

Quiet, Contemplative Pedagogies:  
Teaching to Reach the Introverted, the Anxious and the Global Majority that is locally Marginalized  
Monica Edwards, Professor, Department of Sociology, Harper College (IL)

We have to talk about liberating minds as  
well as liberating society.

*Angela Davis*



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- student
- active
- class
- education
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- college class
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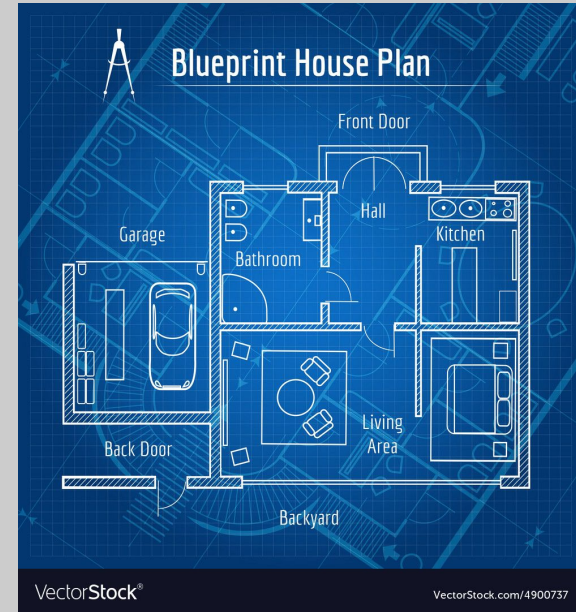


“I always felt that if I raised my hand to voice my opinion about something, or even responded to a question about the material I would say something wrong, and the White students would say ‘Oh, it’s the Mexican girl.’ Although I was aware that I was in an honors course because I was academically advanced, I still assumed that just because I was Mexican and lived on the poor side of town I was not as smart as them...There was always a feeling of inferiority when I was around White students during my schooling experience” (Kohli 185, 2008).

# “Conversational Architecture” (Blackwell)

“If we pay attention, it’s not hard to recognize the hidden architecture of any gathered group: Who leads the conversation? Whose opinions incite head nods and agreement and whose seem to go unnoticed? Who speaks first? Who speaks last?”

When the designers of the conversation are white, often white men, we may forget to examine the architecture of the discussion because these are the architects we’re all most familiar with. We’re socially conditioned to accept and attune to the ‘white is right’ channel” (Blackwell 6, 2017).





# The Great Chain



Enlightenment

Secularization  
Capitalism  
Democracy  
Scientism

Colonization  
Slavery  
Patriarchal White Supremacy

Rationality  
Objectivity  
Mind/Body Split  
Nature/Nurture Split  
Superior/Inferior

**Thomas Hobbes**

"The condition of man... is a condition of war of everyone against everyone"

"Human nature is characterized by reason and tolerance"

"Wherever there is great property, there is great inequality... for one very rich man, there must be at least the hundred poor."

He believed that orderly political government and government control "dispose of the estates of the subjects arbitrarily."

**John Locke**

"Man is born free and everywhere he is in chains"

"Mind is blank and let others enjoy the privilege to do as they see fit"

"It is not wisdom but Authority that makes a law"

"I may disapprove of what you say, but will extend to the death your right to say it"

**Adam Smith**

"The worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short"

"Man is an animal that makes bargains"

**Jean-Jacques Rousseau**


"no one ought to harm another in his life, health, liberty or possessions"

"Nature never deceives us; it is we who deceive ourselves"

**Voltaire**



### Voltaire



**Express yourself!**

**Background:**

- French thinker and writer
- Fought against intolerance
- Sailed twice for criticizing the French government


**Beliefs/Ideals:**

"I do not agree with a word you say, but will defend to the death your right to say it."

**Long-term impact:**

The ideas of free expression is guaranteed in the founding documents of many democracies e.g. the Bill of Rights, Declaration of the Rights of Man, and Citizen.

### Rousseau



**Background:**

- Swiss writer
- Published 'The Social Contract' in 1762.


**Beliefs/Ideals:**

- Direct Democracy is the ideal form of government.
- All people are equal.
- The Contract give up some freedom in exchange for the "common good."

**Long-term impact:**

Rousseau's ideas inspired the political leaders of the French Revolution.

### Beccaria



**Background:**

- Italian Philosopher
- Studied legal systems

**Beliefs/Ideals:**


- Laws should not be used as a form of revenge.
- Torture and capital punishment should never be used.
- Trials should be fair and speedy.

**Long-term impact:**

- The US Bill of Rights guarantees most of Beccaria's ideas.
- Torture is banned in both Europe and the Americas.

## Enlightenment Thinkers

### Montesquieu



**Background:**

- French writer and thinker
- Studied political systems
- Wrote 'On the Spirit of Laws' in 1748


**Beliefs/Ideals:**

- The best political systems have separate institutions that have specific powers.
- Each section of the government checks the powers of the other sections.

**Long-term impact:**

Most nations involved in the series of 'Atlantic Revolutions' adopt separation of powers in their constitutions.

### Diderot



**Background:**

- French philosopher and writer
- Published the 'Encyclopaedia' in 1751


**Beliefs/Ideals:**

- The ideas of the Enlightenment should be collected and widely distributed.

**Long-term impact:**

- Diderot helped spread the ideas of the Enlightenment to middle-class Europe.

### Wollstonecraft



**Please Read 'A Vindication of the Rights of Women'**

**Background:**

- British writer
- School administrator
- Assistant publisher
- Published 'A Vindication of the Rights of Women' in 1792

**Beliefs/Ideals:**

- Women need to be educated alongside men.
- Women should be trained for sophisticated jobs.

**Long-term impact:**

- Wollstonecraft inspired women's rights groups all over Europe and the USA.
- She also inspired women's suffrage movements.

“But, before his death in 1831, Hegel failed to free himself and Europe from the Enlightenment era’s racist ideas. ‘It is...the concrete universal, self-determining thought, which constitutes the principle and character of Europeans,’ Hegel once wrote. ‘God becomes man, revealing himself.’ In contrast, African people, he said, were ‘a nation of children’ in the ‘first stage’ of human development. ‘The negro is an example of animal man in all his savagery and lawlessness’” (Kendi 147).



20 PAST PREDICTIONS FOR 2020  
**What really happened?**

THE BEST MORNING READS

☀️ + 📖 + 📰 = 😊

BEST OF 2019


**100 best restaurants**


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# Africans take Germany to court in New York over 'forgotten genocide'

**By Andrew Connelly** GlobalPost

Published 10:43 p.m. ET Jul. 31, 2018 | Updated 10:44 p.m. ET Jul. 31, 2018



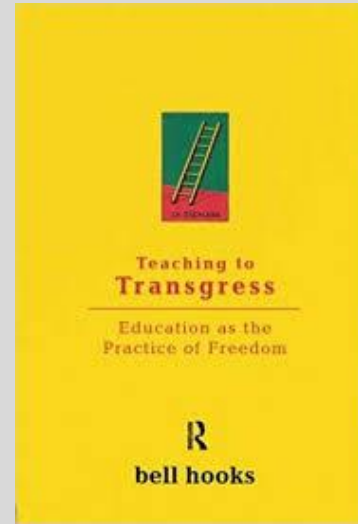


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# The "Enlightened, Rational" Classroom

- Be hard
- Expert at front of room
- Expert sets the tone
- Discouragement of overt emotional displays
- Verbal participation
- Encouragement of multitasking
- Encouragement of instant gratification
- Credentialing



I think that one of the unspoken discomforts surrounding the way a discourse of race and gender, class and sexual practice has disrupted the academy is precisely the challenge to that mind/body split. Once we start

tionalized space. The person who is most powerful has the privilege of denying their body. I remember as an

I had white male professors who wore the

# The “Enlightened, Rational” Classroom

but it does. I remember in my early teaching days that when I first tried to move out beyond the desk, I felt really nervous. I remember thinking, “This really is about power. I really do feel more ‘in control’ when I’m behind the podium or behind the desk than when I’m walking towards my students, standing close to them, maybe even touching them.” Acknowledging that we are bodies in the classroom has been important for me, especially in my efforts to disrupt the notion of professor as omnipotent, all-knowing mind.

~Bell Hooks, Teaching to Transgress

# THE “HIJACKED” BODY

MANAGING YOURSELF

## Calming Your Brain During

When we perceive a threat, the amygdala sounds an alarm, releasing a cascade of chemicals in the body. Stress hormones like adrenaline and cortisol flood our system, immediately preparing us for fight or flight. When this deeply instinctive function takes over, we call it what Daniel Goleman coined in *Emotional Intelligence* as “amygdala hijack.” In common psychological parlance we say, “We’ve been triggered.” We notice immediate changes like an increased heart rate or sweaty palms. Our breathing becomes more shallow and rapid as we take in more oxygen, preparing to bolt if we have to.

The flood of stress hormones create other sensations like a quivering in our solar plexus, limbs, or our voice. We may notice heat flush our face, our throat constrict, or the back of our neck tighten and jaw set. We are in the grip of a highly efficient, but prehistoric set of physiological responses. These sensations are not exactly pleasant — they’re not meant for relaxation. They’re designed to move us to action.

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# Critical Pedagogy



Teaching to  
**Transgress**  
Education as the  
Practice of Freedom

**R**  
bell hooks

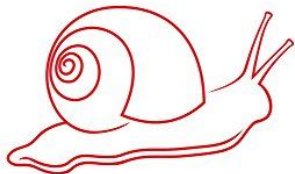
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## Slow Pedagogy

*The*  
**Slow**  
Professor

*Challenging the Culture of Speed  
in the Academy*

Maggie Berg and Barbara K. Seeber



### met·a·cog·ni·tion

/,medə,käg'niSH(ə)n/

**noun** PSYCHOLOGY

awareness and understanding of one's own thought processes.

## Contemplative Pedagogy

Daniel P. Barbezat • Mirabai Bush

FOREWORD BY PARKER J. PALMER  
AFTERWORD BY ARTHUR ZAJONC

# Contemplative Practices in Higher Education



POWERFUL METHODS TO  
**TRANSFORM TEACHING AND LEARNING**

**JOSSEY-BASS**  
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# “Quiet” Teaching in Context

- Social Sciences--Sociology (Monica Edwards, Harper College)
  - Large lectures
- STEM--Chemistry (Becca Ciancanelli, University of Colorado, Boulder)

## What is the aspiration gap?

Mentimeter

the gap between what people have and what they want, middle class is no longer enough

what people wants vs. what they can afford

the gap between what you think that you want and what you really need (how much bigger what you think you want is compared to what you need)

not striving for comfort but luxury the 20% can truly sustain causing high debt

the longing for wanting what you can't afford to have or do not need

Our wants and needs

It is the gap between what people want, and what they can afford

when Americans keep spending and get higher levels of debt

the new consumerism that lead Americans to so much debt

Its the difference in cost of things

# What is critical thinking? How do you practice critical thinking?

Using your best judgement to come up with an idea

Thoroughly analyzing the situation or context at hand.

Critical thinking is the ability to go beyond surface leveled responses in order to convey

not believing everytning you hear

thinking about different perspectives

it is the way of one's mind translating data into the brain. practices by questioning ideas

Analyzing things without bias; How they are instead of how you expect it to be.

Critical thinking is analyzing deeply, not just what appears on the surface

It is a way to take a step back and view an idea from many

Pause scroll



# Quiet Reflections

There's actual science behind this: MRI scans have revealed that writing by hand [increases neural activity in certain sections of the brain](#). See, there's a reason why your schoolteachers told you to write things out again and again. It probably felt like a never-ending punishment, but the process helped you learn. When it comes to productivity, writing on paper cuts out all of the noise. There are no notifications blinking on a screen, no 67 other tabs fighting for your attention. Author Patrick McLean writes in his [defense of longhand](#): "As much as I love technology, it drives us to distraction. A pen and paper has but one functionality. It captures the marks I make so that they can be referred to at a later time."

40 Minute Lecture  
10 Minute Quiet Reflection (with prompt)  
10 Minute pair-share  
15 Minute Large group discussion (with mentimeter)





Go to [www.menti.com](https://www.menti.com) and use the code **22 34 94**

 Mentimeter

# Writing Reflection: What might your "unbecoming" look like?

No one would think "because you're a male" or "because you're a female". You would be looked at as the individual yourself.

Caring less about physical attributes that project my gender, and focusing on what makes me feel comfortable and happy

Wear less girly clothes and colors (dresses and skirts)

"Unbecoming" for me has always been to focus on personal values and mores first and to detach them from any notion of gender or sexuality

what I am doing now, especially with how I present myself in my attire. sometimes it screams feminine or sometimes it screams masculine

Focusing more on the internal feelings rather than the physical aspects and the gender that others have put me into

**In any class, do you feel comfortable answering questions--verbally, when called on--during class?**

Yes	38% (36)
No	13% (14)
Sometimes/depends	48% (45)

**When you don't feel comfortable participating in any class, what are the reasons?**

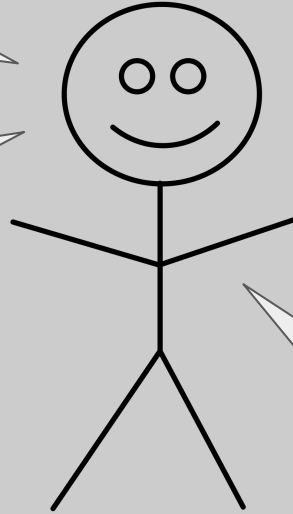
Introverted/shy personality	60% (57)
Anxiety/depression/other mental health needs	31% (29)
Not (yet) comfortable with the material	45% (43)

**Do you feel like the ability to participate using the menti program is helpful?**

Yes	92% (87)
No	4% (4)
No Answer	4% (4)

N=95

**QUESTION:**  
When you DON'T feel comfortable participating in any class, what are the reasons?



“I was afraid I’d sound stupid...”

“I don’t want to make a mistake in front of a lot of people and I don’t want to seem stupid when I ask simple questions. I guess I just lack the confidence to mess up.”

“When I don’t know the answer & I don’t feel comfortable because I’m afraid of what my classmates think of me”

“Sometimes I need to take more time to understand the material

“The teacher might get the wrong impression of me...”

**Themes: class to large, scared, don’t want to be laughed at, shy, judged, intimidating, don’t know material, mood, unprepared, need more time, don’t want to look stupid, afraid to be criticized by professor**

**QUESTION:**  
Do you feel like the ability to participate using the menti program is helpful? In what way? Please explain.

“Yes, it provides a ‘safer’ option when sharing thoughts/opinions.”

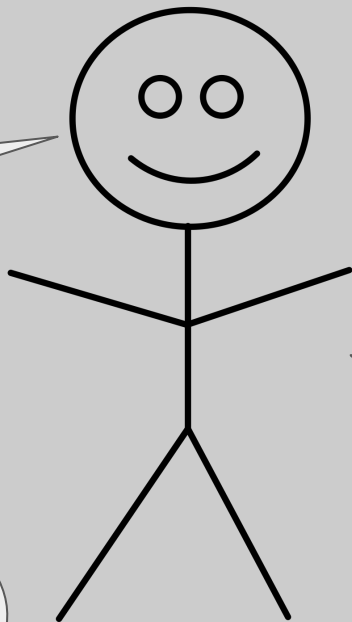
“Yes, because it’s anonymous so I feel comfortable knowing the class isn’t judging me to my face.”

“Definitely helpful in a case where you think that if you would ask the question out loud someone would laugh at you.”

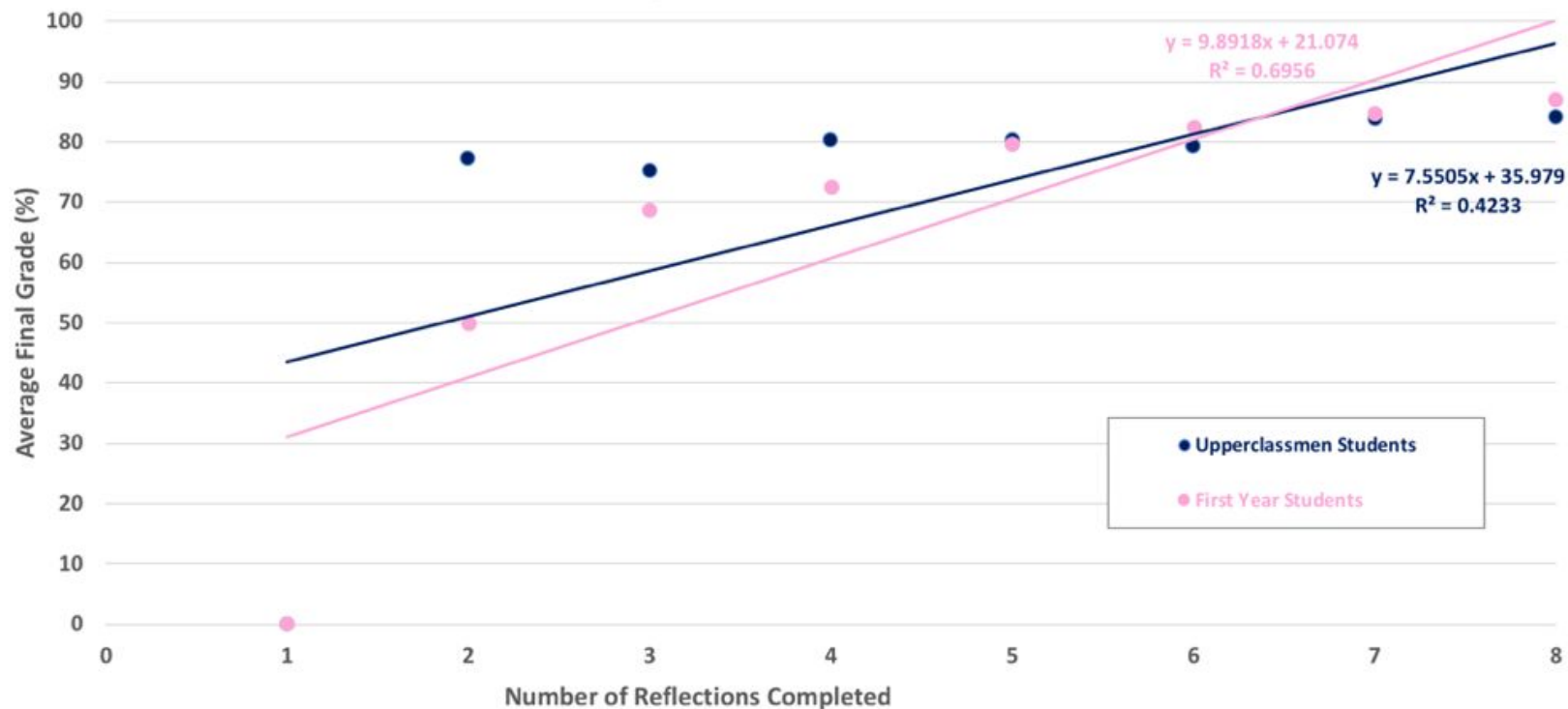
It’s very engaging. You can ask questions without people knowing who you are.

**Themes: more comfortable being wrong, avoid anxiety, engaging, anonymous, not judged, efficient, apply knowledge, get answers, stay on track**

“Yes, menti is super helpful because you can ask ‘dumb’ (simple) questions without anyone knowing you’re struggling.”

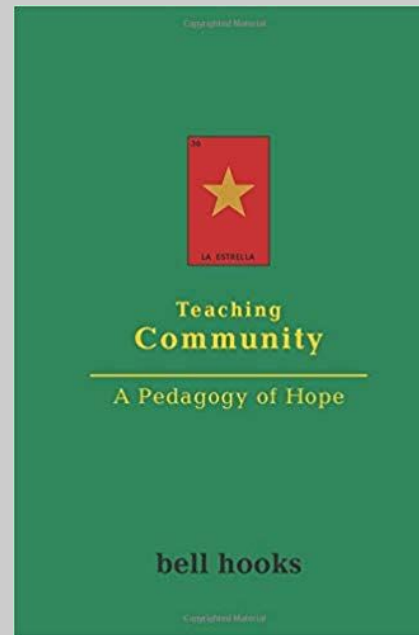
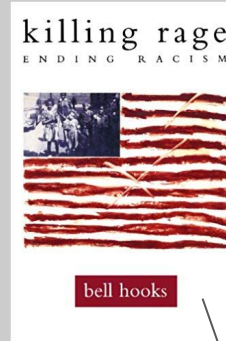
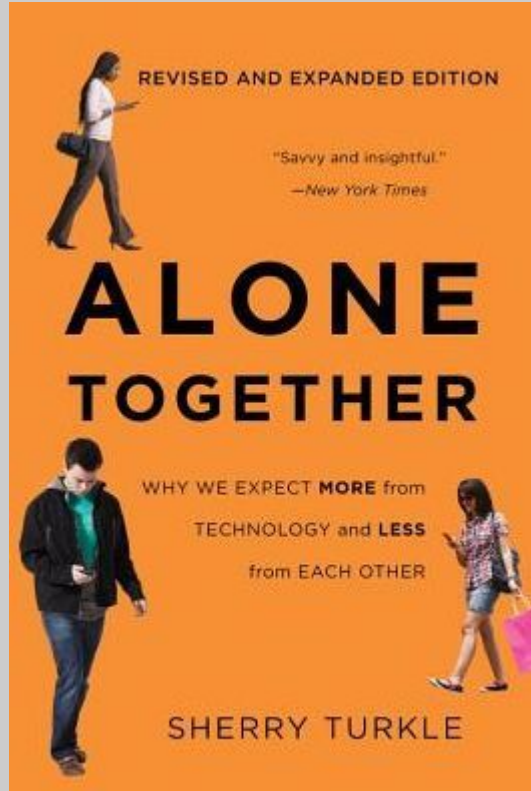


Effect of How Many Reflections 2017 Chem 1113 Upperclassmen (n=148) vs. First Year Students (n=128) Completed on Final Grade in Class



Data from: Rebecca Ciancanelli, PhD, University of Colorado, Boulder

## One final note...



posed the question “Where do we go from here.” To live in anti-racist society we must collectively renew our commitment to a democratic vision of racial justice and equality. Pursuing that vision we create a culture where *beloved community* flourishes and is sustained. Those of us who know the joy of being with folks from all walks of life, all races

"When everyone is  
silent,  
no one is silenced"  
(Edwards  
forthcoming)



“When we speak  
we are afraid our  
words will not be  
heard or welcomed.  
But when we are  
silent, we are  
still afraid.  
So it is better  
to speak.”

—Audre Lorde

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