

09:57:37 From Ronald S Schwartz to Everyone:

My wife informs me that the GREAT ABBA is about to release some new music for the first time in 40+ years!!!

09:59:13 From Garth Sabo to Everyone:

Finally!

10:05:07 From Ronald S Schwartz to Everyone:

In fact, my printer does not work either!

10:06:17 From Ronald S Schwartz to Everyone:

I'm back, but my connection is not stable this morning.

10:07:29 From Ronald S Schwartz to Everyone:

Listening even though I am not sure you can see me.

10:07:41 From Stacia Moroski-Rigney to Everyone:

We can!

10:07:59 From Ronald S Schwartz to Everyone:

Thank you, Stacia.

10:09:04 From Paul W. Schauert to Everyone:

The Origin of Race in the USA, Danielle Bainbridge

<https://www.youtube.com/watch?v=CVxAlmAPHec&t=318s>

10:09:43 From Stacia Moroski-Rigney to Everyone:

I saw Ta-Nehisi Coates speak on the idea of race as construct vs. skin color before. So interesting.

10:10:49 From Garth Sabo to Everyone:

Just quickly clicked the Bainbridge link and can confirm I've used this also - I agree with Paul about its efficacy in this kind of conversation!

10:11:31 From Paul W. Schauert to Everyone:

Critical Race Theory in Higher Education: 20 Years of Theoretical and Research Innovations

[https://www.wiley.com/en-us/](https://www.wiley.com/en-us/Critical+Race+Theory+in+Higher+Education%3A+20+Years+of+Theoretical+and+Research+Innovations%3A+ASHE+Higher+Education+Report%2C+Volume+41%2C+Number+3-p-9781119111924)

Critical+Race+Theory+in+Higher+Education%3A+20+Years+of+Theoretical+and+Research+Innovations%3A+ASHE+Higher+Education+Report%2C+Volume+41%2C+Number+3-p-9781119111924

10:12:02 From Garth Sabo to Everyone:

^^^ thanks!

10:12:17 From Stacia Moroski-Rigney to Everyone:

Thank you!

10:12:27 From Paul W. Schauert to Everyone:

Antiracism Inc.: Why the Way We Talk about Racial Justice Matters; Editors: Felice Blake, Paula Ioanide, Alison Reed

Critical Race Theory: The Key Writings That Formed the Movement by Kimberle Crenshaw (Editor), Neil Gotanda (Editor), Gary Peller (Editor), Kendall Thomas (Editor)

Critical Race Theory (Third Edition): An Introduction (Critical America, 20) 3rd Edition by Richard Delgado (Author), Jean Stefancic (Author), Angela Harris (Foreword)

Peter I. De Costa (2020): Linguistic racism: its negative effects and why we need to contest it, International Journal of Bilingual Education and Bilingualism,

DOI:10.1080/13670050.2020.1783638

10:12:29 From Ronald S Schwartz to Everyone:

Apparently CRT is part of the thinking behind intersectionality.

10:12:40 From Ronald S Schwartz to Everyone:

Thank you, Paul!

10:13:32 From Stacia Moroski-Rigney to Everyone:

The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom—a resource I'm using with a grad student right now that has surprisingly universal pedagogy themes... not just about creative writing.

10:13:46 From Garth Sabo to Everyone:

How would you describe the campus racial climate and/or culture of the schools where you got your degrees and/or have previously taught? Do any institutions in your background for having been successful in instilling a positive racial culture? Do any notable failures or struggles stand out in your memory?

10:18:06 From Stacia Moroski-Rigney to Everyone:

The idea of "welcome" vs. "hospitality" was a big theme for us

10:21:02 From Ronald S Schwartz to Everyone:

My wife confirms that about Indiana, She is an alum too.

10:21:37 From Stacia Moroski-Rigney to Everyone:

There's a huge sign off of I-65 north of Indy right now for Krystal's Kountry Kitchen. Hidden in plain sight.

10:24:17 From Ronald S Schwartz to Everyone:

Attitudes take a long time to shift according to my sociology prof. (who was Afro-Caribbean) in community college.

10:24:37 From Garth Sabo to Everyone:

Same in lit

10:25:35 From Stacia Moroski-Rigney to Everyone:

I still feel so new. I'm curious to hear your impressions

10:25:42 From Garth Sabo to Everyone:

Museus, Griffin, and Quaye note that "two concepts provide a useful backdrop for the current discussion: campus racial climate and campus racial culture" (18). What knowledge or familiarity do you have of/with the racial climate or culture at MSU? How would you describe the local manifestation of the framing concepts Museus, Griffin, and Quaye provide?

10:27:30 From Stacia Moroski-Rigney to Everyone:

Same president who made the huge mistake once said that college reputations are ten years behind, and that's been accurate in my experience. I wonder how things are vs. how the school is "seen." And, I think MSU had an international spotlight over Nassar... took the entire spotlight.

10:27:41 From Stacia Moroski-Rigney to Everyone:

And, yes, the Jewish incident on campus last year.

10:28:16 From Ronald S Schwartz to Everyone:
Not sure to be perfectly honest.

10:29:59 From Garth Sabo to Everyone:
History!

10:32:40 From Ronald S Schwartz to Everyone:
Were these new faculty provided with mentoring to help them move forward professionally in their teaching, service, and scholarship?

10:33:16 From Garth Sabo to Everyone:
^^ based on my recollection, no!

10:34:35 From Ronald S Schwartz to Everyone:
It's mindboggling how territorial, demeaning, and petty some faculty/departments/programs still are in 2021. Apparently everywhere.

10:34:44 From Stacia Moroski-Rigney to Everyone:
Brag! That's amazing!

10:35:10 From Ronald S Schwartz to Everyone:
And Eurocentric.

10:35:41 From Ronald S Schwartz to Everyone:
It's lipservice.

10:35:48 From Garth Sabo to Everyone:
What concrete steps could you take to alleviate cultural incongruence (21) and cultural dissonance (ibid) while boosting cultural engagement (22) for Students of Color in your courses?

10:36:37 From Stacia Moroski-Rigney to Everyone:
And film!

10:38:34 From Ronald S Schwartz to Everyone:
Thank you!

10:39:54 From Ronald S Schwartz to Everyone:
Versus someone who has LIVED the experience.

10:40:44 From Ronald S Schwartz to Everyone:
Thank you, Stacia and Paul.

10:44:38 From Garth Sabo to Everyone:
<http://pzacad.pitzer.edu/~mma/teaching/MS80/readings/hooks.pdf>

10:45:26 From Ronald S Schwartz to Everyone:
Bell Hooks is great!

10:46:12 From Stacia Moroski-Rigney to Everyone:
Her work on "love" is so helpful, too.

10:46:41 From Ronald S Schwartz to Everyone:
Thank you, Garth!

10:48:04 From Ronald S Schwartz to Everyone:
I try to give my students their own space to think, discuss, and develop their OWN thinking. I also point out that we are learning about a subject together.

10:48:31 From Ronald S Schwartz to Everyone:
Or I used to back in the days of F2F classes.

10:48:57 From Garth Sabo to Everyone:
What concrete steps could you take to alleviate cultural incongruence (21) and cultural dissonance (ibid) while boosting cultural engagement (22) for Students of Color in your courses?

10:51:50 From Stacia Moroski-Rigney to Everyone:
chrome-extension://efaidnbmninnibpcajpcglclefindmkaj/
viewer.html?pdfurl=https%3A%2F%2Fliberalarts.tamu.edu%2Fenglish%2Fwp-
content%2Fuploads%2Fsites%2F17%2F2021%2F01%2FUse-They-
Own.pdf&cflen=5057810&chunk=true

10:51:57 From Ronald S Schwartz to Everyone:
Could you share that article to our iTeach page, Stacia? Ah!
Thank you.

10:52:18 From Ronald S Schwartz to Everyone:
Collaborative work in and outside the classroom.

10:52:52 From Stacia Moroski-Rigney to Everyone:
Vershawn Ashanti Young, Should Writers Use They Own English

10:53:07 From Ronald S Schwartz to Everyone:
Good guy. Interesting article.

10:53:32 From Stacia Moroski-Rigney to Everyone:
[https://www.academia.edu/9859005/
Should_Writers_Use_They_Own_English](https://www.academia.edu/9859005/Should_Writers_Use_They_Own_English)

10:56:47 From Ronald S Schwartz to Everyone:
This is a really interesting discussion. Our best yet.

10:57:02 From Ronald S Schwartz to Everyone:
Global ENGLISH.

10:58:58 From Ronald S Schwartz to Everyone:
In Norway, there are 700+ spoken dialects, and most people
still manage to understand one another. As just one example.

10:59:00 From Ronald S Schwartz to Everyone:
Linguistic change, as with so much else, is constant.

10:59:23 From Ronald S Schwartz to Everyone:
The BEAST!

11:00:11 From Ronald S Schwartz to Everyone:
COnstant reflection and revision. Yes.

11:00:28 From Stacia Moroski-Rigney to Everyone:
I'm so sorry, but we just got news that a friend of Karen's
passed away. I'll see you all soon.

11:03:38 From Ronald S Schwartz to Everyone:
The 21st century, gobalized, digital economy.

11:06:14 From Ronald S Schwartz to Everyone:
Code switching again. IN a sense.

11:07:04 From Ronald S Schwartz to Everyone:
My son just bleeped your use of 'Hell'.

11:07:11 From Ronald S Schwartz to Everyone:
He's a real card.

11:07:17 From Garth Sabo to Everyone:
haha

11:08:42 From Garth Sabo to Everyone:
The "proactive philosophies" indicator of the CECE model
describes "Educators who use proactive philosophies [to] go above and
beyond to actively reach out, encourage, and sometimes pressure
students to take advantage of available information, opportunities,
and support" (23). What does being such a faculty member/administrator
look like? How does one responsibly and equitably pressure students to

pursue opportunities?

11:09:54 From Garth Sabo to Everyone:

Stokes, I don't want to alarm you, but there's some critter on your shoulder

11:17:42 From Dave Howe to Everyone:

the people I know good at this are same race as students

11:18:44 From Garth Sabo to Everyone:

The most provocative element of OJGR's chapter comes in their final suggestion, which is to "Create a Campus Culture of Boundary Crossing." What does this mean for you, and what would it look like at Michigan State?

11:19:51 From Dave Howe to Everyone:

academic institutions are institutionalized boundaries

11:20:06 From Garth Sabo to Everyone:

^^^ well said, Dave

11:20:48 From Garth Sabo to Everyone:

<https://ocat.msu.edu/multicultural-student-organizations/>

11:29:40 From Dave Howe to Everyone:

I apologize for my mic issue.

11:29:46 From Garth Sabo to Everyone:

No worries!

11:30:09 From Garth Sabo to Everyone:

Ch. 2 ends by calling for "College educators [to] support training and development to help faculty integrate these principles in their classrooms. This professional development will include readings, writing reflections, and sharing of culturally-relevant learning material and pedagogies, which can become incorporated into faculty courses" (30). Just a quick plug that Stacia, Paul, and I are running one such PD opportunity in the form of a [social justice pedagogy roundtable on Nov. 12 from 1-2:30 on Zoom](#). Details are available from virtually every source available in your inbox.