

Incorporating Antiracist Content and Learning Outcomes in College

Three renowned scholars will present on topics related to African American Culture and History. Each talk will be followed by a workshop for college teachers on adding new antiracist content and learning objectives to course syllabi. Workshops are limited to 50 participants, each of whom will submit a draft syllabus for a course they will teach in Fall 2021, Spring 2022, or Fall 2022. Revisions of syllabi will be collected--after ample time--to showcase additions and changes that result from these workshops.

Workshops are open to all Stony Brook University faculty and doctoral students, limited to 50 participants, and registration is first-come, first-served. Attendees may attend all workshops or just one or two. Registrations will be separate for each. Up to 5 attendees will be selected (and paid) to present syllabi revisions in a panel discussion in Summer 2022.

Friday, August 13, 2021, 9am-1pm, via Zoom

[Vershawn Ashanti Young](#), Professor of English Language and Literature at the University of Waterloo and author of *Other People's English: Code Meshing, Code Switching, and African American Literacy*, will present on **Teaching Antiracist Writing and Language** (appropriate for all subjects). For more information, see Professor Young perform his [Chair's Address at the 2020 Conference on College Composition](#).



Friday, October 15, 2021, 1-4:30pm, via Zoom

Cherene Sherrard-Johnson, Professor and Chair of English, Pomona College, and editor of *A Companion to the Harlem Renaissance*, will present on **the Harlem Renaissance**. ([Register Now!](#))



Friday, February 11, 2022, 9am-1pm, via Zoom

[Lauren Leigh Kelly](#), Assistant Professor of Urban Education at Rutgers University, will present: **Exploring History, Geography, and Culture through Hip Hop Literature**. ([REGISTER NOW](#))



This presentation and workshop supports the development of Hip Hop literacies as well as sociohistorical understandings of cultures and communities through the examination of Hip Hop narratives. Participants will engage with diverse Hip Hop texts rooted in particular times and geographic locations in order to develop understandings of the social, historical, and lyrical significance of this place both within and outside of Hip Hop culture, including local knowledge. Participants will work collaboratively to contextualize Hip Hop narratives in ways that can support culturally responsive, antiracist teaching in a variety of disciplines.

Contact Ken Lindblom (kenneth.lindblom@stonybrook.edu) or Celia Marshik (celia.marshik@stonybrook.edu) with any questions.

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