JUNE 3 -- RACE IN AMERICA: INTRODUCTION

**Learning objectives**
1. Articulate why it is important for faculty and students to study race
2. Select or draft goals for your courses or parts of courses on race
3. Choose one or more general sources, including websites, books on teaching race, and edited readings texts on race, that will be helpful in designing courses

9:00 am

**Overview**
Racial prejudice, discrimination, and disparities continue to be major problems in America and Pittsburgh in all aspects of life, including housing, employment, education, health, and criminal justice. University faculty and students need to understand these problems. This workshop will increase faculty knowledge on race, approaches to teaching race, and the race experts and material resources available to support teaching about race. Most of the content of this workshop will be a model for classroom activities.

**Ground rules**
- Everyone in the room must participate
- Try to speak in a calm rational manner about these sensitive topics
- Do not use the “N” word or similar offensive words
- Make suggestions about teaching race—I don’t know everything

**Introductions** -- Name, school or department, race-related courses taught

**Whole group activity** – What is your racial/ethnic identity? How do others see you? What was your first racial experience?

**Why should faculty study and teach race**
1. Our poor education, racially segregated lives, and media have perpetuated racism and a lack of racial understanding (could start with Lies My Teacher Told Me, Ch. 5-6)
2. Important for you and your students to understand and work with people different from yourselves
3. Racism is all around you and your students and we have an obligation to stop it (microagression, networks lead to all white applicant pools, out-group discrimination)

**Pushback: Bogus Reasons for Not Studying or Discussing Race & How to Respond**
- All of our problems are due to class not race
- Our problems would disappear if we stopped focusing on race (be colorblind)
- We are uncomfortable talking about race, so ignore it
**Goals for Race Courses/Structure of this Workshop**

1. Create a positive class climate
2. Increase personal awareness of race
3. Expand knowledge of race in other countries
4. Expand knowledge of race in the U.S.
5. Expand knowledge of race in the Pittsburgh region
6. Encourage individual and group action

**Benefits of Race Courses for Students**

1. American students learn that they were poorly educated about race and racial history
2. White students, who usually aren’t very aware of their race or privilege and don’t want to talk about race, become much more aware of racial problems and learn the importance of studying race and talking to people about their experiences
3. Students of color learn that racial problems are not their fault and learn to articulate arguments about racial issues
4. Foreign students realize that the negative stereotypes they learned about people of color through American movies and TV programs are biased and that they are in an American university in large part because black slaves made America rich.

**Course Activities**

Reading books, chapters & articles; lectures; lectures on video; guest speakers; documentaries; student comments on homework; weekly logs; small group and whole class discussions; writing papers; tests

**General Resources for Faculty**

**Race Centers and Experts at Pitt**
- Center on Race and Social Problems [www.crsp.pitt.edu](http://www.crsp.pitt.edu)
  Dean Davis, John Wallace, Valerie Carr Copeland, James Huguley
- Center for Urban Education, Director Rich Milner and many faculty experts [http://www.education.pitt.edu/ResearchService/CentersInstitutes/CenterforUrbanEducation.aspx](http://www.education.pitt.edu/ResearchService/CentersInstitutes/CenterforUrbanEducation.aspx)
- University Center for Social and Urban Research (UCSUR) [www.ucsur.pitt.edu](http://www.ucsur.pitt.edu)
  Director Rich Schulz and many staff produce reports on race
- Audrey Murrell, Business; Waverly Duck, Joyce Bell, and Kathy Blee in Sociology; Dean Carter and David Harris, Law School; Marcus Rediker and Lara Putnam, History; Randy Walsh, Econ.; Kathy Humphrey, Senior Vice Chancellor.
- Jeannette South-Paul, Chair of Family Medicine at Pitt and Director of Community Health Services at UPMC

**Books on Theory, Concepts, and Methods for Teaching Race**


Gurin et al. (2013). Dialogue Across Difference, Sage. OR Intergroup Dialogues, Chapter 3 in Bangs and Davis, Eds., Race and Social Problems: Restructuring Inequality, 2015. (and below see video “What’s Race Got to Do With It?”)

Readings Texts


Books that All Faculty and Students Should Read

- Joe Feagin, Racist America, 3rd edition, 2014
- Ira Katznelson, When Affirmative Action Was White, 2005
- Michelle Alexander, The New Jim Crow, 2010

10:30 am Break

10:40 am Diverse Small Group Discussion (choose recorder to report back)

1. Why do you think it is important for faculty and students to study race?
2. What would be your goals for courses or parts of courses on race?
3. Which sources mentioned so far would you use in these courses?

RACE COURSE GOALS 1-2: CREATE A POSITIVE CLASS CLIMATE AND INCREASE PERSONAL AWARENESS OF RACE

Workshop learning objectives: Identify some ways to create a calm, rational and respectful classroom climate and increase students’ personal awareness of race

11:00 am Set ground rules: listen, don’t interrupt, echo back, respect others; Students introduce themselves, identify their race, discuss their first awareness of race and what it is like to be their race at school, in the community, and in America; report each week on racial experiences; use handouts and discussion on new racial issues; use exercises in What’s Race Got to Do With It?; Adams et al, Ch. 5-6, App. 6-7; and Haltinner.
GOAL 3: EXPAND KNOWLEDGE ON RACE IN OTHER COUNTRIES

Learning objective: Identify topics and sources you will include in your courses.

11:10 am  Slavery and race in the Dominican Republic and Haiti (in Henry Louis Gates series Black in Latin America, 2011, in Hillman Lib.).

What did you learn and find most interesting about slavery, the successful slave rebellion, and social definitions of race?

12:10 pm  Lunch, small group discussion, and reporting back (change tables)

GOAL 4: EXPAND KNOWLEDGE ON RACE IN THE U.S.

Learning objective: Identify topics and sources you will include in your courses.

1:00 pm  Race is a Social Construction, Not Biology

- Every course with race content should use Race: The Power of an Illusion, Parts 1-3 (video in Hillman). Trailer https://www.youtube.com/watch?v=x7NwtQe2FZM
- Changing racial categories in the U.S. See page 11 from Farley, Majority-Minority Relations. In packet.

Racial/Ethnic Distribution of the Population

In America race is often taken to mean single races (whites, blacks, Asians, Native Americans) as well as multi-racial people. Hispanic is the one official ethnicity in the Census, although Hispanics are often considered a racial group.

The current U.S. population in percent is:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2013</th>
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<tbody>
<tr>
<td>White alone, non-Hisp.</td>
<td>69</td>
<td>64</td>
</tr>
<tr>
<td>Black alone, non-Hisp.</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Asian alone, non-Hisp.</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total pop. (millions)</td>
<td>300</td>
<td>320 (3/15)</td>
</tr>
</tbody>
</table>

One problem -- blacks are undercounted, which distorts measures of economic and social problems. See Bangs summary of Pettit, Invisible Men, 2012. In packet.

1:20 pm  Racist History

- Dunbar-Ortiz, An Indigenous Peoples' History of the United States, 2014
• Rediker lecture at CRSP on “The Legacy of the Slave Ship” video.
• Yes Magazine, A Nation Built on Slavery and Racism. In packet.
• Blackmon, *Slavery by Another Name*, 2008
• Wilkerson, *The Warmth of Other Suns*, 2010

1:40 pm  **Slavery—An Overview**

• 1581-Spanish in Florida imported slaves; 1619-slaves brought to Jamestown, VA
• Atlantic slave trade, 12 m, 1440-1860s, 600,000 (5%) entered the 13 colonies
• How horrible were slave ships and slavery?
• How did slave owners live with themselves?
• 13th Amendment abolished slavery in 1865
• How has slavery impacted us today?
• Should we study U.S. slavery in-depth?

1:50 pm  **Jim Crow—An Overview**

• After slaves were freed, black men could vote, some were elected, public education was started. Reconstruction destroyed by violence and keeping blacks from voting.
• 3,600 recorded lynchings from 1882 to 1927
• Blacks were promised but denied 40 acres and a mule.
• Tenant farmers and sharecroppers became a new form of slavery.
• 1.5m white homesteaders received 246m acres of land from 1860s to 1930s. Much wealth for 50m white descendants today.
• Blacks started migrating, but whites controlled good jobs in northern cities.

2:00 pm  **Small Group Discussion and Reporting Back** (change tables)

> *What race history topics and sources would you use in your race courses? Why should students study these?*

2:30 pm  **Break**

2:40 pm  **Racism-Personal Bias**

• Gallagher and Lippard, pp. 1017-1019. In packet.
• Explicit—beliefs that a racial group is superior or inferior (e.g., negative stereotypes)
  30% of whites believe blacks are less intelligent
  50% of whites believe blacks are less hardworking [Bobo, 2010]
Implicit Racial Bias

- View Dovidio lecture on implicit bias, minutes 8:53-31:30 video.

Questions: What are the different types of racial bias, how do these affect perceptions and behavior, and how can discrimination based on implicit bias be stopped?

White Privilege


Racism—Discriminatory Actions

Questions: How does differential treatment like this affect white and black quality of life and standard of living? Why should students study discrimination?

- View Part 1 https://www.youtube.com/watch?v=YyL5EcAwB9c – 10 min.
- View Part 2 https://www.youtube.com/watch?v=gOS3BBmUxvs – 7 min.
- Current racial bias and discrimination http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?abt=0002&abg=1&_r=1

Education-Related Effects of Racism

Question: How do you think racism affects students in K-12 and in college?

1. Microaggressions
2. Sitting together in the cafeteria
3. Counter culture (acting white, dialect)
4. Internalized racism (see doll studies)
5. Stress, poorer health
6. Low expectations and tracking
7. Disciplinary practices
8. Stereotype threat (read Whistling Vivaldi book; papers on overcoming the threat)
9. Need for additional academic, social, and health support

Reflections on the Day

Plan for Next Day and Closing

Please arrive by 8:50 am.
9:00 am  **Welcoming Remarks**

9:05 am  **Different Experiences of College Students by Race/Intergroup Dialogue Method**

*Learning objective: Understand some of the different experiences college students have by race? Learn about the intergroup dialogue method for experiential learning?*

- **View video** “What’s Race Got to Do With It?”
  --Highly recommend Chapter 3 by Gurin et al in Bangs and Davis (Eds.), 2015.

10:05 am  **Small group discussion and reporting back** (different tables from yesterday)

- What did you find most interesting or surprising in the film?
- Do you think Pitt students struggle with similar racial differences?
- Are you interested in learning more about the intergroup dialogue method?

10:30 am  **Break** (then change seats)

10:40 am  **America’s Current Racial Disparities**

*Learning objective: Begin to decide which types of racial disparities and sources you would include in your courses.*


10:50 am  **Selected Lectures and Readings by Issue Area**

**Asians**

- Special issue of journal *Race and Social Problems* on Asians

**Black Music**

- Gerald Early lecture on “Is Black Music Criminal”
  [http://mediasite.cidde.pitt.edu/Mediasite/Play/2cb636e85604a1297b04ef86a49a528](http://mediasite.cidde.pitt.edu/Mediasite/Play/2cb636e85604a1297b04ef86a49a528)

**Criminal Justice**

- Alice Goffman and David Harris lectures at CRSP video and video

**Economic Disparities**

- Devah Pager lecture on discrimination against Black and Latino job seekers” (CRSP)
- Thomas Sharkey lecture on multigenerational disadvantage video
- David Shapiro lecture on "Navigating Toxic Inequality" video
Education

- Beverly Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria* (p1-75)
- Beverly Tatum, *Can We Talk About Race*
- Childress et al, *Leading for Equity*
- Gary Orfield lecture on “The Crisis of College Access for Students of Color” [Video](http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=c0b4d0a5546a4695a7f5f2b28b745654)
- Pedro Noguera lecture on [http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=c0b4d0a5546a4695a7f5f2b28b745654](http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=c0b4d0a5546a4695a7f5f2b28b745654)
- Milner lecture on "Race, Equity, and Urban Education: Issues That Divide" [video](http://mediasite.cidde.pitt.edu/Mediasite/Play/8ca331bf2bf74f56ab088217a13f0c3b)

Families, Youth, Elderly

- Yoonsun Choi lecture on "Race and Culture in the Family: Their Impact on Youth Outcomes of Asian American Adolescents" [video](http://mediasite.cidde.pitt.edu/Mediasite/Play/8ca331bf2bf74f56ab088217a13f0c3b)

Health

- Flores lecture on “The Successful Elimination of Racial/Ethnic Disparities in Children’s Health and Health Care” [video](http://mediasite.cidde.pitt.edu/Mediasite/Play/8ca331bf2bf74f56ab088217a13f0c3b)
- Takeuchi lecture on “Discrimination and its Health Consequences across Diverse Racial Groups” [http://mediasite.cidde.pitt.edu/Mediasite/Play/8ca331bf2bf74f56ab088217a13f0c3b](http://mediasite.cidde.pitt.edu/Mediasite/Play/8ca331bf2bf74f56ab088217a13f0c3b)

Hispanics

- Special issue of journal *Race and Social Problems* on Hispanics

Intergroup Racial Relations

- Pattillo lecture on "The End of Black Metropolis?" (video to be posted)

Mental Health

- Walters video on Native Americans, Historical Trauma and Microaggression Distress [http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=8f9802aa282d4509b9288f15a532eca9](http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=8f9802aa282d4509b9288f15a532eca9)
- Barbarin and Sterrett, Mental Health Indicators for African American Males, in Bangs and Davis, Eds., *Race and Social Problems: Restructuring Inequality*, 2015
• King Davis lecture on “Behavioral Health and People of Color: History, Hypotheses, Statistics and Policy” http://mediasite.cidde.pitt.edu/Mediasite/Play/7b8051111d9f45868dcd9da0f25c7d52

11:00 am  A Discussion with Pitt Law Professor David Harris on Teaching About Recent Police Shootings of Blacks

Some Background Information
• David Harris TEDx talk on What American Policing is Missing -- on YouTube
• David Harris’ lecture on "The Collision of Race and Criminal Justice: Lessons from the Aftermath of Ferguson” Video
• David Harris’ article in Politico on Ferguson http://www.politico.com/magazine/story/2015/04/baltimore-riots-police-abuse-117464.html#.VVe_pflVikp
  ▪ Rothstein on deep reasons for Ferguson http://www.epi.org/publication/making-ferguson/
  ▪ Wilkerson http://www.nytimes.com/2015/01/11/opinion/sunday/when-will-the-north-face-its-racism.html?_r=0


12:00 pm  Lunch and Small Group Discussion (assign recorder to report back to group)

Which types of racial disparities, topics, and sources would you include in your courses? Why should students study these?
GOAL 5: RACE IN THE PITTSBURGH REGION

*Learning objective: Identify data and sources for the Pittsburgh region that you could include in your course*

12:45 pm **Quality of Life**
- Pittsburgh is often considered a most livable city. [https://getfitpgh.com/pittsburgh-best-city/](https://getfitpgh.com/pittsburgh-best-city/)
- Most livable city for whom? [http://www.youtube.com/watch?v=0uP-5FjoKvs](http://www.youtube.com/watch?v=0uP-5FjoKvs)
- Pittsburgh’s Racial Demographics 2015 [http://www.crsp.pitt.edu/](http://www.crsp.pitt.edu/)

1:30 pm **Small group discussion (change seats) and reporting back** *Which of the data on quality of life by race in the Pittsburgh area would you use in your courses? Why should students study these?*

2:00 pm **Pittsburgh Promise Study by Bangs and Davis**
[http://www.crsp.pitt.edu/sites/default/files/Pgh%20Promise%20Report%20April%202011.pdf](http://www.crsp.pitt.edu/sites/default/files/Pgh%20Promise%20Report%20April%202011.pdf)

2:10 pm **Racism in the Media**

2:20 pm **Preventing Violence Report**

2:30 pm **Pittsburgh Quality of Life Survey by Race in Pittsburgh MSA**

2:40 pm **State of Aging by Race**

2:50 pm **Health in Black and White**

3:00 pm **Break**

3:10 pm **Small Group Discussion and Reporting Back (change seats)** *Which of the data or sources above on racial conditions in the Pittsburgh area would you use in your courses? Why should students study these?*
GOAL 6: ANTI-RACISM ACTIONS

*Learning objective: identify some strategies you can use to fight racism*

3:40 pm **Fighting Racism Is Everyone’s Business**

- Go with others to August Wilson plays
- Study and teach race; give material as well as moral support
- Don’t let businesses/employers give people of color worst jobs, prices, rates, or terms
- Don’t let white networks exclude job applicants of color; follow Rooney Rule
- Counter implicit bias: managers must report on percent minorities in pool vs. hired
- Speak up when people say something racist, e.g.:
  - We don’t let those people live in this neighborhood
  - Government programs help only people of color—a white male can’t get financial aid for college or a job these days
- Live, work, and socialize in integrated ways (integrated equal status work teams)


“The most effective intervention, Vivid Counterstereotypic Scenario, involved the participant as the subject of the story, had the participant imagine his/her self under a highly threatening life or-death situation, exposed participants to counterstereotypical exemplars (malevolent White villain, dashing Black hero) and provided strategies to overcome bias (goal intentions to associate good with Black and bad with White) to reduce implicit preferences.”

Disproving Stereotypes video [https://www.youtube.com/watch?v=WvXGvnt_f_c&feature=em-share_video_user](https://www.youtube.com/watch?v=WvXGvnt_f_c&feature=em-share_video_user)

DISCUSSION AND FINAL COMMENTS

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