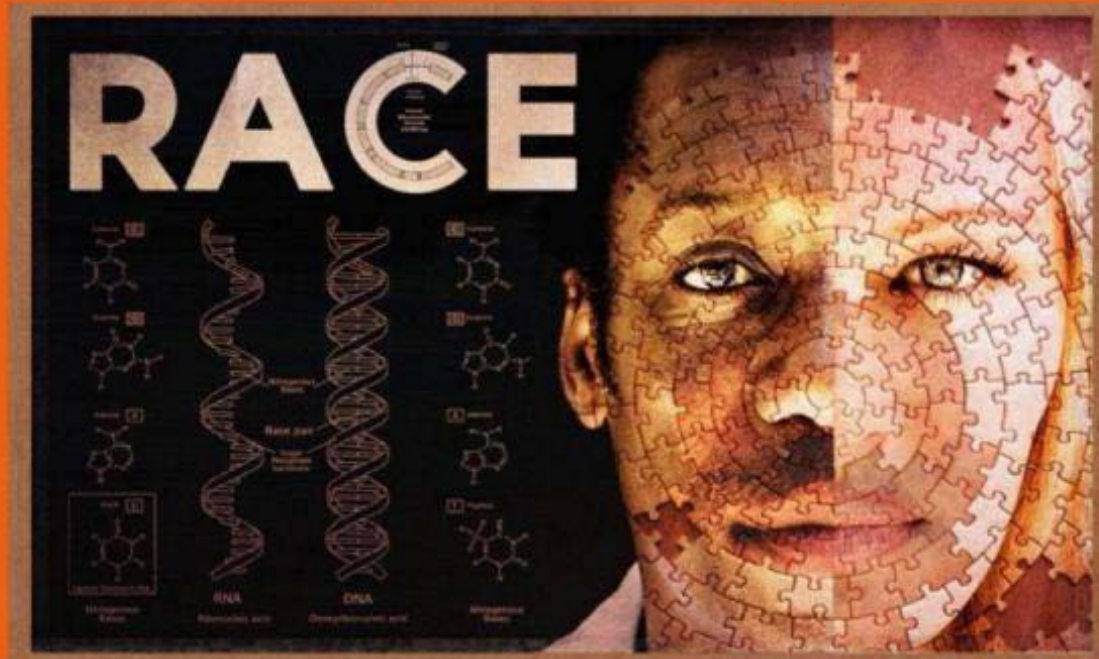


# COF Faculty & Staff Dialogue Dinner



*Colleges of the Fenway invites you to  
join colleagues to engage in the national conversation  
on race, social justice, and privilege.*

Prof Kristen A Petersen  
MCPHS University  
Oct. 24, 2016

# Topics

- What racism looks like now and the climate that has made for a crisis in race relations
- College students' perspectives of race relations
- Race, the Presidential campaign and the classroom
  - A 2015 survey of educators



# Today?

“The Republican presidential nominee was supported by white nationalists, including members of the Ku Klux Klan. African-Americans were publicly protesting institutional racism, often enduring a backlash for their activism. Two white people were seeking the presidency and race was a constant and underlying issue, with black people fearing the police and whites feeling threatened by the potential power of African-Americans.”

# "Old" Racism and "New" Racism

*"The election of the country's first black president had the ironic upshot of opening the door for old-fashioned racism to influence partisan preferences after it was long thought to be a spent force in American politics," Michael Tesler writes. He adds that this "enhanced polarization of white partisanship" may "leave a lasting mark on American politics that endures after he leaves office."*

*Understanding his argument first requires clarifying his vocabulary. Political scientists define "old-fashioned racism" as belief in the biological inferiority of blacks, and support for racial segregation and discrimination. In contrast, the new racism is characterized by "a moral feeling that blacks violate such traditional American values as individualism and self-reliance, the work ethic, obedience and discipline."*

Tesler is a professor of political science at Brown University.

<https://psmag.com/obama-s-unwanted-legacy-the-renewed-influence-of-old-fashioned-racism-6b036b5dd7c7#.45ioi58v8>



# College Students' Perspectives of Race Relations (2015)

## Status of race relations in the U.S. are bad:

- 55% of all students
- 62 % of African Americans
- 57% of Asians
- 53% of whites
- 50% of Hispanics

## Status of race relations on college campuses are good:

- 75% of all students
- 78% of whites
- 74% of Hispanics
- 68% of African Americans
- 67% of Asians

# Survey of Incoming College Students, Fall 2015

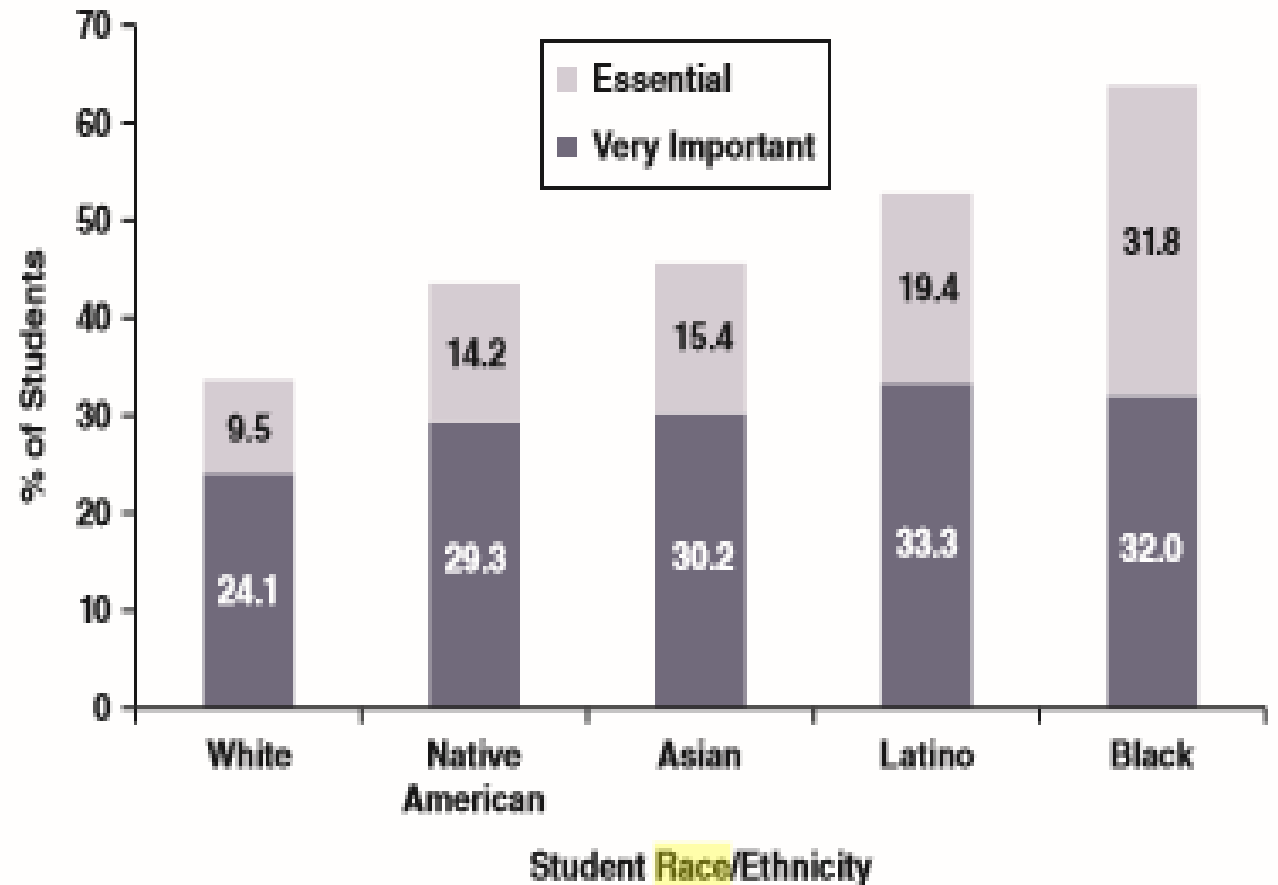
(UCLA)

*The importance of promoting racial understanding as a “very important” or “essential” personal goal:*

- 33.6% of White students
- 52.7% of Latino students
- 63.8% of Black students

*\*\*These figures have increased by 2.5 and 6.4 percentage points for Latino and Black students, respectively, compared to 2014.*

Figure 3. Personal Importance of Helping Promote Racial Understanding, by Race



College Students' Commitment to Activism, Civic Engagement Reach All-Time High: The American Freshman: National Norms of Fall 2015

(UCLA) <http://heri.ucla.edu/pr-display.php?prQry=196>

"The American Freshman: National Norms Fall 2015"

[www.heri.ucla.edu](http://www.heri.ucla.edu)

<http://heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf>



# Comments That Might Generate “Hot” Moments

What have you heard students say?

1. ?
2. ?
3. ?
4. ?

How have you responded? How might you have responded?

1. ?
2. ?
3. ?
4. ?

# Highlights of a Study: “The Trump Effect”

“The word ‘Trump’ is  
enough to derail a class.”  
PAMPA, Texas

- More than 2/3 of the teachers reported that students—mainly immigrants, children of immigrants and Muslims—have expressed concerns or fears about what might happen to them or their families after the election.
- More than 50% have seen an increase in uncivil political discourse.
- More than 1/3% have observed an increase in anti-Muslim or anti-immigrant sentiment.
- More than 40 % are hesitant to teach about the election.

Maureen Costello, “Teaching the 2016 Election, The Trump Effect: The impact of the Presidential campaign on our nation’s schools,” Southern Poverty Law Center (2016) [https://www.splcenter.org/sites/default/files/splc\\_the\\_trump\\_effect.pdf](https://www.splcenter.org/sites/default/files/splc_the_trump_effect.pdf)



# Students' Thoughts and Behavior

- **"Students are confused.** Their teachers have worked hard—and often successfully—to teach them about American ideals. They are, according to one Boston high school teacher, "confused as to how a person who has no respect for American ideals can be so popular." On one hand, they are taught that the United States is a nation of immigrants, but their current experience doesn't match the lesson."
- "If marginalized students are fearful and hurting, it's partly because other "students seem emboldened to make bigoted and inflammatory statements about minorities, immigrants, the poor, etc.," wrote a high school teacher in Michigan."
- "Students have become very hostile to opposing points of view, regardless of the topic," a Jefferson, Georgia, high school teacher wrote, adding, "Any division now elicits anger and personal attacks."

# Teachers' Quandaries

- Teachers who normally don't teach civics are getting involved. In San Diego, a high school teacher explained, *"I am not a history teacher, but the issues of this election are spilling over into everything."*
- In Arlington, Texas, another high school teacher worried about her students who have told her they *"feel alienated from a particular math teacher who advocates for Trump."*
- **37 percent of high school teachers indicated hesitation.**
- *"I try to be more careful—rather than stoke the fires,"* wrote one Utah teacher. In Kansas, a high school teacher sounded apologetic as she explained, *"I bring it up twice a month out of obligation."*
- *"The sad part is that students are losing respect for the political process and for the office of the [p]resident,"* said a high school teacher from East Hartford, Connecticut. *"They see the candidates as jokes and are offended and dismayed for the future."*
- A New York high school teacher summed up the dilemma. *"They are increasingly political (which is good),"* she wrote, *"but the extreme rhetoric being modeled is not helping their ability to utilize reason and evidence, rather than replying in kind."*
- (Costello report)



# Preparation - Solutions:

## *TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS*

Derek Bok Center for Teaching and Learning, Harvard University

1. *Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.*
2. *Find ways to make the actual classroom **open and safe** for all students, and to make the material accessible to all students.*
3. *Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.*
4. *Assess conscious and unconscious biases about people of cultures other than your own.*
5. *Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own.*
6. *Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.*

# Report: Race and Teaching the Presidential Campaign

- Maureen Costello, "Teaching the 2016 Election, The Trump Effect: The impact of the presidential campaign on our nation's schools," Southern Poverty Law Center (2016)
- The report resulted from a survey of educators who subscribe to *Teaching Tolerance* newsletter online between Mar. 23 and Apr. 2, 2016. The survey link was shared with *Facing History and Ourselves* and *Teaching for Change*.
- \*\*\*Relevance of data: those teachers of high school seniors are our current first year students.

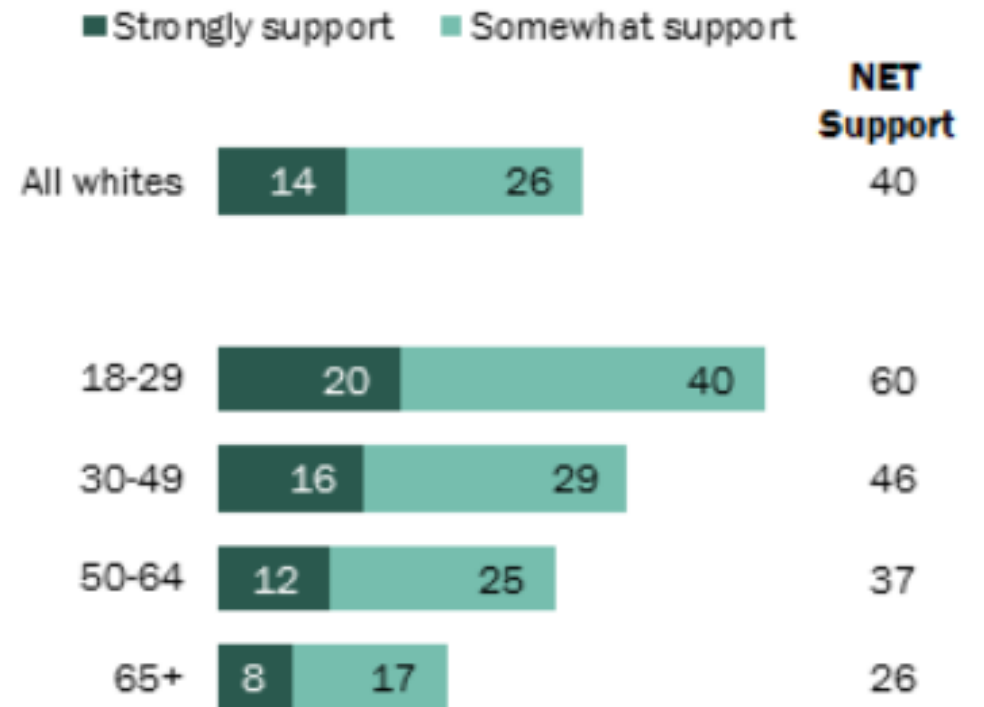
[https://www.splcenter.org/sites/default/files/splc\\_the\\_trump\\_effect.pdf](https://www.splcenter.org/sites/default/files/splc_the_trump_effect.pdf)



# Support for Black Lives Matter by Age 2016

## Among whites, larger shares of young adults, Democrats support Black Lives Matter

*% of whites saying they \_\_\_\_ the Black Lives Matter movement*



Note: Whites include only non-Hispanics. The question was asked only of those who have heard at least a little about Black Lives Matter; results are based on total. The "NET Support" column was calculated before rounding.

Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q35. "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

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