



What's Race Got to Do with It?

**Social
Disparities
and
Student
Success**

“Positive intergroup relations are not merely the absence of conflict. Rather, they involve transactions based on justice and equity.”

— Anthony Jackson,
former program officer,
Carnegie Corporation

FACILITATOR GUIDE

What's Race Got to Do with It?
Social Disparities and Student Success
Facilitator Guide

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ABOUT THIS FILM

More than 40 years after the Civil Rights Movement, America faces the paradox of being a nation “with racism, but without racists,” as sociologist Eduardo Bonilla-Silva has put it. Racial inequality is harder to recognize in a world where it no longer announces itself with white-only signs. Meanwhile, the idea of “colorblindness” conveniently allows us to condemn prejudice and bigotry while ignoring how racism contributes to the vast disparities that persist right under our noses.



Not surprisingly, many of today’s students, born in the post-Civil Rights era, don’t seek out opportunities to engage in diversity programs and interracial dialogue. They feel they’ve heard it all before or wonder why we’re still talking about a problem that ended a long time ago. More often than not in these discussions, structural racism is ignored and multiculturalism gets confused with equality. Even many students of color don’t realize how underlying conditions impact opportunity.

Too few resources exist to help young people scrutinize their own assumptions, beliefs and attitudes about race — using language they understand, spoken by their peers. *What’s Race Got to Do with It?* advances the work of *Skin Deep* and *Shattering the Silences*, two films we distribute that have become core audiovisual “texts” among diversity educators.

At a time when campuses are struggling to close achievement gaps, foster inclusion, and promote diversity — while equity initiatives across the country are under attack — we responded to the demand for a new tool that is up to date and speaks directly to students’ doubts and concerns in today’s post-Civil Rights world.

ABOUT THIS FILM

What's Race Got to Do with It? chronicles the journey of a diverse group of students participating in a 15-week intergroup dialogue program at U.C. Berkeley. As the students share personal stories, debate hot topics, and confront one another about the role race plays in their lives, they make discoveries about their preconceived ideas and assumptions, and in so doing, help us begin to disentangle our own. The film goes beyond identity politics, celebratory history and guilt trips to help viewers “see through” achievement myths and create a safe space for open, honest exchange, particularly within educational environments.

What's Race Got to Do with It? does not attempt to replicate the experience of the class nor does it supply easy answers or address the concerns of every group. What it does provide is a starting point for a deeper, more productive level of conversation — one grounded in real-life issues and experiences. Whether one agrees or disagrees with the students on screen, their stories help get the “high stakes” topics out on the table, in a manner accessible to individuals who have never thought much about race as well as long-time activists. Perhaps most importantly, the film challenges each of us to reflect on existing disparities and the responsibility we all share — individually and institutionally — to create more equitable conditions for everyone.



What's Race Got to Do with It? will help viewers recognize and challenge racial inequities, particularly those that impact educational outcomes. To ensure that audiences get the most from their viewing experience, this guide provides tips for facilitation including sample agendas, pre- and post-screening questions, and suggested action steps for different groups.

An expanded list of resources, background information, and activities — as well as full transcripts of the video and DVD extras — can be found online at whatsrace.org.

USING *WHAT'S RACE GOT TO DO WITH IT?* ON YOUR CAMPUS

While *What's Race Got to Do With It?* chronicles a student dialogue, it can be used productively with students, faculty, staff and administrators. The following matrix will help you match objectives to the type of group viewing the DVD:

Participants	Outcomes
Group One: Students, Youth and Other Individual Participants	
<p>FOCUS ON: residential life education & first-year experience, summer bridge/trio programs, student government, minority & multicultural affairs, peer counseling, recruitment and retention, Greek life, classroom discussion (e.g., sociology, journalism, psychology, peace and conflict studies, rhetoric, ethnic studies, social work, teacher education), study abroad orientation, congregation meetings</p>	<ul style="list-style-type: none"> • Explore personal beliefs about race & diversity • Increase understanding & sensitivity among diverse groups • Give voice to underserved groups about their concerns and struggles • Encourage civic engagement and social responsibility • Develop leadership, conflict resolution and critical thinking skills • Increase the capacity of all young people to live and work in a diverse world
Group Two: Faculty, Staff and Program Directors	
<p>FOCUS ON: professional development programs, faculty/department meeting or retreat, teaching resource center, academic senate/deans council meeting, multicultural center training, union meeting, professional association meeting, academic/tenure review committees, trustees meeting, facilitator/mentor training</p>	<ul style="list-style-type: none"> • Increase awareness about disparities that impact student retention and success • Build support for programs and practices that increase social equity • Foster active learning, critical thinking and inclusive assignments, texts, and pedagogic models
Group Three: Administrators & Senior-Level Personnel	
<p>FOCUS ON: admission standards, budget allocation, graduation requirements, financial aid development, transfer requirements, Major prerequisite review, institutional investment policies, community relations, expansion programs, institutional advancement</p>	<ul style="list-style-type: none"> • Build support & leadership for institutional assessment and review • Review & strengthen diversity commitments, objectives, budget allocations, goals and measurements • Examine policies that affect underrepresented groups • Encourage diversity in “unlikely” places & multiple levels • Create a more inclusive institutional climate

Notes for Facilitators

Given the emotional and personal nature of the subject matter, it's important to define a common context and purpose for viewing and to establish clear guidelines for discussion. This will prevent audience members from becoming too invested in their own perspective and enable them instead to engage in a more critical process of inquiry and action.

In advance of your session, be sure to watch the film, select appropriate pre- and post-screening questions, review background material, and read the "Ten Tips for Effective Facilitation." The DVD also contains bonus material for facilitators (49 minutes), which may give you ideas and/or be useful to show in training sessions. The DVD menu allows you to screen selected segments.

The pre-screening questions below will help you create a shared framework and build trust; the post-screening questions, engagement games and follow-up activities will guide viewers towards a deeper understanding of the issues raised in the video and help them apply the insights gained to the situation on your campus.



Sample Agendas

Long Format – 2-3 hours

1. Welcome participants, provide context for the session, and introduce major themes. If time allows, do introductions. (5-10 mins)
2. Share brief background on the film. (2-3 mins)
3. Guide private pre-screening reflection. (10 mins)
4. Review or develop Group Agreements (see sidebar). (5-10 mins)
5. Screen *What's Race Got to Do with It?* (49 mins)
6. Discuss "low risk" post-screening questions. (10 mins)
7. Lead one or more icebreakers or engagement games. (10-15 mins)
8. Move from low-risk talk about the film/games to higher-risk talk about institutional disparities, campus climate, racial equity, and who is responsible for making changes. (20-30 mins)
9. Ask participants to think creatively about combating institutional racism and improving the climate for underrepresented students and/or themselves. Invite pledges and commitments for personal action, allowing baby steps as well as grander gestures. (10 mins)
10. Conclude by encouraging specific goals with a time frame for implementation and urging participants to build support networks to achieve shared visions. (5 mins)

Short Format – 60-90 minutes

With a shorter time frame, you need to be more explicit (and realistic) about the issues you wish to address and provide background and outside information to help guide the inquiry process. Even if you have time to show the entire video, you might screen clips to allow for more discussion, small group activities and follow up. (Set aside at least 50% of your session time for group work.) Remember that the discussion is as important as the content on screen.

- 1.** Opening remarks: background and issues to be addressed.
If group is small enough, do introductions. (5-10 mins)
- 2.** Ask a few questions about expectations for the video and articulate goals and Group Agreements for discussion. (5 mins)
- 3.** Guide pre-screening reflection with private responses. (5-10 mins)
- 4.** Screen selections from *What's Race Got to Do With It?*
- 5.** Ask for initial impressions (feelings and thoughts). With whom and what did you identify? What information was new or surprising? (5 mins)
- 6.** How do the issues raised in the video manifest themselves at your institution? (Select relevant prompts from the post-screening questions listed below; consider breaking into small groups or dyads.) (15-20 mins)
- 7.** How can the issue(s) be better addressed? By whom? (5-10 mins)
- 8.** Closing and summation similar to Long Format Agenda (5 mins)



TEN TIPS FOR EFFECTIVE FACILITATION

- 1.** Watch the video privately before conducting the program. Note your own reactions to the film and any personal sensitivities and concerns. Allow this information to serve as a caution when facilitating the group.
- 2.** Consider two facilitators (ideally, a gender and racially balanced pair) to model trust, open inquiry, respect and cooperation. One might monitor emotional or group processes while the other guides content, activities and discussion.
- 3.** Read the background materials and resources on our Web site to develop your understanding of institutional racism, educational disparities and other “hot-button” issues that you think might arise. Find out how these are playing out on your campus. Consider handing out a glossary of racial terms; introduce relevant facts and figures as appropriate (e.g., enrollment & graduation rates).
- 4.** Establish realistic goals and expectations. Consider your group’s interests and vulnerabilities. Focus discussion outcomes – where are you going? At the same time, create a sense of possibility or opportunity.
- 5.** Ask participants to join in creating “Group Agreements” such as the following:
 - Maintain confidentiality.
 - Take turns speaking; listen to each other with respect.
 - Use “I” statements; speak about your own thoughts and experiences, not those of others.
 - Avoid cross talk; do not debate someone else’s personal experience. Rather, speak to your own understanding.
 - Frame comments as questions.
 - Acknowledge that each of us brings different perspectives and experiences and is at a different stage of development in addressing individual, interpersonal and institutional racism.
- 6.** Create safety by engaging in low-risk discussion/activities (e.g., reflective writing, anonymous questions/comments, dyads/pair and share, discussing the film, posing questions) before moving on to higher-risk interactions (e.g., articulating an assigned “position” or expressing personal thoughts aloud). Break into small groups periodically so everyone can speak and be heard.
- 7.** Allow for moments of silence and different styles of engagement. At the same time, ensure the “burden” of the discussion is racially balanced. Watch for domination by individuals and by demographic groups. Manage rather than avoid disagreements, remembering that conflict can be constructive.
- 8.** Avoid the “shame and blame” paradigm. Anger, upset, guilt, discomfort, even confusion are normal. Emotions should be acknowledged, but not become the focus of discussion. Watch out for overpersonalization; balance the need to explore feelings with a desire to discuss tangible issues and generate outcomes.
- 9.** Take advantage of “teachable moments.” Ask someone speaking to say more, go deeper, rephrase, consider an alternative or opposing view. Introduce concepts and outside information as needed to “ground” discussion within a broader context and take it out of the personal realm. Ask the class to explore an idea together rather than evaluate positions. Redirect debates and resistance as follows: What would it mean if this were true? What might we do differently?
- 10.** Encourage personal empowerment for making a difference. Emphasize that any effort at change is meaningful. What may be easy for one participant may be risky for another. This discussion is but one step in a larger process.

BEFORE VIEWING: CREATING A COMMON CONTEXT

Select themes and pre-reflection questions according to your audience's interests. To deepen the level of conversation, you might assign questions in advance or ask participants to do research. Providing information about national trends or your own institutional data may also be helpful.



Major Themes

What's Race Got to Do with It? touches on issues relevant to many campuses, especially those that are predominantly white. Here are possible themes to explore:

- **Underrepresentation:** Who's at this school? Are campus demographics representative of society? Should they be? Why or why not? Who is at the 2-year or 4-year campus across town?
- **Equal Opportunity / Merit:** What does it take for students from different backgrounds to gain admission to this school? To stay in school? To graduate? Is everyone having the same experience here? Should they?
- **Normalization of Race:** How do our experiences with race shape our ideas about society? Do we all share a responsibility for making a difference?
- **Colorblindness:** Is race still relevant? How should we respond to it? Should we be "colorblind" or "color conscious?" What's the difference?
- **Diversity and Social Responsibility:** What's the point of diversity? Who does it benefit? What obligation do educational institutions have to address societal inequalities? What obligation do any of us have as citizens?
- **Equality and Social Justice:** When we talk about race, what do we want the end result to be? What's the difference between diversity and equality? What would racial equity look like?
- **Structural Racism vs. Personal Bias:** What is structural and institutional racism? How is it different from individual prejudice? How does it play out on our campus? What can we do about it?

Personal Reflection Exercise

Before starting the video, invite participants to jot down responses to some of the following questions, but do not ask to share them aloud. This exercise helps viewers articulate their own attitudes and preconceptions about diversity so they can watch the video more critically, actively and purposefully.

- Are you comfortable talking about race/racism? What makes you uncomfortable?
- When do you notice race? How often do you think about it?
On a scale of 1-10, what impact has it had on your life?
Look around the room. Who do you think shares your views or experiences of race?
- Think about your daily encounters with people of different races (classes, groups/clubs you belong to, study groups, faculty/staff in positions of authority or service, etc.)? What do you notice? Who's absent, who's present? Why?
- Does race still matter? Is it useful or divisive to talk about race? What's wrong with the way we talk about race?
- Does everyone have an equal opportunity to succeed? Should they?
- Are race-based remedies like affirmative action fair? Why or why not?
- What does racial disparity mean to you? What does equity mean to you?
- What are you here to learn? What do you hope to get out of this discussion? What do you want others to learn from you?



AFTER VIEWING: DEEPENING UNDERSTANDING

After showing the video, you might begin the discussion with a few general questions. Here are some possibilities:

- Revisit the pre-screening themes and questions. How did the film challenge or reaffirm your thinking? Did anything surprise you? Why?
- Two weeks from now, what will you remember from the film and why?
- How is this film different from other programs you've participated in about race?

Be sure to allow a few minutes for individual reactions and then shift to discussing disparities and future action.



Engagement Games

Lead one or more of the following activities to help people feel more comfortable or probe important concepts and reveal hidden disparities. **A complete list of suggested activities with detailed descriptions is available at whatsrace.org.**

LOW RISK – Trust Building Activities and Icebreakers

- Blindfold Exercise – Sort by Numbers
- Blindfold Exercise – Guided Walk (depicted in film – DVD Chapter 1)
- Musical Chairs

MEDIUM RISK – Uncovering Existing Disparities

- Race Literacy Quiz
- Counting Who's Missing (depicted in film – DVD Chapter 2)
- Racial Inventory (depicted in film – DVD Chapter 5)

HIGH RISK – Exploring One's Personal Stake or Vantage Point

- Fishbowl Discussion
- Privilege Walk (depicted in film – DVD Chapter 9)
- Structured Debate
- Role Play / Role Reversal (depicted in film – DVD Chapter 3)

SCENE DESCRIPTIONS

(with corresponding DVD chapter #)

“the way we talk about race” (DVD Ch. 1) – Several students offer their views about diversity and how it impacts their lives. Afterwards, the class participates in a trust-building exercise with blindfolds.

“I’m more Black than ever” (DVD Ch. 2) – Students report on the low number of Black students in their other classes. In interview, Wale, Ashley and Ulili talk about the burden of being underrepresented.

“a lot of us are getting pushed” (DVD Ch. 3) – A role play about racial profiling leads several students to recount similar experiences. In individual interviews, Mark, Peter, Mayra and David share sentiments about the discussion.

“lucky to be...” (DVD Ch. 4) – Mark and Paige are asked tough questions about being white. Privately, Wale and David express frustrations about “privilege.”

“I can be sure my race will not work against me” (DVD Ch. 5) – Students fill out a questionnaire about their racial experiences and then discuss reasons for their different scores. In interview, Mark notices the segregation of the Greek system.

“to be an American” (DVD Ch. 6) – During a discussion about cultural identity, David and Chad express disillusionment with America. Interviews with Mark, David, Linda and Mayra reveal a disconnect between multiculturalism and social justice.

“part of the problem, part of the solution” (DVD Ch. 7) – An activity about white stereotypes leads to an intense and emotional discussion about who bears responsibility to educate others and make changes in society.

“just like me” (DVD Ch. 8) – Mark and David discuss white people vs. white power. Jerlena and Dave point out the difficulty of having interracial conversations when the campus itself isn’t diverse and students of color are already overburdened.

“if you identify, pull yourself free” (DVD Ch. 9) – Dave leads an exercise that illustrates how life circumstances divide people in the room. He and Jerlena caution against assuming divisions will go away without active efforts to change them.

“paradigm shift” (DVD Ch. 10) – Paige and Linda talk about how their ideas about affirmative action have changed, leading to a discussion about enrollment myths and fear. Various students offer final thoughts about how the class has affected them.

Discussion Questions

The discussion prompts below are organized by topic and scene order. Each contains questions appropriate for different levels of use. **Complete transcripts of the film and the DVD extras material are available online at whatsrace.org.**

Diversity vs. Social Justice

(DVD Chapter 1: “the way we talk about race”) Wale complains that diversity on campus is all talk and no action: *“The university should, instead of talking about racism and diversity, maybe make the campus diverse with the incoming freshman classes.”* How diverse is your school? In which areas and at what levels? How is it measured? Are diversity values reflected in admissions, hiring and promotion practices, funding priorities and/or curriculum offerings and student activities? What’s the difference between diversity and equality?



(DVD Chapter 6: “to be an American”) Mayra says, *“I think celebrating cultures and social justice is a very different thing.”* What is Mayra referring to? Why is cultural celebration an inadequate response to racial problems? What are the differences between ‘celebrating diversity’ and challenging racial injustice? Cite examples of each. Which is more predominant on your campus? How is diversity addressed at your school? How can it be better tied to notions of social justice?

Underrepresentation & Segregation

(DVD Chapter 2: “I’m more Black than ever”) Ulili opines: *“I wish I wouldn’t have to always stand up and be like the Black person. I wish I could just be me.”* Wale adds: *“I don’t want to bear the burden of Blacks everywhere....It robs me of my college experience.”* What do they mean? How does it feel to be the only person of your race in a large group? Does being underrepresented create additional burdens and stressors for students of color? What campus conditions might adversely impact their opportunities for success? How can faculty, administrators and staff be more aware of challenges? What specific efforts (policies and practices) are being made to mentor, support, and retain students of color?

(DVD Chapter 5: “I can be sure my race will not work against me”) Mark comments, *“We’re kind of in this bubble up on the hill, a lot of white students, the Greek system. I notice the segregation of the Greek system. I notice that that’s predominantly white.”* What’s the racial make-up of your classes, social groups, and study circles? Do racial groups cluster together in certain activities or parts of campus? Which settings are more or less diverse? Why do you think this is? What can you do to make your study groups, clubs and social circles more diverse? What obstacles might you run up against? As faculty and administrators, what

efforts do you make to help students cross racial lines? Does balkanization happen on an institutional level — in your department, among your staff? How can you encourage more dialogue and interaction? What are the benefits?

Discrimination / Stereotyping

(DVD Chapter 3: “a lot of us are getting pushed”) Mayra says, “We’re not seen as individuals, we’re seen as a group. Like if a white person does something, it’s an individual problem. And if a Black person does that, it’s a race problem.” What does Mayra mean?

Do you agree? Later in the film, Mark complains that it’s unfair to generalize about him as a white person because he has Latino friends and has faced challenges in his own life. How are the two situations different? Which stereotypes are likely to affect academic performance? Is it enough to just treat everyone as an individual? As educators, how can you mitigate stereotype threat and empower students? As administrators, how can you create more supportive conditions?



(DVD Chapter 5: “I can be sure my race will not work against me”)

Following the racial inventory exercise, David says, “I was approached when I was in the computer lab and I was asked to leave because they told me this was only for students. To get into my friend’s dorm, I had to sign in four times. I had to show the lady my ID twice. It felt very bad.” Everyone gets treated poorly sometimes. So when is it because of racism? Who gets to decide? How is it different if it happened to a white person? How might such experiences affect academic performance? Are complaints of discrimination made by students, faculty, and staff of color taken seriously on your campus? What efforts are being made to sensitize faculty, staff or administrators? What steps can be taken to create a more welcoming environment? Do performance evaluations reward faculty and staff for such efforts?

Colorblindness / The Burden of Race

(Prologue) At the beginning of the film, two students offer their views on how race has affected them: (1) Wale: “The biggest challenge for me is understanding that it is possible for people not to believe there’s racism; to never have been exposed to it, to never have spoken about race.” (2) Paige: “There’s nothing like hearing from any of the students saying...you know? Their experience – how different it is, I guess, than mine, in life.” Why do you think race has impacted Paige and Wale’s lives so differently? How might their experiences contribute to a disconnect when they discuss race with each other? How can educators help bridge this gap? How might your institution’s approach to race relations take these different views into account?

(DVD Chapter 6: “to be an American”) Linda says, “It’s just so divisive...when you look at race as an issue between different communities....Obviously we know there’s problems, but

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there's no like mutual understanding about what we can do." Linda feels that focusing on race is divisive, preferring a race-neutral approach. Do you agree or disagree with her? What are the limitations of "colorblindness?" Why might someone like Linda feel uncomfortable discussing racial problems? How might Asian Americans on other campuses or from other cultural/class backgrounds feel differently? What's the best way to deal with this kind of resistance in a diversity discussion? How does your institution deal with conflict between campus constituencies?

(DVD Chapter 7: "part of the problem, part of the solution") When Paige says offhandedly, *"It seems like the point of the class is to enlighten the white people,"* it upsets many of the other students, including David, who exclaims, *"I'm already oppressed in many ways. Why should I put myself in an even more degraded position to educate people who are...part of the problem?"* Whose job is it to educate others about social disparities? Does the "burden" to educate typically lie more with people of color? Who bears the burden of addressing problems related to race in your department? Are those people commended for bringing up tough issues or seen as troublemakers? How might we re-envision racial problems as an opportunity to work together to create the society we want — one that reflects our deepest values?



Personal Bias vs. Structural Racism

(DVD Chapter 1: "the way we talk about race") Mark: *"I wouldn't choose to not be friends with someone, or I never said, 'oh, this person's Black or this person's Asian.' Or if we said it, it wasn't important."* What's the difference between personal prejudice and social disparity? If we all treated each other better, would that solve racism? Why or why not? If we stopped noticing race, would it just go away? Do diversity efforts at your institution tend to focus on interpersonal relations or on underlying structural conditions, in society as well as on campus? How does one get others to understand the difference? How can those conditions be changed?

(DVD Chapter 7: "part of the problem, part of the solution") During a heated discussion, Linda says, *"We're all part of the problem. No matter what race, we're all perpetuating this racism everyday."* Do you agree? Why or why not? How does Linda's comment minimize differences in the way race impacts us? What does it imply in terms of solutions (individual vs. societal)? As a facilitator, how do you give equal weight to everyone's experiences without implying that they're all the same? How do you avoid blame yet get students to take responsibility? Do diversity efforts on your campus tend to minimize racial differences or do they take account of historic and underlying (dis)advantages?

(DVD Chapter 8: “just like me”) Legal scholar John Powell has said, “The slick thing about whiteness is that you can reap all the benefits of a racist society without personally being racist.” How does this comment relate to Mark and David’s discussion in the film about white people and white power? What’s the difference between assigning blame and acknowledging inequities or advantage? If you aren’t personally racist, what responsibility do you have for changing society? What obligation do educational institutions have? How might your institution’s policies and practices correct for or implicitly support white advantage?

Guilt / Investment in Racial Advantage

(Ch. 4: “lucky to be...”) When asked if she could choose her race, Paige answers, “I’m not gonna say I wouldn’t be white. I wouldn’t give that up. I’ve been blessed....To be completely honest, I’d probably be white.” Are there advantages to being white, presently and/or historically? What might they be? What about on this campus? If so, how should we balance things out for people of color? Why would Paige be reluctant to admit she wants to be white? How might educators address a white person’s investment (conscious or not) in racial advantage? How does it affect student learning or the way you teach about justice?



(Ch. 9: “if you identify, pull yourself free”) After the privilege walk exercise, Vanessa says: “Whenever there was a division, I felt like I was being judged in some way.” For many advantaged students learning about disparities for the first time, guilt or defensiveness is a common reaction. Why? How might guilt be a limiting and counterproductive response? How does feeling empowered (vs. guilty) open up new possibilities for action? How do we shift this conversation so it gives students a sense of purpose rather than making them close down? Consider diversity efforts at your school — what outcomes have they produced? Whose interests do they serve? Is educating advantaged students about inequality the same as serving the needs of disadvantaged students? How can your institution strike an optimal balance?

Normalization of Whiteness/Race

(DVD Chapter 1: “the way we talk about race”) Both David and Paige describe race as being “normalized.” What do they mean? Does normalization mean that racism has ended or that we take it for granted? Does it mean that everyone is viewed the same way? Does it make it easier or harder to combat existing disparities? How has your institution normalized certain views on race and/or silenced alternative voices? What might be another approach to race? How can we make inequities more visible?

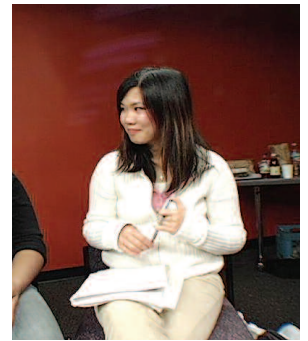
(DVD Chapter 6: “to be an American”) David says in interview, “I think that it’s very hard, especially for people who have power in this world, to realize they have power. Because if they realize they have that power...then you have to have accountability.” What does David

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mean by accountability? Who should be held accountable? Does it mean taking things away from people or making personal sacrifices? What alternative strategies or solutions might exist? How does your institution measure accountability in terms of diversity outcomes and goals? How do your diversity efforts address power relationships and/or historic disadvantages on campus or within the institution?

Affirmative Action / Racial Myths

(DVD Chapter 2: “I’m more Black than ever”) Ashley says, “I heard someone say, ‘Only the best and the brightest get in here, so if you’re not the best and the brightest, you’re not going to get in.’” What’s the underlying assumption about opportunity and merit in the statement Ashley refers to? How does this attitude affect the way some students might be treated? How does your school’s admissions process take into account disparate educational opportunities? How does it measure the “quality” of a candidate? What institutional conditions (e.g., prerequisites for certain majors, standardized testing, GPA inflation, availability of AP courses) might privilege or exclude students? What efforts are being made to recruit and select students from disadvantaged backgrounds? How can these be improved?



(DVD Chapter 10: “a paradigm shift”) Paige: “The most shocking thing to me in this class was the disparity in enrollment. We’ve talked a lot about the small numbers, but it was good for me to see the figure of how many white students there are in comparison.” Linda adds: “I thought affirmative action was oppressing me because it was kind of displacing me.” With such small African American and Latino enrollment numbers on many campuses, and high overall rejection rates at the most selective colleges, why do many white or Asian American students denied admission assume that “their” place on campus was taken by a Black or Latino student? How does our personal stake in something affect our attitude towards race-based programs like affirmative action? What happens when we take a broader view? Many people find it hard to accept race as a factor in admissions but don’t have the same objection to class – why do you think that is? How should institutions weigh disadvantage in evaluating candidates? Why is there so much fear and confusion surrounding this subject and what role can educators play in dispelling myths?

□ Wealth and Class

(DVD Chapter 5: “I can be sure my race will not work against me”) In his native Nicaragua, Mayra’s father was a professor, yet Mayra tells the class, *“I’ve never had medical insurance... My parents are janitors because they can’t speak English because they are brown. And janitors don’t get medical insurance.”* In Mayra’s example, how does race affect class? What other things (home ownership, job protection, financial security, retirement, health, safe neighborhoods, good schools, fewer family obligations, a “safety net”) can some people take for granted that Mayra can’t? Why do janitors rarely have medical insurance? We often think of wealth in terms of luxury or material comfort, but how does it translate into security or social mobility? How does your institution leverage its wealth of resources to support or secure such low-income students?

(DVD Chapter 8: “just like me”) Dave says: *“Hearing low-income students talk about how much they have to work to stay in school and manage everything else that a regular college student at Berkeley is under the stress of...It’s like the Third World and the rich living next to each other but not knowing.”* How might the lack of a safety net affect students’ attitudes, their college experience and involvement, their academic performance, their life choices and willingness to take chances, their future career opportunities, and even their mental and physical health? How does the invisibility of their challenges add a burden or make it hard to relate to others? Are low-income students adequately represented at your school? Are their needs being addressed? How can efforts to recruit, admit, and support such students be improved?



□ Allies

(DVD Chapter 10: “paradigm shift”) Towards the end of the film, Peter says, *“I just remember speaking with you, Dave, about what people did in the '60s...you said, ‘Yeah, people went out there and they put their asses on the line.’”* Jerlena adds, *“To be involved in any kind of justice, that means deconstructing what has been working for centuries for people...so that you can make informed choices.”* What would it mean for you to “put your ass on the line” and/or make informed choices? Which issues matter most deeply to you? What are the personal challenges you face in addressing them? Where can you find allies and support, within your existing community or by reaching out to others? How can we, as educators and leaders, help bridge differences between groups and foster coalitions? What programs and practices need to be strengthened or re-examined?

SUGGESTED FOLLOW-UP ACTIVITIES

Invite participants to think creatively about what they can do to address disparities — on campus and off. Taking action is an important part of learning. It helps people feel empowered and energized, provides a sense of closure for the event, and makes the lessons of the video more concrete and relevant. Emphasize that every journey begins with a single step, and even small steps can make a difference. This guide concludes with a list of possible action steps for different groups. Feel free to create your own ideas together.



Consider making a chart for individuals or teams to pledge action. Use the chart below, or make your own. Before concluding, congratulate participants and celebrate their commitments to action and social equity.

NAME / TEAM:	
I pledge to take the following action steps to champion racial equity:	
LEARN MORE	
<input type="checkbox"/>	
<input type="checkbox"/>	
REFLECT / RE-EXAMINE	
<input type="checkbox"/>	
<input type="checkbox"/>	
GET INVOLVED	
<input type="checkbox"/>	
<input type="checkbox"/>	

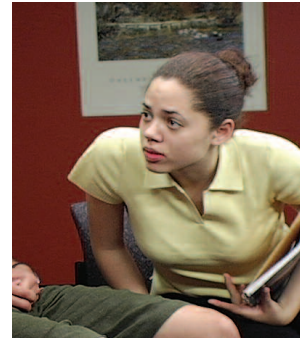
Group One: Students, Youth, and Other Individual Participants

LEARN MORE

- Take advantage of racial awareness workshops and intergroup dialogues.
- Take ethnic studies, U.S. history, and sociology classes and courses taught by faculty of color.
- Identify race-based disparities on your campus and in society: enrollment and graduation rates, hiring and tenure policies, town/gown issues.
- Get informed about both sides of ballot initiatives on affirmative action, school desegregation, or public school funding.

REFLECT / RE-EXAMINE

- Look at who's included and who isn't in your environment. Count the people of color in your classes, your reader/books, study groups, social circles, neighborhood, staff, and faculty. Are the numbers representative of society? Why or why not? What are the barriers?
- Cultivate experiences that challenge your comfort level and include perspectives different from your own.
- Become an ally to people from underserved communities. Be careful to support, not take over.
- Look deeper at debates over merit and achievement. What assumptions are being made about whites/students of color? About the criteria used to measure who is qualified? What's being overlooked? Who's making the decisions?
- Craft a personal "mission statement" for your life and college years that champions racial and economic equity.



GET INVOLVED

- Educate others in your peer group. Make your daily life more inclusive and reach out across racial lines (e.g., Greek life, study groups, local/student government).
- Endorse, volunteer or donate to candidates and campaigns that promote social justice, including staff unionizing efforts.
- Advocate for ethnic studies, minority scholarships, and a stronger institutional commitment to diversity and social responsibility.
- Advocate to your legislative representative for more equitable budget allocations and policies (affordable housing, jobs with benefits, funding for education, living-wage legislation, immigration) that impact people of color.
- Write letters to the editor and call in to your local radio station to speak out about racial myths and inaccurate representations of racial issues.

Group Two: Faculty, Staff and Program Directors

LEARN MORE

- Participate in racial awareness workshops and intergroup dialogues.
- Ask other campuses or other departments about effective policies and practices.
- Research connections between institutional racism and educational outcomes (e.g., enrollment/graduation rates, SES, recruitment and hiring policies, budget allocations, etc.)
- Explore alternative pedagogic models and canons (highlight women and people of color as experts in all fields).

REFLECT / RE-EXAMINE

- Promote diversity and justice throughout the year, not just at specified times.
- Get to know your students and advisees: What are their vulnerabilities? How are their needs being served?
- Bring diverse perspectives to the table. Do you have a “diversity quorum?”
- Examine institutional barriers such as pre-requisites for majors, grading policies, course offerings, hiring and promotion practices, and departmental/program funding priorities.
- Evaluate the outcomes and efficacy of recruitment and retention efforts, sensitivity programs, and support services.



GET INVOLVED

- Help train and sensitize your peers, faculty and staff.
- Create peer-facilitated dialogues and advising groups for students and faculty of color.
- Teach inclusion by example: organize racially diverse study and project groups; use texts by and about people of color; make assignments that draw upon different knowledge and learning styles.
- Reach out to underserved students: require office hour visits, encourage their academic goals, organize study groups, and sponsor independent study projects.
- Help generate opportunities and “connections” for underserved students and junior colleagues (internships, tutors, advising, mentoring, job/social networks).

Group Three: Administrators and Senior-Level Personnel

LEARN

- Find out about innovations and diversity success stories on other campuses.
- Study the needs and challenges of vulnerable campus populations. Invite recommendations from a broad cross-section of community members.
- Audit your existing programs and services for students and faculty of color –Where does the burden for solutions lie?

REFLECT / RE-EXAMINE

- Look at where people of color are concentrated on your campus. Explore the institutional conditions that impact advancement opportunities.
- Evaluate your admissions and hiring process. Do the outcomes advance justice for historically disadvantaged populations (e.g., increasing faculty positions vs. moving existing faculty to new positions; using international candidates to inflate student and faculty numbers)?
- Assess the strength, focus and level of diversity commitments: are they high level, diverse, measurable, accountable, funded?
- Renew your institution's diversity goals. Tie them to concrete benchmarks and funded initiatives.



GET INVOLVED

- Sponsor racial awareness workshops and intergroup dialogues campus wide.
- Mandate diversity coursework as a core requirement for all students.
- Require all departments to set and meet diversity goals for their curricular offerings and hiring and promotion.
- Require diversity training for all faculty and staff and create follow-up mechanisms.
- Increase and protect funding for historically disadvantaged groups.
- Build relationships with community groups. Use your institutional resources to enrich and strengthen the local economy.

RESOURCES

The companion Web site for *What's Race Got to Do with It?* (whatsrace.org) contains a wealth of additional resources, including transcripts of the film and DVD extras material, a glossary of racial terms, engagement games, background articles, follow-up activities, and links to useful Web sites and organizations.

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To purchase a copy of *What's Race Got to Do with It?* call toll free: 1-877-811-7495 or go to newsreel.org. To learn more, visit whatsrace.org.

