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Profiling as Pedagogy - Difficult Dialog in Practice

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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."
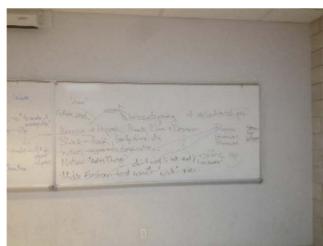

Learning outcomes:

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
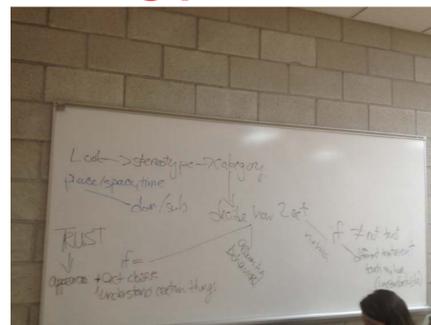
The above picture addresses the following in class questions:

- 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