UNDERSTANDING

ANTI-OPPRESSIVE PEDAGOGY

PRESENTED BY TONI MYERS, INTERIM DIRECTOR OF THE MRC
Changing oppression requires disruptive knowledge, not simply more knowledge.

Students need to learn that what is being learned can never tell the whole story, that there is always more to be sought out, and in particular, there is always diversity in a group, and that one story, lesson, or voice can never be representative of all.

It is not an end in itself, but a means toward the always-shifting end/goal of learning more.

THE STUDENT BODY

SCRIPPS STUDENTS

GENDER
At Scripps, common data set information does not reflect trans and non-binary students.

RACE/ETHNICITY
Using federally reported methods, Scripps’ student body shows consistent growth in Latinx and API populations.

FIRST-GENERATION
Roughly 9% of students at Scripps identify as the first in their family to attend college.
WHAT IS ANTI-OPPRESSIVE PEDAGOGY

STUDENT REALITIES AMID OPPRESSION

SKYLAR DOE

Chooses to resist dominant values and norms of school
Has hidden injuries and trauma such as the psychological harm of internalized stereotypes

JADE DOE

Choose to hyper perform in academic, extracurricular, and social activities
May struggle with depression, anxiety, and may need care

How do we meet their needs?
OPPORTUNITIES FOR

REFLECTION

• What are some of your best practices when supporting historically disenfranchised students?

• What kinds of support or professional development might you need to become a better advocate?

• How have you created an inclusive environment in your classroom?

• Can you identify colleagues who can serve as thought partners or models in creating inclusive curriculum and classroom spaces?
ANTI-OPPRESSIVE PEDAGOGY

Spaces are:
- safe
- affirming
- therapeutic
- supportive
- empowering
- culturally-relevant

Curriculum includes:
- Integration of multiple identities
- Goal is disruption, dissatisfaction, and the desire for more change.

Students need to be able to:
- recognize
- understand
- critique current social inequities.

Learning promotes:
- Self-reflexivity and the change of the individual
- Not think like this, but think differently.

EDUCATION FOR THE OTHER

EDUCATION ABOUT THE OTHER

CRITICAL OF PRIVILEGING AND OTHERING

CHANGES STUDENTS AND SOCIETY
WHAT FACULTY CAN DO

• Developmental advising and helping students learn through crisis
• Recognize diversity among students
• Understand that identities are fluid
• Acknowledge that oppression is situated
• Look to the margins to find students who are being missed and needs that have yet to be articulated
BEST PRACTICES

WHAT FACULTY CAN DO

EDUCATION ABOUT THE OTHER

- Reject harmful discourses
- **Include** specific units and **integrate** *Otherness* throughout curriculum
- Don’t tokenize students to “fill a gap”
- Lessons about the “Other” are catalysts and resources for students to learn more

**Example:**

Instead of “What does this novel tell us about Native Hawaiians?” Ask, “How can this novel be **used to learn more about** Native Hawaiians, or racism/settler colonialism in Hawaii, or about Native Hawaiians in the mainstream-U.S. imagination?”
WHAT FACULTY CAN DO

BEST PRACTICES

EDUCATION THAT IS CRITICAL OF PRIVILEGING AND OTHERING

• Advocate for critique and transformation of hegemonic structures

• Help students recognize both the privilege of certain identities (including their own) and the processes of normalizing and othering (in which they are complicit)

• Aim for **effect** rather than understanding; have students engage and relate analysis of critical theory to their own lives
WHAT FACULTY CAN DO

BEST PRACTICES

EDUCATION THAT CHANGES STUDENTS AND SOCIETY

• Realize the "problem" is not just a lack of knowledge, but a psychic resistance to knowledge (Luhmann, 1998)

• Seek to inspire disruptive, different knowledges

• Encourage students to look beyond what is known

• Inspire students to ask, "What is not being said?"

• Provide a space in curriculum for students to work through crisis

• Understand the paradoxical condition of learning and unlearning (Kumashiro, 1999a)
The aspect of oppression that we need to work against is the repetition of sameness… Although we do not want to be (the same), we also do not want to be better; rather, we want to *constantly become*, we want difference, change, newness.

(Kumashiro, 2000)
TURN OFF YOUR CELL!
TURN OFF YOUR TELEVISION!

MAKE CHANGE NOW

NO BLOOD FOR OIL!
QUESTIONS FOR DISCUSSION

• What **awesome things** are you doing to support historically disenfranchised (HD) students at Scripps?

• What do you want your students to learn as a result of their educational experience?

• What are the **needs** of HD student populations at Scripps?

• What aren’t we doing to support HD students at Scripps? What can be improved?
RESOURCES

• Black Lives Matter syllabus
• Pulse Orlando syllabus
• Charleston syllabus
• Ferguson syllabus
• “Toward a Theory of Anti-Oppressive Education”
• Renewing Alliances in Troubled Times