

**Concrete Impacts from Participants of the
AICRE-PISAB Undoing Racism workshop
January 12-14, 2018**

"I have changed my Intro to International Relations course material to include a text that specifically discusses race, slavery, immigration, and related issues that fall through the cracks of conventional IR 'theories.'"

"I have reached out to the DECADE faculty in my school (Social Sciences) and am involved in planning a workshop to meet the needs of graduate students of color next fall."

"As a result of my participation in the PISAB workshop and AICRE, I have been invited to participate in a new initiative to discuss diversity issues with high school students."

"I am designing a new course about 'Performing Whiteness.' I'm also taking more time in class to push back against the desire to see racism as a matter of individuals--a few racist uncles, and instead to recognize it as systemic oppression. I have joined with other faculty in Dance and Asian American Studies to convene a festival on Asian American dance next fall."

"I have made a pedagogical shift and have more language around racism. I have created important cross-disciplinary contacts that would not have happened otherwise, and incorporating those contacts to inform curriculum, so more collaborations!"

"New Collaborations, change in course structure, mentoring~
More inclusive teaching practices seem to have worked well for engaging more students in the course."

"Reading the writing, seeing the work/art of POCs, engaging in more conversations about the impact of this concept of "race" with friends and colleagues -- has given me language for these discussions."

"My concrete impacts:

1. CURRICULAR CHANGES

MUSIC 197, WORD and MUSIC

Music 197 focuses on the unique relationship between singer and pianist in the performance of art song repertoire. The course aims to strengthen collaborative and interpretive skills through analysis of text and music, an exploration of the historical/cultural contexts of the compositions studied, and the implementation of prescribed steps for building successful collaboration. Students will perform in class during the quarter and will receive private coaching. Previously, the spring quarter was devoted to a broad array of twentieth century art song, and for the first time, the course will be devoted exclusively to African American Art Song.

- a. To promote the performance and study of African American Art Song
 - b. To explore the barriers to the performance of African American Art Song by looking at our nation's racial history
 - c. To explore why this repertoire has remained outside the traditional canon of art song sung on stages or taught at music schools, festivals, and universities
 - d. To empower students of all racial backgrounds to feel comfortable performing African American Art Song
 - e. To use the performance of this repertoire as a way to diffuse racial tension
 - f. To explore pre-conceptions when performing African American Art Song
2. Attendance at PEACE and JUSTICE Summit Conference and the opening of the memorial and legacy museum to the victims of lynching in Montgomery, Alabama, April 26-27, 2018 (Sponsored by the Equal Justice Initiative).
 3. Readings, videos, lectures, and theatre on the subject of race since the workshop:
 - a. LECTURES - Race, Justice, and Mercy: Can They Coexist in America? Lecture, Bryan Stevenson, Soka University, Feb. 20, 2018
 - b. BOOKS - Deep Denial: The Persistence of White Supremacy in the United States History and Life, David Billings; Blind Spot: Hidden Biases of Good People, Mahzarin R. Banaji, Anthony G. Greenwald; Just Mercy, Bryan Stevenson
 - c. THEATRE - Little Black Shadows, by Kemp Powers, South Coast Repertory Theatre, Costa Mesa April 15, 2018
 - d. VIDEOS - When Heritage = Hate, Jeffrey Robinson
 - e. SPIRITUALS, Kanopy"

"Coincidentally I've been working with another Associate Dean and some staff on looking at how we might improve the participation rate in undergraduate research in Engineering. Inspired by my experience in the workshop, and aided by the new Compass tools available at UCI, I was particularly interested in the participation rates in research of first-generation and low-income undergraduate students as compared to the overall undergrad population in Engineering. I found that first-generation and low-income students are rather underrepresented in undergraduate research. Presenting this data to my colleagues resulted in some interesting discussions about how we might provide a more welcoming atmosphere vis-à-vis undergraduate research to these students, and we will be trying some new ideas beginning this fall."

"I've been on sabbatical but back teaching, the workshop definition of race has helped to articulate in order for all of us to know what we're talking about.

In general, the advice + atmosphere of the workshop has reinforced ways to run classroom discussion valuing contributions by all while maintaining a focus on various topics."

"This new network has been invaluable in building new collaborations. After the workshop, I reached out to a faculty member in ICS to participate in a playtest for our board game we are developing in

Social Sciences. He provided invaluable feedback and the interaction that resulted in one of graduate students publishing on Analog Games Studies, an online journal dedicated to the academic and popular study of games.”

“I am happy to report the following net effects of attending the PISAB training which including:

- (1) I now have a more refined understanding of race and race relationships.
- (2) I was able to meet many new people in the university across several disciplines and establish new professional relationships.
- (3) I had the opportunity to assist with the development of the program evaluation plan.
- (4) I met Elizabeth Koppe from the School of Social Sciences, and from establishing a relationship with her, I am now assisting the DIRHA program with their program evaluation.
- (5) I am currently working on a research project with one of the attendees of the workshop, Professor Rudy Torres.
- (6) The program enhanced my motivation to produce a play in Pittsburgh fall 2018, titled “Beyond Climate Change”, a play that sheds light to the disproportionate impact of environmental injustice on marginalized communities. With my interaction with one of the presenters, who is a professor of theater in the UK, I was able to concretize my ideas.”