

Race and Pedagogy Reflection Paper
DUE: 10/1

Every four years, the Race and Pedagogy Institute (RPI), housed at the University of Puget Sound, holds a national conference. This national conference brings together students, teachers, researchers, activists, community partners, and artists, among others to discuss issues of race and how the construct of race intersects with pedagogy. This year, we will use the RPI National Conference as our classroom to delve more deeply into the intersections of race, pedagogy, and developmental science.

On 9/28, we will not have an official class, rather, you will attend *at least one* spotlight session. You should choose a spotlight session that (1) interests you, and (2) has clear links to developmental science. (A full schedule can be found here: xxxxx.) Be sure to take notes during the spotlight session so that you can successfully produce a reflection paper.

Paper Prompt: Based on attendance and participation in at least one spotlight session, you will produce a 2-3 page reflection of your experiences. Your paper must include the following components:

- 1) Provide a focused summary of the spotlight session you attended. Here you should provide enough context so that someone who didn't attend can walk away with a full understanding of what the session covered. Note that your summary shouldn't just be a listing of topics or things that were said, but rather a carefully crafted paragraph or two that captures the main points, ideas, and content you were exposed to. Be sure to clearly identify which spotlight session you attended.
- 2) Describe what you learned and how you can use this new learning in the future. Are there ideas or concepts that are new to you? If so, what are they? Are there certain ideas or concepts that really resonated with you? Why? How can you incorporate lessons from the spotlight session into your everyday thinking (or conversations) about race?
- 3) Connect the spotlight session with developmental science. How can the ideas and concepts you described above be used to inform how developmental science asks questions? Are there developmental milestones that link with the ideas and concepts that were covered in the spotlight session? What can developmental science learn from the spotlight session you attended? (Conversely, are there ideas from developmental science that could critically expand the ideas and concepts covered in the spotlight session?) Based on your experiences, how do race, pedagogy, and developmental science intersect?

While your reflection paper *must* address the three components outlined above, you do not have to address them in the order presented above. You can structure the paper however you see fit as long as you critically address all aspects of the paper prompt!

Paper Details and Resources:

You must register for the conference. Please follow this link to register:

<https://www.pugetsound.edu/academics/academic-resources/race-pedagogy-institute/2018-race-pedagogy-national-conference/conference-registration/>

Your paper should be 2-3 pages. This is sufficient space to have a focused reflection – please do not go beyond a 3rd page. Please double-space your paper and use 12 point font, either Arial or Times New Roman, with 1-inch margins on all sides.

This paper is worth 50 points. Please see the grading rubric for more information, and let me know if you have any questions.

I encourage you to form small groups, attend the same spotlight session, and discuss your experiences (and links to developmental science) afterwards! Group discussion will be key to getting the most out of this assignment! While you should talk with others about your ideas, **your written product must be unique – plagiarism of any kind will not be tolerated!**

Paper Content	
___ / 10	Critical summary of spotlight session: summary goes beyond a basic listing but rather connects ideas that were presented; reader has a concrete idea of what the spotlight session was about. <i>Be sure to identify the spotlight session you attended!</i>
___ / 15	Description of what was learned and how this new learning can be used in the future: description of ideas and concepts that are new or resonated with you. Description goes beyond a basic listing but rather describes <i>why</i> these ideas or concepts led to new learning or approaches to thinking and talking about race and pedagogy.
___ / 15	Connection to developmental science: clear link to developmental science (developmental patterns, theories, guiding questions, etc.) that connect to the spotlight session. Links go beyond a basic listing, but describe <i>how</i> developmental science, race, and pedagogy intersect via the topic of the spotlight session.
Paper Style and Mechanics	
___ / 10	Organization, style, and grammar: paper is organized and well-written. Clear and sequenced articulation of ideas that translate your experiences at the spotlight session into a logical paper. Correct grammar used throughout the paper.
Overall Grade	
___ / 50	