

Racial Justice Research and Practice Dialogue Series
Event 1 – Health, Mental Health, and Trauma-Informed Pedagogy

October 14, 2020

Intersession Homework (for 2nd Session Participants)

Please respond to the following prompts in the form of a written journal entry (approximately one half to one page per prompt). Each prompt is divided between parallel questions for faculty and students.

1. Have I examined my own racially just narrative?
What have I learned about my own race?
What does a racially just John Jay look like?
2. What evidence have I received that I belong here?
What evidence have I received that I do not belong here?
Who has been primarily influential in communicating both these things to me?
3. Lastly, in the context of doing "no harm" -- creating and reshaping systems that do no harm -- where can I begin to do this work for myself given my own positionality?

Required Readings

Ayers, W., Ladson-Billings, G., & Michie, G. (2008). *City kids, city schools: More reports from the front row*. The New Press. [Introduction, pgs 3-7](#).

Chatman, MC. (2019). Advancing Black Youth Justice and Healing through Contemplative Practices and African Spiritual Wisdom. *The Journal of Contemplative Inquiry*, [6\(1\):27-46](#).

Monzó, L. D., & SooHoo, S. (2014). Translating the academy: Learning the racialized languages of academia. *Journal of Diversity in Higher Education*, *7*(3), 147–165. DOI: [10.1037/a0037400](#)

<https://www.yolandasealeyruiz.com/archaeology-of-self>

Supporting Literature

- Amoh, N. & Allwood, MA. (2020). Violence Exposure and Psychopathology as Potential Correlates and Risk Factors of Relational Aggression among Diverse College Students. *Journal of Aggression, Maltreatment & Trauma*, 29(5):577-593. DOI: [10.1080/10926771.2019.1573773](https://doi.org/10.1080/10926771.2019.1573773)
- Chatman, MC. (2019). Advancing Black Youth Justice and Healing through Contemplative Practices and African Spiritual Wisdom. *The Journal of Contemplative Inquiry*, [6\(1\):27-46](https://doi.org/10.1080/10926771.2019.1573773).
- Crosby, SD. (2015). An Ecological Perspective on Emerging Trauma-Informed Teaching Practices. *Children & Schools*, 37(4):223-230. DOI: [10.1093/cs/cdvo27](https://doi.org/10.1093/cs/cdvo27)
- Dualeh, D., Diaz-Mendoza, V., Son, M. & Luperon, C. (2018). The Implementation of P.O.W.E.R. (Pushing Our Will to Experience Resilience): An Intervention to Address Retention and Graduation Rates Among Men of Color. *Journal of College and Character*, 19(2):167-174. DOI: [10.1080/2194587X.2018.1445641](https://doi.org/10.1080/2194587X.2018.1445641)
- Hayman, LW Jr., Lucas, T. & Porcerelli, JH. (2014). Cognitive Appraisal vs. Exposure-Based Stress Measures: Links to Perceived Mental and Physical Health in Low-Income Black Women. *The Journal of Nervous and Mental Disease*, 202(11):807-812. DOI: [10.1097/NMD.0000000000000198](https://doi.org/10.1097/NMD.0000000000000198)
- Hayman, LW Jr., McIntyre, RB. & Abbey, A. (2015). The bad taste of social ostracism: The effects of exclusion on the eating behaviors of African-American women. *Psychology & Health*, 30(5):518-533. DOI: [10.1080/08870446.2014.983923](https://doi.org/10.1080/08870446.2014.983923)
- hooks, b. (2015). [Love as the Practice of Freedom](#). In b. hooks (Ed). *Outlaw Culture: Resisting representations*. New York: Routledge.
- Kallsen, SR., Allwood, MA., Adams, SW. & Pugach, CP. (2020). Community Violence Exposure and Academic Performance: Examining the Roles of Posttraumatic Stress Symptoms and Sleep Quantity and Quality among College Students. *Journal of Aggression, Maltreatment & Trauma*, Online First. DOI: [10.1080/10926771.2019.1697779](https://doi.org/10.1080/10926771.2019.1697779)
- Love, BL. (2019). We Who Are Dark. In BL. Love. *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. New York: Beacon Press.
- Love, BL. (2020, August 24). *There is Nothing Fragile about Racism*. Education Week. <https://www.edweek.org/ew/articles/2020/08/25/there-is-nothing-fragile-about-racism.html>
- Magee, R. (2019). *The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities through Mindfulness*. New York: Penguin Random House.
- Menart, R. (2020, August 27). *New Fact Sheet: DJJ Realignment Must Address Racial Justice as Youth of Color are Harmed Most by the Justice System*. Center on Juvenile and Criminal Justice. http://www.cjci.org/uploads/cjci/documents/2020_DJJ_realignment_racial_and_ethnic_disparities.pdf
- Pitts, J. (2020, August 19). *Black Lives Matter Has South Asians Confronting Colorism*. Beacon Broadside. <https://www.beaconbroadside.com/broadside/2020/08/black-lives-matter-has-south-asians-confronting-colorism.html>

Robert Wood Johnson Foundation. *Race, Racism and Health: Examining the connections between race, racism and health in the United States*. RWJF.

<https://www.rwjf.org/en/library/collections/racism-and-health.html>

Tharps, LL. (2020, September 11). *What Anti-racism Really Means for Educators*. Teaching Tolerance. <https://www.tolerance.org/magazine/what-antiracism-really-means-for-educators>

Multimedia

<https://soundcloud.com/3educatedbrothas/episode-2-love-from-the-vortex-featuring-dr-yolanda-sealey-ruiz>

<https://soundcloud.com/voices-of-esalen/dr-kamilah-majied-on-privilege-human-potential-and-contemplative-practices>

<https://www.youtube.com/watch?v=QRL2hgaRonY&app=desktop>

<https://www.oneyoufeed.net/ruth-king/>

Lenwood Hayman: Radical Love as a Public Health Initiative (Video):

https://youtu.be/Q_w3_QC5Sbo

Michelle Chatman: Healing the Harm in Schools (Video): https://youtu.be/Q_w3_QC5Sbo