



**ACU and DePaul University Online Conference on  
Community Engagement and Service-Learning**

## **Pandemic, Pivots, and Potentials**

**Valerie C. Johnson, Ph.D., Associate Professor, Political Science, DePaul University, October 5, 2021**



After the murder of George Floyd, protests took place in over 60 countries and on all seven continents, and at a time when gathering in a crowd was strongly discouraged or prohibited.





**Chicago, May 31, 2020**





Aboriginal  
protesters at  
Town Hall in  
**Sydney, Australia,**  
on June 6, 2020.

Lisa Maree Williams/Getty Image





Trafalgar Square in central London on June 13, 2020.

Daniel Leal-Olivas/AFP/Getty Images





Demonstration against racism during a protest on June 13, 2020 in **Lausanne, Switzerland**.

Jean-Christophe Bott/AP




Marchers at a Black Lives Matter protest in **Melbourne, Australia**, on June 6, 2020, were among the tens of thousands of Australians who defied government calls to stay at home, taking to the streets instead to protest

William West/AFP via Getty Images





The image is a composite of two photographs. The left side shows a close-up of protesters, some wearing masks and holding up smartphones to record. The right side shows a statue of Edward Colston, wrapped in a black plastic bag, being hoisted by ropes and thrown over a concrete ledge into a harbor. A large crowd of people is gathered on the opposite bank, many holding cameras and phones. In the background, a building with the word 'Hotel' is visible. The water in the harbor is greenish-brown.

Protesters throw a statue of Edward Colston into Bristol Harbor in **Bristol, England**, on June 7, 2020. Colston was a 17th century slave trader.

Ben Birchall/PA/AP





March from the US Embassy in **Pretoria, South Africa**, towards the President's office.

Marco Longari/AFP via Getty Images





A solidarity march in Seoul, South Korea, protesting against racism.

Ahn Young-joon/AP





June 7, 2020 protest  
in **Rio de Janeiro,**  
**Brazil.**

Buda Mendes/Getty Images





Protesters march in Rome on June 7, 2020.

Giuseppe Pino Fama/Pacific Press/Shutterstock





## Protesters at the U.S Embassy in Pristina, Kosovo.

Visar Kryeziu/AP



A close-up photograph of a woman's face, wearing a white surgical mask. The mask has the words "I CAN'T BREATHE" written on it in black, hand-painted letters. The woman has dark hair and is looking directly at the camera. The background is dark and out of focus.

A woman wears a mask during a demonstration in **Madrid** on June 7, 2020.

Gabriel Bouys/AFP via Getty Images



Protesters raise their hands during a rally in Sofia, Bulgaria.

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Nikolay Doychinov/AFP via Getty Images





Demonstration in  
Edinburgh, Scotland,  
on June 7, 2020.

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alamy stock photo





A rally outside of the Consulate General of the United States in **Hong Kong** on June 7.

Anthony Kwan/Getty Images



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A man attending a demonstration in **Berlin**, with the names of victims of police violence written on his face.

Markus Schreiber/AP







Hundreds of people attend a rally in **Frankfurt, Germany**, to honor George Floyd.

Michael Probst/AP



**The world is changing its orientation toward injustice and inequality and...**

**that change should be evident in the service-learning experience.**



## What Would that Look Like?

- A shift from charity based to equity and justice-based service learning.
  - Service learning must interrupt the status quo, lest it becomes an excursion for the privileged that leaves inequality intact.
- A greater emphasis on Diversity, Equity, and Inclusion (DEI) in our classrooms, in our interaction with community partners, and at our institutions.
  - DEI must be an essential component of who we are institutionally.



# UNPACKING DEI

DEI = DIVERSITY + EQUITY + INCLUSION



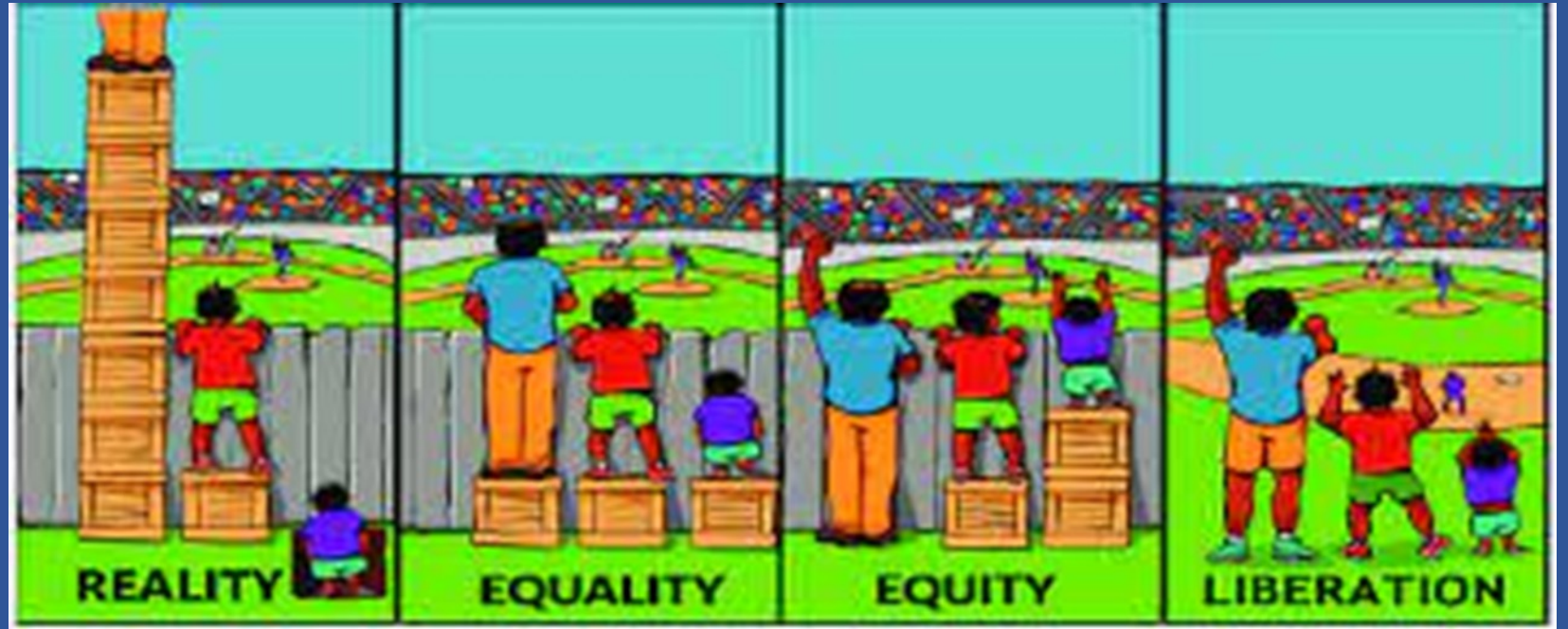
## Diversity = Difference.

- What are the differences that matter in our institutional context?
- Is all difference embraced?





**Equity** = The process of ensuring that policies, processes and programs are impartial, fair and provide equal possible outcomes for every individual.





# Inclusion = the end-product of diversity

- Diverse voices in the classroom and community.
- Seeing diverse groups represented in the environment and in course related material.
- Diverse group members know that they belong based on how they experience the environment and interactions with university partners.







# Community Service

**Equity and  
Community Service are not the same!**





# Characteristics of DEI Based Service Learning:

- ✓ Demonstrates the ways in which racism and other isms are systemic/structural problems, rather than an individual bad actor problem.
- ✓ Adopts an intersectional (rather than an either/or) approach to processes of social categorization (such as race, gender, sexual identity, and class).
- ✓ Aims to dismantle all forms of white supremacy (including its built-in normatives, i.e., homophobia, misogyny).
- ✓ Highlights how colorblindness has been radicalized to delegitimize and limit the scope of race conscious interventions and to preserve status quo racial inequalities.
- ✓ Exposes the nexus between historical forms of racial subordination and contemporary expressions of racial inequality.
- ✓ DEI Infused Service Learning has Critical Race Theory at its core.
  - ✓ Must interrogate the way that the law, policies, and practices are at the heart of contemporary inequality.



A woman with dark, wavy hair is speaking in front of a school building. In the background, a sign for Parkdale Secondary College is visible, with directions to the Warner Wing and Office. The scene is outdoors with trees and a clear sky.

**CRITICAL RACE THEORY**

**MUST BE BANNED**

**IN AUSTRALIAN SCHOOLS**



Pauline Hanson's motion calling for the government to reject Critical Race Theory from the Australian national curriculum passes the Senate with support from the Coalition.

June 22, 2021

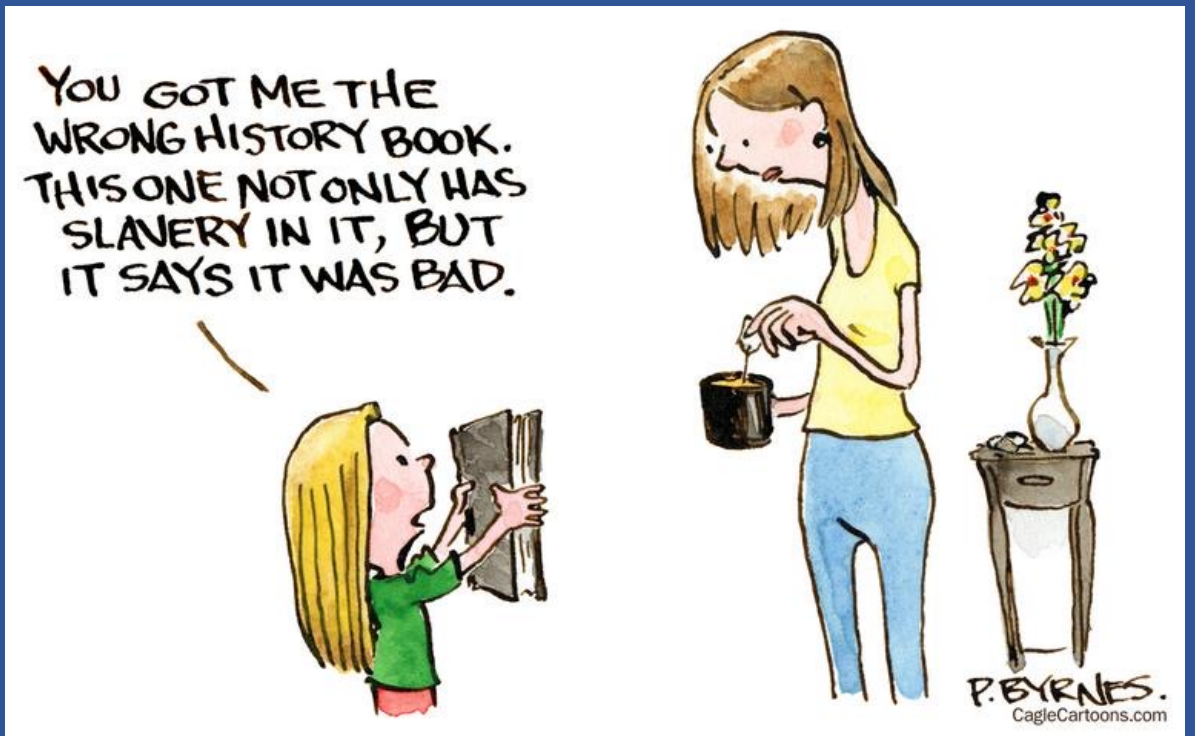
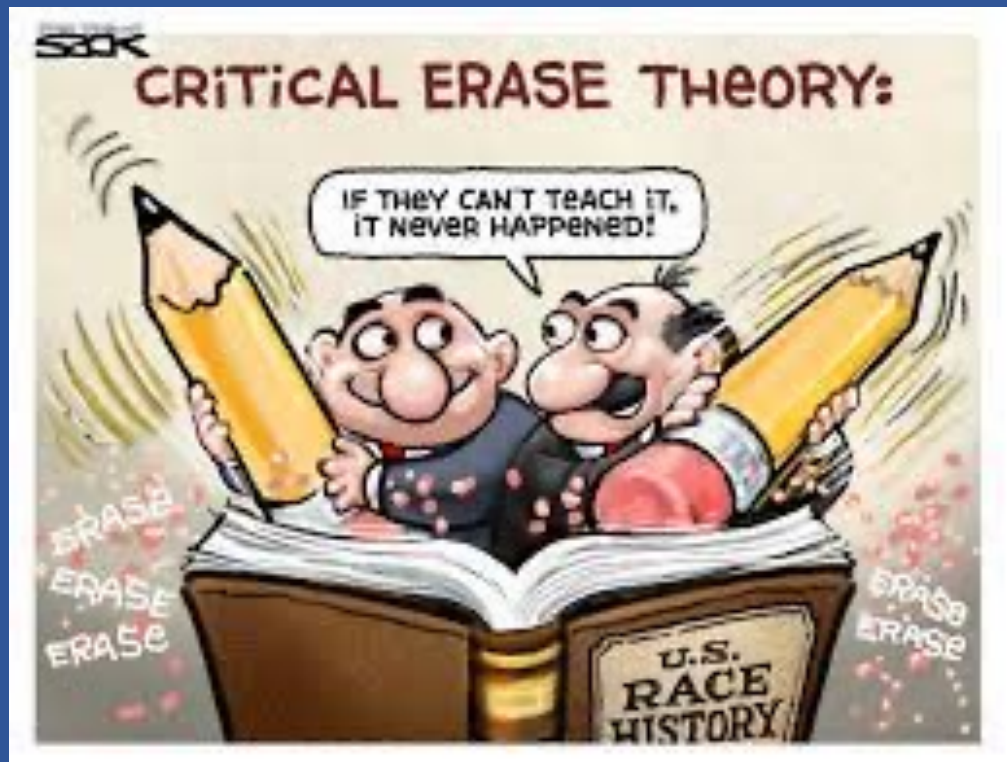




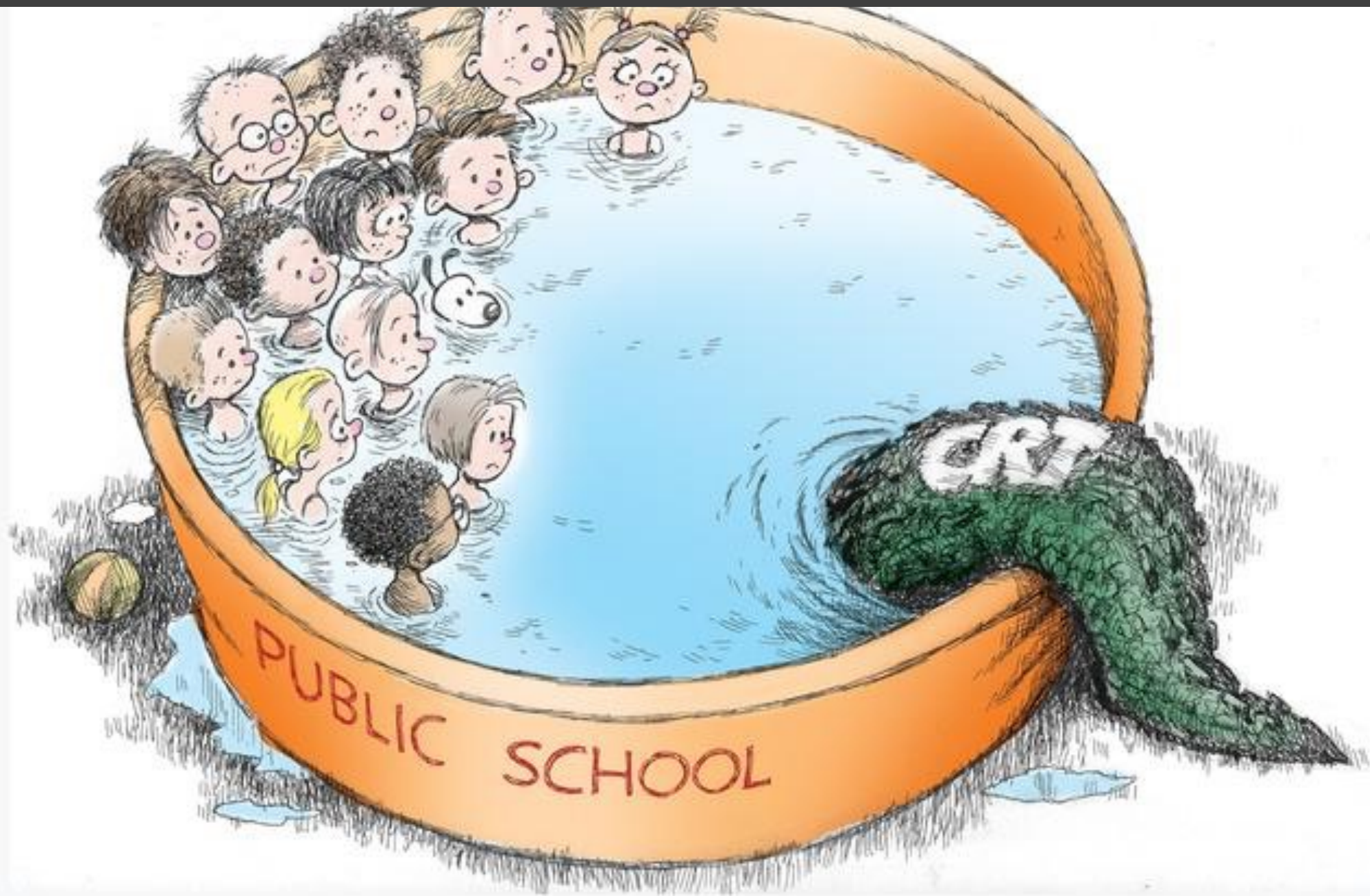




# The Political Aftermath: The Fight over Critical Race Theory









# HOUSE BILL 324 UPDATED

PUBLIC SCHOOL UNITS SHALL NOT PROMOTE:

- One race or sex is inherently superior to another race or sex.
- Any individual is inherently racist
- The U.S. was founded to oppress others



BREAK IT DOWN  
**THINGS TO KNOW**

- **Critical Race Theory** studies racism as a social construct
- Impact on **education, housing, justice system**
- Proponents say learning the history of racism is **crucial to addressing inequities**
- Critics say theory teaches that the **U.S. is fundamentally racist**

We, the undersigned  
educators, refuse to lie to  
young people about U.S.  
history and current events  
— regardless of the law.

ZINN  
EDUCATION  
PROJECT  
MAKING HISTORY BETTER



# What can we do as practitioners of service learning:

1. Self-Educate and Acknowledge Racial Trauma
2. Interrogate our Positionality and (Un)conscious Biases
3. Address Curricular Gaps with Intentional Course Design
4. Foster a Compassionate Class Community and Meet Students Where They Are
5. Engage the Wider Campus Community and Commit to Action Beyond the Classroom and the Service-Learning Experience.

# Questions we must ask ourselves as service-learning practitioners:

- How do I acknowledge inequities within my discipline and decenter Whiteness in course content?
- How do I communicate antiracist principles in my course policies and learning goals?
- How do I teach with humility, acknowledging my own biases and challenging my students to encounter their own?
- How do I elevate student voice so that a full range of ideas, approaches, and perspectives are valued and recognized?
- How do I create assessments that enable students to demonstrate different knowledge and ways of knowing?



# Excellent Resources

- Aebersold, A. (2021). [Antiracist Pedagogy Reading List](#).
- Baez, J.C., Marquart, M. S., Garay, K., & Chung, R. Y.E. (2020). [Trauma-Informed Teaching and Learning Online: Principles & Practices During a Global Health Crisis](#).
- Brown University Harriet W. Sheridan Center for Teaching and Learning. (n.d.). [Effective Teaching is Anti-Racist Teaching](#).
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- Chavez, F. (2021). *The Anti-Racist Writing Workshop*. Haymarket Books.
- Chicago Public Library. (n.d.) [Anti-Racist Reading List from Ibram X. Kendi](#).
- Chronicle Staff. (2020). ["Is Inclusion Even Possible?"](#). Chronicle of Higher Education.
- Crenshaw, K. (2016). [The Urgency of Intersectionality](#). TED Talk.
- DePaul University Library. (2021). [Anti-Racism Lib Guide](#).
- DePaul University Newsroom. (2020). ["Building an antiracist lab: Scientists offer steps to take action now."](#)
- Duvernay, A. & Moran, J. (2016) 13TH . USA.
- Eddo-Lodge, R. (2020). [About Race with Reni Eddo-Lounge](#).
- Imad, M. (2020). ["Leveraging the Neuroscience of Now."](#) Inside Higher Ed.
- Kendi, I. (2019). *How to be an Anti-Racist*. One World.
- Learning Scientists for Racial Justice. (2020). ["Dear Professor': On Anti-Blackness and Learning."](#) Inside Higher Ed.
- Meyer, J. (2020). ["Why Coaching for Social Justice Matters."](#) Inside Higher Ed.
- Ritter, Z., & Raphael, V. (2020). ["How to Challenge Systemic Racism."](#) Inside Higher Ed.
- Stanford University Center for Comparative Studies in Race & Ethnicity. (n.d.) [RaceWorks Toolkit](#).
- Svinicki, M., Nicol, D., & McKeachie, W. (2014). [McKeachie's teaching tips : strategies, research, and theory for college and university teachers](#) (Fourteenth edition.). Wadsworth, Cengage Learning.
- University of Michigan Center for Research on Teaching & Learning. (n.d.) [Overview of Inclusive Teaching at Michigan](#).
- Wheaton College Center for Collaborative Teaching and Learning. (2020). [Becoming an anti-racist educator](#).
- White, G. B. (2020). ["How Did We Get Here?"](#). The Atlantic.

Q & A