

# Race is, Race ain't: Creating Racially-Inclusive Pedagogy

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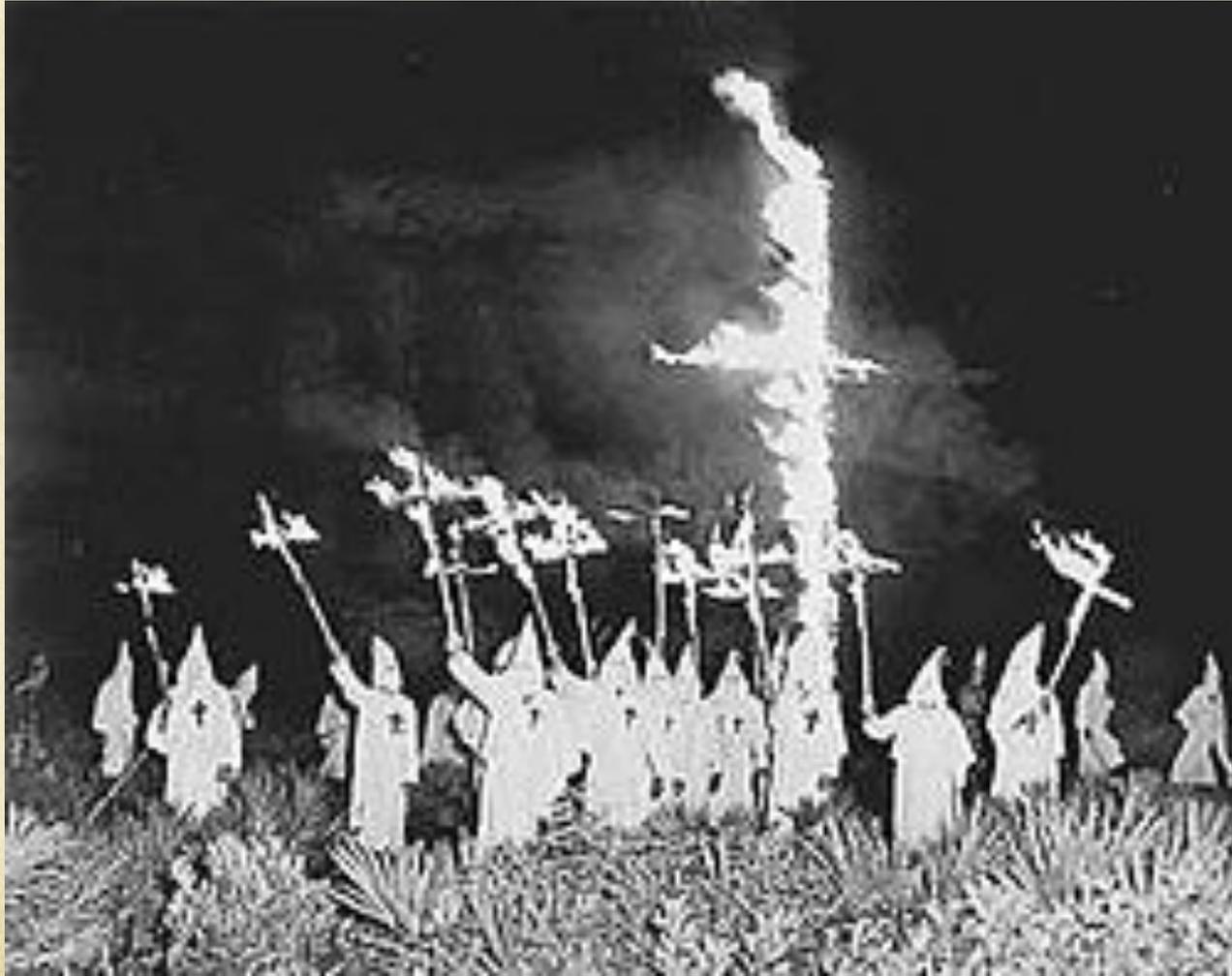
New Instructor Orientation  
College of Education

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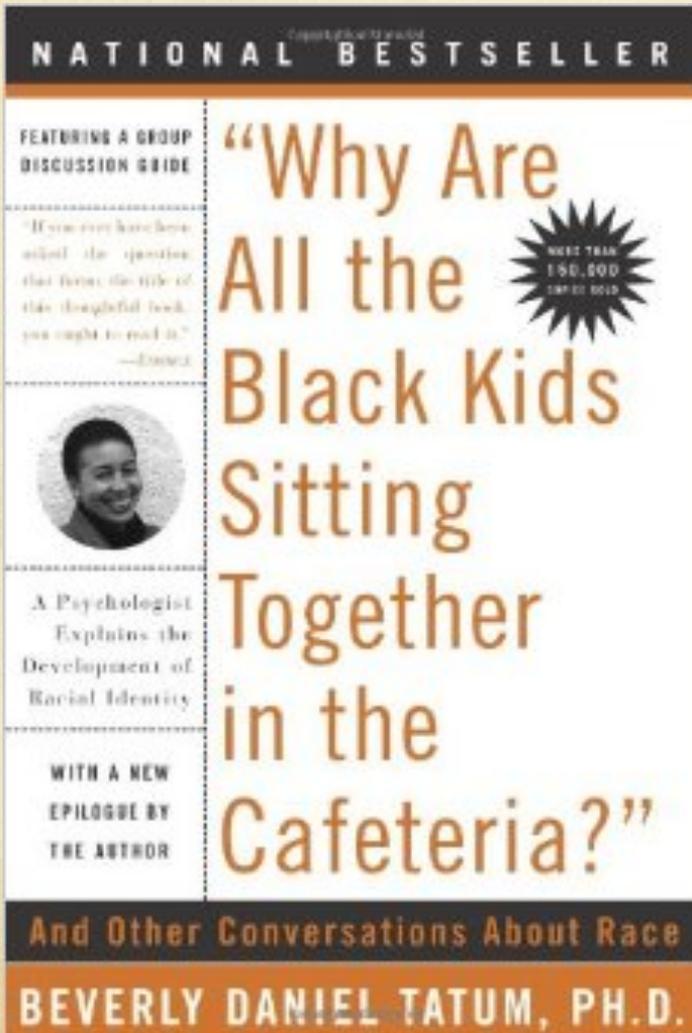
# Session Overview

- Brief overview of racism
- Microaggressions
- Stereotype Threat
- Race: Additional Key Concepts
- Closing

# What is racism?



# Racism Defined



Racism is “a system of advantage based on race.”  
Beverly Daniel Tatum (1992)

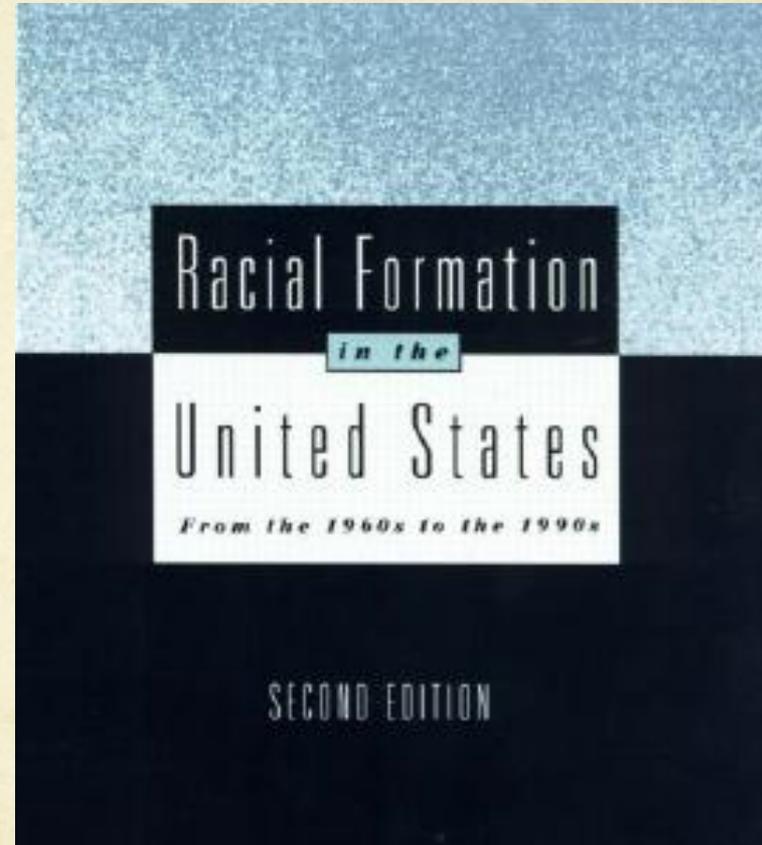
# Derailing Racial Conversations in 3 Easy Steps!



- ◆ To be a racist is a bad thing
- ◆ I am a good person
- ◆ Ergo, I am not *a* racist, OR...
  
- ◆ To be a racist is to hate Black people
- ◆ I don't hate Black people
- ◆ Ergo, I am not *a* racist

# Whiteness and Racial Formation

- 1960s: Whiteness destabilized
- Still *systemically* privileged
- *De jure* to *de facto*
- Unconscious racism (analogy – Capitalism)
- Rearticulated from dominant to normal (example: February)



# For Example...

- “You ever notice when someone says, ‘This is a really safe neighborhood,’ they mean it’s really segregated?”

That cut too close to home Orange County?”

-Daniel Tosh

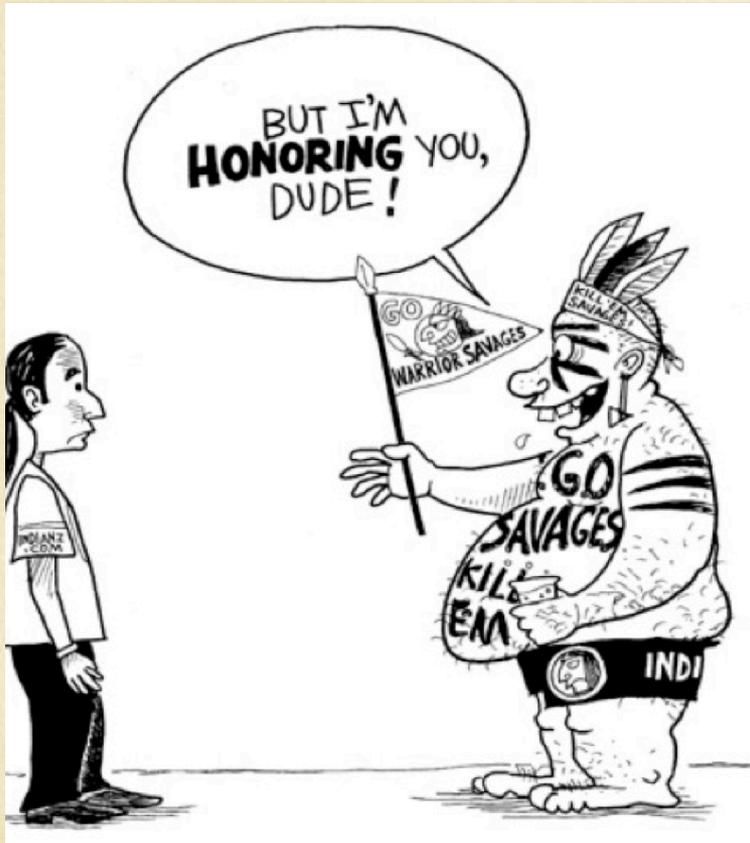


# Misinterpretation...

## Race as social construct



# Sticks and Stones... Nonsense



- Microaggressions
  - Subtle, frequently unconscious slights
  - No overt racial animus
  - Cumulative effect
- Words that wound (Matsuda)
  - Academics
  - Depression
  - Anxiety
  - Isolation

# Microaggressions Example

**Trial Version**



**Q1: When were you  
the target of a  
microaggression?**

Q2: When were you  
the *perpetrator* of a  
microaggression?



Questions and/or  
Comments?

# Part II: Additional Key Concepts

- Stereotype Threat
- White Privilege
- Deficit Models/*pobrecito*



# Stereotype Threat

*Things “in the air” that affect us*

# What are stereotypes?

- Pros: Brain's efficiency at interpreting information
- Cons: They are generalizations that are inaccurate

# What is “Stereotype Threat”?

- a threat tied to an **identity**
- present in any situation to which the **stereotype is relevant**
  - **Everyone** experiences this in some form
  - It is **dependent** on the **scenario** and **stereotypes**

# Stereotype Threat : No Explicit Bigotry Required



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## **whistling vivaldi**

how stereotypes affect us  
and what we can do

**CLAUDE M. STEELE**

*"This is an intellectual odyssey of the first order—a true tour de force."*

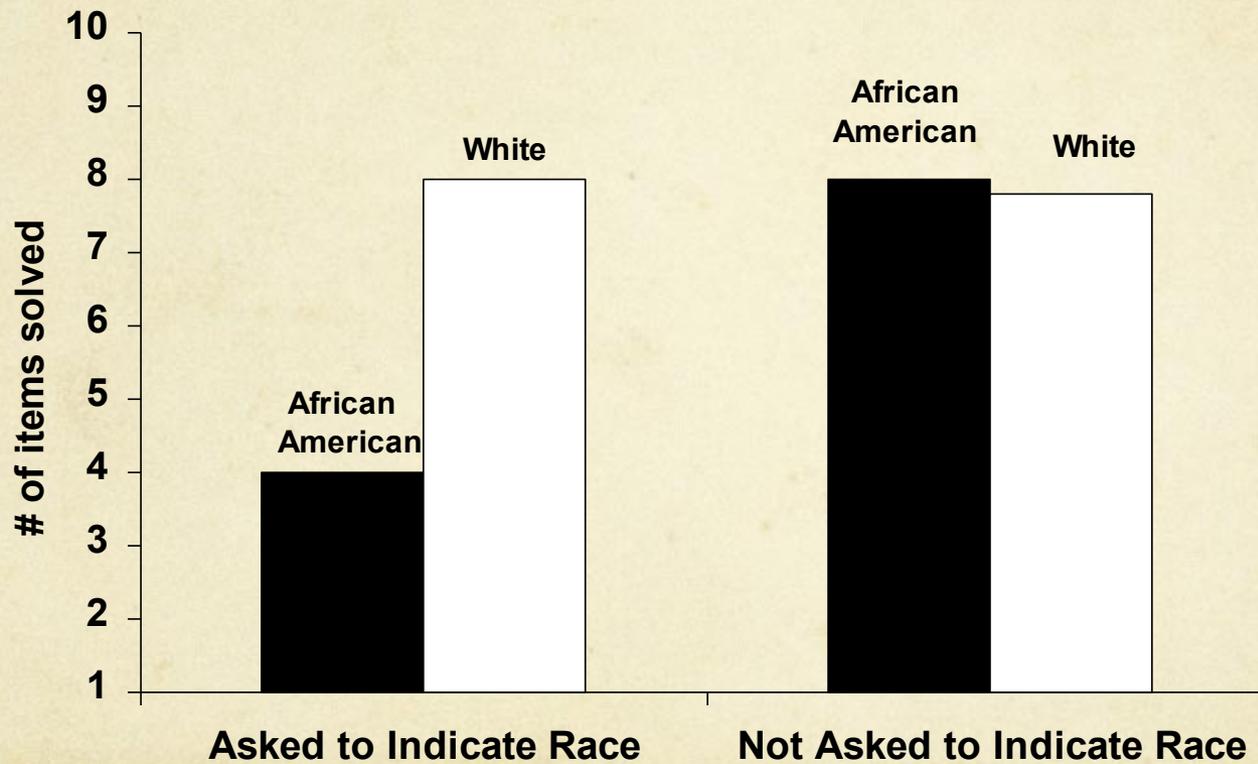
—WILLIAM G. BOWEN

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# Early Experiment on Stereotype Threat

- SATs were underpredicting GPA for African American students at University of Michigan
- Why was there reduced performance?

# Verbal Test Performance



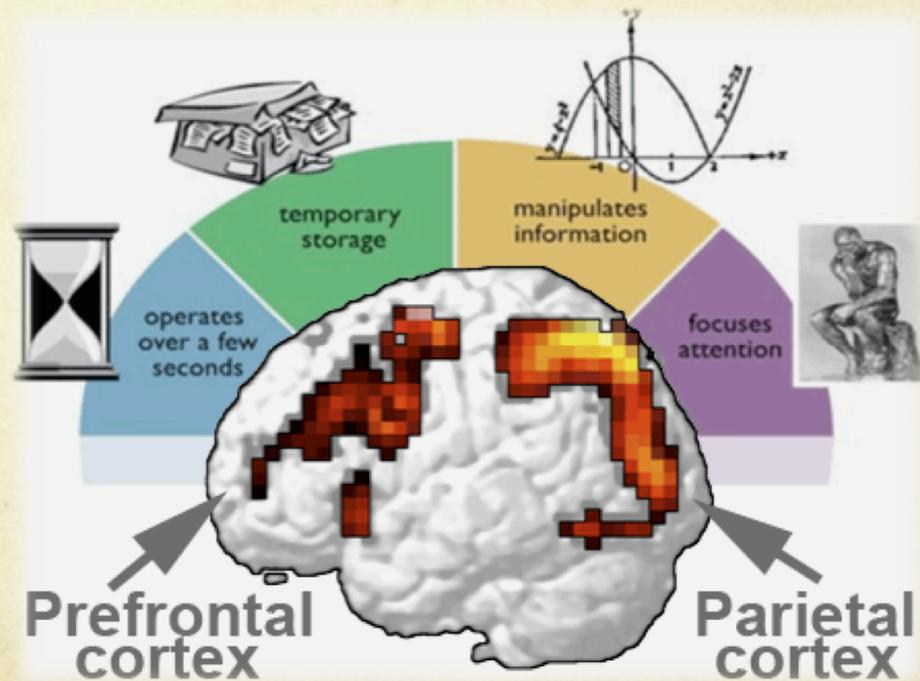
“Primed”

# Additional Studies Finding Performance Effects

- Latinos taking English verbal tests
- Seniors taking short-term memory tests
- Students from low socioeconomic backgrounds taking verbal tests
- Women taking tests of driving
- Women taking math tests
- White males taking math tests (primed comparison with Asians)
- White males taking tests of social sensitivity
- ....

# WHY?!?

- It reduces the space in our working memory—the “place” where we process information



## General Conclusions from 300 Studies

- One need not believe the stereotype is true to feel the pressure to disprove it
- ST can affect even those students with an established record of performance who have confidence in their abilities
- Stereotype threat influences long-term as well as immediate performance
- Stereotype threat can arise as a function of grouping alone: integrated groups trigger it

Critical mass: enough people with similar identities to mitigate ST

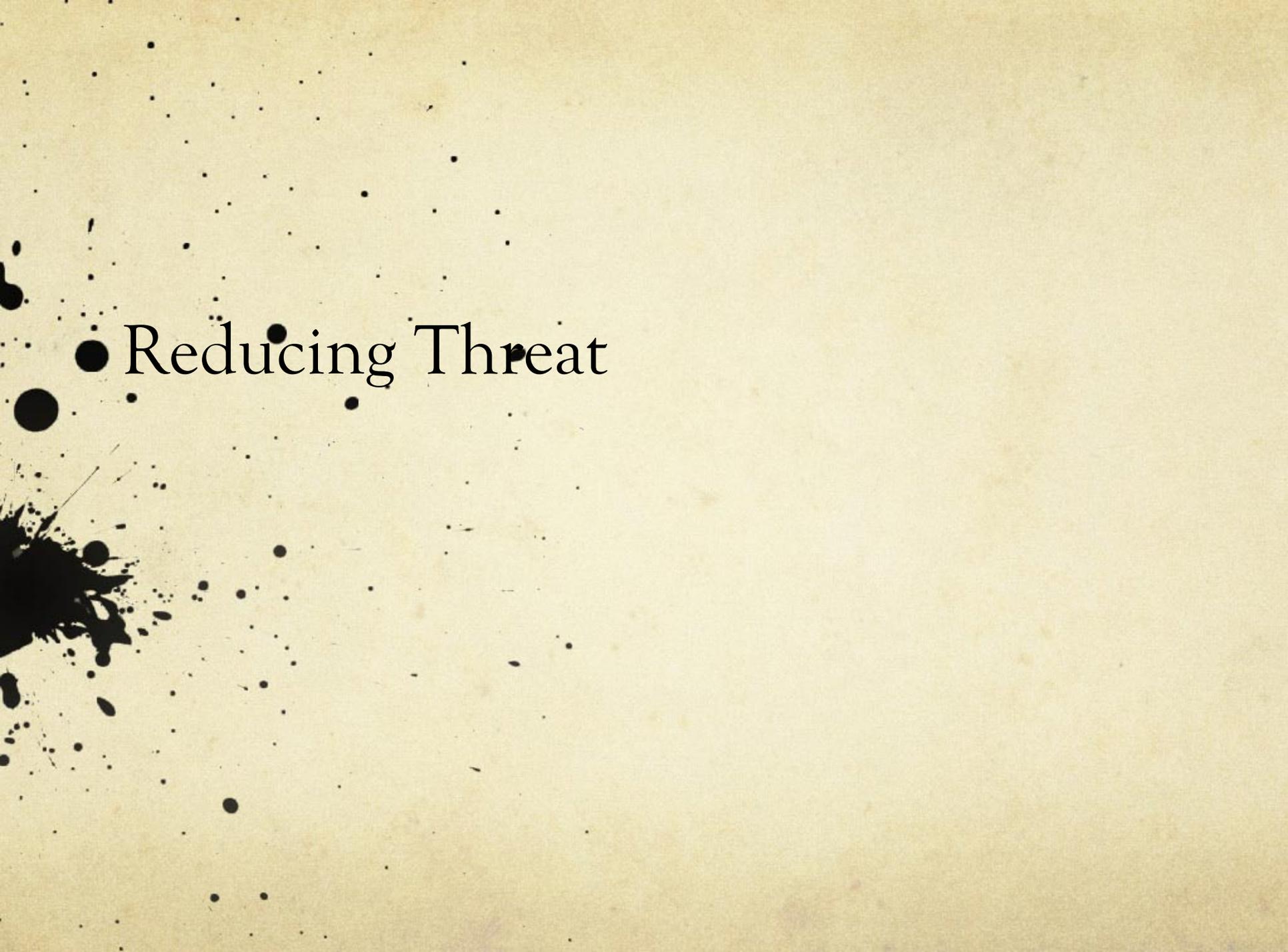


"O'Connor said her early years on the court were asphyxiating.... There was hyper-scrutiny from all camps to see how she would vote" (Steele, 2011)

When asked to identify her happiest day on the Supreme Court, Justice O'Connor reports that it is the day Justice Ruth Bader Ginsberg joined.



"People ask me sometimes, when — when do you think it will be enough? When will there be enough women on the court? And my answer is when there are nine."  
*Ruth Bader Ginsberg, 2015*



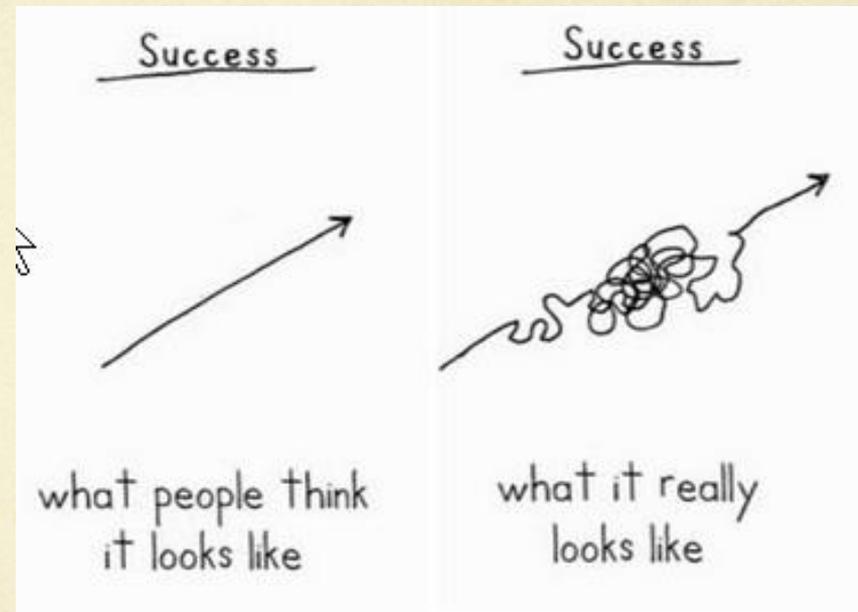
# Reducing Threat

# Strategies to Reducing Effects of Stereotype Threat

1. Stress the **malleability** of intelligence
2. Exposure to Role Models
3. Teaching about ST

# Strategies to Reducing Effects of Stereotype Threat

4. Awareness of the external difficulties: Normalizing struggle
5. Formative feedback



# Writing study

- The question was: How does a White teacher give critical feedback that can be trusted and motivating?
- African American and White college students, matched on language and writing ability.
- They all had to write an essay, and assigned to one of three conditions:

# Writing study

- Unbuffered criticism: typical evaluation

“Your essay needs work in several areas”

# Writing study

## ○ Positive buffer

“Overall, nice job”

# Writing study

- Wise criticism: high, tangible standards

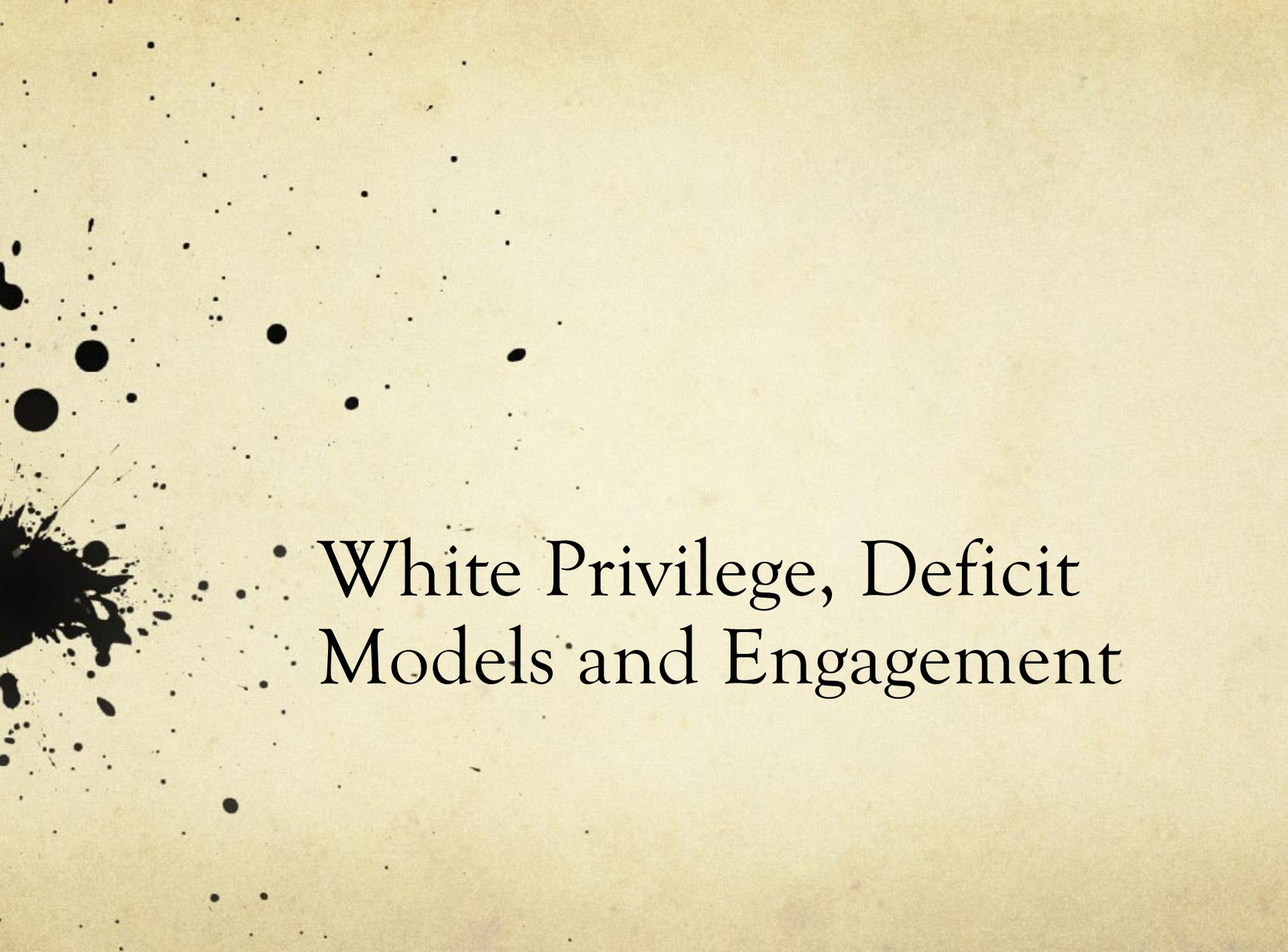
“It's obvious to me that you've taken your task seriously and I'm going to do likewise by giving you some straight forward, honest feedback.”

“I wouldn't go to the trouble of giving you this feedback if I didn't think, based on what I've read in your letter/essay, that you are capable of meeting the higher standard.”

# Why did it work?

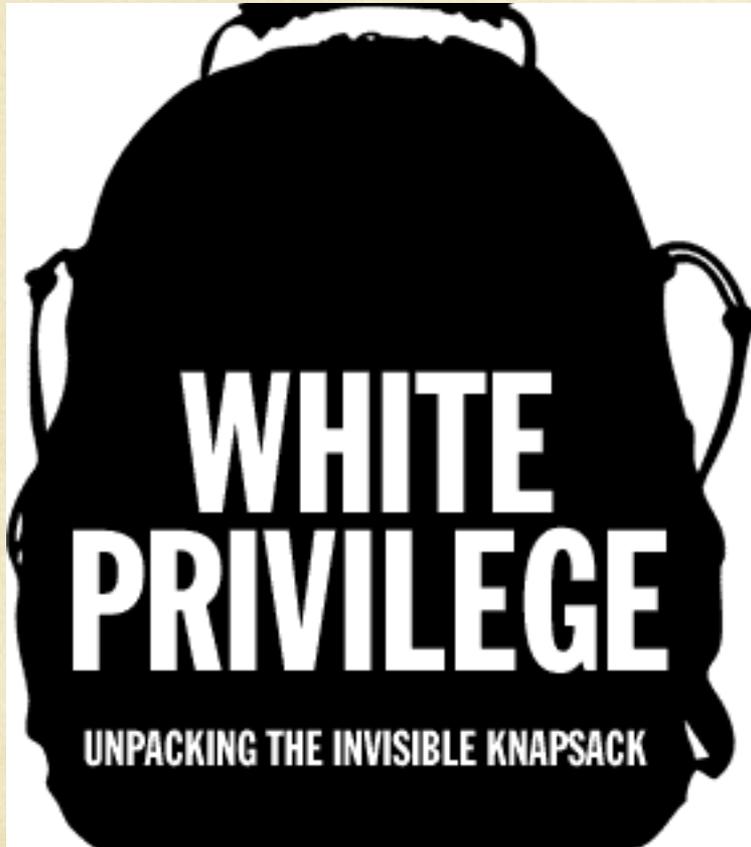
According to Steele,

“It resolved their interpretative quandary. It told them they weren’t being seen in terms of the bad stereotype about their groups’ intellectual abilities, since the feedback user used high intellectual standards and believed they could meet them. The motivation they had was released.”



White Privilege, Deficit  
Models and Engagement

# Quick Thought on “Privilege”



- Implications of the term
- Misapplications of the term
- More accurately describing basic standards of human decency
- Pedagogically: *Privilege*
- Addition: *Immunity*

# Deficit Models/*pobrecito*

- Framework
  - POC incapable
  - White savior
  - VERY popular in film, philanthropy, and education

*Big Point: No one needs saving!*

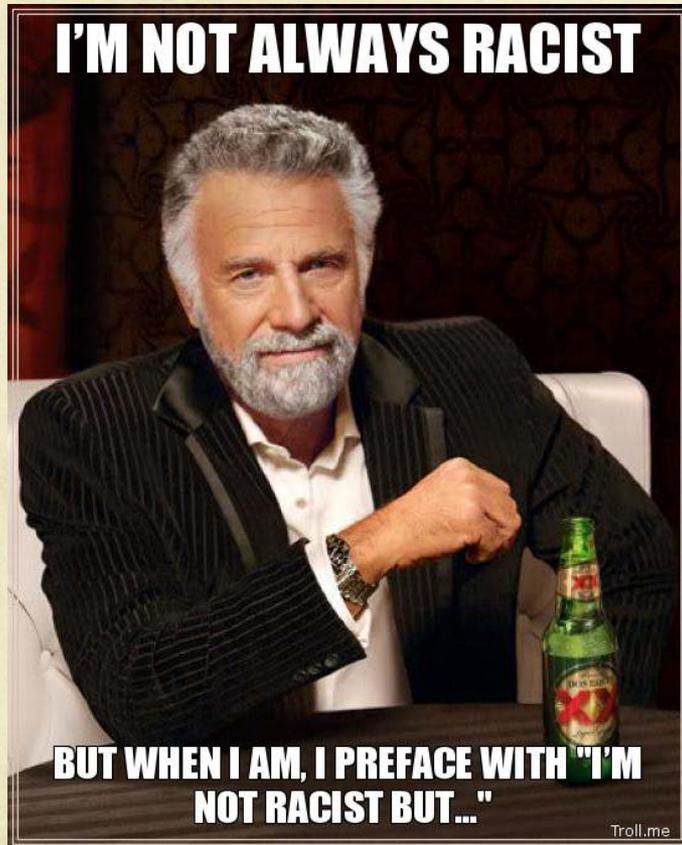


From the movie *Gran Torino*

# Engagement



# Sidenote: This never ends well



- Preempt
  - “Not to be racist...”
  - “I’m not a racist, but...”
- “No, just no!”  
-Jay Smooth

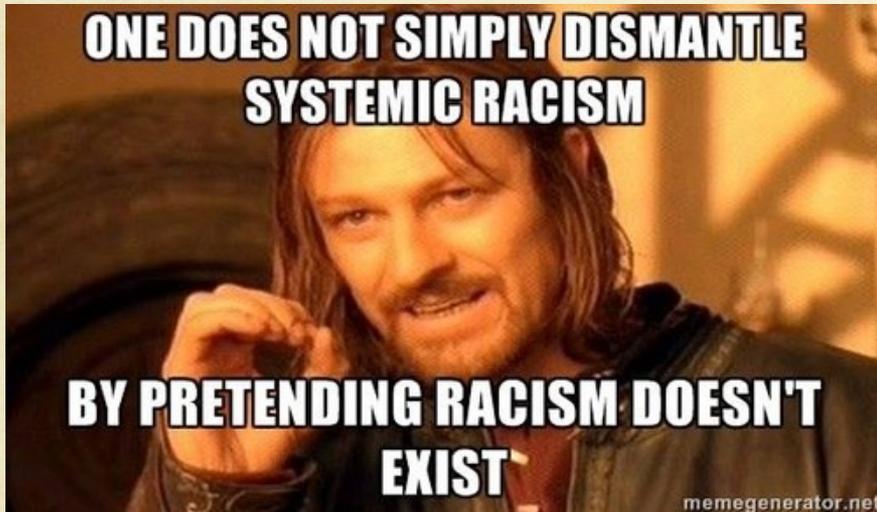
# Start With Correct Labeling

“It is not a Black problem. It is a white problem. This is an American problem.”

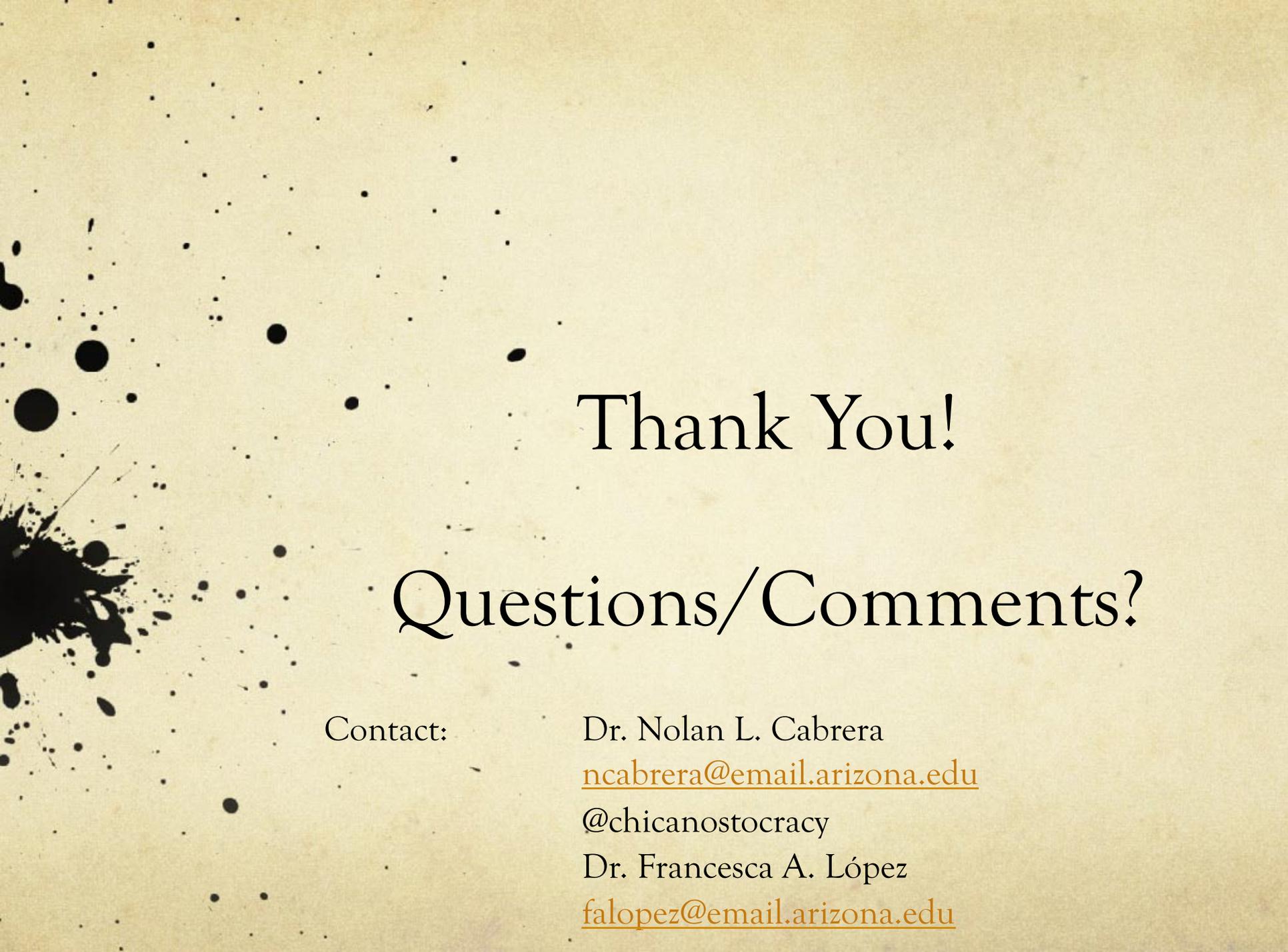
-Jesse Williams on the Michael Dunn case in the *Atlanta Blackstar* (2/15/14)



# Some Concluding Thoughts



- Point is to continually engage
- *You're going to screw up!*
- Race is central to education and pedagogy
- Color-blindness doesn't work
- Tension: Race isn't real, but race is real



# Thank You!

## Questions/Comments?

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