

Robin DiAngelo, Ph.D.
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Education

Ph.D. Curriculum & Instruction: Multicultural Education

University of Washington, 2004

Cognates in: Whiteness Studies; Intergroup Dialogue.

Dissertation: *Whiteness in Racial Dialogue: A Discourse Analysis*. Chair: James Banks.

Graduate Certificate in Women Studies

University of Washington, 2004

Feminist Theory & Methods

Masters in Education: Curriculum & Instruction: Social Studies Methods

University of Washington, 1995

Advisor: Walter Parker

Bachelor of Arts: Sociology; History

Seattle University, 1991

Summa Cum Laude. Valedictorian.

Teaching

Lecturer. School of Social Work. University of Washington 2015-2016

Co-teach in an interracial team the required BASW course: *Cultural Diversity & Social Justice*. Course explores the nature and impact of oppression from both historical and structural perspectives. Students critically examine theories, concepts and models of culturally responsive practice. Students examine their own experiences of both privilege and oppression as they relate to strengths-oriented, culturally sensitive clinical approaches. Particular challenges and unique dilemmas encountered by both students of color and white students are addressed.

Associate Professor of Multicultural Education. Westfield State University 2007-2015

Teach required courses in Multicultural Education. Courses examine the ways in which categories of difference shape the opportunities of groups in the United States and their relationship to social and institutional power. Guide students in developing more culturally responsive perspectives and approaches to teaching with and across group differences. Other courses taught include: *Schools in Society*; *Culturally Responsive Mathematics Education*; *Addressing Racism in Education*; *Unmasking the School to Prison Pipeline*; *Principles of Teaching & Learning*; *Schools in Society* and; *Gender in Education*. Advise students. Engage in scholarship. Provide service to the academic community.

Adjunct Faculty. Smith College School of Social Work 2009-2014

Co-teach in an interracial team the required course for the Masters in Social Work Program: *Racism in the United States: Implications for Social Work Practice*. Course explores the nature and impact of racism from both historical and structural perspectives. Students critically examine

theories, concepts and models of culturally responsive practice. Students examine their own experiences of both privilege and oppression as they relate to strengths-oriented, culturally sensitive clinical approaches. Particular challenges and unique dilemmas encountered by both students of color and white students are addressed.

Thesis Advisor. Smith College School of Social Work 2009-2015

Serve as advisor and provide mentorship and supervision to students preparing their Masters Thesis. Work closely with students and in collaboration with colleagues to guide, consult, problem-solve and certify the thesis research project.

Anti-Oppression Student Leadership Project. Liberation High School 2009-2012

Work intensively over a 1-year period with a core group of New York City urban high school students representing a diverse range of social identities including race, gender, sexual orientation, gender identity, ability status, and religion. Facilitate in-school workshops, off-site retreats, and weekly teleconferences. Our goal is to create a team of anti-oppression change-agents who will enhance the collective ability of the Liberation High School Community to challenge oppression. Students serve as peer-mediators, speakers, group facilitators, school leaders and role-models.

Adjunct Faculty. College of Education. University of Washington. 2004-2007

Teach the required course EDTEP 551: *Multicultural Teaching* in both the elementary and secondary programs. Course examines the normative functions of schooling and ways in which categories of difference shape the opportunities of groups in the United States and their relationship to social and institutional power. Guides students in developing more culturally responsive perspectives and approaches to teaching with and across group differences.

Mayor's Race & Social Justice Initiative. Seattle Office of Civil Rights 2004-2007

The Seattle Mayor's Race and Social Justice Initiative is a citywide effort to eliminate institutional attitudes, practices, and policies that result in racial disproportionality; understand the challenges that cultural pluralism places on democracy and; transform civic and citizen engagement processes to address those challenges. I was appointed as a member of the inter-racial lead team that designed and delivered this training.

Lecturer. School of Social Work, University of Washington 1998- 2007

Taught the required courses SocW 404 & 504, *Cultural Diversity & Social Justice*. The overall aims of SocW504 & 404 are to have students: (a) explore the interplay of social and cultural identities, societal power relations, and other societal forces and (b) develop perspectives and approaches to working with and across differences, especially those based on social group memberships.

Co-taught a two-quarter sequence, SW442-3: *Intergroup Dialogue Facilitation*. This course provides students with foundation knowledge and skills for working with diverse teams and small groups in educational settings. Students are trained as peer facilitators of intergroup dialogues, which focus on cultural diversity and social justice.

Taught the elective *Building Advanced Skills for Engaged Community Practice*. This course complements the course "*Cultural Diversity & Social Justice*" by continuing a more in-depth process of locating the self in a socio-political context of the community at large. The course employs a critically self-reflective, experiential and dialogic learning process to guide students to apply theory to community practice.

Research & Scholarship

Publications in Peer-reviewed Journals

DiAngelo, R. & Sensoy, Ö. (in press). “But I’m shy!”: Classroom participation as a social justice issue. *Multicultural Teaching and Learning*.

Sensoy, Ö. & DiAngelo, R. (2017). “We are all for diversity, but...”: How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review*, 87(4), 557-580. <https://doi.org/10.17763/1943-5045-87.4.557>

Thurber, A. & DiAngelo, R. (2017). Microaggressions: Intervening in three acts. *Journal of Ethnic & Cultural Diversity in Social Work*. <https://doi.org/10.1080/15313204.2017.1417941>

DiAngelo, R. & Sensoy, Ö. (2015). Grade inflation: A social justice issue. *Washington State Kappan: A Journal for Research, Leadership and Practice*, 8(1), 7–11.

DiAngelo, R. & Sensoy, Ö. (2014). Calling in: Strategies for cultivating humility and critical thinking in anti-racism education. *Understanding and Dismantling Privilege*, 4(2), 191–203.

Sensoy, Ö. & DiAngelo, R. (2014). “Respect differences”?: Challenging the common guidelines in social justice education. *Democracy & Education* 22(2), Feature Article, Article 1.

DiAngelo, R. & Sensoy, Ö. (2014). Leaning in: A student’s guide to engaging constructively with social justice content. *Radical Pedagogy*, 11(1), (Article 2).

Matlock, S. & DiAngelo, R. (2015). “We put it in terms of “not-nice”: White anti-racist parenting. *Journal of Progressive Human Services*, 26(2).

DiAngelo, R. & Sensoy, Ö. (2014). Getting slammed: White depictions of interracial dialogues as arenas of violence. *Race Ethnicity and Education*, 17(1), 103–128.

Sensoy, Ö. & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy in Education*, 2(1).

Matias, C. & DiAngelo, R. (2013). Beyond the face of race: Emo-Cognitive Explorations of White Neurosis and Racial Cray-Cray. *Journal of Educational Foundations*, 3(2) 1-20.

DiAngelo, R. (2012). Nothing to add: The role of white silence in racial discussions. *Journal of Understanding and Dismantling Privilege*, 2(2), 1-17.

DiAngelo, R. (2011). White Fragility. *International Journal of Critical Pedagogy*, 3(3) 54-70.

Schroeder, C. & DiAngelo, R. (2010). Addressing Whiteness in Nursing Education: The Sociopolitical Climate Project at the University of Washington School of Nursing. *Advances in Nursing Science*, 33(3), 244-255.

DiAngelo, R. & Flynn, D. (2010). Showing what we tell: Facilitating anti-racist education in cross-racial teams. *Journal of Understanding and Dismantling Privilege*, 1(1), Article 2.

DiAngelo, R. & Sensoy, Ö. (2010). "OK! I get it! Now tell me how to do it": Why we can't just tell you how to do critical multicultural education. *Multicultural Perspectives*, 12(2), 97-102.

DiAngelo, R. (2010). Why can't we all just be individuals?: The discourse of individualism in anti-racist education. *InterActions: UCLA Journal of Education and Information Studies*, 6(1), Article 4.

DiAngelo, R. & Sensoy, Ö. (2009). We don't want your opinion: Knowledge construction and the discourse of opinion in the equity classroom. *Equity & Excellence in Education*, 42(4), 443-455.

Sensoy, Ö. & DiAngelo, R.J. (2009). Developing social justice literacy: An open letter to our faculty colleagues. *Phi Delta Kappan*, 90(5), 345-352.

DiAngelo, R. (2006). The production of whiteness in education: Asian international students in a college classroom. *Teachers College Record*, 108(10), 1960-1982.

DiAngelo, R. (2006). My race didn't trump my class: Using oppression to face privilege. *Multicultural Perspectives*, 8(1), 51-56.

Sensoy, Ö. & DiAngelo, R. (2006). "I wouldn't want to be a woman in the Middle East": White female student teachers and the narrative of the oppressed Muslim woman. *Radical Pedagogy*, 8, Article 4.

DiAngelo, R. & Allen, D. (2006). "My Feelings Are Not About You": Personal Experience as a Move of Whiteness. *InterActions: UCLA Journal of Education and Information Studies*, 2, Article 2. <http://repositories.cdlib.org/gseis/interactions/vol2/iss2/art2>

*DiAngelo, R. (1997). Heterosexism: Addressing internalized dominance. *Journal of Progressive Human Services*, 8(1), 5-22. ***(This article is listed among the top 5 most read articles)**

Book Chapters

When you do it to me, its racism (2017). In *Uncommon Bonds: Women Reflect on Making and Maintaining Interracial Friendships*. Smith, K. & Hall, M.R. Eds. New York: Peter Lang.

What does it mean to be a white teacher? (2017). In *The Guide for White Women Who Teach Black Boys*. Moore, E., Michael, A. & Penick-Parks, M. (Eds). Thousand Oaks, CA: Corwin.

When nothing's lost: The impact of racial segregation on white teachers and students (2016). In Russell, M., Haynes, C. & Cobb, F (Eds), *Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms*. New York: Peter Lang.

The Sketch Factor: "Bad neighborhood" narratives as discursive violence (2016). In Fasching-Varner, Hartlep, Albert, Mitchell, Hayes, Martin, Matias, & Allen (Eds), *The Assault on Communities of Color*. New York: Rowman & Littlefield.

Teacher Preparation Critical Reflection and Pedagogy (2012). In Banks, J. (Ed), *Encyclopedia of Diversity Education*. NY: Sage.

White Teachers, Teacher Preparation for Diversity (2012). In Banks, J. (Ed). *Encyclopedia of Diversity Education*. NY: Sage.

DiAngelo, R. (2009). Culturally responsive teaching and urban education. In Koppleman, K. *Understanding human differences: Multicultural education for a diverse America*. Third edition. Section 4. New York: Pearson.

DiAngelo, R. (2008). My race didn't trump my class: Using oppression to face privilege. Reprinted in: Koppelman, K. (Ed.) (2009). *Perspectives on Diversity: Selected Readings*, 340-344. Allyn & Bacon: New York.

DiAngelo, R. (2006). "I'm leaving!": White fragility in racial dialogue. In B. McMahon & D. Armstrong (Eds). *Inclusion in Urban Educational Environments: Addressing Issues of Diversity, Equity, and Social Justice* (213-240). Centre for Leadership and Diversity. Ontario Institute for Studies in Education of the University of Toronto.

Books

DiAngelo, R. (2018). *White Fragility: Why It's So Hard For White People To Talk About Racism*. Boston, MA: Beacon Press.

White people in North America live in a social environment that protects and insulates them from race-based stress. This insulated environment of racial protection builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress. In turn, whites are often at a loss for how to respond in constructive ways., as we have not had to build the cognitive or affective skills or develop the stamina that that would allow for constructive engagement across racial divides, leading to what I refer to as White Fragility. White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. This book explicates the dynamics of White Fragility and how we might build our capacity in the on-going work towards racial justice.

Sensoy, Ö. & DiAngelo, R. (2016). *Is Everybody Really Equal?: An Introduction to Key Concepts in Critical Social Justice Education*. Second Edition. NY: Teachers College Press.

****Winner of the American Educational Studies Association Critics Choice Book Award, 2012***
****Winner of the Society of Professors of Education Book Award, 2018.***

This practical handbook introduces readers to social justice education, providing tools for developing "critical social justice literacy" and for taking action towards a more just society. Accessible to education students through graduate school, this book offers a collection of detailed and engaging explanations of key concepts, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy. Based on extensive experience in a range of settings in the United States and Canada, we address the most common stumbling blocks to understanding social justice and provide recognizable examples, scenarios, and vignettes illustrating these concepts.

DiAngelo, R. (2016). *What Does it Mean to be White?: Developing White Racial Literacy*. Second Edition. New York, NY: Peter Lang.

Based in Education, this book is written to be accessible to a range of readers and provides the conceptual framework necessary for the majority of White students to think critically about race and answer the essential question: what does it mean to be White in a society that proclaims race meaningless, yet is deeply divided by race? *Studies in the Postmodern Theory of Education*, edited by Shirley Steinberg.

Research Projects

University of Washington School of Nursing. Diversity Implementation Project: Improving the Institutional Climate of the School of Nursing. 2006-2007

Designed, developed and delivered a series of professional development seminars to faculty on institutional racism with the objective of improving the sociopolitical climate of the school. This project was supported by the President's Diversity Appraisal Implementation Fund, The Center for Curriculum Transformation, and the School of Nursing at the University of Washington.

Research Associate. Post-Doctoral Fellowship. Teachers for a New Era. Carnegie Foundation Grant. College of Education. University of Washington. 2005

Teacher Education Program Renewal Project. Research project focusing on the recruitment and retention of students of color and other under-represented groups. Conducted assessment of the frameworks for social justice that teacher education candidates bring into the program, and how the program impacts those frameworks over time. This research resulted in program recommendations.

Service

Editorial Board

Journal of Understanding & Dismantling Privilege 2012-current

Invited Peer Reviewer

Multicultural Perspectives	2014
Equity and Excellence in Education	2012
Race Ethnicity and Education	2012
Review of Educational Research	2012
Ethnic & Racial Studies	2011
American Education Research Journal (AERJ-SIA).	2009
Journal of Teacher Education	2008
Columbia University Press	2008

A Selection of Peer Reviewed Presentations

National Conference on Race & Ethnicity 2016

White Fragility
The Intersections of Race & Class

- White Privilege Conference 15, Madison, WI** 2014
Whiteness 101: Pre-conference full day Institute
Racial Affinity Group Leader
Orientation to White Privilege
- White privilege 14, Seattle, WA** 2013
Whiteness 101: Pre-conference full day Institute
Racial Affinity Group Leader
Intersections of Race & Class
- American Educational Research Association (AERA) Vancouver, BC** 2012
Getting Slammed: White depictions of interracial dialogues as arenas of violence (SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education. David Gilborn, Chair).
- White Privilege 13. Albuquerque, NM** 2012
Facilitating Safety in Cross-racial Discussions
Whiteness 101: Pre-conference full day Institute
Racial Affinity Group Leader
- American Educational Research Association (AERA) New Orleans, LA** 2011
Abolishing Whiteness for the Public Good: A Critical Analysis of Whiteness Studies (SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education. Zeus Leonardo, Chair).
- White Privilege Conference 12. Minneapolis, MN** 2011
Whiteness 101: Pre-conference full-day Institute.
Open Forum Facilitator
White Silence in Racial Discussions.
- White Privilege Conference 11. La Crosse, WI** 2010
Whiteness 101: Pre-conference Institute.
Liberation Through Leading in Cross-racial Teams.
White Silence in Racial Discussions
- Sixth International Conference on Teacher Education and Social Justice
Center for Anti-Oppressive Education, Chicago, Illinois,** 2009
Nothing to Add: White Silence in Racial Dialogue.
- American Educational Research Association (AERA), San Diego, CA** 2009
DiAngelo, R. & Sensoy, Ö. "That's just her opinion": Challenging opinion discourse in social justice education.
The discourse of Individualism in anti-racist education.
- National Association for Multicultural Education Conference, New Orleans, LA** 2008
Teaching the Intersections of Race and Class.
The Tyranny of Opinion in Social Justice Education: Pedagogical Strategies.

Center for the Study of Working Class Life. How Class Works Conference **2008**
SUNY Stony Brook
 The Intersections of Race & Class.

A Selection of Recent Invited Presentations

UC David School of Nursing **2016**
 Faculty Professional Development: Racial Justice & Pedagogy

University of Oregon, Eugene **2016**
 Faculty Professional Development: Racial Justice & Pedagogy

Vanderbilt Peabody School of Education **2016**
 Faculty Professional Development: Racial Justice & Pedagogy

UC Davis School of Nursing **2015, 2016**
 Faculty Professional Development: Racial Justice & Pedagogy

A Selection of Contracts & Projects

The Intergroup Dialogue Project. University of Washington **1998 – 2005**
 Member of curriculum design team for grant-funded project integrating Intergroup Dialogue process into the School of Social Work curriculum.

Anti-Racism Project. Office of Economic Development, City of Seattle **2001- 2003**
 Provide consultation, mediation, and training services in issues of racism and anti-racism. Conduct bi-monthly on-going educational series and design and deliver quarterly mandatory training. Conduct on-going leadership development within the organization.

The Reconciliation Education Action Leadership Project, Department of Justice **1999-2001**
 Served as a lead curriculum designer and trainer for pilot project funded by the Department of Justice to build bridges between the Seattle Police Department and Seattle's Communities of Color. The Project recruited and trained members from both groups in coalition building skills.

Seattle Police Department **1997 - 2000**
 Provided a variety of training and development services for administration, officers, and staff including: Diversity Training, Gender Inclusive Language, Creating a Climate of Respect in the Workplace, Supervisory Skills, Mediation, Team Development, Facilitator Training.

Certifications

Certified Mediator. University of Washington School of Law **2000**

<i>Honors & Awards</i>

The Society of Professors of Education Book Award, 2018 for Sensoy, Ö. & DiAngelo, R. (2016). *Is Everybody Really Equal?: An Introduction to Key Concepts in Critical Social Justice Education*. Second Edition. NY: Teachers College Press

Honorary Doctor in Human Letters, 2017 from the Lewis & Clark Graduate School of Education and Counseling.

American Educational Studies Association Critics Choice Book Award, 2012 for Sensoy, Ö. & DiAngelo, R. (2012). *Is Everybody Really Equal?: An Introduction to Key Concepts in Critical Social Justice Education*. Second Edition. NY: Teachers College Press

Semester Time Award for Research and Scholarship (STARS Award). WSU 2011-2012
Through the STARS Award, Westfield State College offers an opportunity for new faculty to work on research projects. The award grants a semester off to engage in this research and scholarship. With a STARS Award, I completed my second book.

Educator of the Year. School of Social Work MSW Program. UW 2007
Nominated and chosen by the graduating class of the MSW program.

Educator of the Year. School of Social Work BASW Program. UW 2005
Nominated and chosen by the graduating class of the BASW program.

Nomination: Distinguished Teaching Award. UW 2006
University-wide award. Nominated by the Muslim Student Group.

Rainbow Award. School of Social Work. UW 2005
Granted to faculty who advocate for and include GLBTQ students and issues.

Herstory Award. Seattle University 1991
First Recipient. Awarded to women who inspire other women in education.