

Classics and Social Justice Meeting 4-5 PM, January 4, 2018

1. Introduction (Nancy Rabinowitz)
 - a. Position of the Group: Should this interest group clarify/define its mission and/or join up with the WCC or other groups?
 - i. General consensus: mission should be left open to allow us to respond to challenges as they arise. Also, group should stay independent, as WCC has its own agenda distinct from social justice (though they have significantly advanced women's and queer issues in the field and would be a great ally).
 - ii. Need to be sure that we are communicating with other groups focused on similar missions and be sure we are all working in concert with each other.
2. Reports
 - a. CANE: held a luncheon with high school teachers, who informed us that outreach is a luxury for them. We need to think carefully about how we can encourage and design outreach opportunities that do not overburden high school teachers. NB: or ourselves (after meeting conversation!). Began mailing list.
 - i. CANE Summer Institute 2017: We presented a workshop at CANE Summer Institute on 11 July 2017. Dominic Machado (Visiting Assistant Professor, Wake Forest) gave a presentation on diversity of students and teachers in the profession; Roberta Stewart gave a presentation (based on her Dartmouth class on "War Stories") that focused on outreach that begins in the classroom and empowers students to work outside of the classroom ("War Stories and Student Outreach at Dartmouth College").
 - ii. CANE Summer Institute 2018- Roberta Stewart and other members will present. Will take place July 9-14 at Brown University. Registration will open in January 2018. Please direct questions to the 2017-18 institute director Tim Joseph at summerinst@caneweb.org
 - iii. Panel for the CANE Annual Meeting 2018. We have done that and plan a workshop in March 2018 entitled "Making a Difference: Classics, Outreach, And Social Justice in the Classroom." CFP has been distributed through several channels.
 - b. CAMWS: upcoming panel on Classics and White Supremacism in Albuquerque!
 - i. Attending these panels is a good way to prompt changes not only in scholarly discussions but also to change patterns of thinking that impact day-to-day teaching. Can also be an opportunity for high school teachers to engage in these

issues and outreach without adding a lot of extra work to their plates.

- c. Claiming the Classical: international network (particularly UK and European scholars) interested in exploring politicized uses of the classics. Interested in developing a working relationship with our group.

- i. November 2018 2 day workshop in either London or Leicester to produce guidance documents. If interested, please contact Dr Naoise Mac Sweeney (nm241@le.ac.uk)

3. Future Work for the Group

- a. Question: what resources can we offer high school teachers who are working with underserved populations?

- i. Ideas proposed by attendees include:

- 1. A speaker bureau to connect a group of volunteer speakers from area universities with high school teachers.
 - 2. Creating service-learning projects for our university students to bring undergraduates into area schools to support teachers. Can also be a good way to access university and national funding to support these projects.
 - a. Would also be a great opportunity to connect MAT programs (both in our departments and also in our universities) with service learning opportunities.
 - b. MAT students could also develop pre-made lessons and course modules to support high school teachers.
 - 3. Using our blog to offer examples from our own classrooms and teaching experiences. Can also post contact information for people who are willing to offer mentorship and advice on areas of expertise.
 - 4. Building a partnership with JCL directly as a point of contact and information-sharing on social justice issues.
 - 5. Library partnerships: Peter Meineck's project (see article for more information: <https://www.wsj.com/articles/SB10001424052748704198004575310990768316182>) could be a good model for bringing classical and social justice programming into the community.
 - a. Several New England cities have book clubs reading around these issues, great way to work with adults and veterans.

6. Paideia Institute: Aequora initiative to teach literacy through Latin (<http://www.paideiainstitute.org/aequora>)
 - a. If you are interested in working with this program, contact Liz Butterworth (butterworth@paideia-institute.org)
 7. Pursuing NEH grants to support some of these teaching and engagement projects.
- ii. Suggestion: we need to liaise with the SCS's Outreach Committee on these issues to maximize impact, access to resources.
- b. College teaching
 - i. Need to work better with campus teaching and learning centers to promote cultural competency workshops, improve access to this type of professional development.
 - ii. Discussion of problems associated with self selection / mandatory training. Stipends for training help or certification. Running training sends a message.
 - iii. Spread good practice - write up programmes for web.
 - iv. How do we get recalcitrant people on our campuses to buy into these types of training?
 1. Repeat workshops, incentivize these types of training. Promote unconscious bias training.
 2. It is part of our responsibility, particularly on the part of white colleagues, to speak up about these issues.
 3. Should these workshops be mandatory? Should we offer certifications?
 4. Cassandra Miller (Union College): successful program with multiple units. Contact at millerk3@union.edu for more information.
 - v. Developing opportunities for self-analysis and self-criticism (Melissa Harl Sellew sellew@umn.edu).
4. Initiatives Going Forward
 - a. Areas of general interest:
 - i. Developing resources for K-12 teachers to include social justice issues in their teaching.
 - ii. Continuing and improving outreach initiatives for underserved communities.
 - iii. Exploring the need for research initiatives to examine high school support and underserved communities.
 - iv. Developing resources to help college teachers better teach and advocate for students of color, students with disabilities, and economically disadvantaged students.

Creating an online area for discussion and collaborative self-reflection on our blog. Could take the form of a wiki or perhaps an area [word missing] with editors. Editorial board to vet material and critique it. Collaborative. Develop useful resources.

- v. Other publications including support for faculty - best practice and ideas to start these things. (FMcH to investigate)
- b. Routledge Press has also approached us about developing a small series on Classics and Social Justice.
- c. Point people for particular initiatives
 - i. Melissa Harl Sellew (Minnesota): surveying/communicating with Minnesota's JCL group to assess what kinds of support or initiatives high school teachers might appreciate.
 - ii. Melissa Harl Sellew (Minnesota) and Laurie O'Higgins (Bates): working on essays/discussions of self critique, reflection, and analysis regarding social justice work.
 - iii. Nancy Rabinowitz (Hamilton): acting as point person for supporting prison teaching initiatives.
 - iv. Roberta Stewart (Dartmouth): acting as point person for supporting veteran teaching initiatives.
 - v. Lindsey Mazurek (Bucknell): Collating research and resources for college teachers.

Compiled from handwritten notes 1/10/18 by Lindsey A. Mazurek (lindsey.mazurek@bucknell.edu)