

Unmasking Racism
in
Anti-Racism Education:



YOUTH MINISTRY

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AGENDA

- 1 Recap: Definitions and Qualifiers
- 2 Traditional Education Models
- 3 Qualifiers: Anti-racism Education Models
- 4 Locating/Engaging Models
- 5 Q&A and Closing Remarks

Racism:

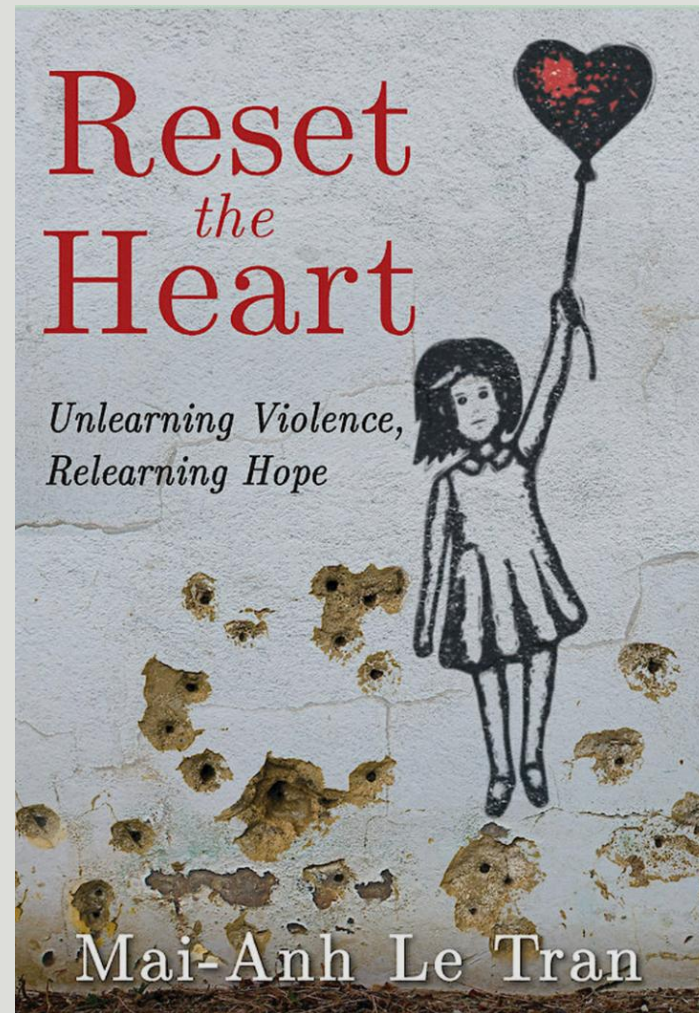
prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

- *Oxford Dictionary*

O1

**Definitions and
Qualifiers**

1. Violence



If violence is defined by the three characteristics presented earlier in this chapter—the erosion of essential vitality, rationalized by normalizing built-in logics, and delivered with potent force seen and unseen—then we might appreciate the severity of racism as a form of violence.

2. Superiority/Division

“It’s just the way we do things here”

3. Mis/Exclusionary Treatment

Does this activity/lesson/experience uplift everyone - every child?

01

**Definitions and
Qualifiers**



WIKIPEDIA
The Free Encyclopedia

What? (Content)

Traditional education, also known as **back-to-basics**, **conventional education** or **customary education**, refers to long-established customs that society has traditionally used in schools.

Why? (Context)

The primary purpose of traditional education is to continue passing on those skills, facts, and standards of moral and social conduct that adults consider to be necessary for the next generation's material advancement.

Who? (Function/Roles)

Teachers are the instruments by which this knowledge is communicated and these standards of behavior are enforced.

O2

Traditional Education Models

Traditional Learning Methods

Teacher-centered

Students are only learners

White leadership/governance

Banking methods and various colonized approaches

One-note (not intersectional)

Limited by extent of teacher's knowledge and beliefs

A la carte, palatable, comfortable

Politically, emotionally neutral

Textbook, academic based and supported

Examples:

- Listening
- Oral Recitation
- Testing
- “Banking”

****Separation by gender, class, ethnicity, perceived abilities**

O2

Traditional Education Models

Population Registration Act

No: 30 of 1950



Population Registration Act No. 30 of 1950

Definitions (xv): "white person" means a person who in appearance obviously is, or who is generally accepted as a white person, but does not include a person who, although in appearance obviously a white person, is generally accepted as a coloured person.

Definitions (x): "native" means a person who in fact is or is generally accepted as a member of any aboriginal race or tribe of Africa.

Definitions (iii): "coloured person" means a person who is not a white person or a native.

Section 5. (1)

Every person whose name is included in the register shall be classified by the Director as a white person, a coloured person or a native, as the case may be, and every coloured person and every native whose name is so included shall be classified by the Director according to the ethnic or other group to which he belongs.

Section 5. (2)

The Governor-General may by proclamation in the Gazette prescribe and define the ethnic or other groups into which coloured persons and natives shall be classified in terms of sub-section (1), and may in like manner amend or withdraw any such proclamation.

**Cape Town,
South Africa**

02

Traditional Education Models

**Robben Island
Cape Town,
South Africa**



6. DIFFERENCES BETWEEN B AND C DIETS:

B - Coloureds/Asiaties

C - Bantus

Mealie meal 6oz - breakfast

Mealie meal 12oz:

Breakfast - 6oz

Supper - 6oz

Bread: 4oz lunch & 4oz supper

Puzamandla - lunch

Fat: 1oz daily per person

Fat ½oz per person daily

Mealie rice or soap.

Mealies

Meat: 6oz per person

Meat 5oz per person

Jam/Syrup: 1oz per person daily

No jam/syrup

Sugar: 2oz

Sugar 1½oz

Coffee: Breakfast - ½oz
Supper ½oz

Coffee: breakfast ¼oz ½

02

**Traditional
Education Models**

Engaged Pedagogy

Students and teachers = interchangeable

Experience carries authority

World is our classroom

Multiple teaching strategies embraced

Intersectional

Authentic voices = wisdom

All or nothing

Hard truths in love

Culture and oppression considered in teaching methodologies

Routinely consider:

Where and how do these elements arise in your learning space?

What clear and tangible examples of each of these criteria can you consistently identify in the curriculum you design and/or implement in your context?

A large, bold, black number '3' is centered on a red rectangular background. The number is stylized with a thick stroke and a curved tail.

Qualifiers:
Anti-racism Education

holistic

~adjective ~ ho·lis·tic hō-'li-stik

relating to or concerned with wholes or with complete systems rather than with the analysis of, treatment of, or dissection into parts



**Lived experience,
leadership, roles,
image, lens,
advocacy, modeling
= holistic**

***Matthew 5:39 - “..do not resist the one who is evil.
But if anyone slaps you on the right cheek, turn to
him the other one also.”***

O3

**Qualifiers:
Anti-racism Education**

Models

- **Leadership - lay and clergy/rostered**
- **Mentors**
- **Community members**
- **Non-profit organizations (aligned in audience, work, urgency) - intersections**
- **Innovate and supplement - (current trend: minimization)**
- **Review other models for underrepresented people**
- **Create a checklist**
- **Curriculum writers**

O4

**Locating/Engaging
Models**

Questions?

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THANK YOU!