

FALL 2020



A Series Report

Race Matters: Continuing the Conversation



The Race & Pedagogy Institute

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ABOUT THIS REPORT

Purpose

The creators of the *Race Matters: Continuing the Conversation* series wanted to document this unique and timely series. Additionally, in requesting feedback from participants, they wanted to share those findings with the public.

Process

LaToya Brackett, RPI Leadership Team member and Assistant Professor of African American Studies, led the analysis of data and the production of this report in her AFAM Research Methods course in the fall of 2020.

Students were assigned sections of data to gather, assess, and report on. Professor Brackett brought all of the pieces together and formatted the final report. Please give grace to this final product, as it was a pedagogical tool for teaching and fulfilling a need for documentation.



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ABOUT THE RACE & PEDAGOGY INSTITUTE

Established in 2002

Mission

To educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism.

Vision

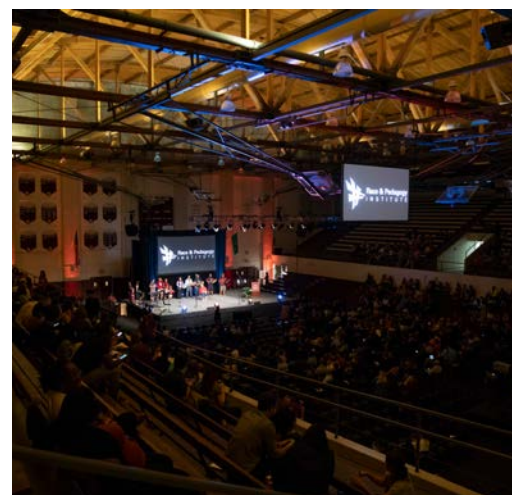
We envision a society where the systemic causes of racism have been uprooted and in which we are energized to re-imagine a world oriented toward the shared experience of liberation.



ABOUT THE RACE & PEDAGOGY INSTITUTE

Guiding Principles

1. **Responsiveness:** the imperative to act dialogically in concert with our partner communities in the face of dynamic changes and emergent crises at the nexus of race.
2. **Reciprocity:** the practice of mutually respectful and reflexive give and take.
3. **Coherence:** a focused commitment to reflect an integrity of purpose in all the multiple facets of our work.
4. **Synergy:** garnering the cumulative benefits from our strongest connected selves.
5. **Sustainability:** generative practices and relationships that heal, support, and re-energize.
6. **Flexibility:** the agility to carry and engage the full arch of our learning in ways that enable us to adjust productively to the changing needs of campus and community.



Strategic Priorities

- **Priority One: Curriculum Practice** To transform the culture of curriculum practice to foreground sustainability and responsiveness as central to the enactment of Puget Sound's educational mission.
- **Priority Two: Community Engagement** To build community engagement so as to confront redress and enact relationships of reciprocity and flexibility.
- **Priority Three: Diversity Initiatives** Reconfigure Puget Sound's disparate collection of diversity efforts into a coherent, synergistic constellation.

RACE MATTERS: CONTINUING THE CONVERSATION

A Summer Virtual Series



What

The Race & Pedagogy Institute presented a series of online discussions for the Puget Sound community and our neighbors, allowing for courageous conversations about race, supported by the expertise and guidance of Race & Pedagogy Institute leaders.

Who

This series was proposed by RPI leadership team member, LaToya Brackett, as a concrete suggestion to provide the community with spaces to engage with a most important issue: Race in America. Two additional persons volunteered to be co-organizers for this series.

Adriana Flores, MLIS, Archivist and Special Collections Librarian

Sam Kigar, PhD, Assistant Professor, Religious Studies

LaToya Brackett, PhD, Assistant Professor, African American Studies, & RPI Leadership Team

Mission

To answer the call of "What's next?"

The Race Matters: Continuing the Conversation series grew out of the RPI-guided, and campus-collaborated, teach-in on June 3, 2020: "We Can't Breathe: 400 Years of Institutionalized Violence." More than 500 members of our community participated virtually in the teach-in, many of whom asked "What's next?"

SERIES AT A GLANCE

12 Events

To read the descriptions of these sessions, go to the first section of this report below. Additionally, of these 12 events there were 3 which were racial affinity spaces.

41 Presenters

Faculty members: 17; Undergraduate students: 7;
Alumni: 7; Guest Speakers/Community Members: 6;
Staff members: 5; Retired faculty & staff: 2

760 RSVP'S

To attend each event, those interested had to fill out a registration form on Google Forms. This is the number of non-duplicated, unique individuals who intended to participate in one or more sessions.

110 Average Attendees

On average each event, which did not include racial affinity spaces, had an average of 110 participants.

I CAN'T BREATHE

Partnerships across Campus

- African American Studies
- ASUPS
- Black Student Union
- Collins Memorial Library
- English
- History
- Latina/o Studies
- Politics & Government
- Psychology
- Race & Pedagogy Institute
- School of Education
- School of Music
- Sociology & Anthropology
- Theatre Arts

EVENT WITH THE HIGHEST ATTENDANCE:

**"Marginalized: Students of Color at
Puget Sound: Where Do We Belong?"**
147 attendees

Affiliations of individuals who RSVP'd for at least one event

| | |
|--|-------------|
| Puget Sound Alumnx | 142 (18.7%) |
| Puget Sound Undergraduate Student | 129 (17.0%) |
| Puget Sound Staff Member | 92 (12.1%) |
| Tacoma Community Member | 86 (11.3%) |
| Puget Sound Faculty Member | 79 (10.4%) |
| Public School Educator/Administrator | 57 (7.5%) |
| Public Librarian/Library Staff | 35 (4.6%) |
| Puget Sound Graduate Student | 27 (3.6%) |
| Non-UPS University Librarian | 23 (3.0%) |
| Tacoma College Student/Faculty/Staff/Alumnx <small>(UWT, TCC, PLU)</small> | 19 (2.5%) |
| Family/Friend of Puget Sound Member | 18 (2.4%) |
| Affiliated with a University Outside of Tacoma | |
| Parent/Guardian of Puget Sound Student/Alumnx | 16 (2.1%) |
| Not affiliated | 10 (1.3%) |
| | 8 (1.1%) |

All other affiliations totalled less than 1%

THREE MOST ATTENDED EVENTS

147
attendees

"Marginalized: Students of Color at UPS: Where Do We Belong?"

136
attendees

"#Say Her Name: Black Feminism and Black Liberation"


117
attendees

"Culturally Responsive and Anti-Racist Teaching"

I CAN'T BREATHE

SECTION 1: OVERVIEW OF ALL SESSIONS

In this section, you will find abstracts and brief reflections about all open sessions held in this series over the summer of 2020. Registration graphs show those who registered to attend, therefore numbers are not reflective of actual attendance. Additionally, only sessions with pre-registration are displayed.



Section Student
Contributors:
Sofia McLaren
Emma Piorier
Isabele Riser
Sharon Whitaker

EVENTS 1 & 3

Remembering to Breathe: Coping with Seeing Trauma on Film

A conversation led by Melvin Rouse, PhD, (Assistant Professor, Psychology), Khalila Fordham, PsyD, (Psychologist/Multicultural Support Specialist in CHWS), and Carolyn Weisz, PhD, (Professor, Psychology).

This discussion began with Melvin Rouse defining trauma and its process. Trauma does not have to be experienced directly; even witnessing or hearing trauma can trigger a traumatic response. An example he shared which could trigger such a response, was watching racial violence occur in the media. Carolyn Weisz discussed that emotions begin with feelings, the internal feeling is interpreted through cognitive processing that allows labeling of the feeling as an emotion. The way feelings are expressed, and the kinds of emotions produced, varies by racial identity because circumstances vary by race.

Weisz discussed that negative emotions can lead to systemic patterns of misinterpretation, leading white people to say Black people overreact, but can also alert people to something that is wrong and compel people to take action against the harm being inflicted. Khalila Fordham discussed how we can reduce the potential of our emotions overwhelming us by using coping strategies to manage stress and trauma. However, sometimes these strategies are not enough and additional support, in the form of a friend or a mental/medical professional, is needed. Overall, this session taught us how trauma occurs neurologically, how we express and react to it, and it reminded us that there are ways to cope with trauma. Panelists also shared techniques we can use. **To listen to this discussion click [here](#), this discussion is the first listed video.**

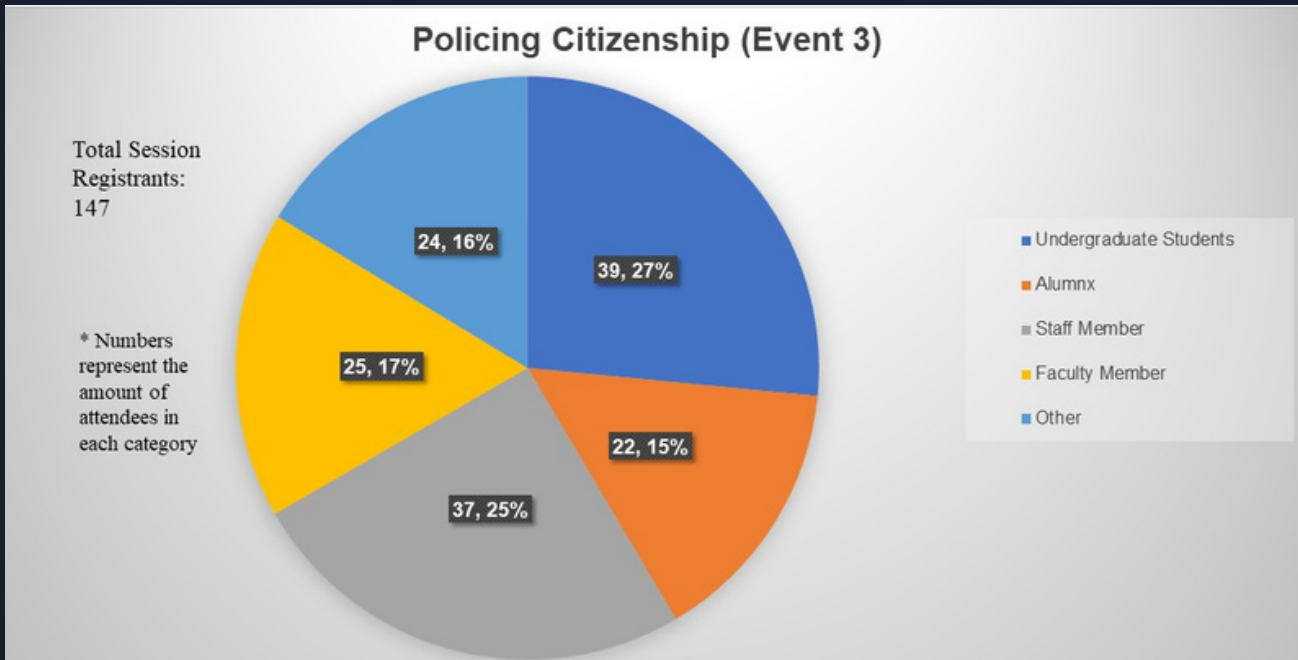
Policing Citizenship

A conversation led by Monica DeHart, PhD, (Professor, Sociology and Anthropology); Robin Jacobson, PhD, (Professor, Government and Politics); and Andrew Gomez, PhD, (Associate Professor, History). Moderated by Nancy Bristow, PhD, (Professor, History)

Andrew Gomez began this conversation by explaining the duplicity of citizenship as a legal process as well as a process of belonging, membership, and solidarity. By viewing certain groups as cultural outsiders to the US identity, we reduce their ability to exercise legal and political citizenship. Historically in the US, the legal citizenship of Mexican Americans, Puerto Ricans, and African Americans, specifically has been rebuked and met with violence, police brutality, lynching, voter suppression etc. which evidences the chasm between citizenship and inclusion. Robin Jacobson discussed broadly the carceral state: a summation of the web of systems like incarceration, policing, immigration, surveillance, parole etc. and the way that interactions with these systems of punishment and management affect civic citizenship: political participation, trust in community and government, sense of

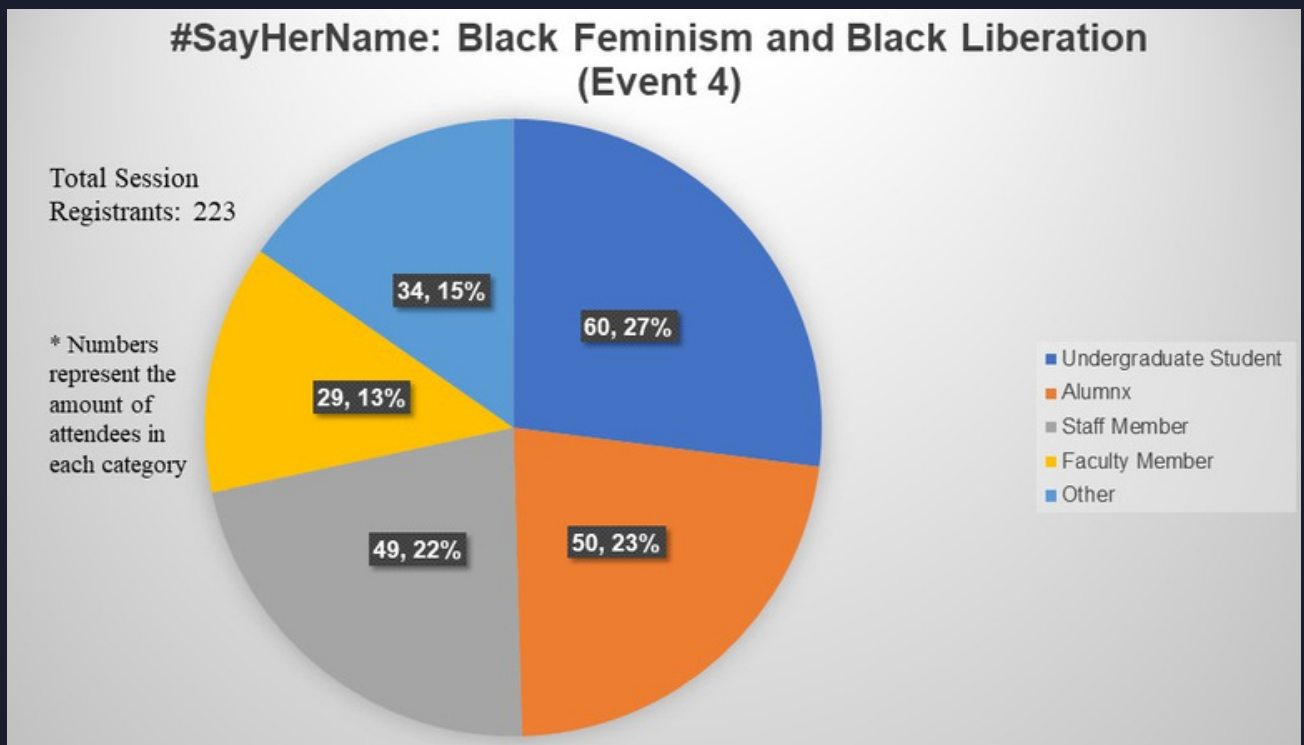
belonging or obligation, etc. This oppressive process works in combination with formal disenfranchisement: losing the right to vote post-incarceration, as well as in relationship to the socio-political narrative of 'getting tough on' immigration. There are clear patterns of deterioration in political engagement among these groups as the carceral state grows. Monica DeHart examined the way cultural citizenship is racialized to privilege whiteness. Cultural citizenship and national belonging can be mapped out and negotiated in cities and public spaces, centered around personal culture, (how individuals speak, act, dress, practice religion etc.), and how we associate with different communities. All of these factors which we currently use to define citizenship function to decide who can claim nationality, participate in public life, exist in public spaces, and conversely how violence towards and exclusion of Black and brown people is legitimized. DeHart proposes that we redefine citizenship so that cultural difference is a condition of inclusion, rather than adapting to whiteness in order to be considered a citizen. **To listen to this discussion, click [here](#).**

EVENT REGISTRATION DEMOGRAPHICS



Participant Reflections

"The energy and interplay between the professors was amazing."
"How many Black women are also killed by police - I was unaware."
"Grace Livingston framing things beautifully."



EVENTS 4 & 5

#SayHerName: Black Feminism and Black Liberation

A conversation led by Regina Duthely, PhD (Assistant Professor, English), Grace Livingston, PhD (Professor, African American Studies), and Renee Simms, MFA, JD (Associate Professor, African American Studies)

This discussion was focused around situating Black feminism in the current moment. The goal was to discuss why, when we think about state violence against Black people we immediately think about Black men and not Black women? Why is the oppression of Black women and their activism being erased? Black feminism is a way to upend the current world we live in and create a new world with a new base that is more inclusive and achieves liberation for all. The conversation analyzed ways we are still enacting patterns of erasure against Black women; we see that they are doing the work, but still they are not getting the acknowledgement.

Black women are pushed to the side as the center is placed on someone else. The #MeToo movement was overtaken by white women celebrities, but before it was a widely used hashtag it came from Tarana Burke, a Black woman activist. Moments like the brutal murder of George Floyd can be seen as overshadowing the death of Black women such as Breonna Taylor. The talk ended with recognizing the way in which Grace Livingston, Renee Simms, and Regina Duthley feel they can do liberatory work in their own writing. The focus was on the ability to connect unlikely topics and use writing to explore new worlds, create new bases in writing that reflect the characteristics our world lacks. **To listen to this discussion click [here](#) and scroll down to find. This discussion is the 2nd available video on the page.**

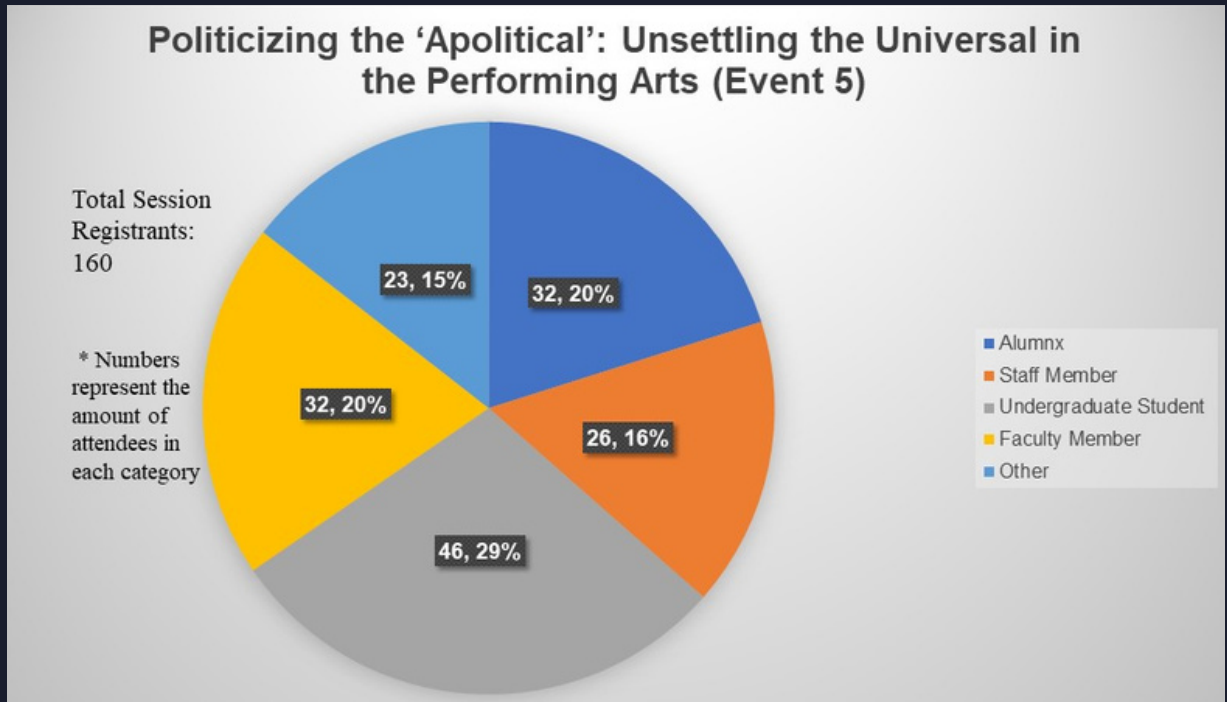
Politicizing the “Apolitical”: Unsettling the Universal in the Performing Arts

A conversation led by Ameera Nimjee, PhD, (Assistant Professor, School of Music); Wind Woods, PhD (Assistant Professor, Theatre Arts). Moderated by Grace Livingston, PhD, (Professor, African American Studies)

This discussion led by Ameera Nimjee and Wind Woods focused on the politics within music in a contemporary context. Woods began the discussion with an overall focus on the difference between artistically good music and politically misguided musicians behind the music. Woods provided commentary on female rapper Noname’s song, “Song 33,” where she called out male rapper J. Cole for his disses (insults) about her and his lack of attention on major civil rights issues. Woods argued that through her music, Noname paved a new “political path” with her introduction of political issues such as police brutality into her songs.

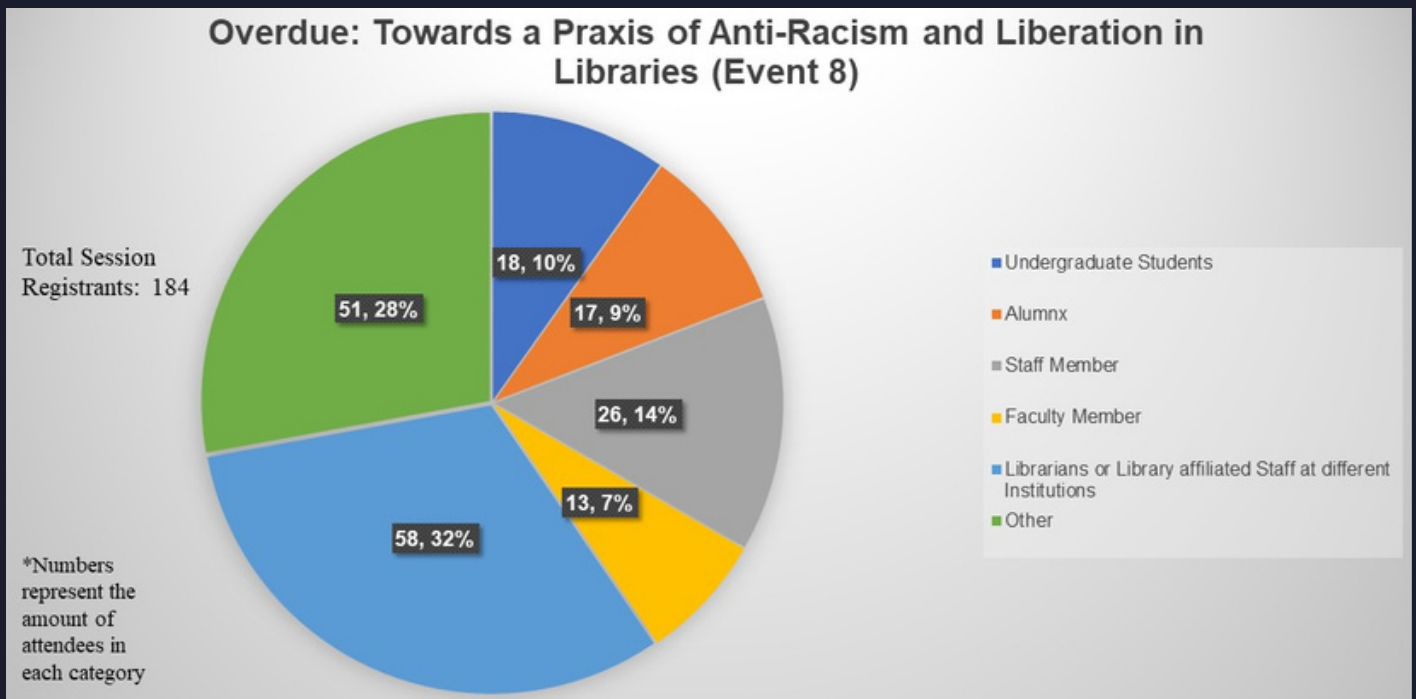
Nimjee shifted the focus of the discussion to a case study of Caroline Shaw and the creative project Roomful of Teeth, with an overall focus on appropriation. Nimjee discusses the issues within the performing arts community of how appropriation and appreciation of music becomes difficult to differentiate between, especially in cases where performers do not give credit to their source of musical inspiration whether it be from source material (teachers) or creatives (composers). Overall, this session revealed the ways in which performing arts and politics are intertwined and how one rarely exists without the other. **To listen to this discussion click [here](#) and scroll down to find. This discussion is the 3rd available video on the page.**

EVENT REGISTRATION DEMOGRAPHICS



Participant Reflections

"Critical librarianship, in particular the vision to expand the scope of critical work beyond collection development to engage systems and policies. I continue to reflect on the ideas of building collections with marginalized communities, rather than about them."



EVENTS 8 & 9

Overdue: Towards a Praxis of Anti-Racism and Liberation in Libraries

A conversation led by Angela Weaver, MFA (Fine and Performing Arts Librarian), Ben Tucker, MLIS (Digital Services and Outreach & Reference Librarian), and Amita Lonial, (Tacoma Public Library Assistant Director); Moderated by Lori Ricigliano (Retired University of Puget Sound Librarian)

This session explored the ways in which both public and private libraries can be allies to their community through their work in obtaining and distributing resources. In conjunction with this, this session also discussed how this allyship between communities and libraries can and should be improved to promote an even more inclusive institution. Each of the three panelists acknowledged that libraries as institutions are predominantly white dominated spaces and each addressed different ways in which this affects the materials and resources libraries have available. Angela Weaver, addressed issues she has found with narratives being excluded, marginalized, or even erased completely from library

collections. Amita Lonial addressed how lack of adequate resources and staffing affects public libraries' ability to increase racial literacy and competency. Ben Tucker discussed the university's retention issues with "minoritized" library staff and recurring issues he had found with former staff feeling as if the university has repeatedly failed to address issues of race. At the end of this session, a question came about from a viewer asking the librarians if they had any radical visions for the future of libraries. Each panelist agreed that more engagement with the public is a major idea that they would like to see come into fruition. Along with that, they agreed that in a system that is oppressive, they would like to see more allowance, space, and access to assist in community engagement. [To listen to this discussion click here and scroll down.](#) This discussion is the 4th available video on the page.

Marginalized: Students of Color at UPS: Where Do We Belong?

Hosted by Puget Sound students of color and alumni: Jaylen Antoine '22, Jade Herbert '21, Helena Marlowe '22, Maija Petterson '22, Aldrin Villahermosa '21, and Julia Lin '18

During the panel we heard from students of color that they are not only experiencing and witnessing racism and oppression within our classrooms, but also that they are expected to do excessive unpaid labor in the name of diversity and inclusion for the University. Students of color at UPS feel uncomfortable, unwelcome, lonely, and unable to access the same institutional privileges as their white peers. While the panelists reflected on how some of those feelings have faded over time, they still feel hypervisible on campus, tired, overwhelmed, and exhausted by the weight of the work they are doing for an institution that ultimately does not listen to or meet their needs. Faculty of color and some offices

and departments on campus like AFAM do a lot of work supporting these students and trying to create spaces like Race Matters to compensate for this inequity, but ultimately feel tired and exhausted, too. These experiences on campus are contrasted with experiences of belonging in spaces like Black Student Union (BSU), the African American Studies department and Coalition Of Multiracial and Biracial Students (COMBS). Students reflected on the ways that they take care of themselves physically and mentally, through yoga, meditation, journaling, surrounding themselves with people who validate their lived experiences, self affirmations, music, time with nature, making good food, and acknowledging and loving their ancestry who made it possible for them to exist in spaces like these. [To listen to this discussion click here.](#)

EVENTS 10 & 11

There's No White Flight in the Fight Against Racism: UPS Faculty and Staff Speak About Anti-Racist Work in Higher Ed

A conversation led by Geoffrey Proehl, PhD, (Professor Emeritus, Theatre Arts); Mary Boer, MAT, (Clinical Instructor, School of Education); and Lori Ricigliano, MLS (retired Associate Director, Collins Memorial Library). Moderated by Jonathan Stockdale PhD, (Professor, Religious Studies).

Jonathan Stockdale opened the discussion with an explanation of why such a conspicuously white panel was part of the Race Matters series, saying, "Let's be accountable as white faculty and staff for initiating and holding some of these conversations. Or to go a bit further, if white supremacy was created by white folx and continues to sustain white folx, it shouldn't be the burden of people of color to have to dismantle that. It should be on the white folx to work to dismantle that." Geoff Proehl, Lori Ricigliano, and Mary Boer all provided examples of their experiences with anti-racist work in higher education. Proehl described his work with Dr. Livingston in the production of multiple plays by C. Rosalind Bell. He acknowledged that Livingston and Bell had to do extra work to compensate for his own lack of expertise, as well as that of his

white colleagues. He ended with a reading from Bell's work, "The New Orleans Monologues." Former librarian, Ricigliano, shared her personal progression through awareness of her white identity to anti-racist action and discussed multiple endeavors to incorporate anti-racist work into her career at Puget Sound. She described her work creating library exhibits and events, including the Black Panther Party exhibit; her work teaching with historical university records in the archives; and her work producing the open access Race & Pedagogy Journal. Lastly, Boer described her anti-racist work as a part of the School of Education over the past three years. She recounted how Education and African American Studies worked together on shared grants in a mutually beneficial way. This process prompted Education to examine their racist history, reevaluate their goals, and fully rethink their curriculum. **To listen to this discussion click [here](#) and scroll down.**

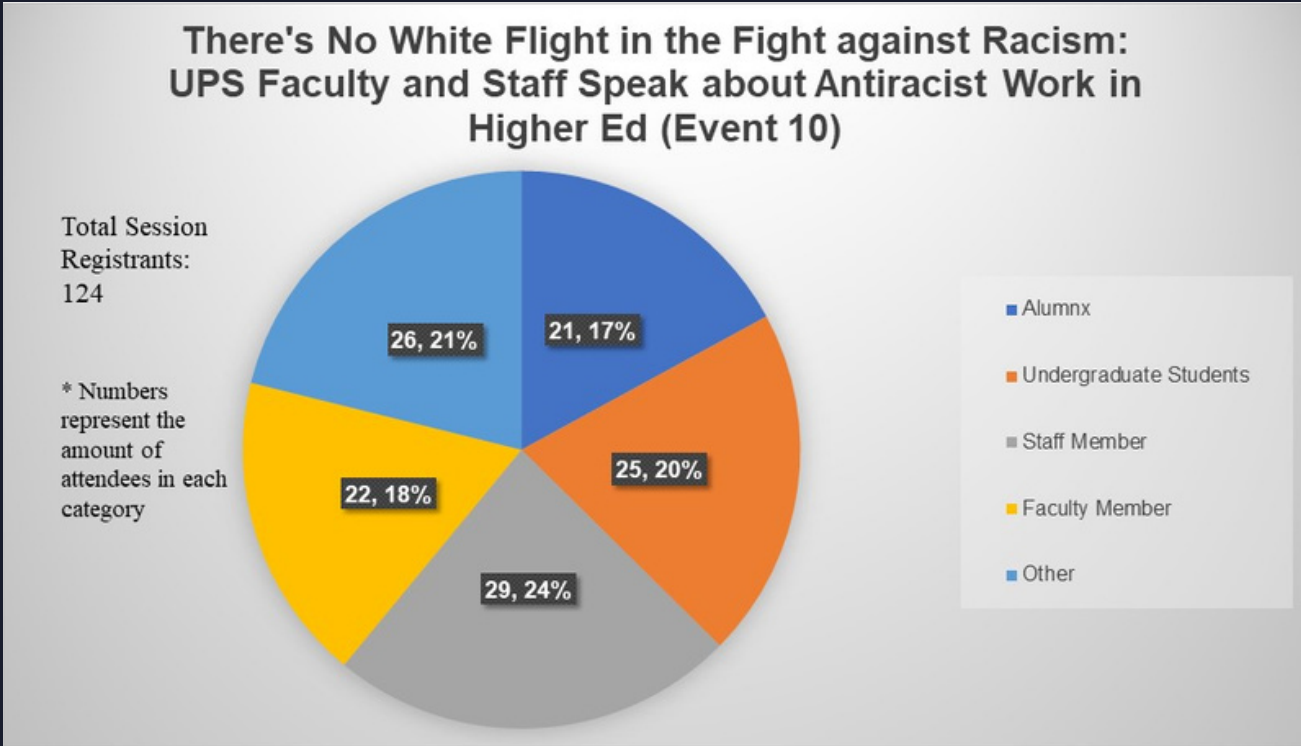
Culturally Responsive and Anti-Racist Teaching

A conversation led by a panel of Tacoma Public School Educators: Justina Johnson, MA; Jess Stella, '08, MA '10; and Audrey Wilson, MA '13. Moderated by Amy Ryken, PhD, (Professor and Dean for the School of Education)

The conversation began by locating the classroom as a space which is not immune to racism. Rather it is a space with the potential to disrupt racism. Dean Ryken, moderator for the session, explained the relationship between the Race and Pedagogy Institute and Tacoma Public Schools by citing the necessity of anti-racist education and pedagogy in adolescent educational contents. It was shared that these two entities have facilitated multiple efforts that address race and the criminal justice systems, the achievement gap, student engagement, and the building of a larger anti-racism coalition in the Tacoma community. Following her introduction, the session panelists, all

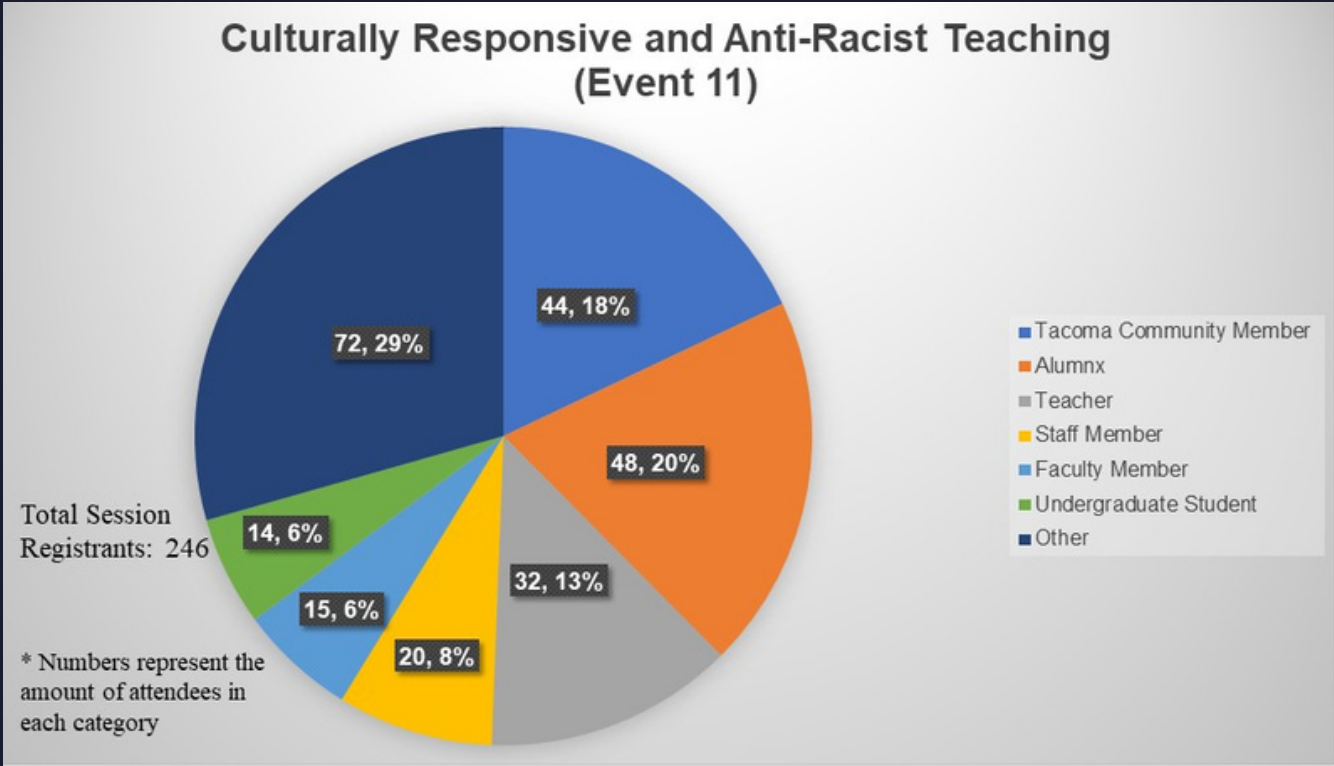
educational professionals of color, discussed the necessity of anti-racist and culturally responsive teaching in the classroom. Their discussion dissected the presence of white supremacy in education curriculum. Additionally, they proposed various modes for anti-racist disruptions and teaching centered in equity. They asserted that institutions of education are built on euro-centrism and racism, and that educators must commit outwardly, and on-goingly, to ending racism. Panelists addressed and reflected on various policy efforts, the need for cultural interrogation, their experience as teachers of color and how to foster hope throughout this work. This session spoke to the potential power of classrooms and the responsibility of teachers and institutions to dedicate themselves to anti-racism. **To listen to this discussion click [here](#). It is the 6th available video on the page.**

EVENT REGISTRATION DEMOGRAPHICS



Participant Reflections

“I was struck by the fact that all of the examples from the panel with white faculty and staff from UPS emphasized the massive emotional labor from AFAM [African American Studies] faculty and BIPOC students. I’d love to explore additional models specific to higher ed that don’t cause so much pain for BIPOC students, faculty, and staff.”



EVENT 12

Race Quantified: The Paradox of Racialized Indigeneity

A conversation led by Danica Sterud Miller, PhD, (Puyallup Tribe of Indians; Assistant Professor, University of Washington Tacoma); Kim Richards, PhD (Santa Ana Pueblo, Mescalero Apache; Director of Community and Organizational Development, Salish School of Spokane); with a student introduction by Maija Petterson '22

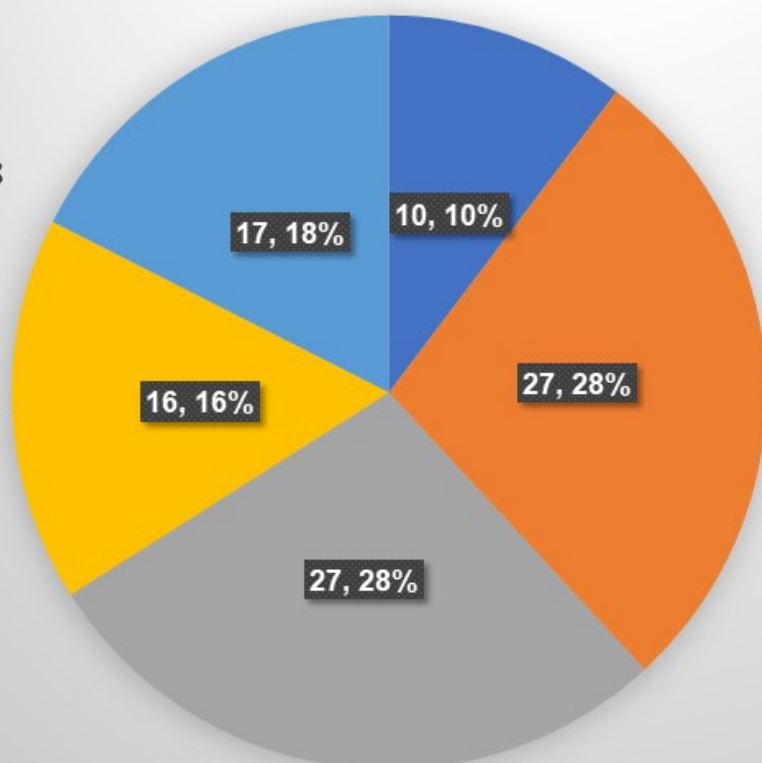
Maija Petterson '22 began the conversation by acknowledging the lands of the Puyallup and Salish people. As an Indigenous woman, Maija shared some of her own experiences of feeling lonely and lost on campus because of the lack of an Indigenous presence at Puget Sound. Kim Richards led the main discussion by posing the question: "How Indian are you?" to Danica Miller, opening up a discussion about the harm and violence in the demand to identify oneself as "Indigenous enough," and the pain in attaching blood quantum to one's identity. The two spoke about how colonialism

facilitates questions like these, as well as the process of racializing and harming Native bodies. Both women touched on their experiences with shame, identity, and the dissonance between the insulation of majority Native spaces and homes, and the violent external world. Miller asserted that colonialism is and always has been designed to disconnect Native people from their family, land, and communities, and that there has been a push by national and state level governments to encourage proximity to settler whiteness, and to erase Indigenous peoples and their cultures. In response to these cultural issues, Kim Richards proposed a reimagining of Native identities by engaging with the languages, customs, and traditions that different lands foster. To view this discussion click [here](#) and scroll down to find. This discussion is the 7th available video on the page.

Race Quantified: The Paradox of Racialized Indigeneity (Event 12)

Total Session Registrants: 98

* Numbers represent the amount of attendees in each category



- Alumnx
- Staff Member
- Undergraduate Student
- Faculty Member
- Other



SECTION 2: AFFINITY SPACES

In this section you will find an overview of each racial affinity space, along with feedback from participants.

Section Student Contributors:

Serena Sevasin, Kalina Cordero, Moose Abdirahman, Jade Herbert

AFFINITY SPACES



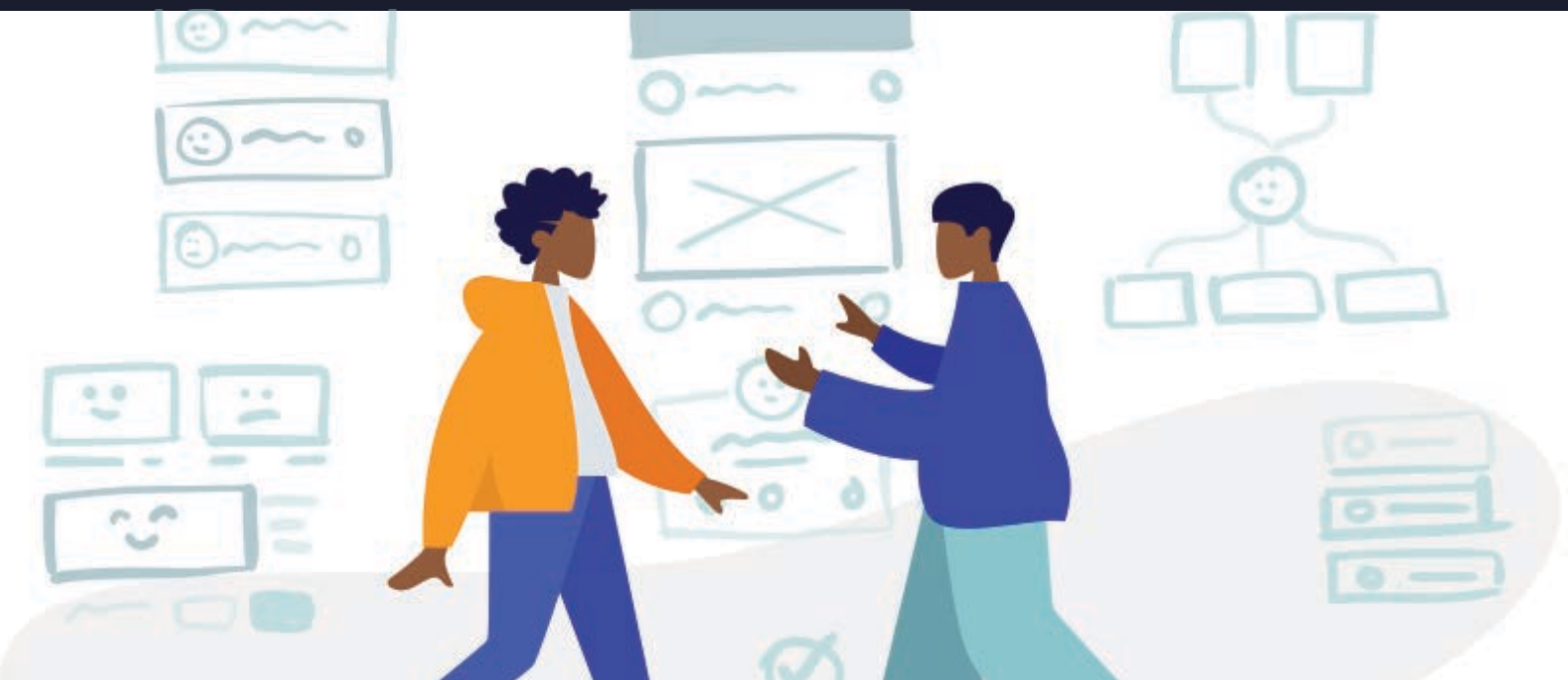
What is a racial affinity space?

Affinity spaces are environments designed for learning to occur between groups with shared characteristics, interests, or identities. In the context of the *Race Matters: Continuing the Conversation* series, affinity spaces were created based on people's shared racial identities. Racial affinity spaces allow people of color to center and prioritize their specific needs, voices, and experiences in a space without rerouting or re-centering the conversation to adjust to white education.

AFFINITY SPACES

The Race & Pedagogy Institute hosted three affinity spaces for the Race Matters series:

- **Let's Talk: Black Space for Black Lives.** Hosted by Serena Sevasin '22, Jaylen Antoine '22, and Mimi Duncan '22
- **"Model Minorities" and Confronting Anti-Blackness: An Asian and APIDA Space.** Hosted by Vivie Nguyen, Director for Intercultural Engagement; Kariann Lee '13, Assistant Director of Academic Advising; and Assistant Professor Ameera Nimjee, School of Music
- **Blackness in Latinx Communities.** Hosted by Assistant Professor Jairo Hoyos Galvis, Hispanic studies; and Puget Sound alumni Amanda Diaz '18, JC Esquinca '18, Arcelia Salado Alvarado '19, and Soli Loya-Lara '20



AFFINITY SPACES

Why were these spaces created?

The organizers of the *Race Matters* series discussed the necessity to not only create events that would teach interested learners about issues of race across many identities and locations, but also the need for spaces that would allow those who are racially oppressed to share their voices without concern about how an audience would interpret what they shared. Considering that the origins of the series stemmed from the hyper visible violence against Black people during COVID-19 in the spring, and the massive Black Lives Matter protests across the country and the world, the first space was dedicated to the Black community. Nonetheless, the organizers also recognized that even with a focus on the Black community, spaces for non-Black communities were also important. With the Black Lives Matter movement and goals in mind, the organizers desired affinity spaces to discuss how anti-Blackness appeared within their own communities. The process began with naming individuals within the University of Puget Sound

community who would be ideal in leading such spaces alongside the goals and mission of the Race & Pedagogy Institute. The organizers reached out to several professionals on campus who identified racially under the additional spaces desired, and this is how hosts were brought on board. Additionally, the organizers supported the hosts in preparation and promotion for their specific spaces. During the event, unless organizers were a part of the racial identity, they were not in the space to assist in technology and the Q&A as they were for all the open events. Unfortunately, the organizers were already aware that Puget Sound did not have any American Indian professionals on campus who could take on such an important role, and thus this is why there was not a space for Indigenous peoples. They considered reaching out to colleagues at other institutions, but recognized the requirement to compensate, the reality of a lack of funds, and also the lack of students, faculty and staff who would attend the space. Instead the organizers dedicated themselves to looking for funding support from elsewhere on the campus to bring in two Native scholars to close out the series with an open session, and direct connection with the few students on campus who identified as Native.

AFFINITY SPACES

Let's Talk: Black Space for Black Lives

The Black affinity space took place on June 17th, 2020, co-hosted by students Serena Sevasin '22, Jaylen Antoine '22, and Mimi Duncan '22 in collaboration with the Puget Sound Black Student Union. The space held a variety of meanings for those who took part in it and discussed a range of topics, such as: Black Identity in white spaces, supporting Black college students, and activism for Black people. Other featured panelists included LaToya Brackett, Assistant Professor of African American Studies; Melvin Rouse, Assistant Professor of Psychology; and student Christina Mills, '22. Between the panelists, they discussed issues of how non-Black and white people should support Black women; how they remain confident and manage in the environment that is Puget Sound; and discussed the need of physical, emotional, and vocal support for the Black community in this time of civil unrest and organizing.

The Black affinity space was provided to: **1.** give voice to Black students, community members and faculty. **2.** Have discussion on what they wished the University to know about their lives. **3.** To express

where resilience, challenges, and success is found as Black people at Puget Sound.

Several hosts shared key takeaways from being a part of this first affinity space of the *Race Matters* series:

Serena Sevasin: “Being able to discuss the parallels between what I learn in the classes and organizations I’m a part of and connect them with my engagement to social activism was a large part of understanding my personal growth to this point. The panel helped me expand on my experience as a student, leader, and person in relation to activist work I engage with. I most enjoyed creating dialogue with Black faculty and hearing how they manage to find community within one another and how they maintain their Blackness in such a white-dominated space. It’s fun to watch professors in dialogue with one another (*referencing conversation between Brackett and Rouse in the space*).”

Jaylen Antoine: “It benefited me in a way where I felt confident enough to talk about how I was feeling especially with everything that had happened over the summer. I had a lot of thoughts, feelings, and ideas that I wanted to share and being in a space that supported that really helped me build the confidence I needed to continue making my voice heard. I learned that I wasn’t the only Black student that felt as helpless as I did. I learned that there are others who had similar feelings to mine and the things that they did to personally help their physical, mental, and emotional wellbeing.”

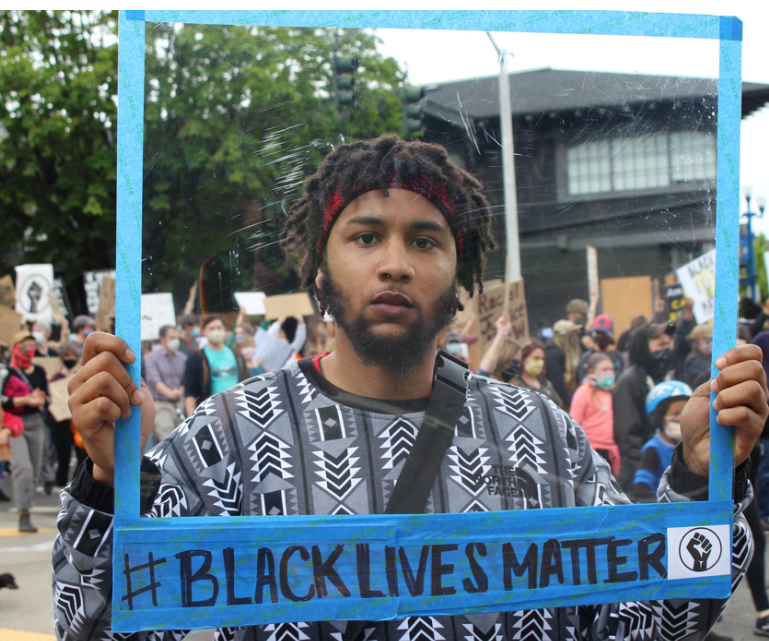
BLACK SPACE

continued...

The Black affinity space provided for candid and uncensored dialogue between a diverse range of Black Puget Sound community members and beyond. In providing this Black space it illuminated the need for more of these conversations; ones focused around the work of Black constituents who make Puget Sound a better community for all. Moving forward, affinity spaces can provide more opportunities for community, empathy, and tangible solutions for change, thus providing a more anti-racist and less anti-Black environment at Puget Sound.

Serena Sevasin is a biracial Black woman from Tacoma, Washington. She is an African American studies major, and is a member of the class of 2022.*

*The author was a co-host in the Black affinity space. Information on this Race Matters event was collected from firsthand experience with additional commentary from the author's questionnaire to the hosts.



AFFINITY SPACES

"Model Minorities" and Confronting Anti-Blackness; An Asian & APIDA Space

The Asian and APIDA (Asian Pacific Islander Desi American, a pan-ethnic term containing “Desi” to include South Asians) affinity space took place on July 22, 2020. Hosts Vivie Nguyen, MA, Director of Intercultural Engagement; Kariann Lee ‘13, M.Ed., Assistant Director of Academic Advising; and Assistant Professor Ameera Nimjee, PhD from the School of Music presented this space for Asian and APIDA identifying individuals to discuss how they can work to confront anti-Blackness.

This discussion aimed to center how damaging stereotypes of the Asian and APIDA communities, such as the “model minority” myth about Asian-Americans, perpetuate white supremacist and anti-Black sentiments. Bringing these individuals together, to interrogate how Asian and APIDA communities must work to dismantle oppression toward Black folks in their own communities, remained the goal of this conversation. Nguyen, Lee, and Nimjee discussed their personal and lived experiences as members of marginalized groups who have extremely lacked representation on

Puget Sound’s campus. In telling their stories, the hosts provided representation for many individuals in attendance – a principle desire of those who could take part in this conversation.

This was one of 3 affinity spaces for the *Race Matters* series, and those who attended a *Race Matters* event were able to participate in a survey on the series after it finished. Those who responded to the survey answered questions pertaining to the affinity space(s) they attended (if applicable). This survey, in combination with responses gathered to the questions, “How would you describe your experience within the space? What was the most memorable/best part of this talk?” and “What differences would you have liked to see within the space?” illuminated three key takeaways for the audience in this APIDA space: Those in attendance 1. greatly appreciated hearing about the lives and experiences of Asian and APIDA professionals at Puget Sound – some of whom found their histories represented in the stories of each host – 2. learning from and 3. existing in a space with one another.

“Hearing the presenters’ stories.”

A participant's response to the survey question, “What was the most memorable moment from your affinity space?”

ASIAN/APIDA

continued...

However, a lack of time and unintentional focus on the hosts' stories did not leave enough space to discuss the main topic of confronting anti-Blackness within their communities, nor to discuss Asian and APIDA solidarity with Black folks. This outcome was impacted by the additional primary concern of one respondent* who identified specifically as Pacific Islander in their comments that the panel lacked Pacific Islander representation, despite the specific identity being included in the name for this affinity space.

The concern shared about the lack of Pacific Islander representation on the panel, reiterates the unfortunate reality of the American oppressive-imposed terminology of Asian to cover a diverse umbrella of peoples. Responses point to a desire and necessity to begin such an affinity space, by discussing the extensive identities across Asia and the Pacific, represented in the space. This foundation would be needed prior to engaging with how Asian and APIDA individuals work to fight anti-Blackness in their own communities. While these terms were used to bring people together in conversation about confronting anti-Blackness, it was evident that the oppression of white supremacy at the foundation of umbrella terms came to the forefront for individuals.

- *This specific respondent answered "What differences would you have liked to see within the space?" from the author's questionnaire, and they represented one voice out of 46 potential participants who registered for this event.*

A primary goal, for further conversations like these, is to ensure the discussion around specific affinity groups' responsibilities and roles in ending anti-Blackness, is not forgotten. Among participant responses, strategies suggested were a focus on first thoroughly examining and understanding each groups' identities, and then bringing such knowledge into conversations about each groups' role in the future of anti-racism work. In this light, Asian and APIDA communities can work collectively to better understand themselves, and be more informed about their own identities as a factor in their anti-racism work. Furthermore, acknowledging how experiences deeply embedded in the histories of Asian and APIDA individuals (i.e. immigration, colonization, and inter-racial classism) intersect with experiences of the Black community and are supported by Black activism can be a pivotal starting point in fostering solidarity between these communities, and working toward the goal of ending anti-Blackness.

"Where the conversation ended up demonstrates to me that there is a lot of unpacking and dismantling that we need to do with our own identities as Asians and Asian Americans before we can consider and commit to our roles in standing beside the Black community that we owe, frankly, a lot to and have forgotten through our social mobility and alignment with Whiteness."

ASIAN/ APIDA continued...

The Asian and APIDA affinity space illuminated impactful, personal experiences that resonated with community members in attendance. It also demonstrated how the Asian and APIDA community needs affinity spaces for focusing on their own identities and histories that play a key role in shaping who they are. In looking toward the future, critically analyzing how the Asian and APIDA communities must engage in ending anti-Blackness and promoting racial equity is pertinent to this type of conversation. Personal stories centering Asian and APIDA experiences are crucial for similarly-identifying individuals; yet, the conversation about how these communities can be in defense of Black lives is just as, if not, more important.

Kalina Cordero identifies as Pacific Islander, specifically Chamorro, from the island of Guam. She is a Politics & Government (Political Theory concentration) and African-American Studies Double-Major at the University of Puget Sound, and is a member of the class of 2022.*

*The author was not present at this affinity space. All information on this Race Matters event was gathered from the survey and the author's questionnaire to participants.



Image from June 6, 2020
Black Lives Matter march
led by Black Puget Sound Students



Read more about
"Yellow Peril for Black power" below.

In the 1960s, Asian Americans tried to reclaim the racist term [Yellow Peril] and their histories. In particular, students of color at [SFSU] and the [UC Berkeley]... "Yellow Peril Supports Black Power" is most often associated with a black-and-white photo taken in 1969 at a rally in Oakland, California, supporting Huey Newton, co-founder of the Black Panther Party...The slogan... while it's being repurposed by Asian Americans as a show of solidarity with the Black Lives Matter movement, some activists have begun speaking out against its use today, saying it detracts from the movement by equating Asian American struggles with black struggles. Read more from this source about the history and current use and implications [here](#).

AFFINITY SPACES

Blackness in Latinx Communities

This space allowed people who identify as Latinx, Chicana/o, or Hispanic to engage in a private non-recorded conversation about Blackness in Latinx Communities. Gaining insight from the hosts, the space aimed to emphasize that the Latinx experience is not a singular experience, additionally the focus of conversation was on white supremacy and its innate effect to cause individuals to internalize their challenges in these triggered systems. Participants were reflective of their own positionality and experiences with anti-Blackness within Latinx communities and the need to support Afro-Latinx.

Those in attendance heard many lived experiences of racism and white supremacy, deeming it "unfortunate" that so many BIPOC [students and] alumni experience overt racist comments," said Amanda Diaz '18.

When talking with the hosts of the affinity space about a reflection on the event, they answered some questions that were asked: What were your general thoughts about the space? What did you find beneficial? Were there any challenges? Here are some of their responses:

Listeners were pleased that a dialogue about Blackness was held for people that identify as Latinx, Chicana/o, or Hispanic. The conversation also gave attention to the anti-Black racism within the Latinx Communities, "we need to hold our own communities accountable" said Diaz, expressing that the oppression of the Latinx community is, historically, closely involved and intertwined with the oppression of the Black community.

Amanda Diaz '18: "The time and energy it takes to prepare a talk about racism and white supremacy is always worth it. Our group needed to do a better job centering Afro-Latinx voices when talking about anti-Blackness in the Latinx community. Since we did not do that we acted in anti-black ways and [we] need to analyze, internalize and be better next time. While preparing the discussion and presentation, I had moments of realization when I acted out in anti-black ways. It was a painful realization but one that needed to happen for me to be a better accomplice to the Black community."

Soli Loya-Lara '20: "Having an affinity space was nice. Even though we of course had different experiences, it still felt more comfortable. I think most of the issues were with the technology, which is not really anyone's fault. Also, I do think a lot of people who

LATINX SPACE

continued...

came to the event weren't necessarily the ones who needed the information. But it worked because we were able to discuss things that were a little deeper than we could have if people were starting from the very beginning."

Arcelia Salado Alvarado '19: "As a host, one of my takeaways is that few people know about history, specifically anti-Black racism and erasure in Latin America. I feel like the talk could have been more informative, but I don't know how we would go about doing that and not make it too long. I think we could probably do more than one event per topic? Our talk seemed accessible and a good jumping-off point for anyone who wanted to have more in-depth knowledge/conversations about anti-Blackness in Latinx cultures. None of the people leading the space identified as Black and Latinx. That's a concern. I know we reached out to Afro-Latinx in the UPS community, but no one was available for the event.

Moose Abdirahman and Jade Herbert composed this piece. They both identify as Black. Both are majoring in African American Studies. Jade (2021) is also majoring in Psychology, and Moose (2022) is minoring in Communication and Religious Studies.

*The authors do not identify as Latinx so they were not present at this affinity space. All information on this Race Matters event was gathered by emailing the panelists.



Source



Source



Source

SURVEY REFLECTIONS AFFINITY SPACES



The Survey

The Race Matters: Continuing the Conversation

post series survey was shared with all individuals who attended at least one event, or expressed interest in a *Race Matters* event over the

summer. 23.1% of survey participants attended affinity space events, and were presented with the option of answering two questions pertaining to their corresponding space: 1. **What was the most memorable moment from your affinity space?** 2. **Do you have any feedback for improving the affinity spaces?**

Overview of the Responses

The following is an overview of the responses to these questions from the survey which were responded to by 23 participants of the affinity spaces.

In general, those who attended affinity spaces (these included Black, Latinx, and Asian /APIDA) appreciated the “kinship” within their spaces, and the opportunity to connect with people who shared their identities. One respondent noted that **“there were more black staff and faculty than I previously thought and I've worked at UPS for more than 25 years,”** and another said they enjoyed **“just being able to breathe and relax and laugh with Black people.”** An attendee of the Latinx space also reported that they benefited from **“discussing how to navigate Anti-Black spaces with alumni.”** Across the 16 respondents from the Latinx and Asian/APIDA spaces, four individuals expressed a desire to have more spaces dedicated to their identities to hold deeper discussions. They felt that time was less than they would have liked, and they sensed that everyone would have liked to discuss even more topics affecting and influencing their communities.

SECTION 3: POST SERIES SURVEY

In this section you will find an analysis of the data received from the post series survey.

Section Student
Contributors:
Eliza Tesch
Erland Cain
Leona DeRango
Isaac Sims-Foster

Results and Reflections from the "Summer 2020: Race Matters Survey"

Introduction: About the Survey

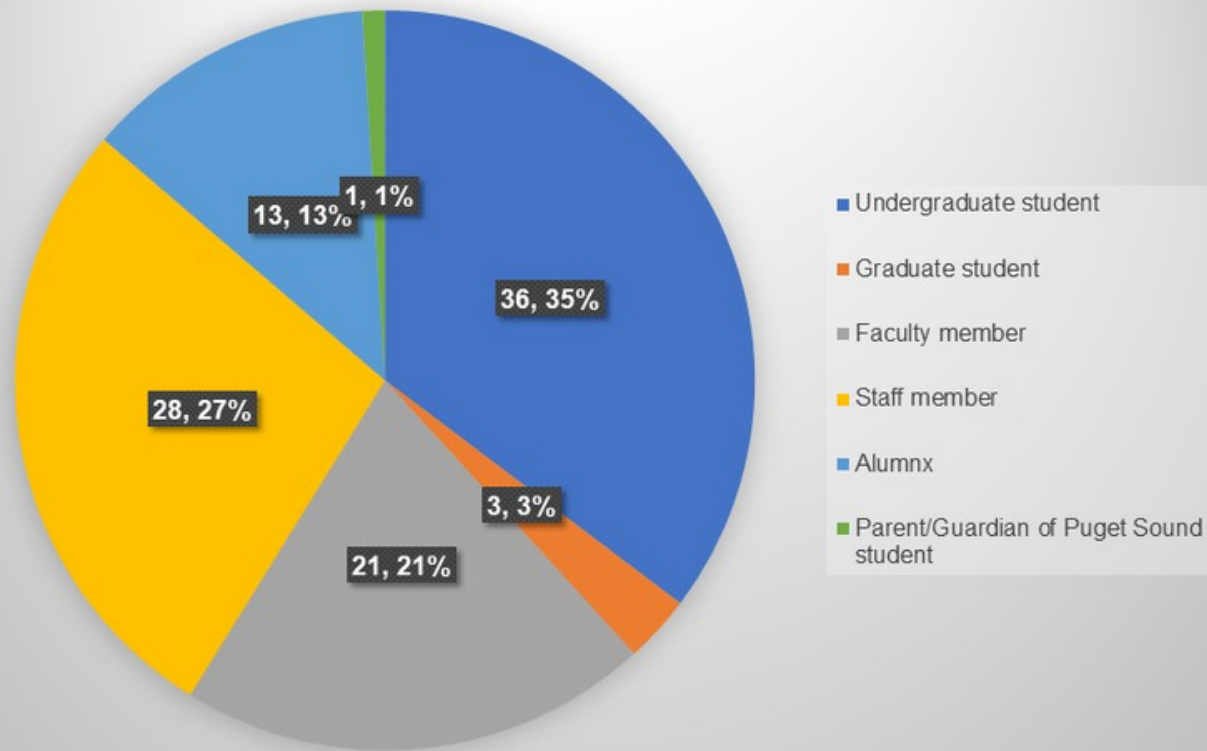
The "Summer 2020: Race Matters Survey" was conducted over Google Forms following the hosting of 12 virtual events by the Race & Pedagogy Institute at the University of Puget Sound between June 8th and August 26th. This survey was developed for individuals who attended at least one *Race Matters: Continuing the Conversation* event. The questions featured in the survey were designed to extract responses that would help to assess the success of the series and make plans for such events in the future. The information and findings gathered in this survey correspond to the questions that were asked in the survey. The information shared below are highlights of the results, not all of the data is shared. We were strategic in sharing findings that reflect how audiences received the series.

Survey questions we'll be highlighting:

1. Demographics of the respondents
2. Which events/discussions as a whole did you find the most impactful?
3. For you, what was the most memorable moment from the series? This could be an individual presenter, a quote from a presentation, a comment from the chat, etc.
4. Would you be interested in registering and paying for a future summer community course related to "Race Matters"?
5. What would you like to see in a future series/event?



Relationship to University



OVERALL DATA ON RESPONDENTS

How many people responded: 122

Demographics of the Respondents

(A). We had attendees from all over the U.S., tuning in from locations including California, Colorado, Oregon, Hawaii, New Mexico, Nevada, Minnesota, and even some international participants from locations such as Mexico.

(B). Our respondents were 31.3 percent students, 24.3 percent staff members, and 18.3 percent faculty members.

(C.) Respondents also had the option of identifying their “racial/ethnic identity.” 111 individuals responded to this item.

OVERALL DATA ON RESPONDENTS

Demographics continued...

85 respondents, constituting the vast majority of responses, identified themselves as “white” (76.6 percent).

14 respondents (the second most common response) identified themselves as “Asian or APIDA” (12.6 percent).

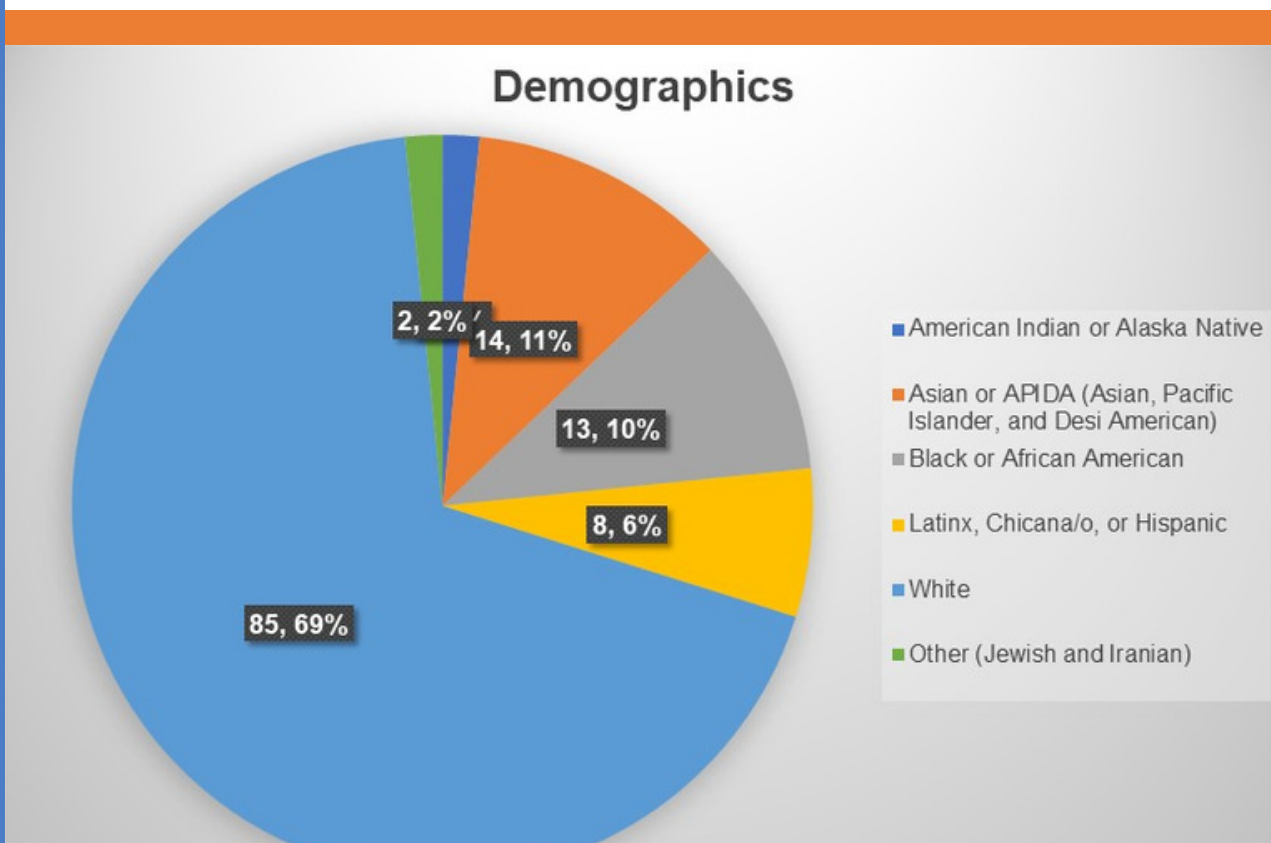
13 respondents (the third most common response) identified themselves as “Black or African American” (11.7 percent).

8 respondents identified themselves as “Latinx, Chicana(o), or Hispanic” (7.2 percent).

2 respondents identified themselves as “American Indian or Alaska Native” (1.8 percent).

1 respondent identified themselves as “Iranian” (0.9 percent).

1 respondent identified themselves as “Jewish” (0.9 percent).



MOST IMPACTFUL

Which events/discussions as a whole did you find the most impactful? Check all that apply.

117 individuals responded to the survey item asking “which events/discussions as a whole did you find the most impactful? (note: respondents had the option to check all events/discussions that applied).

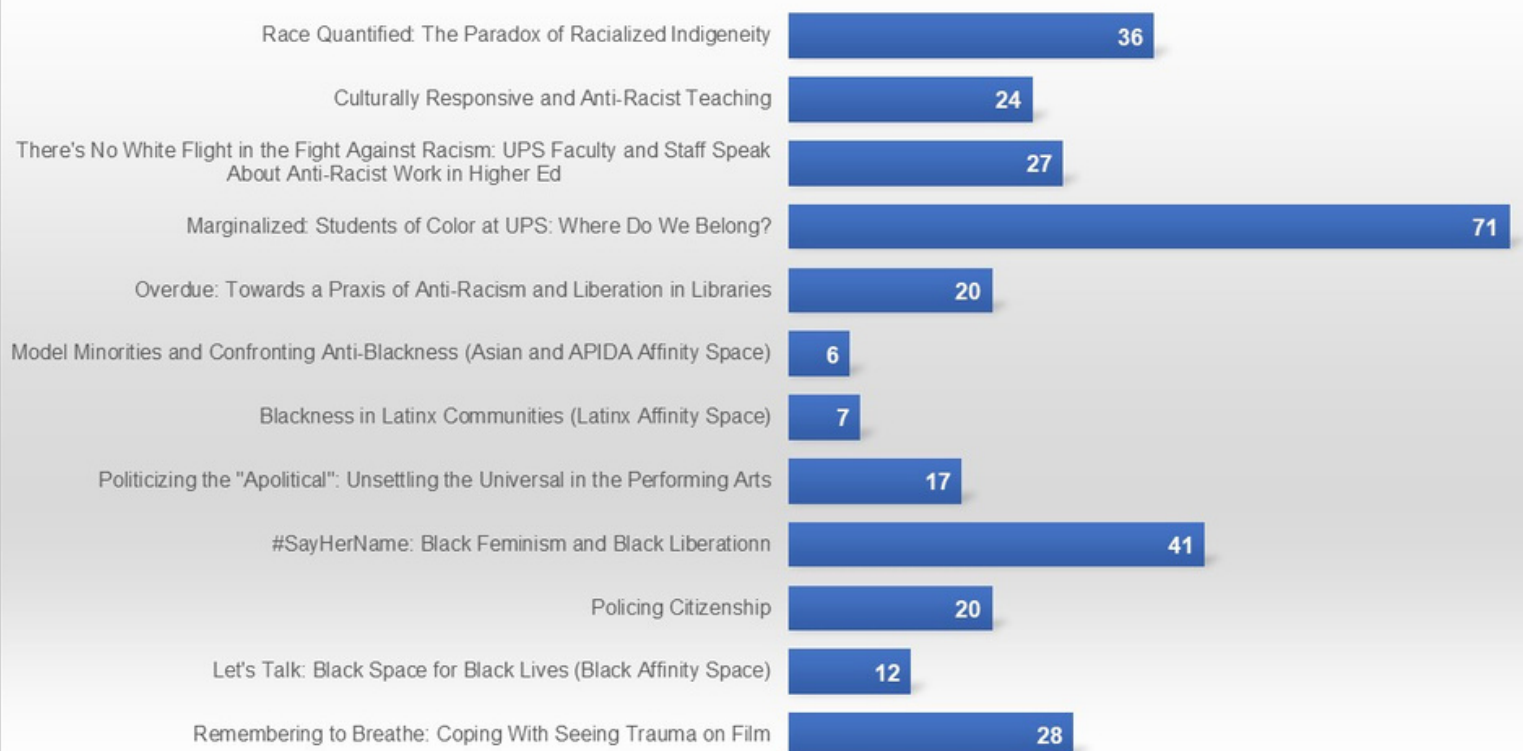
The three sessions that had the most responses were:

1. “Marginalized: Students of Color at UPS: Where Do We Belong?” - which 71 respondents checked (60.7%).

2. “#SayHerName: Black Feminism and Black Liberation” - which 41 respondents checked (35%).

3. “Race Quantified: The Paradox of Racialized Indigeneity” - which 36 respondents checked (30.8%).

Thus, for the 117 individuals who responded to this survey, we have dedicated commentary to the three events which were most impactful for them.



Which events/discussions as a whole did you find the most impactful? Check all that apply.

MOST IMPACTFUL, IN ORDER OF SELECTION

Below, in order of checks received, are the remaining events/discussions that respondents found most impactful

- Remembering to Breathe: Coping with Seeing Trauma on Film," - which 28 respondents checked (23.9%).
- "There's No White Flight in the Fight against Racism: UPS Faculty and Staff Speak about Antiracist Work in Higher Ed" - which 27 respondents checked (23.1%)
- "Culturally Responsive and Anti-Racist Teaching" - which 24 respondents checked (20.5%)
- "Overdue: Towards a Praxis of Anti-Racism and Liberation in Libraries" - which 20 respondents checked (17.1%).
- "Policing Citizenship" - which 20 respondents checked (17.1%)
- "Politicizing the 'Apolitical': Unsettling the Universal in the Performing Arts," - which 17 respondents checked (14.5%)
- "Let's Talk: Black Space for Black Lives" - which 12 respondents checked (10.3 percent)
- "Blackness in Latinx Communities" which 7 respondents checked (6%)
- "'Model Minorities' & Confronting Anti-Blackness: An Asian & APIDA Space," which 6 respondents checked (5.1%).

I CAN'T BREATHE
I CAN'T BREATHE
I CAN'T BREATHE
I CAN'T BREATHE

MOST MEMORABLE MOMENTS

For you, what was the most memorable moment from the series? This could be an individual presenter, a quote from a presentation, a comment from the chat, etc.

95 individuals responded to this open-ended question.

In response to the survey item asking “what was the most memorable moment from the series?” several respondents noted, in general terms, that listening to their peers (especially students of color - a detail raised by multiple respondents remarking on the value of student discussion) discuss their personal experiences on campus, including hardships, was most memorable. Likewise, multiple respondents noted that listening to the experiences of teachers (especially as those experiences related to the topic of race) being discussed was most memorable.

There were two main moments that respondents mentioned the most. There were 42 comments that appeared to mention the students of color panel. There were 14 comments appearing to reference a particular comment from a Native American Gonzaga alumna at the “Policing Citizenship” event.

“Marginalized: Students of Color at UPS: Where Do We Belong?” (42 comments).

Audience member's comments at "Policing Citizenship" event. (14 comments).

For commentary on these two and a list of the comments by respondents see the following pages.

MOST MEMORABLE MOMENTS

For you, what was the most memorable moment from the series?

Below are several other “most memorable” moments that appeared multiple times in the responses.

Several respondents mentioned Dr. Gordon’s speech, with one individual specifically saying that the most memorable part was when he shared “his personal experience struggling to receive the recognition and respect he more than deserves from the University’s administration.”

Several respondents mentioned Dr. Brackett saying that “the process is the product,” with one respondent clarifying that this was “in reference to doing anti-racist work, committing yourself fully to the work.”

“I loved listening to educators from the district where I teach during the anti-racist teaching session.”

Several respondents mentioned the artistic work of Renee Simms, with one individual saying “It was powerful for me to see how anti-racism/social justice work was translated into different artistic mediums.”

Several respondents mentioned that the anti-racist teaching session was most memorable. As one respondent wrote: “I loved listening to educators from the district where I teach during the anti-racist teaching session.”

REFLECTIONS ON TWO MOST MEMORABLE MOMENTS

Overview of the focus of these two moments, and what it reflects as we continue the work of anti-racism.

Several respondents made remarks referring to themselves as having had a realization that students of color endure hardships, including issues of marginalization and “hostility,” at the University of Puget Sound. As one respondent remarked, “hearing Puget Sound students of color say that they always feel uncomfortable was a big wake-up call for me.” As another student responded, “[r]ealizing that students of color feel so marginalized at Puget Sound.”

Additionally, multiple respondents noted that learning about Indigenous/Native American issues was most memorable to them, specifically a moment during the Policing Citizenship discussion which highlighted speakers from the departments of History, Politics and Government, and Sociology and Anthropology. At the end of the event, an Indigenous individual (an alumni from another University) noted that there was a lack of discussion or even mention of indigeneity and how this tied into the topics of the event which included citizenship and immigration.

“[W]hen [name redacted], a Gonzaga alum and a member of the Tlingit tribe, spoke out in the Politicizing Citizenship session about the gap in speaking about Indigenous history and sovereignty.”

Multiple respondents, like the following one, noted this moment as being “most memorable”: “[W]hen [name redacted], a Gonzaga alum and a member of the Tlingit tribe, spoke out in the Politicizing Citizenship session about the gap in speaking about Indigenous history and sovereignty.” Another respondent describes this moment as “extremely powerful.”

REFLECTIONS ON TWO MOST MEMORABLE MOMENTS

continued...

A productive conversation was had, in which LaToya Brackett, (RPI Leadership and AFAM faculty) recognized and reiterated the concerns of this young woman. Additionally, Brackett took the lead in apologizing for the absence of content reflecting the original citizens of the U.S. Many respondents to the survey seemed to note this as a memorable aspect of that moment as well. This instance, much like the panel of Students of Color was a moment where there were marginalized voices speaking up about an injustice they experienced. Brackett also addressed the fact that it was moments like this, when a student of color questions the absence of the oppressed in content being taught, that faculty must recognize this and productively work through it. She stated that this is such a moment and we must not dismiss a voice that shares an accuracy that cannot be denied. Brackett offered continued conversation with the young woman, only if she would desire it. There were several moments of dialogue exchange between the audience and RPI leadership regarding Indigenous representations as the Q&A continued. In this situation, a recent graduate of color shared her disappointment and her pain in being in a space that by its title affirmed to her that her racial identity would be a focus but it was not, and survey respondents viewed it as their most memorable moment. The most memorable moments, as reflected by a majority of the respondents, could be identified as ones that expressed traumatic experiences of students of color in higher education.

“When the alumna from Gonzaga spoke her truth and Dr. Brackett responded in the most constructive and compassionate way - taking responsibility and vowing to do better moving forward, whilst acknowledging the student's pain and experience.”

This data produces more questions: What about these instances make them memorable? What are the demographics of the persons stating this? Is the memory positive or negative? What did they gain from these instances? Are they aware of the additional risk of sharing such stories and counter narratives in predominantly white spaces, as people of color?

DIRECT QUOTES FROM RESPONDENTS

“Marginalized: Students of Color at UPS: Where Do We Belong?”

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. “I enjoyed hearing from students during the August 5th event, being a student and hearing perspectives I can easily relate to and bounce off of. I enjoyed being able to also help engage others through participating actively in the Race Matters series”
2. “Student voices- always.”
3. “the students of color and the Native women. I think the format of conversations was engaging.”
4. “The process is the product” - LaToya Brackett, “my place here wasn't in the classroom” - I'm not sure but by UPS student in panel, “weaponize my uncomfortability” - Jaylen. “The student panel and the discussion of the BIPOC role on campus and how to ignite change.”
5. “Hearing the students talk about their experiences at Puget Sound.”
6. “The most memorable was seeing the community of returning people come every week as well as when marginalized students spoke!”
7. “The power from students of color challenging the University of Puget Sound and showing such strength and resilience. Also, the idea that libraries shouldn't function just as spaces with “stuff” but should be more community based.”
8. “Getting to see students of color given a space to talk openly and honestly. Learning about Indigenous issues.”
9. “Students, faculty and staff sharing the impact that racism on campus has had on them and the role they are playing in activism. Renee Simms reading poems”
10. “It was most impactful to hear my peers and my teachers talk about their experiences on campus.”

Continued on next page...

DIRECT QUOTES FROM RESPONDENTS

“Marginalized: Students of Color at UPS: Where Do We Belong?”

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. “Hearing Puget Sound students of color say that they always feel uncomfortable was a big wake-up call for me.”
2. “Hearing students of color discuss their experiences in our predominantly white institution and explain the different ways that they are made vulnerable and given uncompensated, weighted responsibilities to perform the university's anti-racism work was incredibly frustrating and shed light on the ways that the university's administration and faculty must step up in order to protect these marginalized folx.”
3. “Hearing from our own students about the challenges and hostility they face.”
4. “I loved hearing from students of color about how white folks at the University could better support them.”
5. “The students' leadership and engagement in ‘Marginalized’”
6. “The student panel was incredible. I applaud those students for speaking out about their experiences at Puget Sound and I hope that conversation is continued with faculty and staff.”
7. “The presentations by our students of color were the most impactful to me. Each and every one of their voices matter, and collectively, they made clear how much work we have still to do. I am deeply grateful for their willingness to share with us--I know it could not have been easy.”
8. “Hearing Puget Sound students speak about their experiences”
9. “The students (in “Marginalized”) discussing the pain they experience at UPS”
10. “Hearing from student leaders”
11. “Being able to hear the experiences and perspectives of students of color on campus, and getting to hear how K-12 schools are incorporating antiracist and equity concepts.”

Continued on next page...

DIRECT QUOTES FROM RESPONDENTS

“Marginalized: Students of Color at UPS: Where Do We Belong?”

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. “It was most impactful to hear my peers and my teachers talk about their experiences on campus.”
2. “Our students' bravery and willingness to share their experiences despite being so hurt by our institution, Dr. Wind Woods' words during the Remembering to Breathe event”
3. “Students' voices”
4. “Listening to my friends speak about their experiences in life and at UPS”
5. “Students of Color at UPS: Deep calls for racial representation in the curriculum and in students, staff, and faculty. Call for Action "I will hold this University accountable. I'll be back in 5, 10, 20 years to see what changes have occurred."...
6. “The fact that there was a panel for students of color. The youth seem to be the ones leading us more and more right now. Though it's good to listen to the activists and communities organizers who came before, it's even better to listen to the youth and see what actions they're taking.”
7. “Hearing students of color at UPS speak about their experiences in the classroom”
8. “When students were given the space to share the truth of their experiences about their campus and academic lives.”
9. “Hearing from students of color about their experiences”
10. “Hearing from students of color about how my peers don't have the chance to just be students”
11. “I thought that the Q&A between the students and the faculty was very interesting. Being a POC at a PWI is challenging and with the way faculty answered the questions, it felt like I was seen and acknowledged.”

Continued on next page...

DIRECT QUOTES FROM RESPONDENTS

“Marginalized: Students of Color at UPS: Where Do We Belong?”

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. “When the students spoke what was on their minds.”
2. “I really enjoyed listening to the students share their experiences, allowing themselves to be vulnerable, and engaging in such thought provoking discussion. Their strength is inspiring and seeing them pave the way for other students of color gives me a lot of comfort as I enter school.”
3. “Conversations with the students and culturally responsive/anti-racist teaching”
4. “I really loved hearing students testimonies and just sharing the resources”
5. “Student speakers and Indigenous speakers, participation from audience”
6. “Individual responses from UPS students about what students of color at UPS need from the university and and students”
7. “The conversation with Maija, Kim, and Danica. The format and the way they spoke made the topic more relatable, and it stuck with me. Also the student led session, their willingness to share and be vulnerable”
8. “Students spoke of times when their professors made them feel like they did not belong or that their experiences were either emblematic of those of an entire race or not worthy of exploration. I would like to hope that such errors are few and far between, but it seems that they might be frequent. One of these events is sad, many of these events is tragic.”
9. “Just hearing the stories of each student's experience. Personal stories always are so meaningful.”
10. “Hearing from our students is extremely impactful. In one of the early events (I believe Policing Citizenship) a student who is Native commented in the chat and then spoke on mic about her experiences and challenged the speakers and listeners to rethink their concepts of citizenship through that lens. I was impressed by her bravery in speaking up and by the speakers' acknowledgement that this was a gap that needed rectifying.”

Continued on next page...

DIRECT QUOTES FROM RESPONDENTS

Audience member's comments at "Policing Citizenship" event.

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. "The students of color and the Native women. I think the format of conversations was engaging."
2. "When [name redacted], a Gonzaga alum and a member of the Tlingit tribe, spoke out in the Politicizing Citizenship session about the gap in speaking about Indigenous history and sovereignty."
3. "In the Policing Citizenship session, when an indigenous person called out that indigenous people need to be included when we are talking about citizenship. Both the power of her message and the completely open (and instant) way that Dr. Brackett accepted it and incorporated it were really inspiring. In a broader way, I've just really appreciated the conversation in these sessions."
4. "comments on Indigeneity in relationship to citizenship from a community member, the questioning of "Asian" Identity as a Western construct and why Asians, Pacific Islanders and Desi people are lumped together as though they all have the same experience"
5. "Watching Dr. Gordon's speech. As well as hearing [name redacted], another native woman speak during policing citizenship, it was an extremely powerful moment because I was also frustrated with the lack of indigenous information that was being presented in the "Policing Citizenship" conversation. Later I spoke in two of the events which was a very surreal opportunity for me."
6. "I was blown away, and had to rethink some personal things when a native student shared her history and experience."
7. "An attendee who spoke about indigenous communities harmed by racism."
8. Policing Citizenship: "[name redacted]'s call for acknowledging indigenous people in relation to questions of citizenship."

Continued on next page...

DIRECT QUOTES FROM RESPONDENTS

Audience member's comments at "Policing Citizenship" event.

Here you can see direct quotes from respondents that related to this memorable moment. Some comments were corrected for spelling errors.

1. "When the alumna from Gonzaga spoke her truth and Dr. Brackett responded in the most constructive and compassionate way - taking responsibility and vowing to do better moving forward, whilst acknowledging the student's pain and experience."
2. "we had an indigenous student in the audience who spoke about the injustice of politicizing citizenship and its consequences for indigenous peoples, that was the most powerful moment of the whole talk."
3. "It was the Native American tribe member who contributed to the conversation during the 'Policing Citizenship' session."
4. "At the end of one of the events a Native American person spoke up and I was so impressed with how the faculty handled the criticism and used it as a moment of humility and a teaching moment for everyone. It was a beautiful interaction."
5. "Hearing from our students is extremely impactful. In one of the early events (I believe Policing Citizenship) a student who is Native commented in the chat and then spoke on mic about her experiences and challenged the speakers and listeners to rethink their concepts of citizenship through that lens. I was impressed by her bravery in speaking up and by the speakers' acknowledgement that this was a gap that needed rectifying."
6. "When the alumna from Gonzaga University spoke out and Dr. LaToya Brackett responded with such compassion, grace, and power."

INTEREST IN TUITION-BASED SERIES

Would you be interested in registering and paying for a future summer community course related to "Race Matters?"

46.2 percent of respondents expressed interest in registering and paying for a future summer community course similar to *Race Matters*, while 47.9 percent of respondents marked "maybe." It is important to keep in mind that everyone who was on a panel or involved with creating this education series, except session 12 panelists, did so as a volunteer (they were not monetarily compensated for their labor) with the aim of educating and providing spaces to engage with race, to anyone interested. Putting on an event series like this one is a very time consuming and exhausting endeavor, and this occurred during a global pandemic and a national racial reckoning.

One participant responded to the survey with the comment "I was struck by the fact that all of the examples from the panel with white faculty and staff from UPS emphasized the massive emotional labor from AFAM [African American Studies] faculty and BIPOC students. I'd love to explore additional models specific to higher ed that don't cause so much pain for BIPOC students, faculty, and staff."

This participant acknowledges the labor, both mental, physical, and emotional that organizers gave in order to make these events possible. In future years, per the 46.2 percent of responders who expressed interest in registering and paying for a future summer community course related to *Race Matters* and 47.9 percent of respondents who marked maybe, it may be beneficial to provide opportunities for UPS community members to engage in a *Race Matters* series or related series that they pay to attend so that these individuals can continue to benefit from the important conversations and education going on in these spaces while also paying organizers and contributors for their labor. Those who educate on the topic of race often are asked to do this for no compensation, specifically those persons of color. This work is very important and necessary, but just as important is supporting those who do race education both on and off of our campus through tangible means.

WHAT RESPONDENTS DESIRE IN THE FUTURE

What would you like to see in a future series/event? Provide specific topics, presenters, ideas, etc.

Respondents said that for future events they would like to hear more student voices, similar to the students of color panel, more about whiteness, Indigenous topics/representation, and critique of academic discussion/format in regards to accessibility and understanding of topics. Several respondents, in a similar fashion as the preceding two, explicitly stated that they would like to hear from students and faculty of color, as well as from Indigenous voices: “I would like to continue to hear from students and faculty of color”, a respondent wrote, and “[m]ore Indigenous voices!”, wrote another. In addition, respondents: wanted Puget Sound orientated events, had interest in STEM and LGBTQ topics’ intersection with race, and desired more local Tacoma voices and participation. There was also positive feedback about the online format and comments about the accessibility of online events, making it easier for more people to attend and watch in the future. It was also shared that events were more engaging when attending them live rather than watching the recordings afterwards. Respondents additionally expressed that the time frame was sometimes difficult due to the PST zone.

“I would like to continue to hear from students and faculty of color”, a respondent wrote, and “[m]ore Indigenous voices!”, wrote another.

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”
–President Barack Obama

UNDERSTANDING RPI RESOURCES FOR CONTINUED WORK

Reflections on RPI's primary resource: Human Capital

The *Race Matters* series was made possible by the human capital of leadership team members from the Race & Pedagogy Institute, collaborating members from across the University of Puget Sound campus, and Tacoma community partners. These individuals volunteered their time with no concrete compensation or recognition over the summer of 2020. The Race & Pedagogy Institute continues to support programming responsive to the communities from which we were launched and those newly joining us. This series was a very important endeavor alongside the continuous work RPI is doing to address racism. Working with faculty and staff across campus and community partners provided extended resources to share reflections on race across disciplines and topics, and RPI could not have accomplished this series without our colleagues and partners. The resources of RPI are mostly attributed to the time volunteered by the leadership team members, and one full-time program coordinator (we were in between hiring for the position at this time). The [leadership team](#) is composed of seven full time faculty members: Dexter Gordon, Grace Livingston, Nancy Bristow, Carolyn Weisz, LaToya Brackett, Renee Simms, and Jonathan Stockdale. All are dedicated to centering race and doing race work at its various intersections of disciplines, social issues, and identities, in addition to their university requirements. The work they do requires collaboration with others, which requires true partnerships and relationship building, which is key to succeeding at ending racism. Despite all the great work accomplished by RPI, it is imperative to recognize the lack of resources to provide all that our constituents desire.

“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Audre Lorde

REFLECTIONS FROM RACE MATTERS ORGANIZERS

A view from two organizers who are new to the behind the scenes work of the Race & Pedagogy Institute.

Adriana Flores '13, Archivist and Special Collections Librarian

I am so grateful to have been a part of the *Race Matters: Continuing the Conversation* series during the summer of 2020. It was my first volunteer experience with the Race & Pedagogy Institute and I felt immediately welcomed. Collaborating with Dr. Brackett and Dr. Kigar was an incredibly rewarding experience--I learned so much from them and our amazing presenters. Our university can often feel siloed and the remote environment added to that sense of distance and division, so it felt very powerful to facilitate a virtual space for faculty, staff, students, and community members to come together. With the support of the Race & Pedagogy Institute, we took advantage of the technology of the moment to create a flexible, dynamic series that reached many people in our Puget Sound community and beyond. However, through planning this series it became abundantly clear to me that RPI is understaffed for the level of work they do. If the university wishes to support this crucial work, more resources need to be dedicated to the Race & Pedagogy Institute.

Sam Kigar, Assistant Professor, Religious Studies

Working on the *Race Matters* series with Dr. LaToya Brackett and Collins Library Archivist & Special Collections Librarian, Adriana Flores, was very gratifying. Though the work took a new form—an online series during the summer of the COVID-19 Pandemic—it was built on nearly two decades of accumulated expertise within the Race and Pedagogy Institute. It was a wonder to see this knowledge-base mobilized so quickly to meet the moment. Employing her extraordinary programming and organizing skills, Dr. Brackett was visionary in putting together discussions that, in various way, tackled that tragic summer of racist violence (only the latest such American summer) and the protest movement that roared back. Dr. Brackett kept these conversations rooted in the nurturing soil of the Race and Pedagogy Institute, while also reaching across campus to tap the expertise of Adriana Flores, an adept and careful organizer in her own right. While I learned a great deal from our weekly sessions, the experience of working with these two skilled colleagues is what will stick with me most.



CONCLUSIONS

Final Thoughts

The "Summer 2020: Race Matters Survey" was helpful for assessing the experiences of participants in *Race Matters: Continuing the Conversation* series in a tangible, and numerical way. Information gained includes which events attendees found most impactful, and who the individuals in attendance were, in terms of relation to the school as well as race and ethnicity. This information will assist in potentially planning future *Race Matters* events, as well as similar events put on by the African American Studies program, and the Race & Pedagogy Institute. Because this series of events included a variety of different topics, speakers, and participants it is especially helpful in assessing how race education functions at the University of Puget Sound and it is also helpful information for those interested in creating future events on campus and throughout our extended communities.

For more information about this series and the Race & Pedagogy Institute please visit:
www.pugetsound.edu/rpi

SAY THEIR NAMES

WALTER SCOTT

GEORGE FLOYD

TAMIR RICE

AIYANA JONES

STEPHON CLARK

BREONNA TAYLOR

SANDRA BLAND

ATATIANA JEFFERSON

EZELL FORD

AHMAUD ARBERY

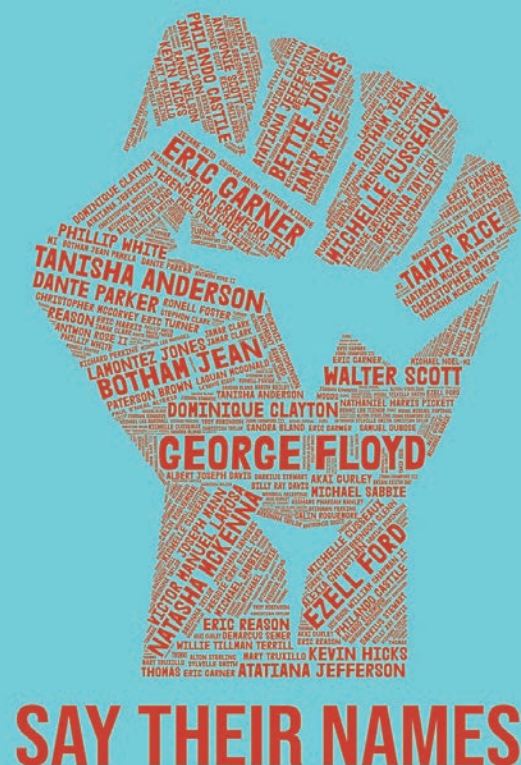
ALTON STERLING

BOTHAM JEAN

ERIC GARNER

To be Anti-racist requires Consistent and Continued Work

The *Race Matters: Continuing the Conversation Series* was launched out of the countless Black Americans murdered by state sanctioned violence in the U.S.. Despite centuries of Black people being killed in the name of white supremacy, our last decade has been one of substantial visibility, and one in which more Americans are ready to learn about the histories that have created this consistent harm on Black bodies. We must not forget the persons who have lost their lives violently in order to create an attentive audience for this series and the future educational events that the Race & Pedagogy Institute will host. We ask that you reflect on the centuries of violence against Black people, which has led us to this moment, and we ask that you do not turn away, but continue to do the consistent work required to be anti-racist, in a nation built by racist policies and acts.



APPENDICES

Summer 2020: Race Matters Survey Email to Participants

Hello,

As co-planners of the *Race Matters: Continuing the Conversation* series at the University of Puget Sound, we're reaching out to you because you've attended or expressed interest in the series this summer.

Over the past three months, the Race & Pedagogy Institute hosted 12 events, led by various Puget Sound students, faculty, staff, and community partners. These spaces provided an interdisciplinary approach to discussing race both on our campus, in our communities, and in our world.

Now that the series of summer events is complete, we'd love to hear from you. We've created a short survey and we'd appreciate all individuals who attended at least one Race Matters event to respond. Your responses will help us assess the series and plan future events.

To fill out the survey, follow this link:
<https://bit.ly/RaceMattersSurvey20>

If you'd like to stay up-to-date with the Race Matters series or watch recordings from this summer, visit pugetsound.edu/racematters. The final three recordings are still being uploaded, so please check back if they're not available immediately.

Thank you for joining us this summer!

Sincerely,

Appendix: A

The Race Matters Planning Team

LaToya Brackett, PhD, African American Studies and Race & Pedagogy Institute

Adriana Flores '13, MLIS, Collins Memorial Library

Samuel Kigar, PhD, Religious Studies

APPENDICES

Summer 2020: Race Matters Survey Questions

1. Did you attend at least one Race Matters event hosted by the Race & Pedagogy Institute this summer?
2. How many of the Race Matters events did you attend this summer? Please only count events you attended live (do not count recordings you watched).
3. If you were UNABLE to attend a live event, how many of the event recordings did you watch/listen to?
4. Which events/discussions as a whole did you find the most impactful? Check all that apply.
5. For you, what was the most memorable moment from the series? This could be an individual presenter, a quote from a presentation, a comment from the chat, etc.
6. What would you like to see in a future series/event? Provide specific topics, presenters, ideas, etc.
7. Would you be interested in registering and paying for a future summer community course related to "Race Matters"?

Appendix B

I CAN'T BREATHE
I CAN'T BREATHE