



ROBIN DIANGELO

On Racism and Whiteness

2014

VIDEO DISCUSSION GUIDE

In this episode, Dr. Robin DiAngelo discusses the field of whiteness studies and the relationship between laws as the social contract, and the responsibilities of educators to prepare young people to advocate for social justice.

keywords: racism, whiteness, white supremacy, social justice education, school to prison pipeline, teacher education, identity, human rights education

Discussion questions

- 1) What are the impacts of a teaching force that is lacking in diversity? For white students? For Indigenous students? For visible minority students? For white teachers? For Indigenous teachers? For visible minority teachers? For society, more broadly?
- 2) In what ways are education and law institutions that reproduce social inequalities?
- 3) What can teachers do to alter the school to prison pipeline?
- 4) Read The Drawbridge Exercise (https://www.dso.ufl.edu/documents/nsfp/Drawbridge_Activity.pdf) and consider the implications of each ranking of responsibility. Create a modern day scenario that points to a similar interplay of assumptions about institutions, individuals, social groups, power, rules, values, and norms.
- 5) How are inequality and racism rendered invisible? What can teachers do to render them more visible for their students?

Further reading

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston, MA: Beacon Press.

Di Angelo, R. (2021). *Nice racism: How progressive white people perpetuate racial harm*. Boston, MA: Beacon Press.

Gebhard, A. (2012). Pipeline to prison: How schools shape a future of incarceration for Indigenous youth. *Briarpatch Magazine*, September/October 2012. Retrieved from <http://briarpatchmagazine.com/articles/view/pipeline-to-prison>

Sensoy, Ö., & DiAngelo, R. (2012). *Is everybody really equal?: An introduction to key concepts in social justice education* (2nd ed.). New York: Teachers College Press.

Sensoy, Ö., & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy in Education*, 2(1).