

# How To Be An Antiracist by Ibram X. Kendi

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# Agenda



1. Overview of The Book
  2. Group's Perspectives
  3. Views on Multicultural Ed with Connection to Gibson's theory
  4. Views on Multiculturalism
  5. Applying Kendi to Structural Barriers in Education
  6. Questions Posed to The Author
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# Overview of the book

- Dr. Kendi defines and explores the development of racism and antiracism, as well as their intersections with color, class, culture, geography, gender, and sexuality.
- Draws upon frameworks from history, law, sociology, ethics, and science to examine the development of racist and anti racist ideas.
- Explores each concept by showing how it has played out in his personal identity journey to root these academic ideas in lived experience.



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# Group's Perspectives

- Core of racism: power and self-interest drives ideas
  - It is the cause and effect relationship—a racist power creates racist policies out of raw self-interest; the racist policies necessitate racist ideas to justify them (Kendi, 2019, p. 41).
  - “The radical Black queer feminism of those two women detached homophobic from heterosexual, detached sexist from men and feminist from women, in the way I later detached racist from White people and antiracist from Black people.” (Kendi, 2019, p. 200)

Perspectives

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# Group's Perspectives

- Either/or framing of racist/antiracist
  - The opposite of 'racist' isn't 'not racist.' It is 'anti-racist.' There is no in-between safe space of 'not racist.' The claim of 'not racist' neutrality is a mask for racism" (Kendi, 2019, p. 12).

Perspectives

## Kendi's solution

- Clear-cut definitions require accountability to outcomes: "What if we assessed the methods and leaders and organizations by their results of policy change and equity?" (Kendi, 2019. p.214)
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## Additional Takeaways



- Many of the author's points were notably centered in sentiments. Not only were his points grounded in reputable research and data but many of those points were not completed without a visible centering in a very well-grounded understanding of how those experiences made him or another colored person feel.
  - An individual does not hold full responsibility for the societal view of a particular group.
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# Views on Multicultural Ed with Connection to Gibson's theory



→ Approach 1: Education of the Culturally Different

-Dr. Kendi's Experience of the unfair treatment of his black classmate

-Interpretation (equal treatment and access to educational opportunities)

→ Approach 2: Education about Cultural Differences or Cultural Understanding

-Dr. Kendi's Experience of a bold Ghanaian student consuming racist ideas of black people

-Interpretation (stereotyping and social justice & Approach 5)

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# Views on Multicultural Ed with Connection to Gibson's theory

→ Approach 3: Education for Cultural Pluralism

-Dr. Kendi's Experience of the comparison between HBCUs and HWCUs

-Interpretation (separate universities among racial groups & Approach 5)

→ Approach 4: Bicultural Education

-Dr. Kendi's Experience of using Ebonics to learn English language skills

-Interpretation (cultural standard and hierarchy)

→ Approach 5: Multicultural Education as the Normal Human Experience

-Interpretation (stereotyping and social justice & Approach 5)

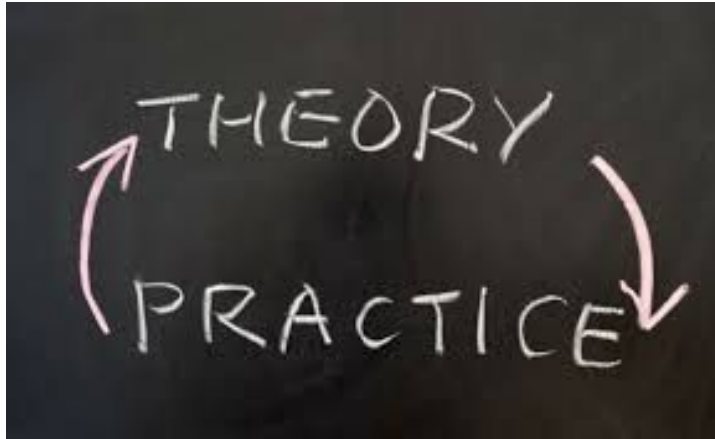
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# Applying Kendi to structural barriers in education



- Teacher preparation programs (Ullucci & Howard, 2015)
  - Curriculum and methods (Epstein, 2009)
  - Housing segregation & school segregation (Gadsden, Smith, & Jordan, 1996; Orfield, 2014)
  - Who controls the schools? Schooling for whom and by whom? (Anderson, 1988; McCarty)
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# Views on Multiculturalism



- Cultural appropriation, Cultural “Copying”
  - The integration of black culture to the mainstream
  - The skin wars (Cool on a white body and not liked on a black body)
  - Cultural hierarchy, Cultural anti-racist
  - Multiculturalism extends to intersectionality, not very addressed in the book
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# Implications For Practice Of Multicultural Education



- Education must reflect potential for all students.
  - Schools should provide equal access to educational opportunities for all students.
  - Education should ensure equal access to resources for all students.
  - Anti-Racist vs Non-Racist pedagogy
    - ◆ Non-Deficit approach
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# Questions posed to the author



- Why does your framework rely on either/or thinking?  
How does this either/or thinking impact an educational environment where the free flowing of contradictory ideas is valued?
  - Why create a book about antiracism and the complexities that are outlined with reframing our mindsets to reflect anti-racism without consenting other groups more closely about their experiences in racism and how it may differ from that of blacks?
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