

Resisting the Label

Anti-Racist approaches to working with Black children and youth in education and beyond

Presented by Dr. Alana Butler

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Agenda

- Research background
- Existing research on labelling and racial bias
- Anti-racist approaches to working with Black youth

Research Background

- Research collaborator: *Can We Talk About Race?: Confronting Colour-Blindness in Early Childhood Settings*. SSHRC funded Ryerson study 2015-2016
- Doctoral Dissertation (2015): *A Comparative Case Study of Black student responses to diversity-related media at one U.S. and one Canadian university*. Cornell University.
- Researcher: Act for Youth, *Ethnic-Racial Identity Development in Youth*. Cornell University (2010-2011)
- Project Co-ordinator, Ryerson University, *Parenting Circles: Empowering Minority Parents to help their children succeed in school*. (2006-2007)

Everyday Labels



The Power of Labels: How does this relate to anti-oppression?



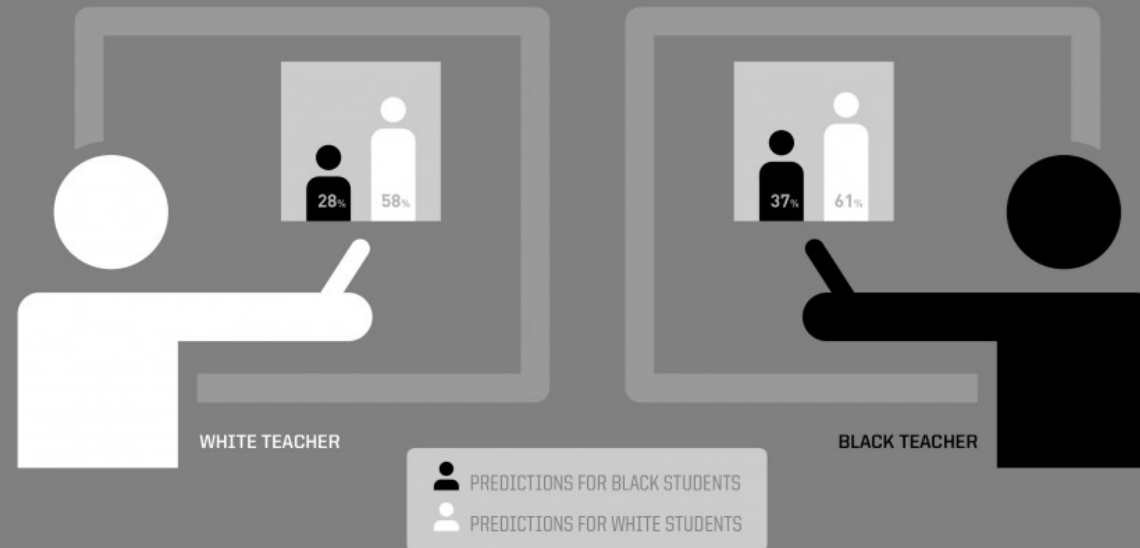
Source: Reinberg, S. (2008). Foods Taste Better With McDonald's Logo, Kids Say. Retrieved from <http://abcnews.go.com/Health/Healthday/story?id=4508191>

Racial stereotypes and Anti-Black Racism

- Racial Identity formation (Cross, 1978; Sellers, 1998; Tatum, 1997)
- Racial stereotyping (Omi and Winant, 1994; Dei, 1996)
- Anti-Black racism and Misogynoir (Bailey, 2010; Feagin, 2013; Gupta, 1996; Hyers, 2010; Wane, 2014)

TEACHER PREDICTIONS

HIGH SCHOOL STUDENTS WILL GET
A FOUR-YEAR COLLEGE DEGREE



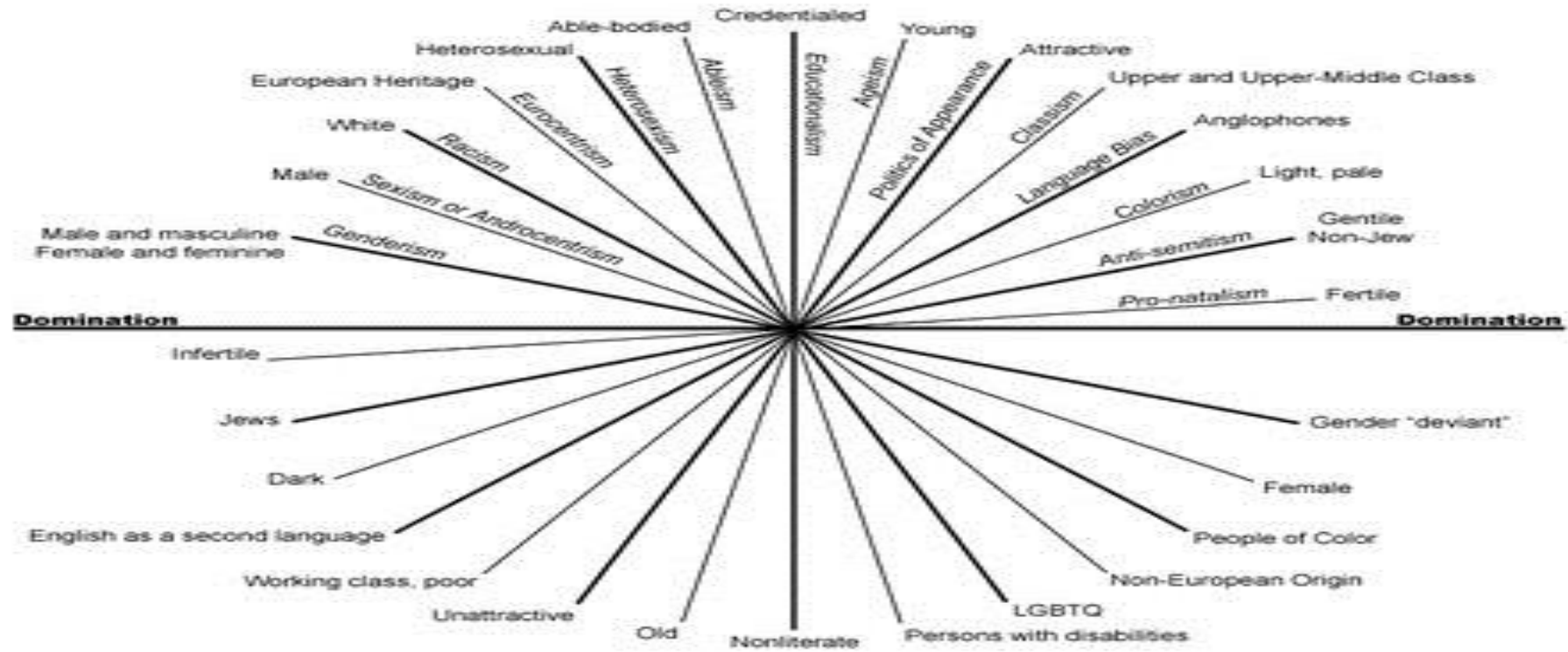
Rosey, & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. Holt, Rinehart and Winston.

Spiegel, A. (2012). Teachers' Expectations Can Influence How Students Perform. Retrieved from <http://www.npr.org/sections/health-shots/2012/09/18/161159263/teachers-expectations-can-influence-how-students-perform>

Anti-Racist Approaches: Intersectionality

Intersecting Axes of Privilege, Domination, and Opression

Adapted from Kathryn Faulstich Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality," *The Gender Question in Education: Theory, Pedagogy & Politics*, Ann Diller et al., Boulder, CO: Westview, 1996.



Anti-Racist Approaches

- Open dialogue about race
- Developing racial awareness
- Historical oppressions and anti-colonial thinking
- Challenging 'Whiteness' and White supremacy
- Everyday reflexive praxis for anti-racism

Discussion

- Questions?
- Discussion