**Scenario 3: Professor Employs Racial Slur in Class**

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A well-respected White professor of literature at a large liberal arts school while discussing James Baldwin’s body of work reads out passages that contain the n-word. The professor notices that the students in the class, comprising of students of color as well as White students all seem taken aback and uncomfortable. The professor explains that their intention in reading Baldwin’s words verbatim was not to cause discomfort but rather to confront the historical context the author was writing and responding to. The professor invites the class to weigh in on the topic and the student consensus is largely in favor of avoiding the use of the word, no matter the pedagogical context. The professor maintains that reading out the slur in its historical and literary context is about confronting a difficult and ugly truth. Furthermore, they insist that the very nature of education and educational spaces is about confronting uncomfortable truths and that while using the word in any other context would be deplorable, a pedagogical setting is exempt from such rules. The professor, while sorry for the pain they have caused to their students, continues to stand by their belief that academic freedom means that speech in the pedagogical context should be protected. The professor is calling on the university’s mission to promote diversity of viewpoints and feels that their rights are being infringed upon, whereas, the students, especially Black students, are calling upon the university officials because they feel that their mental and emotional well-being, respect, and a sense of belonging are threatened when loaded historical slurs are employed in the classroom under the guise of a ‘teaching’ moment.

**Please complete the following reflection questions:**

1. How does the shift from diversity-focused to an antiracist framework inform your response to this case?
2. In what ways are your responses different from before?
3. What aspects of university culture, policies and practices need to be addressed in order to align our responses to this scenario with an antiracist framework.
4. What is the responsibility of this team in leading UConn to becoming an antiracist institution?