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October 2000

"TEACHING FROM A CRITICAL, ANTI-RACIST PERSPECTIVE-BASED PEDAGOGY TO PREPARE WHITE STUDENTS FOR CULTURAL DIVERSITY: RESISTANCE AND CONSEQUENCES"

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"TEACHING FROM A CRITICAL, ANTI-RACIST PERSPECTIVE-BASED PEDAGOGY TO PREPARE WHITE STUDENTS FOR CULTURAL DIVERSITY: RESISTANCE AND CONSEQUENCES"

Nelly Ukpokodu

309 School of Education

University of Missouri-Kansas City

How are faculty of color retained once they are recruited? More importantly, how do factors such as white student resistance and negative disposition toward faculty of color impact the retention of faculty of color?

The dismal academic achievement of an overwhelming majority of students from minority and low-income backgrounds in the nation's public schools is a great concern to parents, educators and leaders. Research indicates that the socio-cultural mismatch between students and their teachers, who are responsive pedagogy contribute to the academic failure and underperformance of diverse students.

Session Content/Focus

Recent proposals and study policies on school reforms suggest the meaningful educational reforms cannot manifest unless the challenge of teacher preparation is addressed. Research suggests that preservice teachers need to acquire the necessary knowledge, skills and disposition about cultural diversity to make them more successful with diverse student population. The teacher education response has been to require that all preservice teachers take a cultural diversity in education course. But how well do teachers respond to the cultural diversity course? How well do preservice teacher respond to a critical, anti-racist pedagogical approach that is used to develop their critical consciousness, and to enable them confront ingrained ethnocentric and negative disposition? How well do preservice teachers respond to a faculty of color who utilizes a critical, anti-racist perspective pedagogical approach? Teaching issues of cultural diversity in which preservice teachers feel implicated can create student resistance. Teaching from a critical, anti-racist perspective compounds the resistance of pre service teachers. But teaching issues of cultural diversity and from a critical anti-racist perspective when you are faculty of color can have grave consequences. The session presentation will discuss the experience of a resistance and consequences of teaching with a critical multicultural and anti-racist perspective. Specifically, this session will focus its presentation on the following: 1) what teaching from a critical multicultural and anti-racist perspective means and the specific learning experiences provided preservice teachers, 2) the nature of pre service teachers' resistance in the course, 3) the consequences of teaching from a critical multicultural and anti-racist approach for the faculty of color, 4) the dilemmas of the faculty of color, and 5) strategies for coping with student resistance.

Importance of the Session

Research indicates that many institutions of higher education face the challenge of recruiting faculty of color. But how are faculty of color retained once they are recruited?

More importantly, how do factors such as white student resistance and negative disposition toward faculty of color impact the retention of faculty of color? How should faculty of color navigate student resistance and its devastating consequences? I believe these questions and issues are common experiences for many faculty of color in predominantly white institutions. The session presentation will be interactive as presenter and participants discuss and dialogue about these questions and issues.

Presenter:

Dr. Nelly Ukpokodu is an assistant professor in the Division of Curriculum and Instructional Leadership in the School of Education at the University of Missouri-Kansas City, Kansas City, Missouri. She teaches courses in social studies and multicultural education. She earned her BS, MA, MS Ed, and Ph.D. in Education at the University of Kansas, Lawrence, Kansas.

Nelly is a member of the National Association for Multicultural Education (NAME) and the national Council for the Social Studies (NCSS). Also, she is founder and president of the Missouri State Chapter of the National Association for Multicultural Education. She co-chaired the NAME 1998 national conference in St. Louis, Missouri. Her research interests include quality teacher preparation for students of diverse backgrounds, urban education, culturally responsive pedagogy, critical pedagogy, teaching for equity and social justice. She is author of articles on multicultural education and social studies education. Some of her works have appeared in *The Professional Educator*, Sage publications, *Social Education*, *Social Studies* and the *Young Learner*, *The Social Studies*, and *Multicultural Education*, etc.