

Fall 2017 Cultural Diversity:  
*The Road to Social Change  
Lecture Series*

Knowing What You Know About Racism

November 16, 2017

12:20 to 1:30 - Glendale Community College - Kreider Hall

Hoover Zariani, Manager, Multicultural & Community Engagement  
Center

**Thank You!**  
**&**  
**Congratulations!**

# Before We Begin Our Dialogue...

## A Few Ground Rules:

- Be respectful of each other (thoughts, beliefs, etc.)
- Beware of your (for the lack of a better word) triggers
- Practice Metacognition
- Ask for clarification and check for understanding
- Be okay with making a mistake (yourself and others)
- Give constructive feedback

## Before We Begin Our Dialogue...

- You may hear words or phrases or pictures that are offensive. It is not the intention of this presentation to offend anyone (sort of).
- You may feel certain feelings related to the discussion. You are encouraged to share your thoughts and feelings.
- Acknowledge inequalities and privileges and avoid placing blame on individuals.

# Mini Dialogue #1- Hello Neighbor!

Since we are participating in a dialogue, please turn to one or two of your closest neighbors (hopefully someone you don't yet know) and introduce yourselves.

THREE MINUTES MAXIMUM (ONE MINUTE EACH PERSON)

1. Name
2. Your major or area of study you are interested in
3. Your Cultural or Ethnic Background
4. Something you love about your culture/ethnic background

# Theories/Concepts Used to Discuss Race

- Critical Race Theory
- Feminist Theories
- Queer Theories
- Class Theories
- Marxist Theory
- Internal Colonialism Theory
- Theory of Assimilation

# Theories/Concepts Used to Discuss Race

- Racial Formation Theory
- Conflict Theory
- Internal Colonialism
- Black/White Binary
- Racial Triangulation
- Theory of Systemic Racism
- Intersectionality
- Symbolic Interaction Theory

# Theories/Concepts Used to Discuss Race

- Ethnic Antagonism
- Middleman Minorities
- Melting Pot Theory
- Theory of Group Position
- Ecofeminist Theory
- Indigenous Theories
- Functionalist Theory



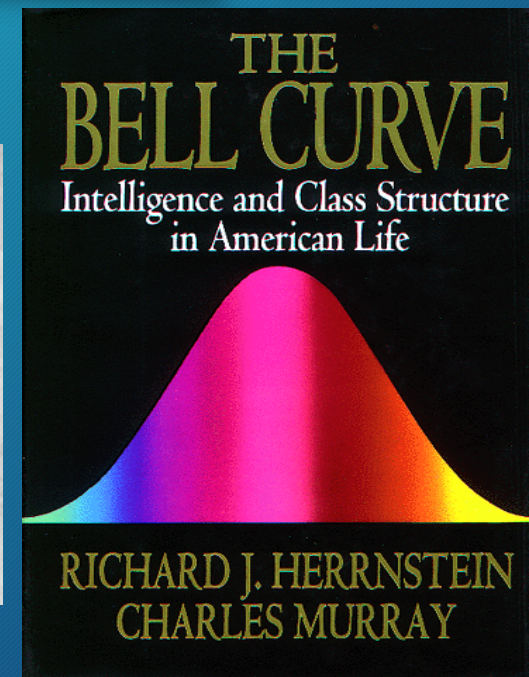
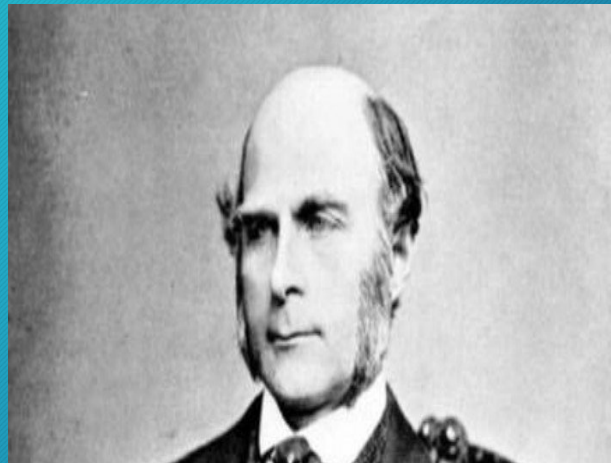
# Theories/Concepts Used to Discuss Race

- Black Feminist Thought
- Women of Color Feminism
- Decolonizing Methodologies
- Model Minority Myth
- Racial Microaggressions
- Racial Battle Fatigue
- Systemic/Interpersonal/Internal Racism

# Crazy/Racist “Scientific” Theories on Race

## The Bell Curve Theory - 1869 - Francis Galton

Ranked ethnic populations of the world according to level of intelligence. Introduced into biology and originated the term “eugenics.” Africans were considered at least two levels below Europeans. Australian Aborigines were the lowest ranked. This was “renewed” in 1994.



# Crazy/Racist “Scientific” Theories on Race

## Theory of Racial Hygiene - Early 20<sup>th</sup> Century - Alfred Ploetz

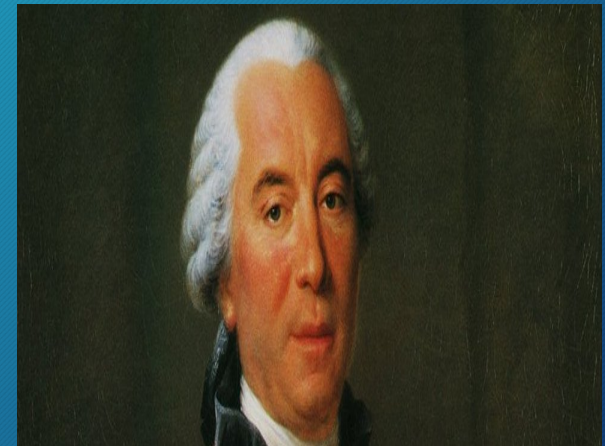
Ploetz believed that the preservation of the Aryan race necessitated enforced selective breeding, the murder of children with disabilities, and a ban on interracial relationships, which became synonymous with racial shame.

This theory championed the ideas that Hitler eventually used to murder millions of Jews (mainly the concept of eugenics). Aryan race was superior and racial mixing deteriorated society.

# Crazy/Racist “Scientific” Theories on Race

## Ideas on Beauty -18<sup>th</sup> Century - George Louis Leclerc

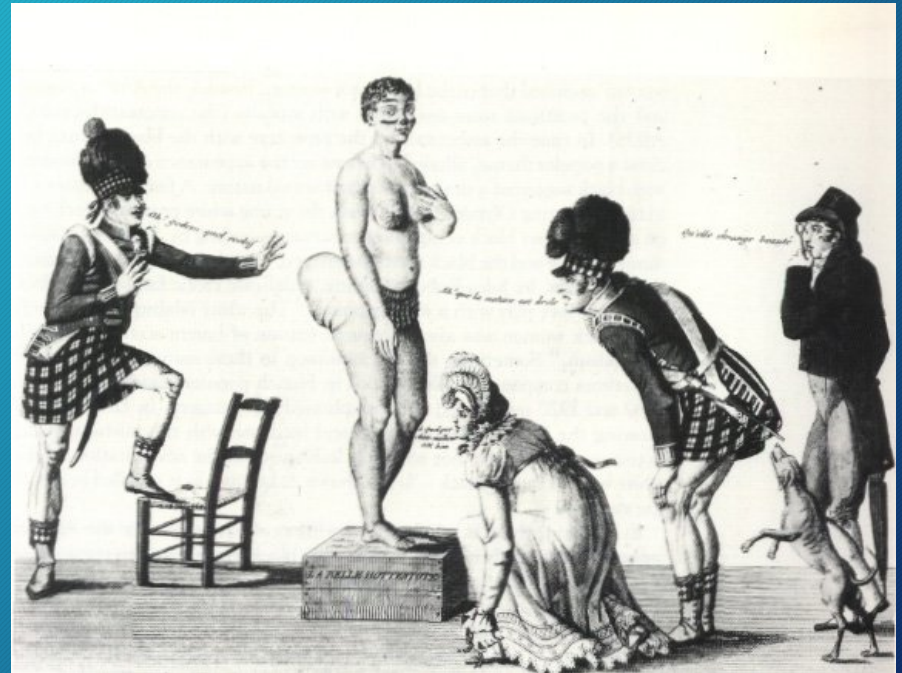
- Nordic Caucasians were the original human beings. Darker skinned people developed it [darker skin] in order to adapt to warmer tropics.
- Considered light skin as the epitome of beautiful. Beauty had to do with establishing hierarchy of races.
- Popularized the term “Caucasian” because he felt the region had some of the most beautiful women.



# Crazy/Racist “Scientific” Theories on Race

## Black Women Have Large Birth Canals - Early 19<sup>th</sup> Century

- Women from Khoikhoi (in Southwestern Africa) were brought to Europe to be displayed to paying crowds.
- Called them the “Hottentot Venus” (now an offensive term) who were exhibited as freaks and proof that African women had large birth canals which meant easy childbirth.
- This was used later as justification to force Black female slaves to work while pregnant and go back to work as soon as they gave birth.



# Crazy/Racist “Scientific” Theories on Race

## Black Women Are Unattractive - 2011 - Satoshi Kanazawa

- Published (then quickly taken down) on Psychology Today website. Claimed that Black women were “far less attractive than white, Asian, and Native American women.” Based this on a website that rated women’s attractiveness on a scale of 1 to 5.

## Crazy/Racist “Scientific” Theories on Race

### Drapetomania - 19<sup>th</sup> Century - Samuel Cartwright

A mental disease that caused black slaves to run away from their masters. So any slave who tried to escape had a mental illness and could be treated by “whipping the devil out of them.”

# Crazy/Racist “Scientific” Theories on Race

## Black People are White People With a Skin Disease - Late 18<sup>th</sup> Century - Various Theorists

Benjamin Rush (one of the US Founding Fathers and a physician) coined the term “Negroidism” which was used to describe the curable skin condition that all Black people possessed.

He used the example of a slave, Henry Moss, who slowly developed white patches all over his body. According to Rush, he was turning white. Now we know this condition as Vitiligo.





# How Do We Now Define Racism?

There are many definitions, but here is a fairly good one:

rac·ism

*/ˈrɑːsɪzəm/*

noun noun: racism

- 1. prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior: "a program to combat racism."
- synonyms: racial discrimination, racialism, racial prejudice, xenophobia, chauvinism, bigotry, casteism.

*Source: Online Oxford Dictionary*

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# Intersectionality

in·ter·sec·tion·al·i·ty

/,ɪn(t)ərsɛkʃHə'nælədē/

noun noun: **intersectionality**, plural noun: **intersectionalities**

1. the interconnected nature of social categorizations such as race, class, [sexuality] and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage:

"through an awareness of intersectionality, we can better acknowledge and ground the differences among us."

*Source: Online Oxford Dictionary*

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# Racism's Ugly Relatives

- Sexism
- Homophobia
- Prejudice
- Discrimination
- Xenophobia
- Bigotry
- White Supremacy
- And so many more...

# Institutional Racism

Institutional racism is a pattern of negative treatment of a group of people by social institutions based on their race [and its ugly relatives].

Social Institutions include governmental organizations, schools, banks, and courts of law.

## Mini Dialogue #2 - Our Experiences

Take a moment to think about your own educational experience from Kindergarten to now and answer the following question:

**Does racism exist in our schools?**

**What does it sound or look like?**

*You can share individual experiences or examples of institutional racism.*

# 3 Ways That Racism & Discrimination Exist Today in our Educational System

## 1. Segregated Schools

Nationwide, 74% of African Americans and 80% of Latinos attend schools where majority of students are from the same racial background (2012).

25% of high schools with the highest percentage of Black and Latino students do not offer Algebra II and 33% do not offer Chemistry (2012).



60 YEARS AFTER BROWN V. BOARD, THE CONCENTRATION OF POVERTY AND RACIAL ISOLATION IN OUR PUBLIC SCHOOLS HAS INCREASED. HERE'S JUST ONE SNAPSHOT OF HOW RACIAL DIVIDES IN CLASSROOMS HAVE CREATED A MAJOR WEALTH DISPARITY BETWEEN MINORITY STUDENTS AND WHITES.

## DOUBLE SEGREGATION

RACIAL DIVIDES IN CLASSROOMS HAVE CREATED A MAJOR WEALTH DISPARITY BETWEEN MINORITY STUDENTS AND WHITES.

THE TYPICAL WHITE STUDENT ATTENDED SCHOOL WHERE LESS THAN **30%** OF CLASSMATES WERE LOW-INCOME

IN NEW YORK

**9%** LESS LIKELY TO GRADUATE ON TIME

AT HIGH-POVERTY SCHOOLS IN MONTGOMERY COUNTY, MD STUDENTS WERE

**56%** LESS LIKELY TO SCORE A 1650 OR BETTER ON THE SAT THAN STUDENTS AT MORE AFFLUENT SCHOOLS.

NEARLY **50%** OF PUBLIC SCHOOL STUDENTS WERE LOW-INCOME IN 2010

THE TYPICAL BLACK OR LATINO STUDENT ATTENDED A SCHOOL WHERE CLOSE TO **70%** OF CLASSMATES WERE LOW-INCOME

WE CAN DO SOMETHING ABOUT IT. LEARN MORE AND TAKE ACTION: [WWW.NEA.ORG/SCHOOLEQUITY](http://WWW.NEA.ORG/SCHOOLEQUITY)

# 3 Ways That Racism & Discrimination Exist Today in our Educational System

## •2. School to Prison Pipeline

- Los Angeles Unified School District reported the following numbers for out-of-school suspensions: 62% Hispanic students, 33% Black students, 3% white and 2% Asian.
- Of all expulsions, 67% of Hispanic students and 5% of Black students were not offered educational services.
- And 77% of Hispanics and 8% of Asian, Black and white students were expelled under zero tolerance policies.







# ARE OUR CHILDREN BEING PUSHED INTO PRISON?

**THE PIPELINE TO PRISON:** THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

## FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

- 40%**  OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.
- 70%**  OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.
- 3.5 X**  BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.
- 2 X**  BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

## FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

- 50%**  OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.
- 30%**  OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES (e.g., RUNNING AWAY FROM A GROUP HOME).
- 25%**  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER TURNING 18.
- 50%**  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER TURNING 18.

**68%** OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA.**



**70%** OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

## THE COLOR OF MASS INCARCERATION



## 3 Ways That Racism & Discrimination Exist Today in our Educational System

In addition, large numbers of students with disabilities end up in the school to prison pipeline.

While 13% of the student population is disabled, they make up 25% of students referred to law enforcement or arrested.

1 in 4 boys of color (25%) and 1 in 5 girls of color (20%) who have disabilities were suspended.

Black students make up 18% of preschoolers but are 48% of students who are suspended (out of school) more than once.

# 3 Ways That Racism & Discrimination Exist Today in our Educational System

## 3. Low Expectations of Students of Color

(John Hopkins University Study)

When a black teacher and a white teacher evaluate the same black student, the white teacher is about 30 percent less likely to predict the student will complete a four-year college degree.

White teachers are also almost 40 percent less likely to expect their black students will graduate high school.

## 3 Ways That Racism & Discrimination Exist Today in our Educational System

White male teachers are 10 to 20 percent more likely to have low expectations for black female students.

White and other non-black teachers were 12 percentage points more likely than black teachers to predict black students wouldn't finish high school.

## Mini Dialogue #3 - Impact of Racism

At this point, knowing what you know, what you have seen and heard, and possibly your own educational experiences, please reflect on and discuss the following question:

How do you think racism  
(and its ugly relatives)  
impacts student learning?

## Some Positive Things

Race/Racism is socially constructed  
(therefore, it can be deconstructed/reconstructed)

Racism behaviors and attitudes are learned  
(therefore, they can be unlearned)

You are not alone  
(there are many organizations working on race issues)

# What Can We Do To Fight Racism?

We cannot be passive! Developing and strengthening non-racist attitudes and beliefs in ourselves is a good start, but it is only a start.

Join an anti-racist organization or support anti racist community events.

Fight the School to Prison pipeline by joining a Prison to School pipeline.

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## Closing Thought

“Society is an organic  
union of individuals.”

John Dewey  
*My Pedagogic Creed*  
1897

# THANK YOU!

If you have questions, or would like to chat,  
please feel free to contact me:

[hzariani@glendale.edu](mailto:hzariani@glendale.edu)

818.240.1000, ext. 5789