



Melissa K. Prescott
 Associate Professor &
 Research Librarian
 St. Cloud State University
 St. Cloud, MN 56301
 mkprescott@stcloudstate.edu

Key terms:

Antiracist pedagogy: Combines multicultural education and critical pedagogy to “explain and counteract the persistence and impact of racism using praxis as its focus to promote social justice for the creation of a democratic society in every respect.” (Blakeney, 119)

Social location: The complex intersection of our individual experiences of power and oppression including race, ethnicity, class, gender, sexual orientation, ability, religion, national origin, etc.

Antiracist Pedagogy in the Information Literacy Classroom: Techniques to Foster Transformative Learning

Within our current political climate, issues of institutional and systemic racism are being acknowledged and discussed with increasing frequency in mainstream outlets. This growing attention gives instruction librarians a critical opportunity to apply antiracist pedagogy to both address issues of power and privilege in information production and access, and to validate the individual experiences of our students.

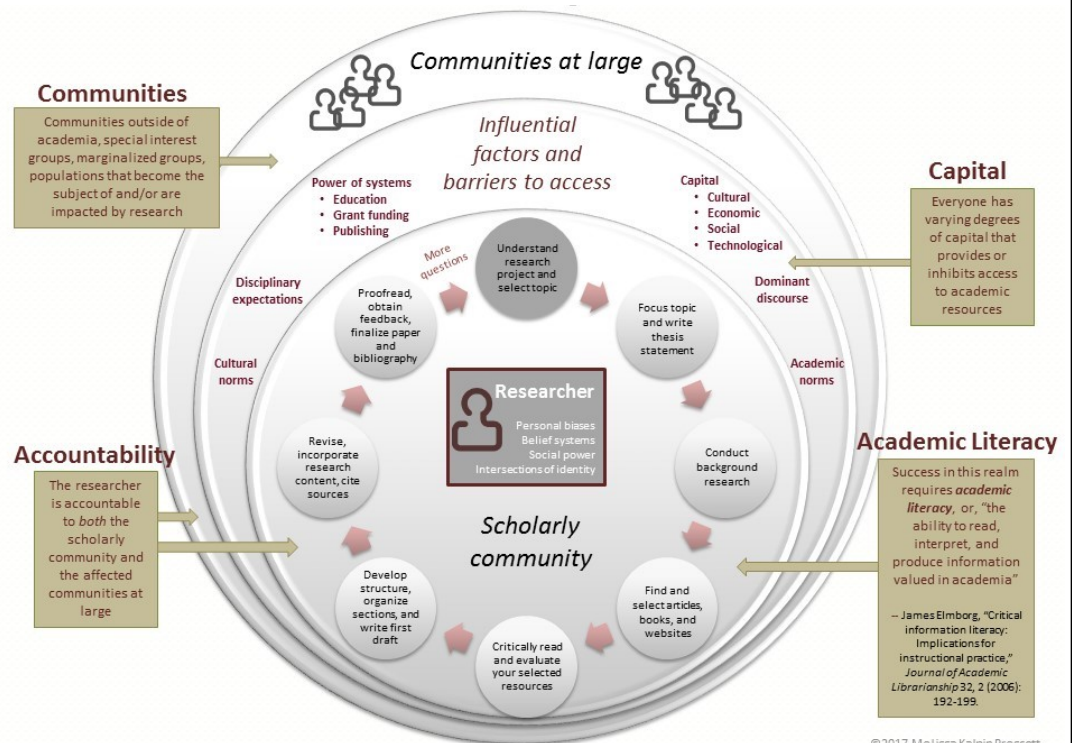
Topics and Ideas for Applying Antiracist Pedagogy to:

Course Content

Classroom Community

Campus Organizing

Research Process Through a Critical Lens:



Critical Reflection and Personal Commitment

Questions to consider before instruction

1. How will I encourage community building in the classroom?
2. How will I be mindful of the ways power and privilege impact my teaching?
3. What anti-racist pedagogy method(s) will I use?
 - Highlight diverse voices and research methods that are accountable to communities of color
 - Challenge “authority” in information sources (i.e. popular vs. scholarly)
 - Examine information accessibility issues based on forms of capital (i.e. social, cultural, economic)
 - Reflect on personal or disciplinary bias toward dominant views
 - Other (describe)
4. How will I implement the anti-racist pedagogy method(s)? What specific curricular changes will I make?
5. What kind of resistance might I face in the class and how should I respond?
6. Other:

Questions to consider after instruction

1. How effective was the antiracist pedagogy method(s)? How did the students demonstrate their engagement or disengagement during the class?
2. In what ways did my social location affect the learning environment within the class? Was I aware of this during the class and if so, how did or didn't I address it?
3. How was white privilege present in the class? How did I or why didn't I, acknowledge or respond to it?
4. What is one thing I will try differently the next time I teach this (or a similar) class?
5. What did I learn about myself that can help improve my efforts toward antiracism?
6. Other:

Prescott, Melissa Kalpin. “Using Personal Reflection to Incorporate Antiracist Pedagogy in Library Instruction,” in *Critical Library Pedagogy Handbook*, vol. 1, edited by Kelly McElroy and Nicole Pagowsky, 217-21. Chicago: ACRL Press, 2016.

Further Reading

Blakeney, Alda M. “Antiracist Pedagogy: Definition, Theory, and Professional Development,” *Journal of Curriculum and Pedagogy* 2, no. 1 (2005): 119-32.

DiAngelo, Robin. *What Does It Mean to Be White? Developing White Racial Literacy*. New York: Peter Lang, 2012.

Helms, Janet E. *Black and White Racial Identity: Theory, Research, and Practice*. New York: Greenwood, 1990.

Kishimoto, Kyoko. “Antiracist Pedagogy: From Faculty’s Self-Reflection to Organizing Within and Beyond the Classroom,” *Race Ethnicity and Education* (2006), doi: 10.1080/13613324.2016.1248824

Luft, Rachel E. “Intersectionality and the Risk of Flattening Difference: Gender and Race Logics, and the Strategic Use of Antiracist Singularity.” In *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender*, edited by Michele Tracy Berger and Kathleen Guidroz, 100-15. Chapel Hill: University of North Carolina Press, 2009.

Tatum, Beverly Daniel. “Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations about Race. New