



WEEK ONE

RACIAL INEQUITIES

UNFINISHED ROAD TO EQUALITY

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Standing still is never an option so long as inequities remain embedded in the very fabric of the culture.”

— *Tim Wise* , *Colorblind: The Rise of Post-Racial Politics and the Retreat*

TIM WISE

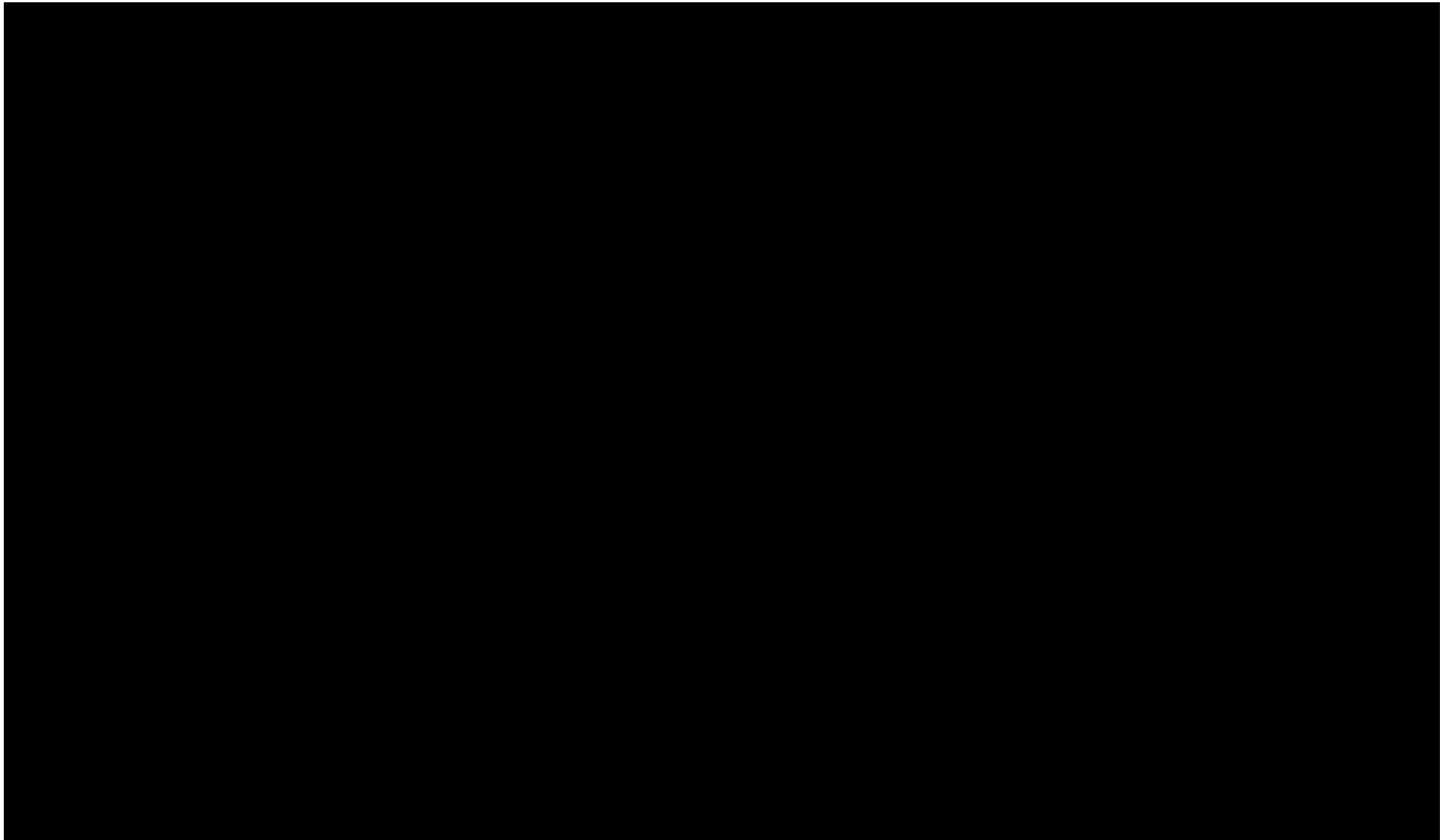
INTRODUCTION

Tim Wise is among the nations most prominent writers and educators on issues on racial justice. He is the author of four previous books on racism and has contributed essays or chapters to more than twenty additional volumes. Wise has spoken to hundreds if thousands of persons on more than 750 college and high school campuses across the United States and has trained teachers, employers, nonprofit agencies, physicians and others on methods for dismantling racism in their institutions. He has appeared on hundreds of radio and television programs to discuss racial issues and his writings are taught in colleges and universities worldwide. Wise lives in Nashville with his wife and two daughters.

FALSE NOTIONS

- **First false notion that Mr. Wise references and is no stranger to conversations heard among whites: is the false notion of the absence of racism because the U.S. elected a black President – through this example we will look at systemic inequality and injustice.**
- **Second false notion is that talking about racism creates racism. This is absurd, just as absurd is saying if we talk about dying we could die...examples abound.**
- **Third false notion to confront is refusal to accept personally harboring racial bias, under the guise that we are “colorblind.” And even if we do acknowledge racism within ourselves, perhaps there is still a struggle to see the systemic problem of racism and power.**
- **And the last false notion is moving past the idea that “our past is our past”, to instead acknowledging the barriers from the past that do affect effective dialogue today.**

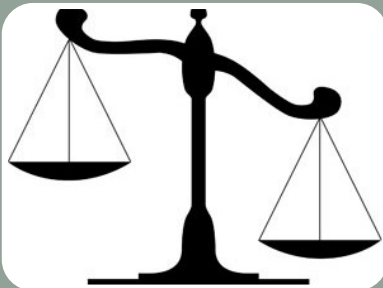
TIM WISE LECTURE - COLORBLIND



DISCREPENCIES IN HIGHER ED



There are 111,000 African Americans and Hispanics who graduate from the top half of the nation's high schools but do not graduate college; 62,000 of them come from the bottom half of the family income distribution.



New white student enrollments have flowed to the 468 most selective colleges while African-American and Hispanic student enrollment growth has been confined mostly to open-access schools.



African-American and Hispanic students with above average SAT/ACT scores graduate at a rate of 73 percent from the top colleges, compared with a graduation rate of 40 percent at the open-access schools.

ACTIVITY - REFLECTION

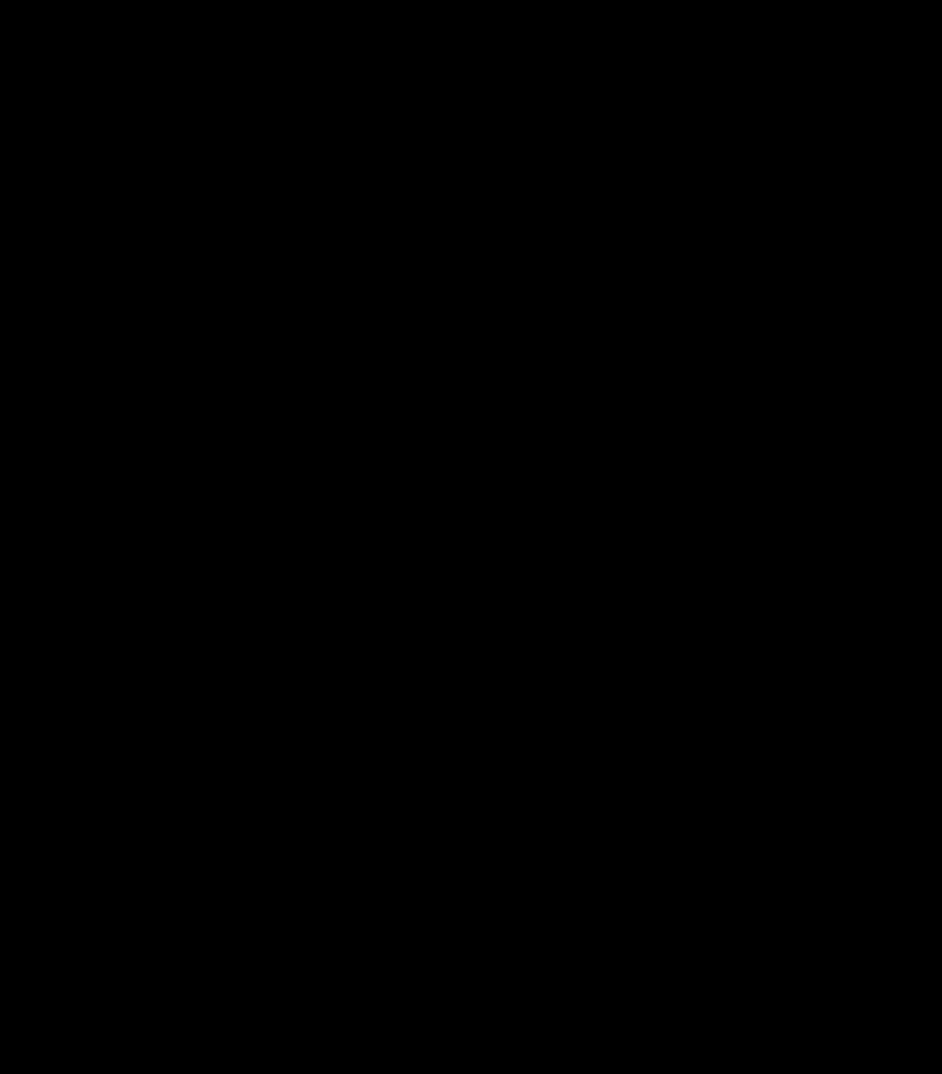
DISCUSSION ON THREE POINTS

WHITE DENIAL - Key Points

In every generation, white people have said that racial discrimination is not a significant national problem. For example:

- A recent poll revealed only 6% of white people believe racism is a national problem;
- In 1963, 80% of white people believed that black people were treated equally;
- In 1962, 90% of white people believed that black children received equal education;
- At the time of the March on Washington in the summer of 1963, 2/3 of white people believed that the civil rights movement was asking for too much too soon;
- More than a hundred years earlier, in 1850, Dr. Samuel Cartwright said he believed that slaves who ran away from bondage were mentally ill – a disease he termed drapetomania.
- The dominant group is the norm by which all minority groups are compared. According to Wise, this is why February is recognized each year as Black History Month, while there is no White History Month. His point is that white privilege is so ingrained, and normalized, that it's basically White History Month every other month of the year.
- Racism is perceived as affecting only the “underprivileged” and not the dominant group. Yet for every act of racism against the “underprivileged,” there is an advantage given to the “over privileged.”

ACTIVITY – TAKE AWAY

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- After watching this video, consider some of the ways you are responsible for racial inequities.
 - Where do we go from here?

REFERENCES

Carnevale, A & Strohl, J. (2013). *Separate and Unequal: How Higher Education reinforces the Intergenerational Reproduction of White Racial Privilege*. Retrieved from https://cew.georgetown.edu/wp-content/uploads/2014/11/SeparateUnequal.FR_.pdf

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Young, J. (n.d.) *Tim Wise on White Privilege*. Retrieved from <http://www.mediaed.org/discussion-guides/Tim-Wise-on-White-Privilege-Discussion-Guide.pdf>

Images

Images of grad caps (n.d.) Retrieved from <https://www.universityparent.com/topics/parent-posts/gift-ideas-for-your-high-schoolgraduate/#gsc.tab=0>

Image of students (n.d.) Retrieved from <http://www.bestcolleges.com/financial-aid/african-american-scholarships/>

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