



Pre and Post-Visit Activities & Resources

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Introduction

The San Diego Museum of Man welcomes you to *RACE: Are We So Different*. Thank you for bringing your group to this important and engaging exhibition.

During your visit, your group will gain a greater understanding of the history and formation of race, the biology and science behind human diversity and variation, and the experiences of race as a social and cultural reality.

If you have additional questions after reading this packet, please contact the Education and Public Engagement Department via email at education@museumofman.org or phone at 619-239-2001 x75.

To do before your visit:

1. Please **read through** this packet carefully. It contains preparation materials for your group's experience.
2. **Complete the pre-visit activities** to introduce your group to the content.
3. **Arrive** at least **15 minutes prior** to the tour start time. This will allow for a timely check-in and museum introduction for the whole group.
 - A delayed start time will shorten the tour experience.

About the Exhibit: *RACE: Are We So Different?*

<http://www.understandingrace.org/about/overview.html>

This exhibition was created by the American Anthropological Association in collaboration with the Science Museum of Minnesota. Through various interactives, it “brings together the everyday experience of living with race, its history as an idea, the role of science in that history, and the findings of contemporary science that are challenging its foundations.”

Interaction with people who look different from each other is part of the human experience, whether you live in El Paso, Yorkshire, or Shanghai. We all recognize difference and diversity, especially living in such a multi-ethnic multicultural society like the United States of America. Yet, the recognition of difference has led to conflict, when people associate certain traits, characteristics, personalities, and intelligences to whole groups of people, not based on behavior or character, but on physical appearance. These associations, now and throughout our history, have made our interactions and encounters with one another, at times, fraught and complicated.

This exhibition offers people a chance to explore their own feelings about race, understand how it is defined and what role it has played in our history, and consider identity and the related issues and ideologies that influence and impact our lives.

Pre-Visit Activities

The objective of these activities is to prepare your group for their visit to the San Diego Museum of Man's exhibition *RACE: Are We So Different*. By completing these activities, you will be better equipped to think about race and feel more comfortable exploring, participating, and talking with peers, colleagues, and friends during your visit. Your group will begin to think critically about race and engage in constructive dialogue.

The topic of race can be uncomfortable and frustrating but also eye opening and inspiring. Our goal at the San Diego Museum of Man is to challenge assumptions about race and engage groups in dialogue that allows them to deepen their understanding of its definition and its implications in their lives. We want you to become "comfortable with being uncomfortable."

Getting Ready

First, work together to encourage openness and self-reflection. Here are some suggestions to set the right tone for your visit:

Have your group brainstorm some ground rules for creating a **brave space** where all participants will feel able to speak their mind, ask questions, and challenge assumptions. Refer to Appendix A for supporting resources.

- What assurances do you need from one another to speak openly and honestly about something difficult?
- What ground rules should we establish about respect, support, and listening to one another?
- How should you support each other's learning and experience?

View the exhibit intro video together:

<http://www.museumofman.org/exhibits/race-are-we-so-different/>

1. Have participants write down **a) three things** that stood out to them in the video **b) two things** that they already knew as fact **c) one question** that they have about the video's content.
2. In small groups, share & explain the responses.
3. As a whole, share & explain something you heard that you agree with or didn't expect to hear during your small group discussion.

I. Discussion: Form small groups. Have groups discuss what they already know and think about race in the USA. Breakdown the differences between race, ethnicity, and nationality. Definitions can be found in the Glossary (pg. 9).

- A.** What is race and how is one's race determined? Is it fluid overtime? (i.e. Can it change?)
- B.** Write down any questions that arise during this conversation that you hope to have addressed during your visit to the museum.
- C.** As a whole group, what was shared? What are the commonalities between group definitions of race?
 - 1.** Share the American Anthropological Association definition with the group and discuss.

II. Writing: Michele Norris (former NPR host) created *The Race Card Project*, in which she asked people “to think about their experiences, questions, hopes, dreams, laments, and observations about race and identity” and encapsulate them in a 6-word statement. <http://theracecardproject.com/about-the-race-card-project/>

- A.** Listen to 2 or 3 of the NPR podcast adaptation of “6 Words” and give the group 10 - 15 minutes to think about their experiences and develop their own statement. <http://www.npr.org/series/173814508/the-race-card-project>
 - 1.** Optional: Have them write statements down to be displayed for others to see. (examples: department office, hallways, HR and lounge spaces)
- B.** In small groups, share and briefly explain your statements. (This can be done as a whole group depending on size and time.)
 - 1.** Ground rules:
 - a.** Do not interrupt someone during their time.
 - b.** Hold questions until all have shared.
 - 2.** Suggested questions:
 - a.** Did anyone share something that resonated with you? How so?
 - b.** Was anything a surprise to you? Why?

Post-visit Activities

The objective of the post-visit activities is to continue the conversations you began at the museum. Your group will revisit responses from the pre-visit activities and compare them to what they experienced in the museum. You will be tasked with talking about and addressing how you will use what was learned in your various professional, academic, and/or personal life. In addition, you will explore ways of addressing willful ignorance.

I. Watch any or all: suggested videos

- A. “The myth of race, debunked in 3 minutes”
<https://www.youtube.com/watch?v=VnfKgffCZ7U>
- B. “Being 12: Kids on Race” (5 minutes)
<https://www.youtube.com/watch?v=C6xSyRJqle8>
- C. “I am NOT black, you are NOT white” (5 minutes)
<https://www.youtube.com/watch?v=q0qD2K2RWkc>

II. Discussion: Revisit your 6 word statements.

- A. After moving through the gallery space, has anything changed about your 6 word statement? Explain.
- B. Has anything in your life or perspective changed or has anything become more visible to you? Explain.

III. Take Action:

- A. Define (pg. 10) and discuss the concept of *willful ignorance* and silence being complicit.
- B. Now that we know that race and racism are major parts of our society, what will you do about?
 - 1. What can we do on an individual level?
 - 2. What can you do on a more systemic, social, and institutional level?

Resources

Websites

- Communities taking action: Not In Out Town
<https://www.niot.org/nios>
- The Power of an Illusion
http://www.pbs.org/race/000_General/000_00-Home.htm
- Teaching Tolerance: Racial Profiling
<https://www.tolerance.org/classroom-resources/tolerance-lessons/racial-profiling>
- Center for Social Inclusion: Let's Talk About Race: How racially explicit messaging can advance equity
<http://www.centerforsocialinclusion.org/publication/lets-talk-about-race-how-racially-explicit-messaging-can-advance-equity/>
- Code Switch: Race and Identity, Remixed podcast
<https://www.npr.org/sections/codeswitch/>

Videos/ Clips

- “The Power of an Illusion” Part 1
https://mediaspace.msu.edu/media/Race:+The+Power+of+An+Illusion,+Episode+1,+Part+1/1_flhvt56x
- “Prejudice & Discrimination: Crash Course Psychology #39”
<https://www.youtube.com/watch?v=7P0iP2Zm6a4>
- Post Interviews: Who is White?
<https://www.youtube.com/watch?v=JbnJgyxdqEw>
- “A Conversation With Asian-Americans on Race”
<https://www.nytimes.com/video/opinion/100000004308529/a-conversation-with-asians-on-race.html>
- Ted talk: “Color Blind or Color Brave?” Mellody Hobson
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave
- “American Denial: The Truth is Deeper than Black and White”
<http://www.americand denial.com/aboutthefilm/>

Articles/ Guides

- “From Safe Spaces to Brave Spaces: A New Way of Framing Dialogue Around Diversity and Social Justice” Brian Arao and Kristi Clemens, Chapter 8, *The Art of Effective Facilitation*
- Fostering Civil Discourse: A guide for classroom conversations
http://info.facinghistory.org/civil_discourse

Glossary

- **Cultural relativism or cultural relativity**– the belief that the values and standards of cultures differ and cannot be easily compared with the values and standards of other cultures
- **Discrimination**– policies and practices that harm and disadvantage a group and its members
- **Ethnicity**– where your ancestors and family is from; cultures and beliefs or just simply geographical locations; Examples: Kurdish, Slavic, Vietnamese

American Anthropological Association definition– an idea similar to race that groups people according to common origin or background. The term usually refers to social, cultural, religious, linguistic and other affiliations although, like race, it is sometimes linked to perceived biological markers. Ethnicity is often characterized by cultural features, such as dress, language, religion, and social organization

- **Implicit bias**– attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
- **Injustice**– absence of justice; violation of right or of the rights of another
- **Institutional racism**– the embeddedness of racially discriminatory practices in the institutions, laws, and agreed upon values and practices of a society
- **Meritocracy**– the idea that merit and individual effort, rather than one’s family or social background (including race, gender, class, and legacy), determine one’s success, one’s social and economic position. Similarly, the idea that social inequalities are the result of individual differences in merit and effort
- **Microaggression**– also referred to as micro inequality / inequity; a subtle but offensive comment or action directed at a minority or other non-dominant group that is often unintentional or unconsciously reinforces a stereotype; examples: “I don’t see you as black.” “Where are you really from?”
- **Nationality**– where someone is a recognized and documented citizen and has the rights of citizenship
- **Prejudice**– preconceived opinion that is not based on reason or actual experience
- **Race**– in the simplest sense, race is categories of people based on physical traits. It was made up and used to classify people; Examples: Black, White, Asian...

American Anthropological Association definition– a recent idea created by western Europeans following exploration across the world to account for differences among people and justify colonization, conquest, enslavement, and social hierarchy among humans. The term is used to refer to groupings of people according to common origin or background and associated with perceived biological markers. Among humans there are no races except the human race. Ideas about race are culturally and socially transmitted and form the basis of racism, racial classification and often complex racial identities

- **Race wedge**– the process of using race as a tactic to divide people in order to achieve a political outcome
- **Racial classification**– the practice of classifying people into distinct racial groups base on certain characteristics such as skin color or geographic region, often for the purpose of ranking them based on believed innate differences between the groups
- **Racial identity**– this concept operates at two levels: (1) self-identity or conceptualization based upon perceptions of one’s race and (2) society’s perception and definition of a person’s race
- **Racialization**– the process by which individuals and groups of people are viewed through a racial lens, through a culturally invented racial framework. Racialization is often referred to as racialism
- **Racial profiling**– the use of race (and often nationally or religion) to identify a person as a suspect or potential suspect. Racial profiling is one of the ways that racism is manifested and perpetuated
- **Racial stratification**- a system of stratification and inequality in which access to resources depends largely upon one’s racial classification
- **Racism**– the use of race to establish and justify a social hierarchy and system of power that privileges, preferences or advances certain individuals or groups of people usually at the expense of others. Racism is perpetuated through both interpersonal and institutional practices

Racism is the institution that is perpetuated by interpersonal and sometimes intrapersonal racial prejudices

- **Willful ignorance**– also known as willful blindness; when a person intentionally keeps themselves unaware of facts or intentionally ignoring information that contradicts their reality or beliefs