



MINORITY STUDENT ACHIEVEMENT NETWORK

Minority Student Achievement Network



DEEPER *the* **ROOTS**

STRONGER *the* **TREE**

Roots,
Routes and Race:
Enacting Liberatory
Consciousness
in Schools

Barbara Love

Greetings

Barbara J. Love

Living White Privilege At ARHS

Printed in The Graphic

...I situate myself in front of my locker and do some homework until the bell rings. No one asks me where I should be...I don't have to worry about being late or --- giving me a hard time....Why should I. I am a ...white, female intelligent looking student...I have nothing to worry about.....

Desite my history of showing up and leaving, I got an A in gym last semester.....

So next time several kids trickle into the library without a pass, and only the black kid is given a hard time, stop to think.....

Changes needed:

1. Change the paradigm
2. Change the questions
3. Change the focus
4. Change the language
5. Change “Foundational Assumptions”

People
Of the
Global
Majority

Europe
9.94% of the total world population
7 percent of the world's landmass
www.nationalgeographic.org/encyclopedia/continent/



PGM

- The peoples of Africa, Asia, and the Indigenous People of the Americas are over 90 percent of the global population.
- The lands occupied by these people constitutes over 90 percent of global land mass.

Changes needed:

1. Change the paradigm
2. Change the questions
3. Change the focus
4. Change the language
5. *Change the Foundational Assumptions*

Change Foundational Assumptions

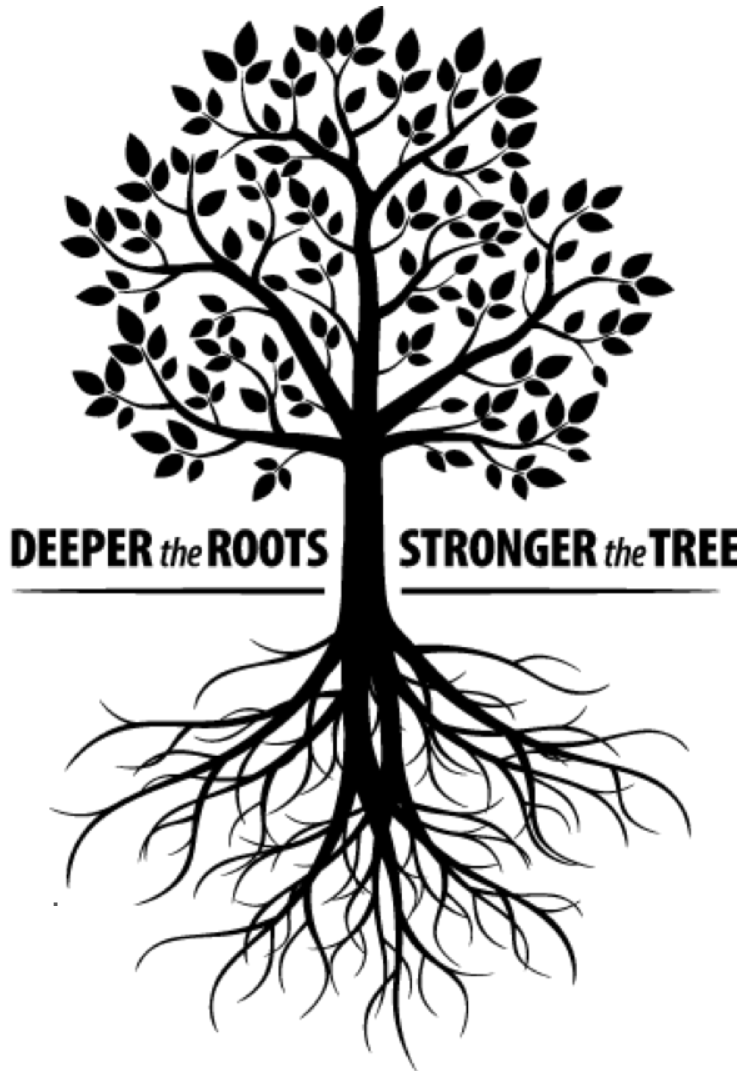
- That something about Students of the Global Majority need to be fixed
- That systems designed to serve the goals and aspirations of white male christian, people can be equally effective in meeting the goals and aspirations of all other people.
- That curriculum that worked for white heterosexual christian men can be equally effective meeting the needs of all other people.

Disparities persist:

- in educational achievement
- in disproportionate disciplinary practices
- disproportionate expulsion
- in participation in AP courses
- on the honor roll
- in algebra and trigonometry

**You
Students of
the Global Majority
must be in charge**

~



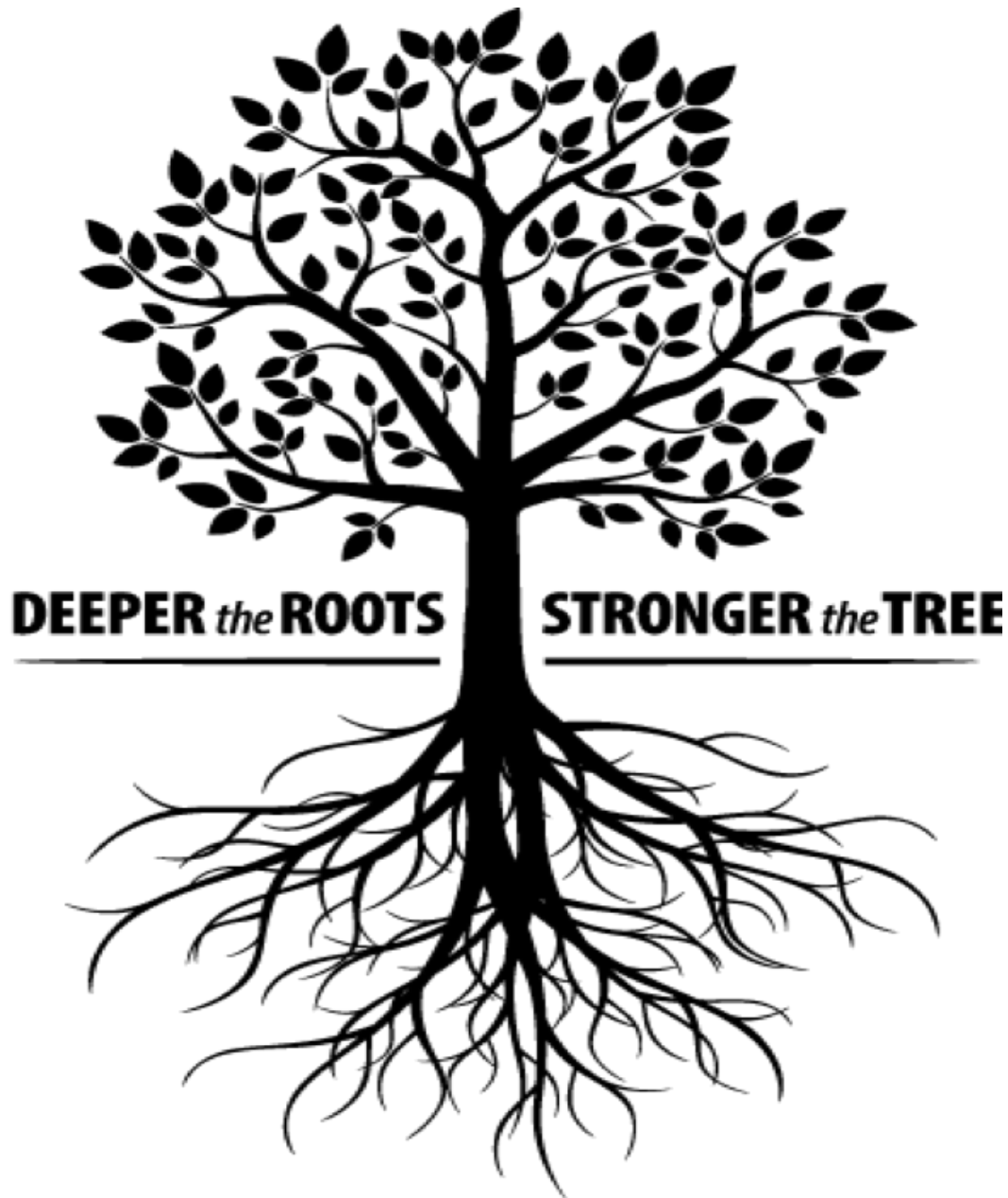
Roots
Routes
and Race:
~
Liberatory
Consciousness



DEEPER *the* **ROOTS**

STRONGER *the* **TREE**





Tell someone
3 things
about your
roots.



What kind of Asian are you?

<https://youtu.be/DWynJkN5HbQ>



Routes

route.

/rōt,rout/.

Noun

plural noun: **routes**

1. a way or course taken in getting from a starting point to a destination.
2. "the most direct route is via Los Angeles".



Stony the road we trod

Bitter the chastening rod

Felt in the days when

hope unborn had died

Yet with a steady beat

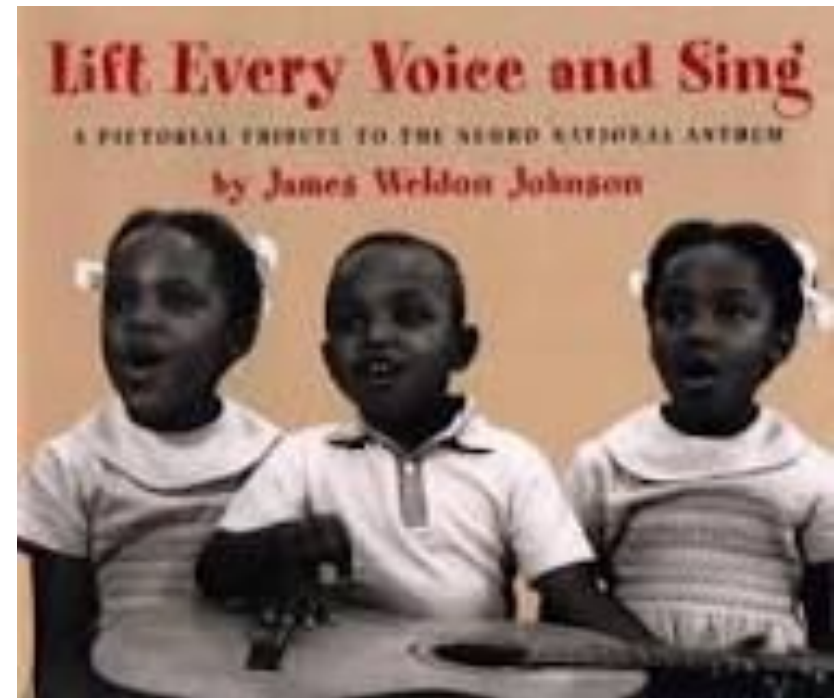
Have not our weary feet,

come to the place...

We have come

Over a way that with tears has been watered

We have come, treading a path...



Routes

Know
your
route.

Map it out!

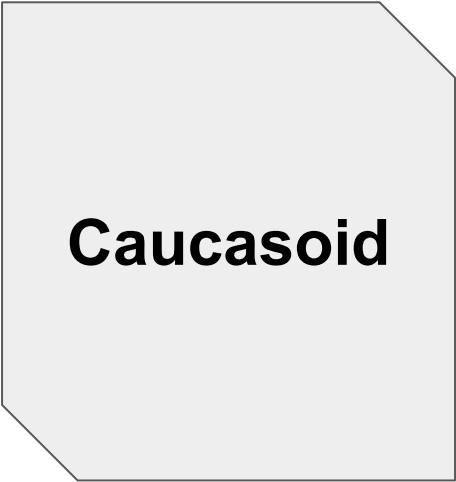


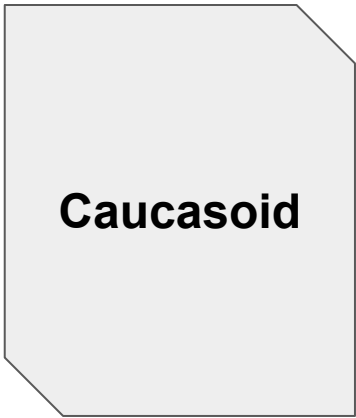
Race

1. As a concept, did not exist prior to the 16th century
2. There is no scientific biological basis for the idea of race.
3. Race is a sociological construction.
4. Designed to provide a construct from which to allocate privilege and opportunity

The Ideology of Racial Difference

And the invention of racism





The Ideology of Racial Difference

Observable physical difference

1. Skin color
2. Hair texture
3. Body size
4. Body shape
5. Facial features
 - a. Lips
 - b. Nose
 - c. Eye shape
 - d. Eyelid

Assignment of character traits

1. Intelligence
2. Morality
3. Cleanliness
4. Goodness
5. Thriftiness
6. Work habits
7. Ability to persist
8. Beauty

White people were invented in 1790

The Naturalization Act of 1790, decreed that only a foreigner who was a “free white person” could become a citizen —

laying the foundation for the 1882 act that barred laborers from China -later expanded to encompass other parts of Asia- from becoming citizens.

Reason for the invention of “white people”

To distinguish between which people could receive which privileges and opportunities, such as the right to:

1. testify in court
2. serve in the militia
3. own property
4. to vote
5. be a citizen
6. be elected to public office

In contemporary schooling, race and whiteness still determines:

1. AP class participation
2. Algebra and trigonometry class participation
3. Suspension rates
4. Special education participation rates
5. Drop-out and graduation rates
6. College attendance rates

How Racial Inequality Thrives in Good Schools

“... race ...

shapes how those

routines are actually

performed, and that's how

inequality gets into the system

and is reproduced.”

AMANDA E. LEWIS & JOHN B. DIAMOND



Race functions in
2018

just as it was designed
to function in
1790

Enacting a Liberatory Consciousness

Awareness	
Analysis	
Action	
Accountability/ allyship	
Adapted from B. Love, <i>Developing a Liberatory Consciousness</i>	

Learning to notice

An Awareness Test

<https://youtu.be/Ahg6qcgoy4>

Enacting Liberatory Consciousness

Taking action: How many of you will be willing to ask a teacher or administrator:

1. To find ways to encourage PGm students at your school?
2. Find ways to show PGM students that you believe in their academic ability.
3. Encourage PGm students to use their thinking skills.
4. Figure out ways to help PGM students to excel.



Infinity Stones

1. **Space Stone**- blue cube (known as the Tesseract) - houses unlimited renewable energy
2. **Mind Stone:** yellow - create superhumans by unlocking their minds to hidden abilities.
3. **Reality Stone:** ruby-red -can increase the host's strength; and can help convert matter
4. **Power Stone:** Purple carries enough power to wipe out a planet; increased strength and durability tenfold.
5. **Time Stone:** green-tinged necklace known as the Eye of Agamotto manipulate time to the user's will. Fast, slow, rewind,
6. **Soul Stone:** is orange

Old Woman In A Village

MSAN Readings

https://drive.google.com/file/d/1Ik-pLVDMzQ-cRro_d7ArA0FpBBdyntlq/view