Dr. Kimberly Moffitt

Director and professor, Language, Literacy, and Culture and affiliate professor, Department of Africana Studies

Faculty Panel

Kimberly Moffitt, Ph.D.
Director and professor, Language, Literacy, and Culture and affiliate professor, Department of Africana Studies

Shawn Bediako, Ph.D.
Professor, Psychology

Tyson King-Meadows, Ph.D.
Professor, Political Science, American Council on Education (ACE) fellow

Keisha McIntosh Allen, Ph.D.
Assistant Professor of Secondary Education, Education Department

Dr. Shawn Bediako

Professor, Psychology

Structural Racism:

- A *system* of *structured opportunity* and *assigned value* based on *social consensus*
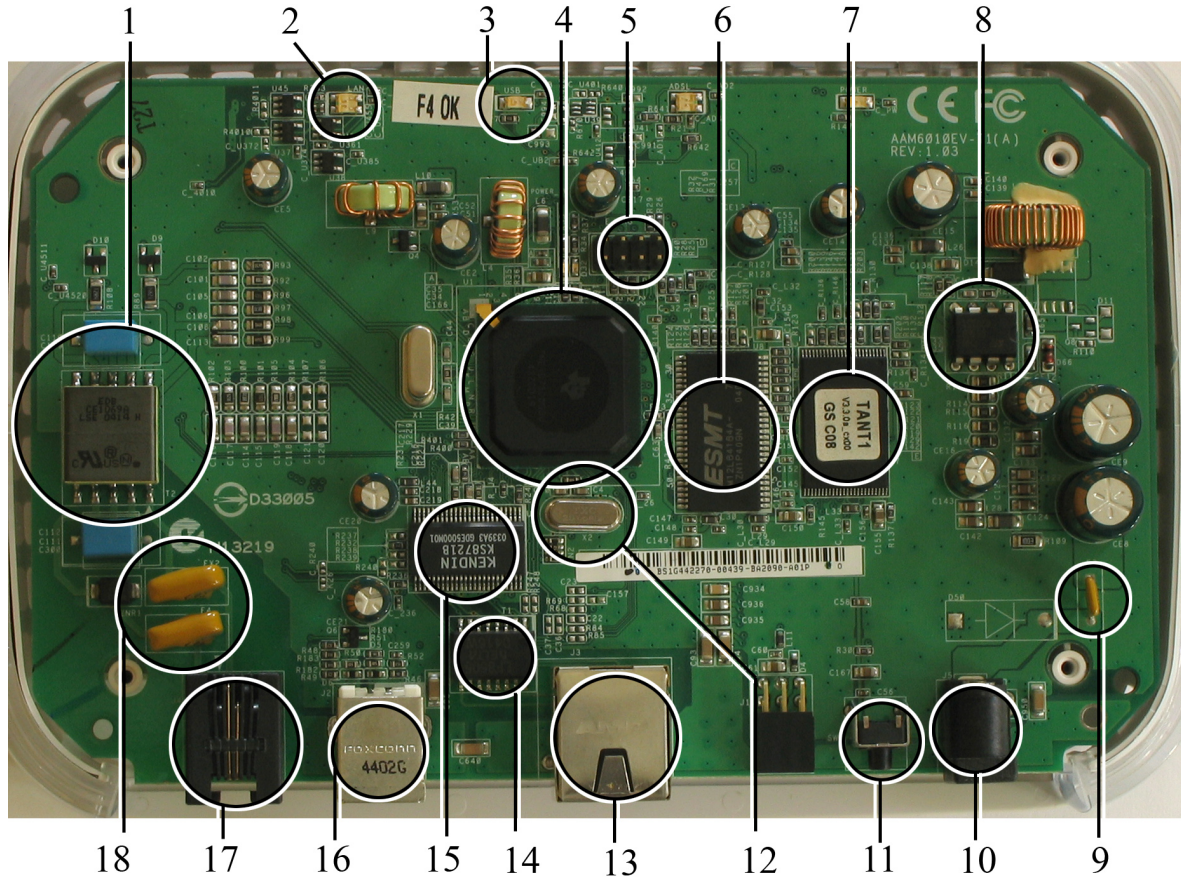
Vision

Purpose

Intention

Design

Process

Outcomes

1998

2003

2005

2015

2020

Structural Racism

- A *system* of *structured opportunity* and *assigned value* based on *social consensus*

  - Confers unfair disadvantages to those who don't deserve it
  - Confers unfair advantages to those who haven't earned it

Structural Racism @ UMBC

- Inequity in the perceived value of community engagement
- Denigration of the value of research on/with Black people
- Lack of advancement opportunities for staff members
- Inadequate/disengaged academic advising
- Lack of research opportunities for undergraduate students
- Disparate emphasis on service rather than leadership

"Start by doing what is necessary; then do what is possible; and suddenly, you are doing the impossible."

- Francis of Assisi

Dr. Tyson King-Meadows

Professor, Political Science, American Council on Education (ACE) fellow

Structural Racism and American Politics

Politics Shapes the Quality of One's Life

- A working definition of politics
  - Harold Laswell (1936): politics is the struggle over "who gets what, when, how"

- Conflicts over voting rights are about **who**
  - … gets to Vote
  - … gets to Govern
  - … gets to Benefit from public policies

- *Structural Racism enables whites to formally and informally configure the composition of the electorate and the elected in ways that privilege whites and white interests*
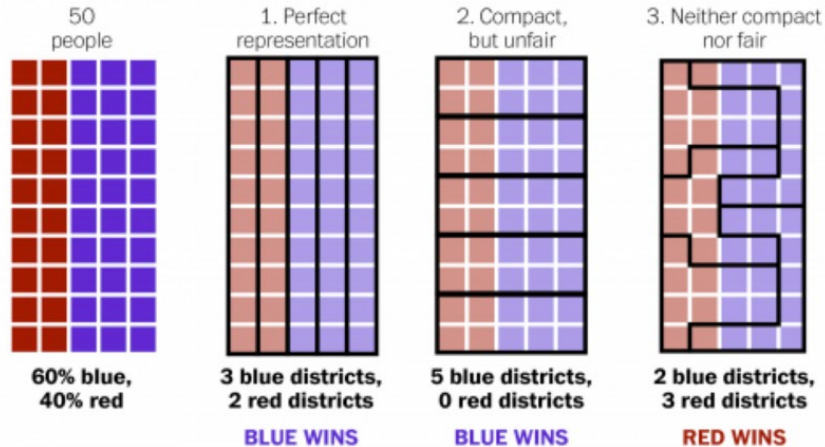
Structural Racism and Vote Denial

- Fifteenth Amendment (1870)

- Voting Rights Act (1965)
  - Section 2: No voting qualification … or standard, practice or procedure…
  - Section 4: Coverage Formula & Repudiation of Literacy Exams
  - Section 5: Preclearance Regime

- National Voter Registration Act (1993)

- Help America Vote Act (2002)

Structural Racism and Vote Dilution

Gerrymandering, explained
Three different ways to divide 50 people into five districts

50 people — 60% blue, 40% red

1. Perfect representation — 3 blue districts, 2 red districts — **BLUE WINS**

2. Compact, but unfair — 5 blue districts, 0 red districts — **BLUE WINS**

3. Neither compact nor fair — 2 blue districts, 3 red districts — **RED WINS**

WASHINGTONPOST.COM/**WONKBLOG**   Adapted from Stephen Nass

Source: Ingraham, Christopher. 2015. "This is the best explanation of gerrymandering you will ever see." *Washington Post*, 1 March 2015 https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/

- At Large Elections
- Racial Gerrymandering & Bloc Voting
- 1982 Amendments to VRA
  - Section 2: prohibits racially disproportionate actions that in "totality of circumstances" result in the denial or abridgement of the "opportunity" to participate and to elect representatives of choice
- Revision of Authority Exercised by EOs
- 2006 Amendments to VRA
  - Overturned in *Shelby County, Alabama v. Holder* (2013)

Structural Racism and Vote Suppression

**States Covered by Section 5 at the time of the Shelby County Decision**

States Covered as Whole by Section 5
Some Counties Covered by Section 5
Some Townships Covered by Section 5

BRENNAN
CENTER
FOR JUSTICE
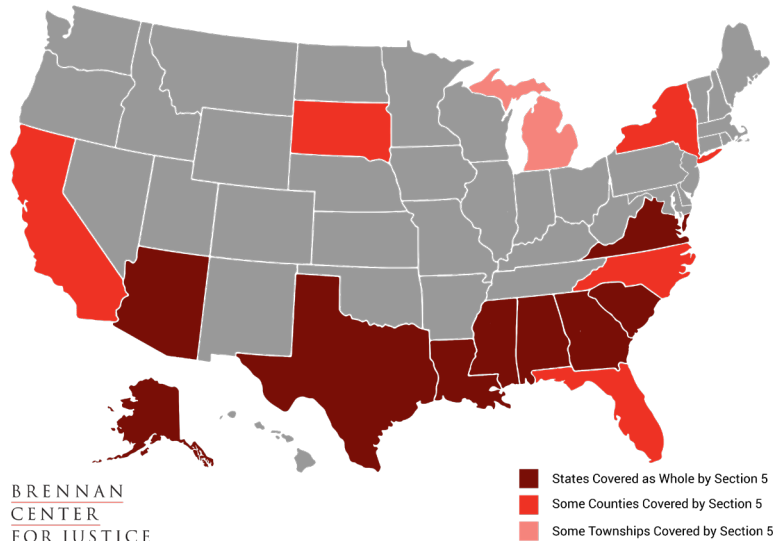
Source: Brennan Center for Justice. 2018. "Shelby County v. Holder"
https://www.brennancenter.org/our-work/court-cases/shelby-county-v-holder

- Voter Photo ID Laws
- Purges of the Voter Rolls
- Poll Worker Challenges & Intimidation
- Moving & Closure of Polling Places
- Closure of DMV Locations
- Voter Caging Practices
- Scaling Back of Early Voting Hours & Places
- Disinformation Campaigns
- Aged & Ineffective Voting Equipment
- Length of Time at Polls (long lines)
- Subterfuge of Voter Fraud

Source: Daniels, Gilda R., Tyson D. King-Meadows, and Loren M. Henderson. 2019. *We Vote, We Count: The Need for Congressional Action to Secure the Right to Vote for All Citizens*. Washington, D.C.: The Racial Equity Anchor Collaborative. ; NAACP Legal Defense and Educational Fund, Inc. 2016. *Democracy Diminished: State and Local Threats To Voting Post-Shelby County, Alabama V. Holder*. Washington, D.C.: Thurgood Marshall Institute.

White Anti-Black Bias & Political Evaluations
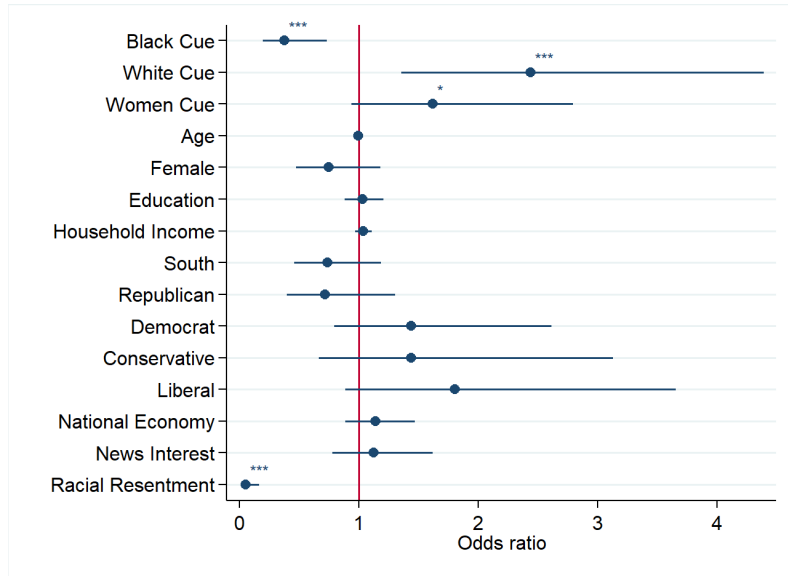
Source: King-Meadows, Tyson. 2015. "When Are Black Candidates Punished for Campaign Rhetoric about Racial and Income Inequality?" Paper presented at Annual meeting of the Midwest Political Science Association, Chicago, 2015.
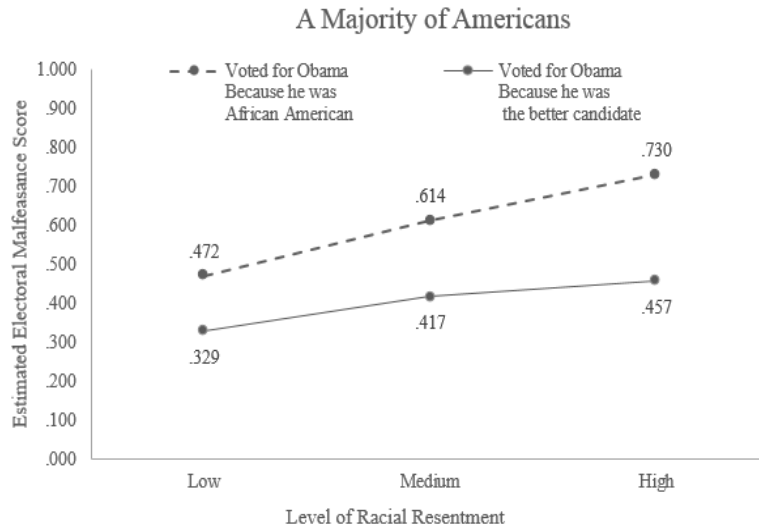
Source: Wilson, David C. and Tyson King-Meadows. 2016. "Perceived Electoral Malfeasance and Resentment over the Election of Barack Obama." Electoral Studies 44(December):35–45.

Structural Racism Undermines Black Political Empowerment

- Pre-VRA Vote Denial tactics prevented Blacks from achieving political empowerment which could be wielded to advance and protect Black socioeconomic gains

- Current Vote Dilution and Vote Suppression "squints towards" Vote Denial

- Anti-Black Bias sabotages the electoral prospects of Black candidates

- Anti-Black Bias makes it difficult for Blacks to secure (and retain) policy victories that reflect their political interests

- Cumulative effects of structural racism diminish the attitudinal orientations, infrastructure resources, and socioeconomic assets correlated with habitual political participation and office seeking
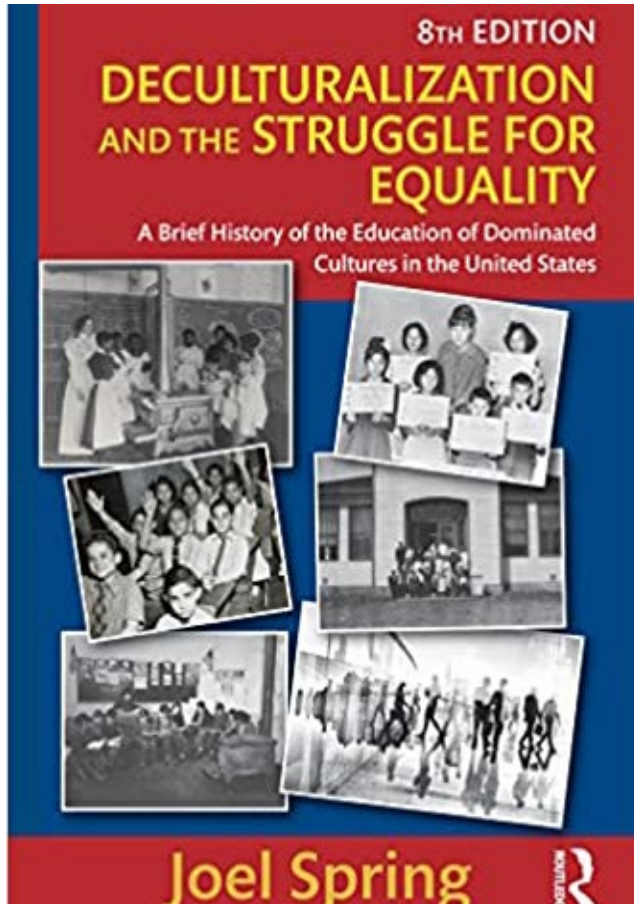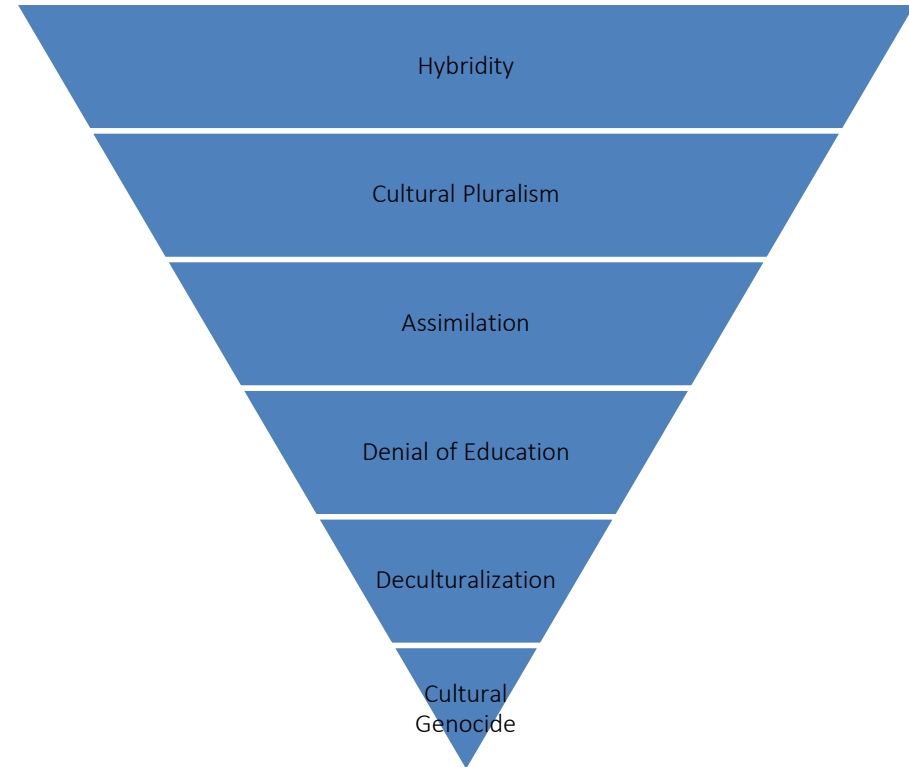
Education as a Colonizing Project of Structural Racism

Dr. Keisha McIntosh Allen

Assistant Professor of Secondary Education

Education Department
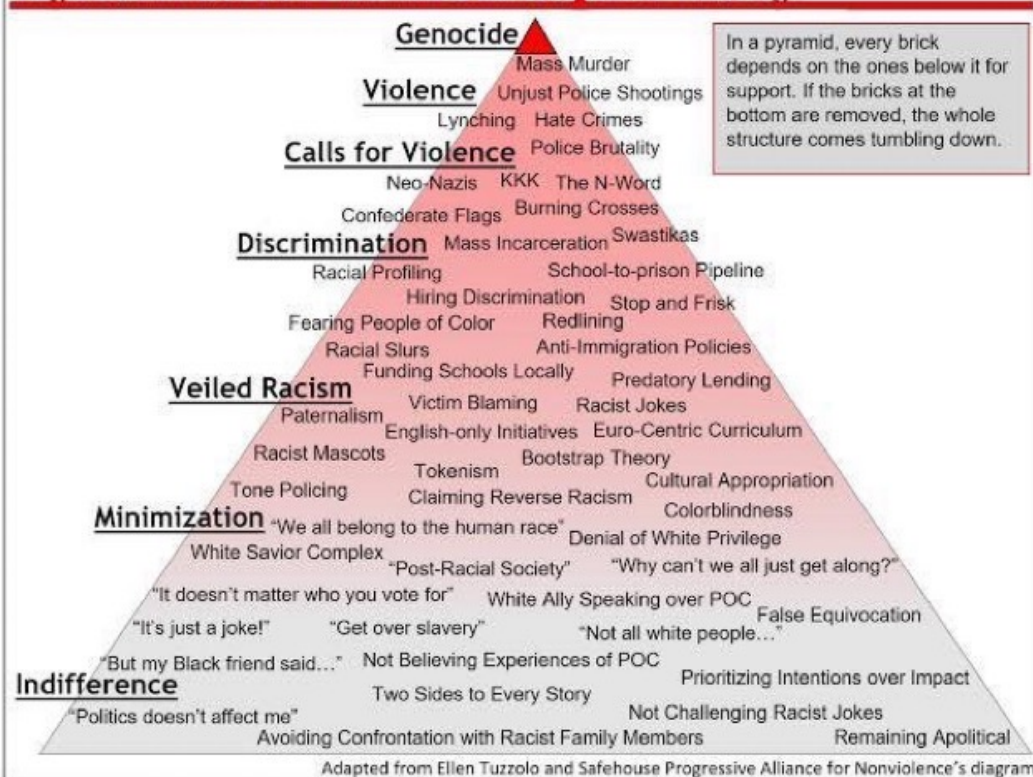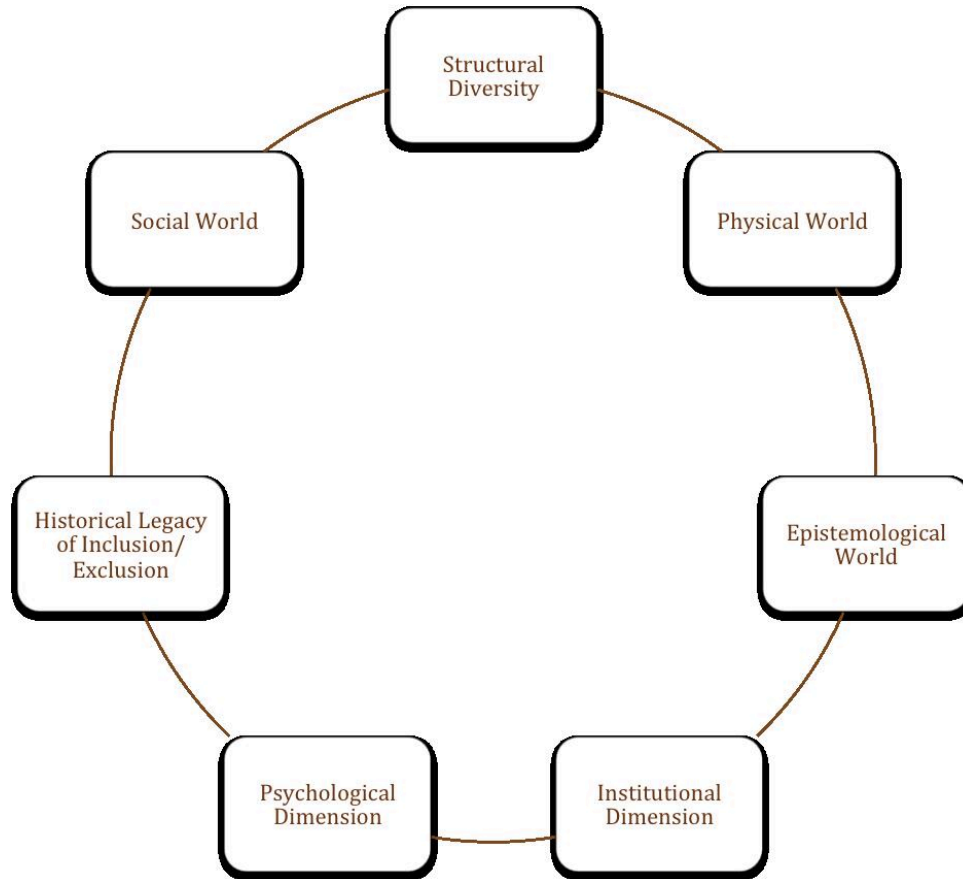
Pyramid of White Supremacy

Genocide ▲
Mass Murder

Violence Unjust Police Shootings
Lynching   Hate Crimes

Calls for Violence Police Brutality

Neo-Nazis   KKK   The N-Word
Confederate Flags   Burning Crosses

Discrimination Mass Incarceration Swastikas
Racial Profiling   School-to-prison Pipeline
Hiring Discrimination   Stop and Frisk
Fearing People of Color   Redlining
Racial Slurs   Anti-Immigration Policies
Funding Schools Locally   Predatory Lending

Veiled Racism   Victim Blaming   Racist Jokes
Paternalism English-only Initiatives Euro-Centric Curriculum
Racist Mascots   Bootstrap Theory
Tokenism   Cultural Appropriation
Tone Policing   Claiming Reverse Racism
Colorblindness

Minimization "We all belong to the human race" Denial of White Privilege
White Savior Complex
"Post-Racial Society"   "Why can't we all just get along?"
"It doesn't matter who you vote for"   White Ally Speaking over POC
False Equivocation
"It's just a joke!"   "Get over slavery"
"Not all white people…"
"But my Black friend said…"   Not Believing Experiences of POC
Prioritizing Intentions over Impact

Indifference
"Politics doesn't affect me"   Two Sides to Every Story   Not Challenging Racist Jokes
Avoiding Confrontation with Racist Family Members   Remaining Apolitical

Adapted from Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence's diagram

> In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.
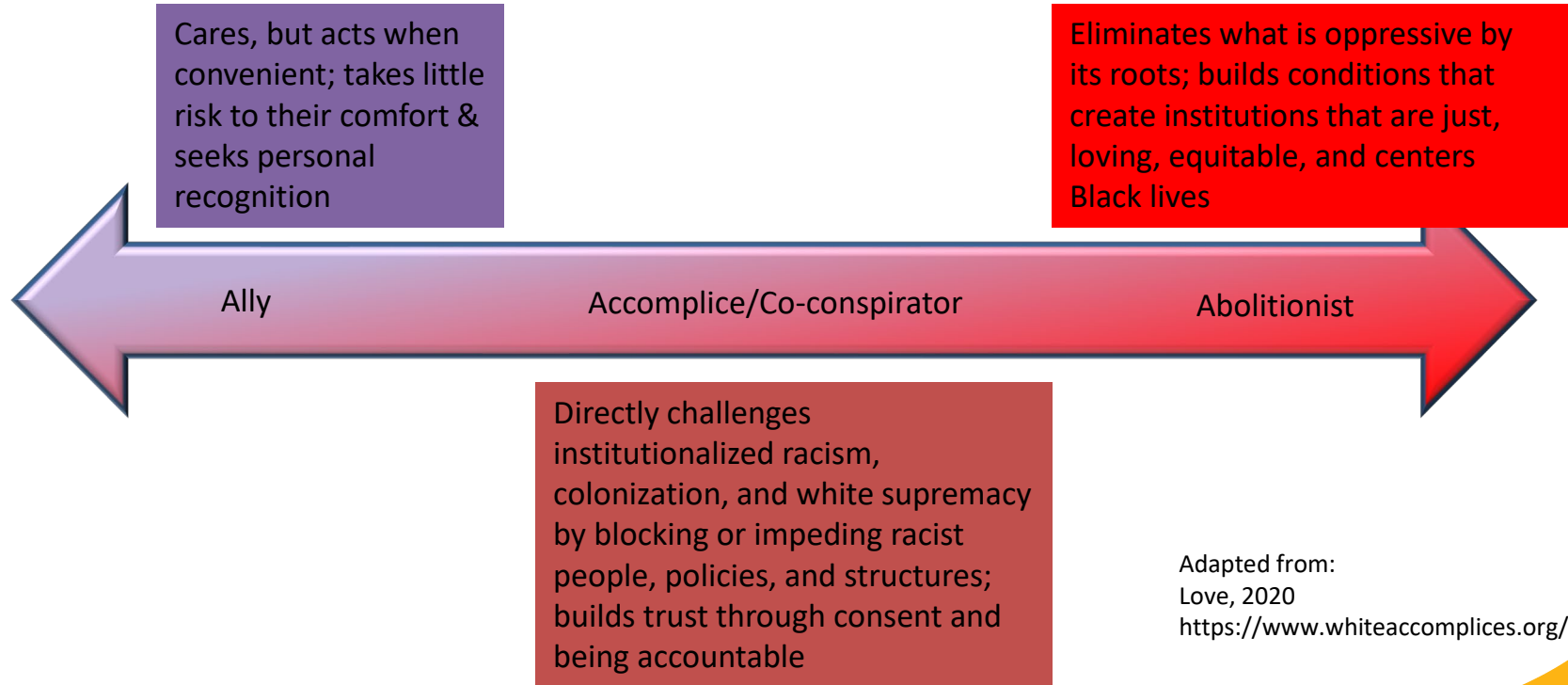
Dimensions of Climates of Diversity

- Racialized patterns of roles and positions held by people on campus
- Curriculum
- History of how racial issues have been handled in the past
- Interpersonal and intrapersonal relationships
- Institutional systems, structures, policies and procedures

Carter, R., Oyler, C., Schlessinger, S., **Allen, K. M.**, & Caraballo, L. (2014)

Anti-racist Continuum

Cares, but acts when convenient; takes little risk to their comfort & seeks personal recognition

Eliminates what is oppressive by its roots; builds conditions that create institutions that are just, loving, equitable, and centers Black lives

Ally

Accomplice/Co-conspirator

Abolitionist

Directly challenges institutionalized racism, colonization, and white supremacy by blocking or impeding racist people, policies, and structures; builds trust through consent and being accountable

Adapted from:
Love, 2020
https://www.whiteaccomplices.org/

won't you celebrate with me

By Lucille Clifton

won't you celebrate with me
what i have shaped into
a kind of life? i had no model.
born in babylon
both nonwhite and woman
what did i see to be except myself?
i made it up
here on this bridge between
starshine and clay,
my one hand holding tight
my other hand; come celebrate
with me that everyday
something has tried to kill me
and has failed.

Dr. Kimberly Moffitt

Director and professor, Language, Literacy, and Culture and affiliate professor, Department of Africana Studies

Ariana Arnold

Director, Office of Equity and Inclusion

Staff Panel

Ariana W. Arnold, Esq.
Director, Office of Equity and Inclusion, Office of the President

Lisa Gray, B.A., M.A.
Assoc. Director of Student Diversity & Inclusion, Office of Student Affairs

David Hoffman, Ph.D.
Director, Center for Democracy and Civic Life, Office of Student Affairs

Jasmine A. Lee, MSW, Ph.D.
Director of Inclusive Excellence, Office of Student Affairs

Office of Equity and Inclusion

OEI.umbc.edu
my.umbc.edu/groups/equityandinclusion

Candace Dodson-Reed '96 (She/her/hers)
Chief of Staff, Office of the President
Executive Director, Office of Equity and
Inclusion

Ariana Arnold (She/her/hers)
Director, Office of Equity and Inclusion

Mikhel Kushner (She/her/hers)
Title IX Coordinator, Office of Equity and
Inclusion

B. Ever Hanna (They/them/theirs)
Training and Case Manager, Office of Equity
and Inclusion

Two Civil Rights Investigators
(In the process of hiring)

The Office of Equity and Inclusion is responsible for promoting, and coordinating the University's core values of diversity, equity and inclusion through:

- Ensuring compliance with non-discrimination laws, regulations, and policies
- Impartial investigation and resolution of complaints
- Education and training
- Community outreach, engagement and assessment

Discrimination or Harassment: based on race, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veteran status, marital status, sexual orientation, physical or mental disability, or genetic information.

Incidents of Hate/ Bias: harassment, violence or acts of destruction, which are racially, ethnically, religiously, and/or otherwise motivated and which infringe on the rights and freedom of others.

Sexual Misconduct: sexual misconduct, sexual assault, stalking, sexual exploitation, discrimination or harassment on the basis of sex, gender, sexual orientation, or gender identity or expression, pregnancy.

Retaliation: any individual who reports, provides a statement, assists, or participates in any manner in an investigation, hearing, or proceeding is protected from retaliation.

Report Online: oei.umbc.edu/report

Lisa Gray

Associate Director, Diversity and Inclusion

- [Campus Life's Mosaic, Interfaith and Pride Centers myUMBC Group](#)
- [Black Lives Matter...Still Post including On and Off-Campus Support Resources and Suggested Reading List](#)
- [[Free]dom Fridays: Juneteenth - Joy & Resistance, Virtual Facilitated Dialogue](#)

Dr. David Hoffman

Director, Center for Democracy and Civic Life

Two propositions about civic learning at UMBC:

1. At UMBC, civic learning and social justice education should go hand in hand. UMBC students, faculty, and staff should be prepared to help create the thriving, inclusive democracy we have yet to achieve in America, not merely to participate in existing civic institutions and rituals.

2. Civic learning at UMBC should encompass critical awareness and engagement *within* the UMBC community as a complement to engagement in communities beyond UMBC. UMBC students, faculty, and staff should learn how to dismantle structural racism by doing it here.

Dr. Jasmine Lee

Director of Inclusive Excellence

- Systems and structures don't just appear. They are created and maintained by our own action or inaction.

- Questions to consider:
  - What part do I play?
  - How am I showing up?
  - What have I been willingly ignoring or willfully brushing aside?
  - What have I been willing to tolerate?
  - What will I do differently?