

**TEACHING
IN
COMMUNITY**

***I'M CERTAIN**

***I'M SOMEWHAT**

CONFIDENT

***I'M UNSURE**

NEWS AND VIEWS

EYE-OPENING

CONCERNING

AMUSING


STUDENT

INTELLECTUAL
CURIOSITY


INTELLECTUAL
COMMITMENTS

YOU

TEACHING AND LEARNING
IS A PROCESS OF **EXCHANGE**
THAT REQUIRES A STUDENT TO
COME CLOSER TO THE TEACHER'S
INTELLECTUAL COMMITMENTS
AND THE TEACHER TO COME CLOSER
TO A STUDENT'S INTELLECTUAL
CURIOSITY



**STEPS TO
CLOSING
THE
DISTANCE**



STEP ONE:

**CONFRONTING
CONTEMPT**

HOW DO OUR
PERSONAL BIASES AND
PERSONALITY MISMATCHES
SHAPE HOW WE TEACH
STUDENTS?



ACKNOWLEDGING
your negative feelings

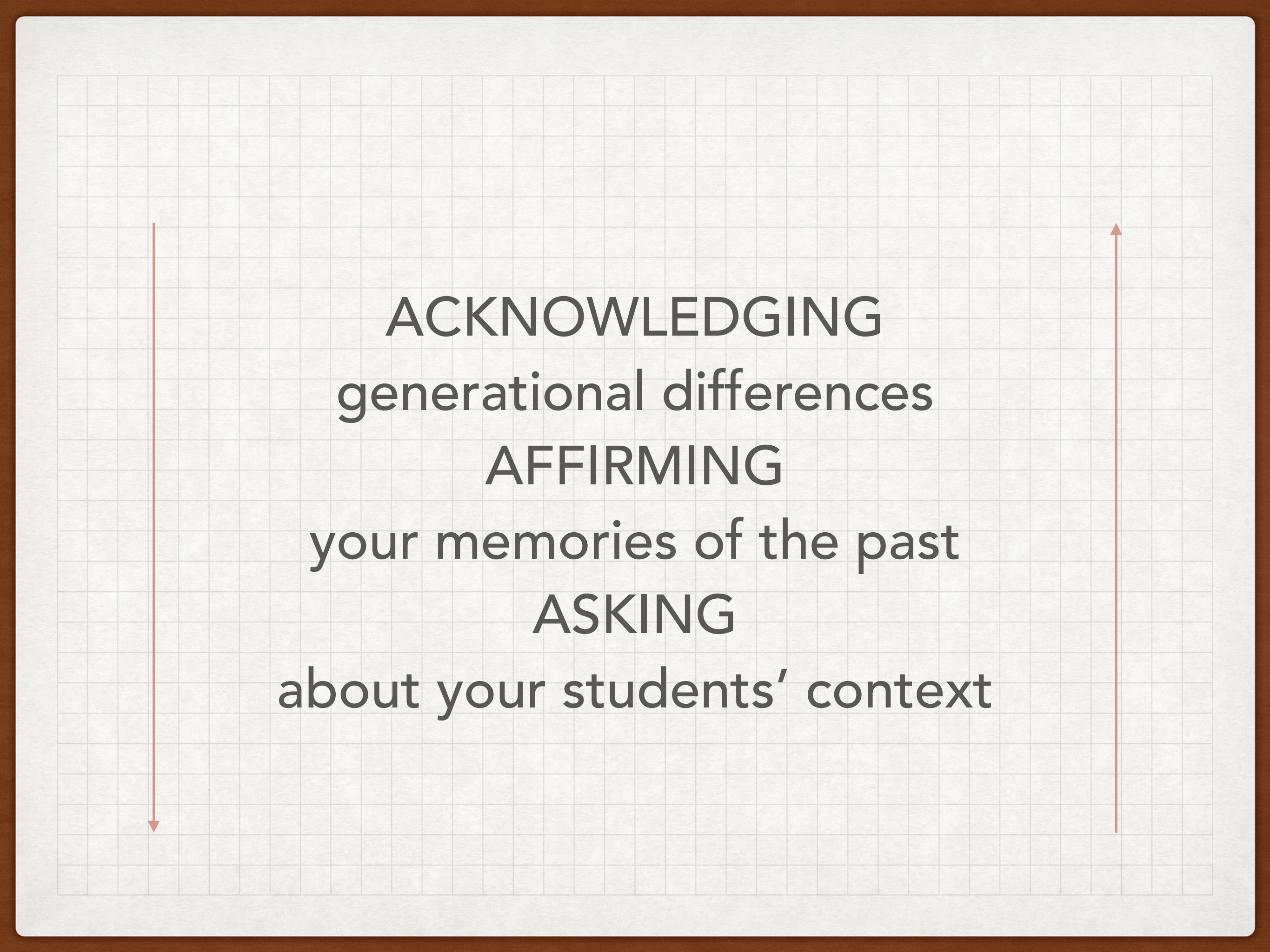
AFFIRMING
your students

ASKING
questions about your students

STEP TWO:

**AGING
AND ITS
DISCONTENTS**

HOW DO
GENERATIONAL
DIFFERENCES
CHALLENGE YOUR
TEACHING PRACTICES?



ACKNOWLEDGING
generational differences

AFFIRMING
your memories of the past

ASKING
about your students' context

STEP THREE:

**CULTIVATING
RELATIONSHIPS**

HOW DO YOU ESTABLISH
HEALTHY RELATIONSHIPS
WITH STUDENTS?

ACKNOWLEDGING

your anxieties about closeness

AFFIRMING

your students' desires for mentorship

ASKING

colleagues to co-mentor in productive ways

STEP FOUR:

**GRAPPLING WITH
INSTITUTIONAL
CHANGE
AND
INSTRUCTIONAL
CHALLENGES**

HOW DO CHANGES AT OUR
INSTITUTIONS
COMPLICATE
OUR COMMITMENT TO
STUDENTS?

ACKNOWLEDGING

your anxieties about change
and possible inadequacies

AFFIRMING

your concerns about changes while still
recognizing your need to change

ASKING

colleagues for support and
institutions to be accountable

STEP FIVE:

WAITING

AND

WAITING

AND

WAITING

WHAT IS YOUR **COMFORT**
LEVEL WITH ADDRESSING
DIFFICULT, TIMELY, AND
SURPRISING ISSUES IN THE
CLASSROOM?

ACKNOWLEDGING

your parallel process

AFFIRMING

why students see the classroom as
a sacred space and site of struggle

ASKING

yourself what you are able to tolerate

STEP SIX:

**PRACTICE
AND
PERFECTION**

HOW DOES **PERFECTIONISM**
STRAIN YOUR CREATIVITY
IN TEACHING?

ACKNOWLEDGING

your disparate experiences of
research and teaching

AFFIRMING

students' struggle with the
consumption of education

ASKING

yourself what would 'better' teaching
feel like

STEP SEVEN:

**WE WANT THE
SAME THINGS**

HAVE YOU ASKED YOUR
STUDENTS **WHAT THEY**
WANT AND HAVE YOU
ASKED YOURSELF **WHAT**
YOU WANT OUT OF
TEACHING?



ACKNOWLEDGING

your intellectual commitments

AFFIRMING

our students' intellectual curiosity

ASKING

each other about goals

Community-Minded
Professors are...

1

**Professors who teach students,
not subjects.**

CONTENT NOTE:

Tomorrow we will be discussing Danielle McGuire's article on Women and Sexual Violence in the Civil Rights Movement. I believe that this article is very important and tells a story that has not been told about race, gender, and violence. I just want to alert you to the fact that the article has detailed information about assault in the South, and some of the content can be incredibly triggering and disturbing. I also want to remind everyone that resources are available to students who have experienced violence, grappling with some type of trauma or want to support a friend at Georgetown through Counseling And Psychiatric Services, <http://studenthealth.georgetown.edu/mental-health/>. Best, Dr. C

2

Professors who do not wait for ‘the right moment.’

The image features the Twitter logo, a white silhouette of a bird in flight, centered on a blue rounded square background. The bird is facing right.

#fergusonsyllabus

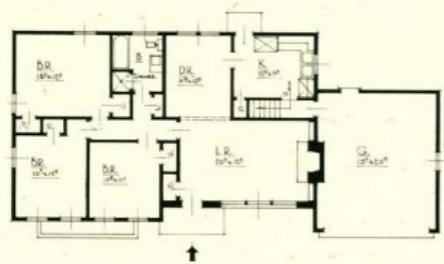
Watch For Opening Presentation . . .

FERGUSON HILLS



A Subdivision of Beautiful Brick and Frame Homes

Subdivision Located on North Florissant Road (800 N.) in City of Ferguson.



FLOOR PLAN

A PERFECT LOCATION . . .

Close to Modern Schools, Churches, Shopping . . .
Surrounded by Fine Homes in a Healthy Suburban Atmosphere.



FHA FINANCED

JOSEPH H. VATTEROTT

1500 S. FLORISSANT ROAD

Terryhill 6-3546

Our Office 1/2 Mile North of Subdivision

Peaseway homes



946 N. Geyer . . . 2 Blocks South
of Manchester, At Mistletoe Lane.

{URBAN PLANNING}

These "New-Design" homes are big news in the home-building market. They're designed by three of the nation's leading contemporary architects. The Peaseway Eastwood, Crestwood and Archwood are 2, 3, and 4 bedroom homes. They offer quality, durability, livability, and easily-cared-for spaciousness. Peaseway homes are FHA approved. In addition to the Crestwood, Archwood and Eastwood, many other designs and dozens of exterior variations are available ranging in price from \$8,100 up.



HOWARD S. GODWIN CO.

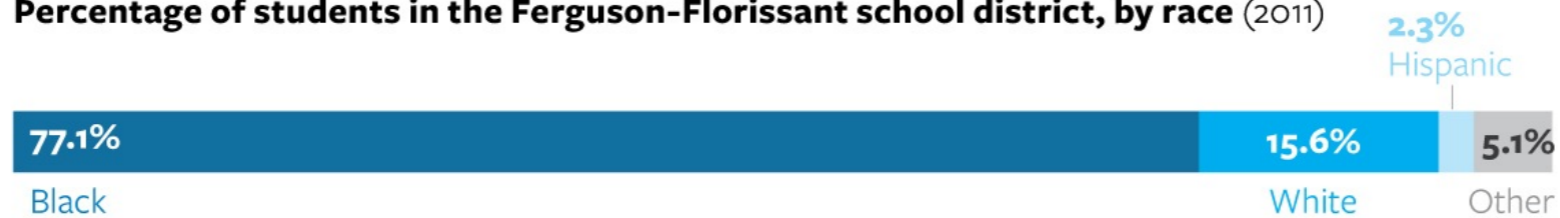
CLAYTON

Cabany 7111

Learning While Black in Ferguson

The majority of students within the Ferguson-Florissant school district in Florissant, Mo., are black. These students are disproportionately likely to receive an out-of-school suspension, and they are far less likely to be enrolled in the district's Gifted and Talented program.

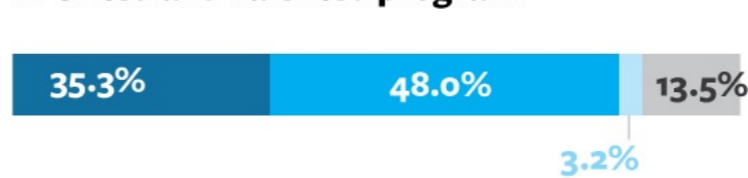
Percentage of students in the Ferguson-Florissant school district, by race (2011)



Percentage of students receiving one out-of-school suspension



Percentage of students enrolled in Gifted and Talented program



Number of students subjected to school-related arrest in this school district, by race

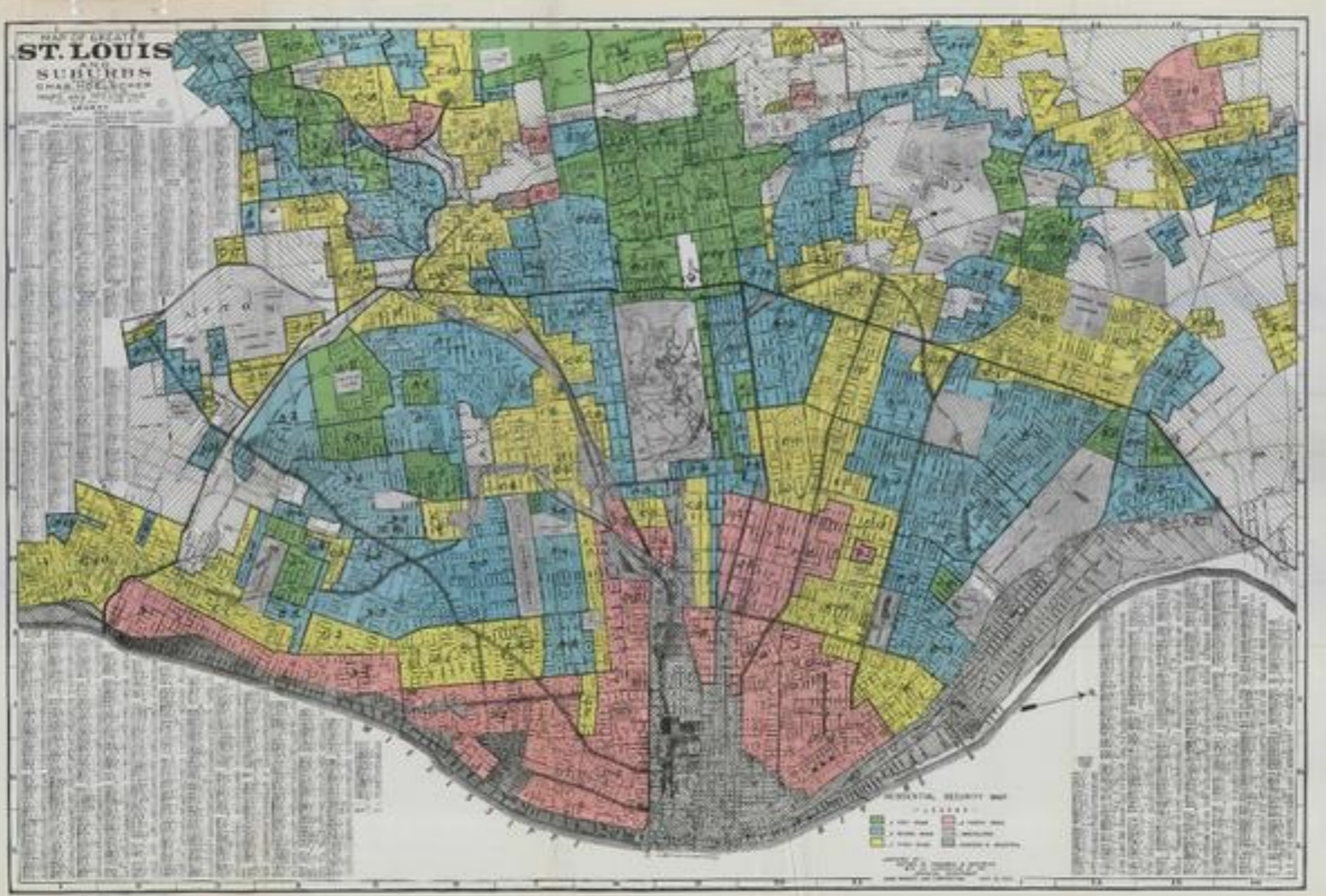


NOTE: All races with less than 1 percent representation within the school district where grouped in the "Other" category.

Source: ED.gov, Civil Rights Data Collection

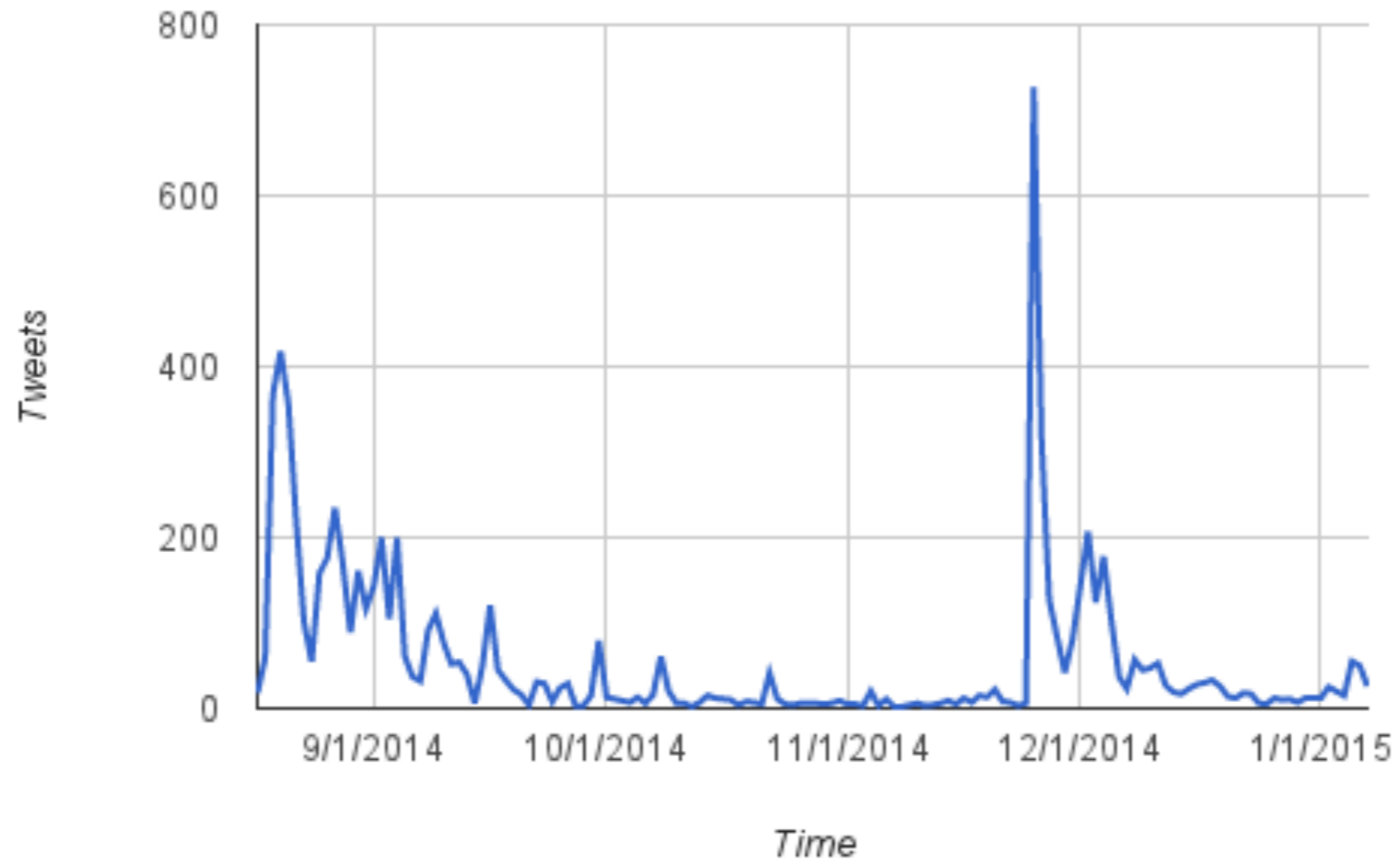
TOTAL: 51
(100% Black)

{EDUCATION}



{BUSINESS}

#fergusonsyllabus tweets per day



{COMPUTER SCIENCE}

Tear Gas: the chemical warfare agent used on demonstrators in Ferguson

By Christie Wilcox | August 14, 2014 3:09 pm

August 21, 2014 4:03 p.m.

What Are the Long-Term Health Effects of Tear Gas?

By **Melissa Dahl**

{CHEMISTRY}

3

Professors who see students as people with perspectives, rather than objects and opportunities.

4

Professors who expect unfinished business.

5

**Professors who tell students why,
not just what.**

TOPIC PACING:

HISTORY OF THE CIVIL RIGHTS MOVEMENT CLASS

EMMETT TILL MURDER

AFRICAN AMERICAN NEWSPAPERS AND CIVIL RIGHTS

BETTY JEAN OWENS CASE

POPULAR MUSICIANS AND CIVIL RIGHTS

FREEDOM SUMMER MARTYRS

CIVIL RIGHTS PHOTOGRAPHY

JOAN LITTLE CASE

POLITICS OF SOUL STYLE

6

**Professors who do not let
thinkpieces do the thinking for them.**

How Gen Z (and Gen AA) Are Reshaping the Economy



Kurt Cagle Contributor
COGNITIVE WORLD Contributor Group ©
[AI & Big Data](#)
Futurist, Technologist, Information Architect

80% of Gen Z college students say they're voting in 2020 — and they've singled out student debt as their biggest concern

MILLENNIALS | 8:00 A.M.

Millennials Aren't That Into God, Patriotism, or Having Kids: Poll

By Eric Levitz [@EricLevitz](#)

Gen Z doesn't like branding, so Doritos tries a new approach

PUBLISHED TUE, AUG 27 2019 • 11:13 AM EDT

Why the GOP Should Pay Attention to Gen Z

COMMENTARY

By Hannah Scherlacher Blair

7

**Professors who embrace diversity,
and do not avoid differences.**

7 Habits of Community Focused Professors

They teach students, not subjects.

They don't wait for the right moment.

They don't objectify students.

They are comfortable with unfinished
business.

They explain why we learn, not just what
we learn.

They don't let 'thinkpieces' cloud their
perspectives on students.

They embrace diversity AND differences.

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