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## Profiling as Pedagogy - Difficult Dialog in Practice

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# Profiling as Pedagogy - Difficult Dialog in Practice

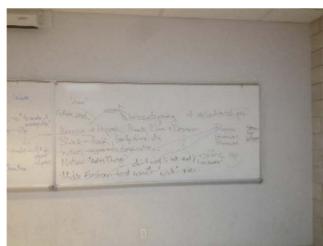
## The practice and the need it addresses

### The Need:

This exercise addresses how to create a safe and inclusive environment needed to discuss unintended racism and racial microaggressions.

### Class Exercise:

Profiling a professor exercise explores what it means when people from different backgrounds ask another person “what are you” or “where are you from.”



### Learning outcomes:

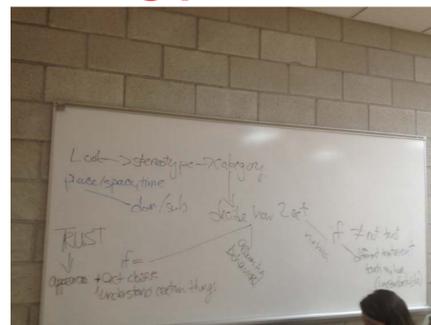
Communication - students identify features of a person that provide context clues about their background

Critical Thinking - students and teacher explore what it means to assign value to those features

Global Awareness - students and teacher discuss those meanings across communities

## Evidence this practice benefits UNLV Students

### Profiling patterns - outlined



The above picture addresses the following in class questions:

- What is the difference in who does it?
- How do people feel as a result of being profiled?
- “When I was \_\_\_\_, I also experienced \_\_\_\_”

### student responses

They stayed after the lecture to discuss:

- their personal experiences
- shared experiences with name calling
- ‘white’ students who aren’t white
- mixed students - ‘I don’t belong with either group’
- “Have you seen (x) hashtag on Twitter?”
- “Can I speak to you in Spanish? It’s easier for me to...”

## Resources and where to find them

### Websites

Implicit Association Bias Test  
<https://implicit.harvard.edu/implicit/>

National Institute of Justice - Racial Profiling  
<https://www.nij.gov/topics/law-enforcement/legitimacy/pages/racial-profiling.aspx>

### Social media research terms

- s#WoCAffirmation
- #teamlightskin v. #teamdarkskin
- #lightbright

### Selected bibliography

- Abad, Erika “Looking for Home: Interethnic Racial Profiling.” *The Feminist Wire*. Web 2014
- Wing Sue, Derald, et al. "Racial Microaggressions in Everyday Life." *American Psychologist* 62.4 (2007): 271-86. MEDLINE. Web.

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## How other UNLV teachers might adopt this practice

### Profiling as pedagogy exercise

1. Survey questions (IClicker or Kahoot!)
  - a. When was the first time you were marked as racially or ethnically different?
  - b. Was that perceived as good or bad by the other person
  - c. Was that perceived good or bad by you?

1. Discuss Results
2. Invite students to profile professor guessing answers to ‘where are you from’
  - a. Have then ID traits that inform guess
  - b. Write down traits
  - c. Ask about social stereotypes around traits and IDs

name	skin color
hair color/texture	clothing
accent	hobbies

### Encouraging addt'l discussion

- I wanted to ask about your hair
- What did you know I wasn't
- What does it mean that there were different definitions
- Small group discussion on context of settings - school, work, home, shopping