

## Week 2: K-12- School Segregation / Inequality in Schools

Documentary: Walkout- The True Story of the Historic 1968 Chicano Student Walkout in East L.A.  
[https://www.democracynow.org/2006/3/29/walkout\\_the\\_true\\_story\\_of\\_the](https://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the) (60 mins) (Birdie)

- Start ~8:00 minutes in
- Debate of the 2006 immigration reform policy
- Interview with Jasmin Chavez (student) and Luis Rodriguez (author)
- Juan Gonzalez - backstory on the 1967 walkouts

Kirshner, B. and Ginwright, S. (2012), Youth Organizing as a Developmental Context for African American and Latino Adolescents. *Child Dev Perspect*, 6: 288–294. doi:10.1111/j.1750-8606.2012.00243.x

### Notes:

- The ecological models of human development have ignored the political domain as an important developmental context for African American and Latino Adolescents
  - “By political context, we refer to ways that young people experience policies in their schools and communities and how they participate in solving problems as political actor”
  - “Youth organizing offers an alternative to deficit-based perspectives toward youth of color”
- Youth organizing is “a form of civic engagement in which young people identify common interests, mobilize their peers, and work collectively to address quality-of-life and human rights issues in their schools and communities”
  - EX: civil rights era African American college students participating/ organizing sit-ins and Mexican American students organizing the Los Angeles walk-outs
  - Contemporary: “Funders Collaborative on Youth Organizing identified 160 groups primarily focused on education reform, followed by racial justice, environmental justice, the economy, juvenile justice, immigration rights, health, and issues related to girls and young women”
- Theoretical framework: “Youth organizing groups pursue goals at multiple levels: promoting individual members' civic and personal development, building social and political capital in local communities, and strengthening connections to broader social justice movements.” It is complex and interwoven.
  - “*individual development*, we draw on political social identity theory, which asserts that a sense of collective identity is necessary for group members to engage in collective action”
    - Civic engagement
    - Psychological wellness
    - Academic development
- Community development
- Shifts national dialogue around issues

- Civic rights
- Reform on immigration policies
- ❖ Questions for the class:
  - In what ways can you connect what Thaddeus Teggall discussed to the theories surrounding the developmental necessity for youth activism?
  - Consider the current contemporary youth activism. Why is this theory relevant?

Klein, Rebecca. "Latinos Face Incredible School Segregation, And No One Is Doing Anything About It." *The Huffington Post*, TheHuffingtonPost.com, 26 Oct. 2015, [www.huffingtonpost.com/entry/latino-school-segregation\\_us\\_561d70a5e4b050c6c4a34118](http://www.huffingtonpost.com/entry/latino-school-segregation_us_561d70a5e4b050c6c4a34118)

Notes:

- 5 Mexican American families fighting for rights of their students in 1946, nearly a decade before Brown v. Board of Education in the court case Mendez v. Westminster
- Students were assigned to "Mexican schools" to which they were assigned based on name and complexion.
- Plaintiffs in the case argued that the segregation of Mexican-American children violated their right to "equal protection" under the Constitution, noting that their schools were severely under-resourced compared to nearby white schools, and the plaintiffs' experts testified on the negative impact segregation has on children's self-esteem
- Defendants stated "argued that Mexican students had poor hygiene, carried diseases and were intellectually inferior. "
- Dejure segregation still exists in Ca.
  - Black/ White paradigm still exists for racial segregation
  - "The entire discussion from how we come to study it really comes out of the South and in the '60s and blacks and whites," said Garcia. Meanwhile, Western states — those that typically have some of the largest populations of Latino students — are studied less frequently."
- ❖ Questions for the class:
  - In what ways has this perception of racism as a black/ white issue impacted progress?
  - In what ways do geographical location impact racism and school segregation?

Rankin, Susan R. & Reason, Robert D. "Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups." *Journal of College Student Development*. Vol. 46, No. 1, (2005).

- ❖ Initial Questions for the class:
  - What is *diversity*?
  - What is *White Privilege*?
- ❖ Do you agree with the terms defined by the readings:

**Diversity:** variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how

we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics. (American Association of Colleges and Universities, 1995, p. 2)

**White Privilege:** the unearned advantages and benefits that accrue to White folks by virtue of a system normed on the experiences, values, and perceptions of their group” (Sue, 2003, p. 137).

**Climate:** the current perceptions and attitudes of faculty, staff, and students regarding issues of diversity on a campus.

**Harassment:** any offensive, hostile, or intimidating conduct that interferes unreasonably with one’s ability to work or learn on campus.

## Notes

*Survey addressed:*

1. Personal campus experiences
2. Perception of the campus climate
3. Perceptions of institutional actions

*Sample demographics of study:*

- 7,347 undergraduate students: 5,308 identified as White and 2,039 identified as other than White.
- Students represented 10 colleges and universities: two private and eight public geographically diverse institutions

*Summary of the study:*

- College-going population continues to diversify.
- Perceptions of campus racial climates are likely to differ for different racial

groups on campus with significant greater proportion of SOC viewing campus climate as “racist,” “hostile,” and “disrespectful” as compared to White student who view the campus climate “non-racist,” “friendly,” and “respectful” at significantly higher proportions.

- White students suggested that the most prevalent focus of harassment was based on their gender, whereas students of color suggested that the harassment was most often because of their race.

- To maximize positive learning outcomes, student affair professionals must understand these different perceptions and their implications for our programs.

- A positive campus racial climate that encourages ongoing, cross-racial interactions, when coupled with a diverse student population, improves educational experiences for all students.

## **Personal Experiences**

**[To be elaborated]**

*Harassment*

*Campus Climate*

*Faculty/Student*

*Intensional institutional sponsored programming*

- “Race may be more salient than gender with regard to experience harassment, (50).”

- 25% of students indicated they personally experienced harassment with 33% of students of color (SOC) experiencing harassment compared to 22% of White students.
- 40% of respondents “observed any conduct on this campus that you feel has created an offensive, hostile, intimidating working or learning environment?” SOC 49% and White students at 39% reported.
- White students suggested that the most prevalent focus of harassment was based on their gender, whereas students of color suggested that the harassment was most often because of their race.
- 60% of the transgender students indicate experiencing harassment, indicating that gender expression outside the “norm”—irrespective of race—elicits harassment

❖ Questions

- More than 64% of all respondents indicated that more workshops/program on race would “improve slightly” (52.4%) or “improve considerably” (11.7%) the campus climate. Do you agree? Did you experience this at your undergraduate institution? Here at Penn? What are concrete ways you’ve experienced this working or not working and/or what are your suggestions (if you think such programming could be beneficial)?
- What is your idea of a “transformed institution?” Do you agree with this claim: transformed institution, majority/privileged assumptions are replaced by assumptions of diverse cultures and relationships, and these new assumptions govern the design and implementation of any activity, program, or service of the institution.

**Black and Brown Activism Playlist**

- Ask the class to suggest one or two songs to the canvas message board
- Play the songs during our class
- Encourage each working group to contribute to playlist for their respective topics and/or in general relation to the class
- Upload playlist on website