

Antiracism, Allyship, and Antiquity: The Future of Classics

Despite the broad scope of Classical scholarship, reflexive studies about the identities of Classical scholars are scarce. This lack of information speaks volumes about past interest in race, equity, and inclusion within the Classics. The field, however, appears to be opening itself up to these critical discussions. For example, the [SCS](#) has created an antiracist webpage, [the Mountain Coalition was created](#), and conferences, such as [Res Difficiles](#), have highlighted how racism affects Classical education. These conversations are especially significant because “racial considerations shade almost everything in America” (Bonilla-Silva-2017). This is because race, while a man-made concept, creates social reality through racism. From internal feelings of worth to systemic inequality, racism exerts its effect at multiple levels of American society (Jones-2000).

Due to the ubiquity of racism, Classicists must continually acknowledge and combat the racial inequalities present within the field. Powerful tools for combating racial inequities are allyship and antiracism. Allyship is the recognition of “unearned privilege” because of societal injustice and the subsequent action taken to change society (Williams, Sharif- 2021). Antiracism is an ideological movement that aims to dismantle white supremacy. The goal of my project was to assess the current state of allyship and antiracism in the Classics, a predominately white field by survey, and present anecdotal solutions on how Classical scholars might create a more welcoming environment for scholars of color at the university level.

In my presentation, I intend to discuss the results of this survey including demographic findings, the most highly rated diversity, equity, and inclusion interventions, the prohibitive factors to implementing these interventions, and next steps for this manner of research. The survey garnered 338 finished responses including individuals from 99 domestic universities spanning

every level from undergraduate minors to tenure track professors. My analysis of these responses suggests that the most promising interventions include conducting dialogues on race or hosting guest speakers who focus on race, equity, and inclusion. These interventions also have the potential to help expand the field which is imperative if the field is to survive. By combating racism, Classicists make the field more accessible for scholars of color. Thus, Classicists can potentially help the field grow through antiracism. Furthermore, given the historical position of the Classics in creating white supremacy, increasing antiracist allyship within the field should be of vested interest to classics scholars. Racism and white supremacy are humanitarian crises that affect everyone in America. We have the power to address and work on dismantling these systems of oppression within our field.

Bibliography

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