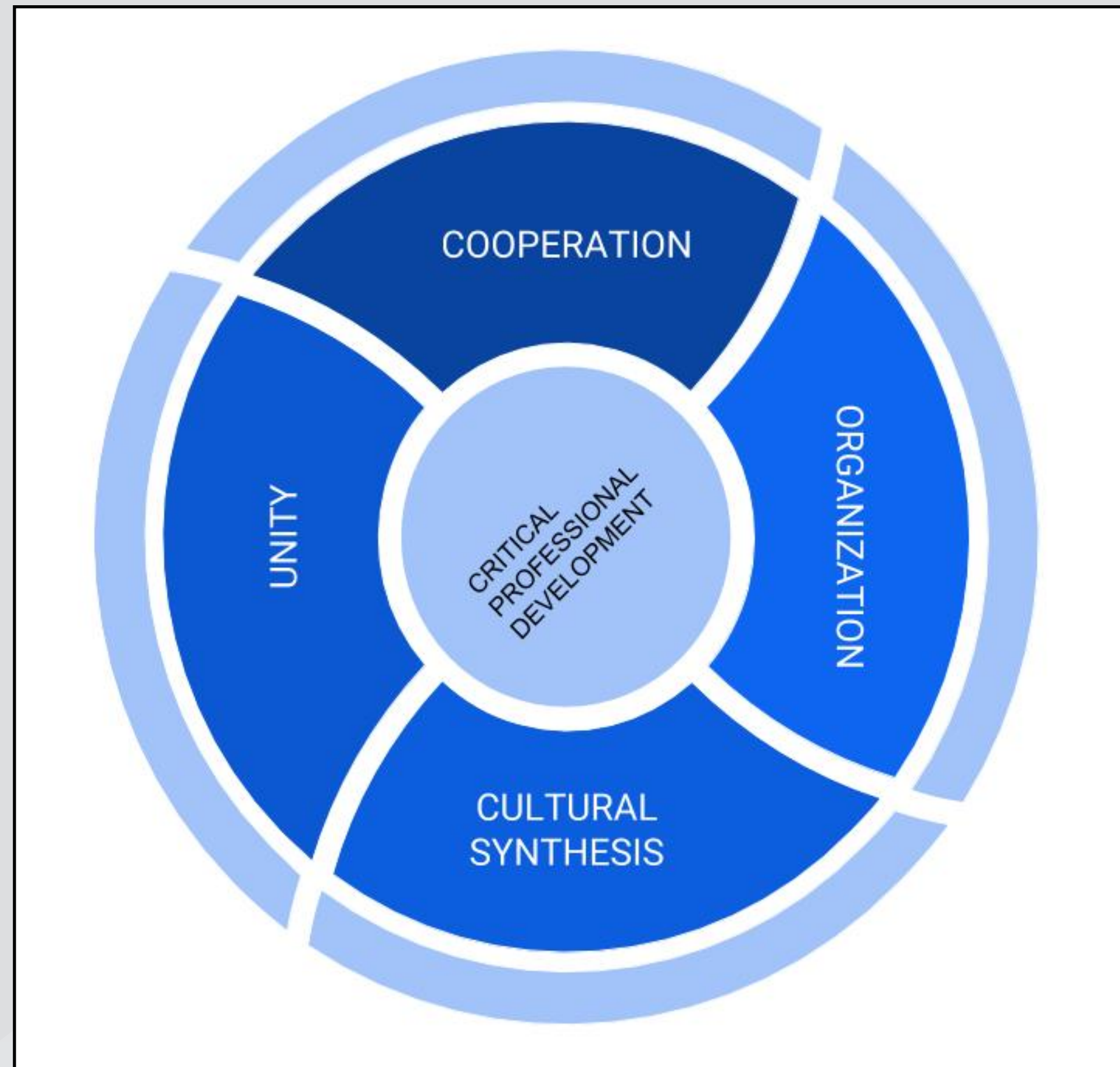




if i do internal work,  
with a collective of others with  
a directed, shared vision,  
we can make change in our  
institution



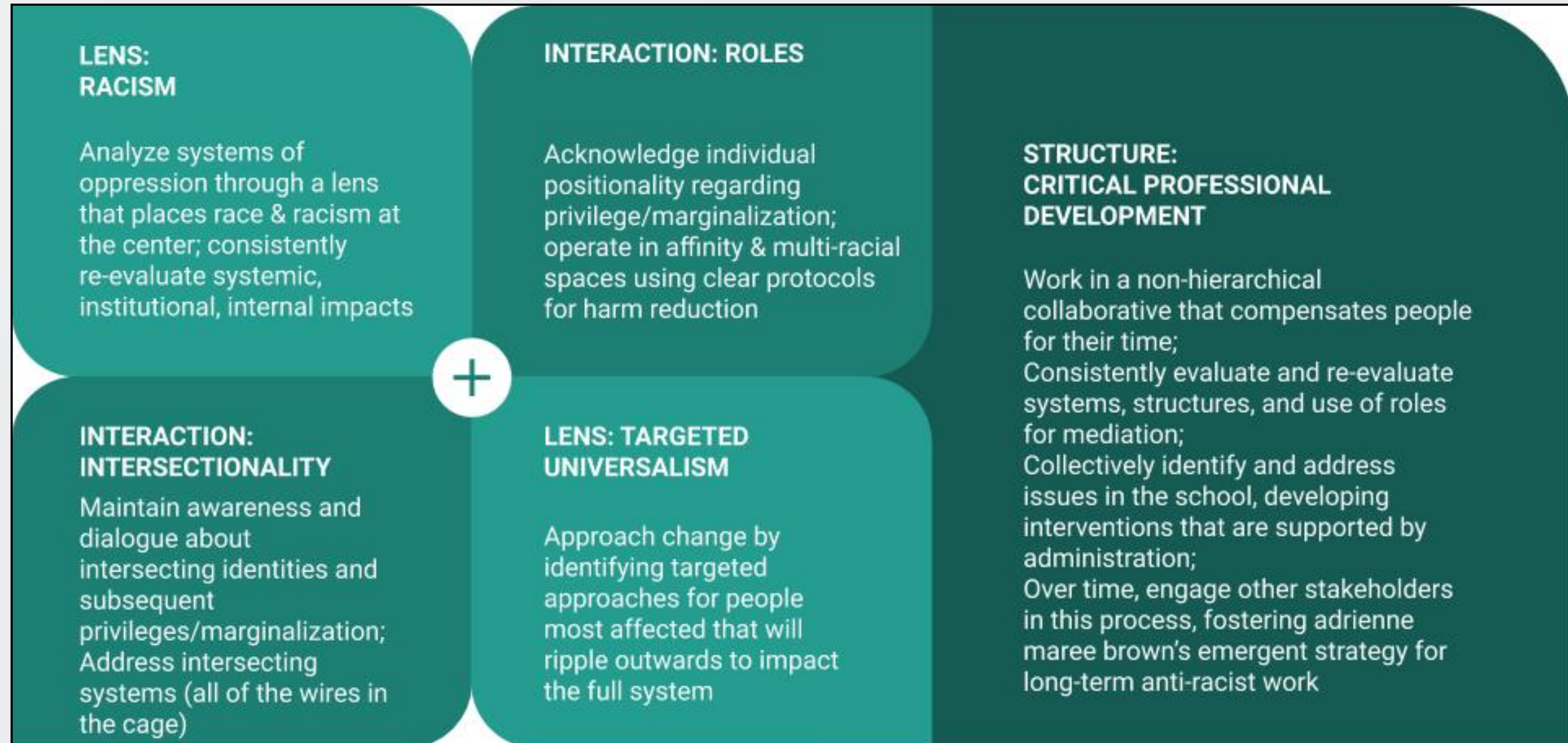
- Anti-hierarchical, dialogical model
- Collective effort towards social change
- Teacher-led & evaluated



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# CRITICAL PROFESSIONAL DEVELOPMENT: A NEW MODEL FOR TEACHER-LED CHANGE





# ANTI-RACIST INSTITUTIONAL CHANGE: PROPOSED MODEL



# (RE)VISIONING

traditionally, PD ends up serving the desires of the larger social systems.  
our collective has to see our objectives and possible pathways in a new way.

constraint

first, we have to set  
tangible, anti-racist  
(& intersectional)  
aims.

then, we have to make the ways we  
communicate and do that work anti-  
oppressive, reflexive, and dynamic.  
without leaving the institution.

freedom

Room 316, TechBoston, 2018

Room 316, TechBoston, 2018



# 2019-2020 PLAN







# THE SHIFTING LANDSCAPE

Rio Grande River, New Mexico, 2014





# QUESTIONS?

12th Grade Students, Providence, Rhode Island, 2018



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