

Syllabus Section: Course Vision Statement & Teaching Philosophy

Anti-Racist Course Vision Statement

Shares your priorities as an anti-racist instructor

Highlights key values or agreements to cultivate anti-racist learning, for you and for your students

Points to the future – what will this anti-racist learning experience look and feel like by the end?

Anti-Racist Teaching Philosophy

Introduces your teaching beliefs and practices as an anti-racist educator

Identifies student and instructor goals for learning about anti-racism during the course

Offers a narrative about what students may expect in the process

Includes concrete examples of how you will enact anti-racist and inclusive beliefs in your classroom

Course Vision Statement

- Link the course topic to your vision the class will seek to deconstruct disciplinary bias views, advance anti-racist perspectives on the subject
- Utilize inclusive and positive language
- Find and display (orally, visually -images, written language, etc.) contributions by individuals historically not represented in the subject (e.g., Black & Hispanic contributors)
- **Content Focused** – what the content will do; what the instructor will teach
- **Learning Focused** – what you (the student) will learn and do; what we (the class and instructor) will do; what will help you (the student) to be successful
 - Emphasizes the realistic aspects of learning and participating in the course

Teaching Philosophy

- **Acknowledge everyone's experience in education are not the same based on aspects of their identity (e.g., race, socioeconomic status, disability, etc.)**
- **Consider your flexibility as an individual and as an instructor**
 - How will engagement happen?
 - What support you will provide to assist student learning and student success?
- **Acknowledge you (as the instructor) are a work in progress when learning to be anti-racist and to teach in a way that is anti-racist**
 - May include a personal introduction that shares your position with regard to privileges and oppression (based on race and other aspects of identity), education with regard to learning principles taught to you (we teach how we were taught), and can come in various forms (oral, video, written, etc.)

Drafting Your Anti-Racist, Inclusive Teaching Philosophy

Six (thought provoking) questions to consider with regard to course vision and teaching philosophy when creating anti-racist statements

Question 1: Does your vision directly or indirectly link to your course statement?

Question 2: Does your course vision statement exhibit language that is both positive and inclusive?

Question 3: Do contributions of course materials come from a diverse perspective of members within our society?

Question 4: What is your focus when writing your course vision statement? Are you focused on content or the learner?

Question 5: Is your teaching philosophy general in the sense that all individuals from various backgrounds can clearly understand, but specific in the sense that you are clear about your aspirations as a teacher?

- Does your teaching philosophy leave room for individuals to interrupt based on their own experiences?

Question 6: Does your teaching philosophy include an aspect of yourself? Do you express your own experiences (personal and/or educational) that helps guide in the process of you teaching in a way that is anti-racist?

Please also check out the additional resource listed on the next page

7 Questions to Consider When Creating an Anti-Racist Statement

Following the guidelines published at:

<https://cae.appstate.edu/inclusive-excellence/sample-syllabi-statements>

1. What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
2. What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
3. What positive learning outcomes can come from respecting difference in the classroom? How can you highlight these?
4. What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
5. Is your statement inclusive of different types of diversity, including, but not limited to: race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
6. Which campus resources would you like to direct your students to for further support?
7. What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

Course Vision & Teaching Philosophy Worksheet

Course Vision Writing Prompts:

1. *What do you need as an **instructor** to design an anti-racist, inclusive learning experience for all? What tools, feedback and support could help you learn how to do this?*

2. *What do your **students** need to have an anti-racist, inclusive learning experience? What tools, feedback and support will help them succeed as individuals and as a learning community? How will I get their input and feedback to answer these questions?*

Teaching Philosophy Writing Prompts:

1. *What methods of inquiry or standards of excellence has my field traditionally promoted? What important contributions to my discipline have been excluded or devalued? Whose voices are missing from the canon? e.g. non-disabled or white bodies as 'ideal'; devaluing participatory action research; low status/funding for science research that benefits BIPOC; definitions of brilliance, morality or mastery that are culturally biased; etc.*

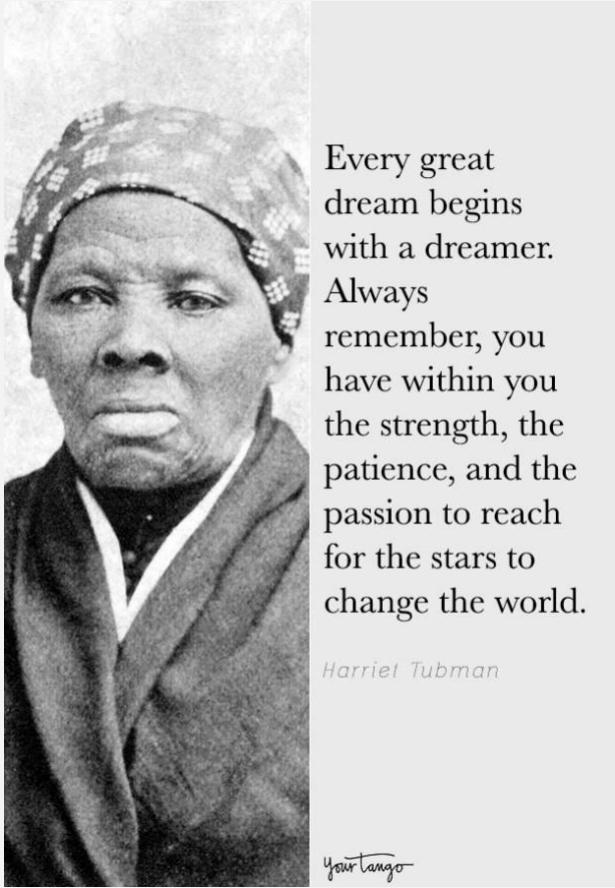
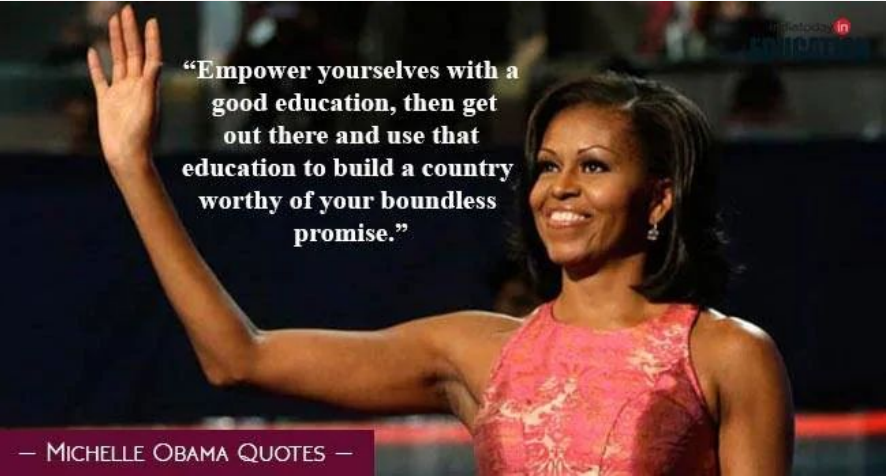
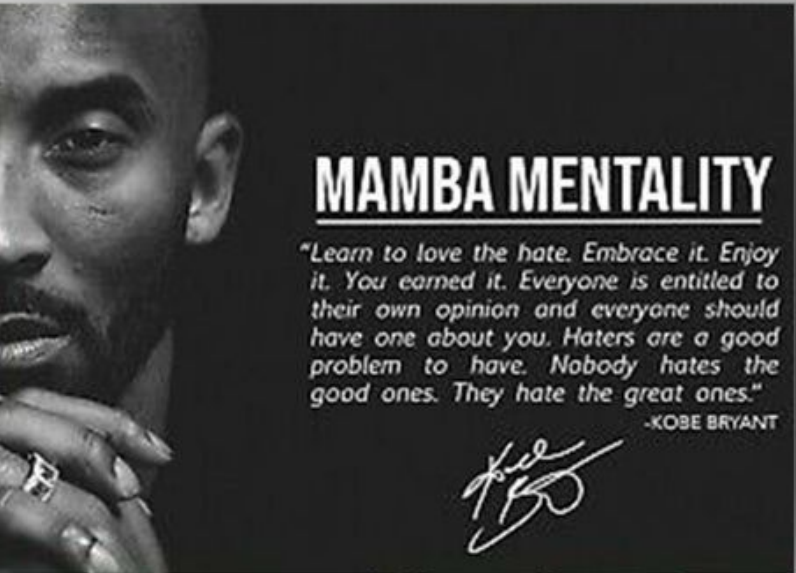
2. *How will students come to see themselves as insiders instead of outsiders to my field? How could I invite and incorporate students' input into the form and content of my course material?*

Course Vision & Teaching Philosophy Worksheet

1. Course Vision	
Select 3-5 anti-racist, inclusive values or agreements to build your course e.g., intersectionality, trust, respectful communication, constructive conflict, decenter whiteness, empower students to teach, etc.	
INSTRUCTOR (examples below)	STUDENT (examples below)
Value #1 - decenter whiteness Center BIPOC perspectives in topics/units; invite guest artists from non-Euro cultures;	Value #1 - decenter whiteness Include diverse personal experiences in assigns; interview elders for insight to subject;
Value #2 - constructive conflict Build upon agreements for respectful communication; encourage and reinforce that you welcome debate with instructor;	Value #2 - constructive conflict Personal attacks are addressed immediately; instructor does not take sides; 'quiet' students have oppty to give written input (chat, DiscBd)
Value #3 - intersectionality Highlight work by those who innovate based on intersectional POV in their work; create assignments that name and invite iPOV; peer feedback on assignments;	Value #3 - intersectionality Student input to subject matter is implemented; models for peer feedback are created collaboratively; interact w BIPOC/iPOV professionals
Value #4 - teach Use inclusive and positive language during individuals and group interactions; embrace teachable moments where you can deconstruct bias perspectives on a disciplinary topic;	Value #4 - teach Understand sensitive topics are discussed and respectful discussions/debates can and do take place as peers' come from various backgrounds and all can learn from one another's experiences; small/large group peer teaching opportunities on specific topics; partner reciprocal assignments are provided;
Value #5 - empower students to teach Lead by example see teach and constructive conflict above); encourage students to experiment with content learned in their home environment with family and friends; provide a variety of methods of learning for students to better gather the information (lecture, hands-on activities, inside and outside assignments to supplement the textbook);	Value #5 - empower students to teach Preparation and execution of assignments as leaders or co-leaders; being allowed to submit drafts of ideas or assignments; student written reflection assignments based on them taking the lead in specific topics of the course; student oral presentations (small or large group format);
Other values	

Quotes from Black figures

Angela Bassett: "Don't settle for average. Bring your best to the moment. Then, whether it fails or succeeds, at least you know you gave all you had. We need to live the best that's in us"



Quotes from Black figures

