

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. Faculty: How would you describe your own style of teaching or approach to pedagogy? Students: What are some of the qualities of classes that have been most engaging to you? How have you experienced your racial identity being affirmed (or dismissed) in classroom settings?
2. Faculty: Why do you teach at John Jay? How is your classroom experience at John Jay distinct from other institutions at which you teach or have taught? Students: Why did you decide to attend John Jay? What role did student demographics or diversity have in your decision?
3. Faculty: How do you discuss race in your classroom? In what contexts do you see it relating to your course content? How do you address or incorporate the direct experiences of your students in this context? Students: How have you experienced discussions of race in the classroom? How have these discussions related to your own identity and direct experience?

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://doi.org/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.
- 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