



Pre and Post-Visit Activities & Resources

San Diego Museum of Man
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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 exhibit.

During your visit, students 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.

- **Mark any optional extension activities** in the student and teacher/chaperone guide you would like to use and share with your chaperones in advance of visiting the galleries. Example: →
- Break students into groups no larger than 7 so they can effectively navigate the gallery.

Optional Activities ✓

1. (Grades 9 and up) Video discussion: 10 minutes

a. Watch "Prejudice & Discrimination: Crash Course Psychology #39"

<https://www.youtube.com/watch?v=7P0PZZm6a4>

b. Give each student the questions found in Appendix A (pg. 24) to complete during the video.

2. **Complete the pre-visit activities** to introduce your group to the content.

3. Make copies of the **Student Exhibit Guide**; one for each participant. Packets will not be available at the museum.

Works best in color, but works fine in black and white

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."

It is part of the human experience that people who look different interact with one another, whether you live in El Paso, Yorkshire, or Shanghai. We all recognize difference and diversity, especially living in such a multiracial and multiethnic society here in America. Yet, the recognition of difference has on occasion 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 students for their visit to the San Diego Museum of Man's exhibition *RACE: Are We So Different*. By completing these activities, students will be better equipped to think about race and feel more comfortable exploring, participating, and talking with fellow students during their self-guided tour. Students will also begin to develop skills in critical thinking, asking questions, and engaging 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 students' assumptions about race and engage them in dialogue that allows them to deepen their understanding of its definition and its implications in their lives.

Getting Ready

First, work with students to encourage openness and exploration: Here are some in-class suggestions to set the right tone for your visit:

Have students brainstorm some **ground rules** for creating a **brave space** where all students will feel able to speak their minds, ask questions, and challenge assumptions. Refer to Appendix B for supporting resources.

*** The activities come with suggested age/grade levels. ***

- 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?
- What does respect look like? Keep in mind that some cultures don't find "interruptions" disrespectful but encourage active listening and sharing in the conversation.
- What elements of race do you want to learn about during your visit?
- How should other students, chaperones, and teachers support your learning?

View the exhibit intro video together: <http://www.museumofman.org/exhibits/race-are-we-so-different/>

- Have students **write down a) three** things that surprised them in the video, **(b) two** things that they already knew as fact, and **(c) one** question that they have about the video's content. Discuss as a class.

I. Discussion: Form small groups. Have students discuss what they already know and think about race in the United States. Definitions for race, ethnicity, and nationality can be found in the Glossary on pg. 21 of this guide.



a. (Grade 6 and up)

- i. What is race? When someone says they are Asian, White or Black... what does that mean?
- ii. How is one's race determined?
- iii. Write down any questions that arise during this conversation that you hope to have addressed during your visit to the museum (Teachers, bring them with you!).



b. (Grade 9 and up)

- i. What is race? When someone says they are Asian, White or Black... what does that mean?
- ii. How is one's race determined?
- iii. Have each group share what they discussed and (teacher) write down the commonalities heard on the board.
- iv. Instruct students to create a definition for race in their groups.
 1. Have them think about race and its connections to biology, social status/class, access to resources, and identity.
- v. Have one representative from each group read their definition to the class.
- vi. After hearing all of the definitions, summarize your students' responses and write a collaborative definition on the board. If participating in a guided tour, bring this with you to the Museum and share it with the educators.

Art Activity: Suggestion as an alternate to the discussion activity: Graffiti Wall (project is appropriate for **grade 6 and up** however, you may want to adapt the questions to suit your grade level.)

<https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards>

Objective: Using a graffiti wall allows multiple students to voice their ideas, hear other students' ideas, and offer an opportunity to build participation and encourage discussion.

- Provide a large space for all students to write (white board or butcher paper) as a class, though it can also work to break the class into small groups.
- Ask the same questions listed above in part "a" but have students respond on the wall. Follow the link for further details and instructions on graffiti wall practices.
- Part "b." instead of having students share what they wrote, give them a moment to read the wall and make comments about what they see.
- In small groups, ask students to combine the ideas of race listed on the wall into one combined group definition. Then, have each group read their definition and discuss the commonalities among the groups.
 - Summarize their definitions; write a class definition on the board.
- Read the summarized definition out loud and ask them if they feel it fully defines what race is in the United States.



II. (Grade 6 and up) Writing: Have students journal a response to the following prompt: Race is ever present in our society, for every person and every family, regardless of what you look like or where you are from. **Write your story of race:** what race and/or ethnicities, if any, do you identify with? Have you had a moment (or more) in your life when you became acutely aware of race and how people are treated differently because of it? Have you been impacted by discussions of race in the media or in politics?

- i. These will be shared during a post-visit activity after you return from the Museum.
- ii. If you feel students are comfortable sharing, they can discuss their stories of race in pairs or small groups and revisit at a later date.



III. (Grade 6 and up) Discussion:

- a. What do you hope to learn during your visit?
- b. Why do you think it's important, or not important, for people to talk about race and how it affects us?

****See Appendix A and B for further pre and post-visit materials. Materials include activities and videos that you can also use to supplement your preparation****

Post-Visit Activities

The objective of the post-visit activities is to continue the conversations you began at the museum. Students will revisit responses from the pre-visit activities and compare them to what they experienced in the museum. They will be tasked with talking about and addressing how they will use what they have learned at school and in their everyday lives. In addition, students will be able to explore ways in which they can address issues of race and become advocates for equity, equality, and addressing willful ignorance and micro inequalities. Additional post-visit activity topics and resources can be found in Appendix B. You may also enjoy activities and resources found on the *RACE: Are We So Different?* website.

<http://www.understandingrace.org/home.html>

Suggested Activities

I. (Grade 6 and up) Warm-up and Refresher from museum visit.

- a. Watch "The myth of race, debunked in 3 minutes"

<https://www.youtube.com/watch?v=VnfKgffCZ7U>

II. (Grade 6 and up) Reexamining the Pre-visit activity

- a. What were some things that stayed with you from the museum visit?
 - i. Teacher can select areas of the student guide to go over.
- b. Return student "stories of race" journal responses from the pre-visit activity.
- c. Have students watch one or both of the following videos on the lived experiences of race.

i. (Grades 6 and up) "Being 12: Kids on Race" (5 minutes)

<https://www.youtube.com/watch?v=C6xSyRJqle8>

1. Being 12 is a web series on New York Public Radio that explores life as a 12 year old through their own voices. This particular episode shows students talking about their experience with race and identity.

ii. (Grades 9 and up) "I am NOT black, you are NOT white" (5 minutes)

<https://www.youtube.com/watch?v=qOqD2K2RWkc>

1. This video is a spoken word piece created by Richard Williams, aka Prince Ea. Prince Ea is known for discussing difficult issues such as, environmentalism, social justice, life issues, and politics. This piece asks us to question racial categories and exposes them as merely labels. And, it asks us to understand that these labels have been given life-affecting meanings.
- d. Have students read their race stories and share with the class. Did what they learn in the exhibit connect with their stories in any specific ways?
 - i. How are you thinking differently (or not differently) about race now that you have gone through the gallery?
 - ii. What are your reactions to the stories shared by your classmates?

Take a Stand (To be done after all post-visit activities have been completed)

III. (Grades 6 and up) What can we do?

- a. Explore the “Not In Our Town” website and select videos and projects to share with the class.

<https://www.niot.org/nios>

Have students brainstorm in small groups about the following:

- i. How can you take action against racial and ethnic discrimination and injustice?
 - ii. What can you do on an individual level to stand up against discrimination and encourage one another to talk more honestly and openly about race?
 1. Examine the frequency with which you spend time with people who look, speak, or believe differently from you.
 2. What does it look like in your life to fight against discrimination based on gender, sexual orientation, race, ethnicity, citizenship, etc.?
 - iii. What can your class do as a group in response to the exhibit that could help other students talk more openly about race?
- b. Appendix B (pg. 17) provides additional resources that may offer ideas for students around creating a “service project” to improve communication, combat “-isms,” or educate their peers.

Optional Activities

I. (Grades 9 and up) Video discussion: 10 minutes

- a. Watch “Prejudice & Discrimination: Crash Course Psychology #39”

<https://www.youtube.com/watch?v=7P0iP2Zm6a4>

- b. Give each student the questions found in Appendix A (pg. 11) to complete during the video.

II. (Grades 6 and up) Police, Race, and Protest activity

- a. Discussion and open forum followed by activity developed by Teaching Tolerance.

NOTE: This activity requires research on the part of students.

- i. What do you know about the connections between race and police shootings?
- ii. Why have there been protests as a result of recent police shootings?
- iii. What are the issues surrounding movements like Black Lives Matter? What do critics of this movement say is wrong with the movement? What do their supporters say?
- iv. Watch the Washington Post video and read the article in the link below.

<https://www.washingtonpost.com/news/the-fix/wp/2015/08/19/how-black-lives-matter-moved-from-a-hashtag-to-a-real-political-force/>

- b. Teaching Tolerance: Racial Profiling

<http://www.tolerance.org/lesson/racial-profiling>

- i. Split class into small groups and give each group sticky notes.
- ii. On the board, make a two column t-chart as seen below. Have students respond to the proposed questions on their sticky notes.
- iii. Once they have finished writing and discussing their ideas, have a representative from each group add their notes on the board.

| What I know about racial profiling. | What I want to know about racial profiling. |
|-------------------------------------|---|
| | |

- iv. Give each group a racial profiling worksheet found in Appendix A (pg. 11) or on the Teaching Tolerance link and follow the instructions.

Extension Activities and Videos



I. (Grade 11 and up) What Does an American Look Like?

- a. Students will explore and breakdown the term “American.” First, in small groups have students discuss the difference between race and nationality (definitions can be found in the Glossary).
 - i. Give each group the worksheet found in Appendix A.
- b. Break students into groups to respond to the following question on their worksheet:
 - i. Remember race is not a nationality but when you think of an American, what or who do you see? How do you think other countries picture an “American?”
- c. As a whole class, have groups share their descriptions.
 - i. On the board, write down the similarities and differences you hear from the groups.
 - ii. Once all have been read, have students make observations, make comments, and ask questions about what has been noted.
- d. Ask students:
 - i. Based off your descriptions, do all Americans look the same?
 - ii. Does the description include skin color or race? Religion? Language? Etc.
- e. Introduce the story of Bhagat Thind 1923 and Takao Ozawa 1922 and discuss the implications of these events and the thoughts students have about the event.
 - i. Thind and Ozawa’s cases may be found in Appendix A.
 - ii. If we are all Americans and there is human variation among us, why do you think the term American has been associated with “whiteness” as you have just learned through the experiences of Thind and Ozawa?
 - iii. What affect does this have on more recent immigrants and populations that are not at times viewed as American despite being a U.S. citizen? For example, Muslim Americans or people who were not born in the U.S. but have become citizens?
 - iv. Closing video: “A Conversation With Asian-Americans on Race”

<http://www.nytimes.com/video/opinion/10000004308529/a-conversation-with-asians-on-race.html>



II. (Grades 6 and up) Video Discussion: 57 minutes

- a. Watch Part 1 of Race: “The Power of an Illusion”
https://www.youtube.com/watch?v=B7_YHur3G9g
- b. Give each student the questions found in Appendix A (pg. 11) to complete during the video.
- c. Go over the questions and address their thoughts and responses.

APPENDIX A

Prejudice & Discrimination: Crash Course Psychology #39

Name: _____

1.) What does "prejudice" mean?

a. Is it conscious, unconscious, or both?

2.) What does "stereotyping" mean?

3.) Is "discrimination" the acting out of a prejudice or is it just a thought? Explain your answer.

4.) When do prejudices come up?

a. _____

b. _____

5.) Summarize what you just learned.

What is Racial Profiling?

1. What is racial profiling?

2. What are some examples of racial profiling?

In general, profiling occurs when the government or police take action- investigate, stop, ect.- against someone based on the person's race, ethnicity, nationality or religion instead of evidence of the person's criminal behavior.

In the space below, write some examples of profiling.

3. Why does racial profiling matter?

4. How prevalent is racial profiling?

What is Racial Profiling? Answers

1. What is racial profiling?

Racial profiling occurs when law enforcement agents impermissibly use race, religion, ethnicity or national origin in deciding who to investigate.

3. Why does racial profiling matter?

Racial profiling is illegal.

Racial profiling makes members of certain groups vulnerable to unjust treatment by law enforcement officials.

Racial profiling leads to the disproportionate arrest and conviction of members of certain groups.

4. How prevalent is racial profiling?

67% of African Americans, 63% of Hispanic Americans and 50% of non-Hispanic whites believe racial profiling is widespread in traffic stops. (Source 2004 Gallup Poll)

Low-income Latino immigrants in the South are routinely the targets of wage theft, racial profiling and other abuses.

What Does "American" Look Like?

Name: _____

1. What is the difference between race and nationality?

2. When you think of the nationality *American*, what does that person look like? (List characteristics below)
What are some expectations of an American?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

The Story of Bhagat Thind and Takao Ozawa

Resources:

- http://www.pbs.org/rootsinthesand/i_bhagat1.html Thind
- <http://guides.lib.berkeley.edu/echoes-of-freedom/chapter10> Thind
- <https://www.youtube.com/watch?v=ruBMN1LN19o> Thind and Ozawa
- <http://race2012pbs.org/timeline-list/1922-u-s-v-ozawa/> Ozawa
- <http://cases.laws.com/takao-ozawa-v-united-states> Ozawa
- <http://chnm.gmu.edu/courses/ncc375/rp/rp2.html> Ozawa and Thind



Takao Ozawa
1875-?

Denied citizenship in November 1922 on the grounds that even though he had white skin, spoke English and only allowed his children to speak English, attended an American college, and went to a Christian church every Sunday, he was "of the Mongoloid race" and **white was tied to "the Caucasian race."**



Bhagat Thind
1892-1967

Denied citizenship in February 1923 on the grounds that even though he speaks English, attended an American college, was in the U.S. military, **is from India which falls under "the Caucasian race," being white is determined by "the common man"** and he did not look like the "common man."

APPENDIX B

****Several links are via youtube. Please beware of inappropriate youtube comments.****

"From Safe Spaces to Brave Spaces: A New Way of Framing Dialogue Around Diversity and Social Justice" by Brian Arao and Kristi Clemens, Chapter 8 of The Art of Effective Facilitation.

"Color Blind or Color Brave?" by Mellody Hobson, Ted Talk 2014

https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave/transcript?language=en

RACE: Are We So Different website and materials

<http://www.understandingrace.org/home.html>

Center for Social Inclusion

Let's Talk About Race: How racially explicit messaging can advance equity

<http://www.centerforsocialinclusion.org/lets-talk-about-race-how-rationally-explicit-messaging-can-advance-equity/>

Facing History and Ourselves

- Post-Election Support for Difficult Conversations

https://www.facinghistory.org/post-election-support-difficult-conversations?utm_campaign=Post-Election+Outreach&utm_source=hs_email&utm_medium=email&utm_content=38091673&_hsenc=p2ANqtz-_YFa5hGSS6f2yRAIWifJgLdBLuYvLeIXMrSZykOIMaObfGgVhtGQStaJVNBZJtFI-yjkvO14mq-L4DWBR8eT8sQMI3Vq&_hsmi=38091673

- (Re)Building Classroom Community Post-Election

http://facingtoday.facinghistory.org/rebuilding-classroom-community-post-election?utm_medium=email&_hsenc=p2ANqtz-_mETHmjJItXe8XgD6Knd9-e-Coh55osJdh3a_hsA-LvxXLUZ00VaCC1B5esE_wSbNqx26KL5JD0g_hHO39Ck_eXjtOMw&_hsmi=37752696&utm_content=37752696&utm_source=hs_email&hsCtaTracking=a0ba636d-486e-4f4e-89d6-64e2d51764e2%7C4b8792b7-6f6a-46c8-881d-1fee44c2c9ec

- Fostering Civil Discourse: A guide for classroom conversations

http://info.facinghistory.org/civil_discourse

Additional Topics and Ideas for discussion and research referenced in the gallery at the San Diego Museum of Man.

- d. Scientific Racism and Eugenics (Grades 6 and up)

https://www.youtube.com/watch?v=3FmEjDaWqA4&index=6&list=PLQy6xVkiQuV4WqIkCBOowkC-sEo_VYiej (15 minutes)

<https://www.youtube.com/watch?v=IaHOWs8RtSc> (10 minutes)

e. Human Zoos (Grades 6 and up)

<http://www.bbc.com/news/magazine-16295827> (2.5 minutes)

<https://www.youtube.com/watch?v=onUb8sdRExo> (2 minutes)

f. Inventing Whiteness (Grades 11 and up)

<https://www.youtube.com/watch?v=686sZan-6sY> (1 minute)

https://www.youtube.com/watch?v=_Sc_zyX0kqw (9.5 minutes)

<https://www.youtube.com/watch?v=ruBMN1LN19o>

(Video tied to American activity.) (9.75 minutes)

<http://www.nytimes.com/video/opinion/100000004308529/a-conversation-with-asian-on-race.html> (7 minutes)

g. Native American Mascots

<https://www.usatoday.com/story/sports/2013/09/12/native-american-mascot-changes-ncaa/2804337/> (List of schools that have changed their name)

<https://www.youtube.com/watch?v=nARu8hoc1Qw> (2 minutes)

<https://www.youtube.com/watch?v=mR-tbOxIhVE> (2 minutes)

<http://mashable.com/2014/09/03/controversial-sports-mascots/#1atVRXg4oZqb>
(Article)

Privilege Activities

Trashcan and Paper Toss

<https://www.youtube.com/watch?v=2KImvmuxzYE> (4 minutes)

<http://twentytwowords.com/what-will-you-do-with-your-privilege/>

• A critique of the very simplified activity on privilege:

<http://qz.com/303421/how-to-really-understand-white-privilege/>

This article makes some very good points. Be sure to inform your students that this activity only addresses the very basics of privilege.

Folded paper: <http://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/>

What Can I do About Privilege?

<http://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/privilege-media/what-can-i-do-about-privilege>

Microaggressions/ Micro inequalities (language censor warning)

<https://www.youtube.com/watch?v=hDd3bzA7450> (2 minutes)

<https://qz.com/787504/what-exactly-is-a-microaggression-let-these-examples-from-hollywood-movies-explain/> (4 minutes)

“Being 12: Kids on Race” (5 minutes)

<https://www.youtube.com/watch?v=C6xSyRJqle8>

Being 12 is a web series on New York Public Radio that explores life as a 12 year old through their own voices. This particular episode shows students talking about their experience with race and identity.

“I am NOT black, you are NOT white” (5 minutes)

<https://www.youtube.com/watch?v=q0qD2K2RWkc>

This video is a spoken word created by Richard Williams aka Prince Ea. Prince Ea is known for discussing difficult issues such as, environmentalism, social justice, life issues, and politics. This piece asks us to question racial categories and exposes their truth (a label). Although it focuses on race being just a label, it also forces us to understand that these labels have been given life altering meanings.

Talking to young people about racial inequality

- Police Profiling

Interview with Dr. Fayneese Miller on CBS Local Minnesota (5 minutes)

<http://minnesota.cbslocal.com/video/category/spoken-word-wccotv/3428786-talking-to-kids-about-the-recent-police-shootings/>

Radio article, On Talking Race to Young Teens, Teachers Say It’s Been a Tough Year (7 minutes)

<http://www.wnyc.org/story/after-ferguson-race-adolescents-and-exhausting-year-teaching/>

- Policing and Education

TED Talk, Alice Goffman: How we’re priming some kids for college - and others for prison (16 minutes)

https://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice

Racial Inequality in U.S. Education created by students (6 minutes)

<https://www.youtube.com/watch?v=VyHAeo9OhdI>

Movies/Documentaries

- Black Indian: An American Story

<http://www.richheape.com/black-indians-american-story.htm>

- Out of Ireland: The Story of Irish Emigration to America

<http://www.paulwagnerfilms.com/out-of-ireland-trailer/>

- American Denial: The Truth is Deeper than Black and White

<http://www.americand denial.com/purchase/>

- Herskovits At the Heart of Blackness

Scroll down the list <http://www.americand denial.com/purchase/>

- Taking Alcatraz

Trailer <https://vimeo.com/140001010>

https://www.amazon.com/Taking-Alcatraz-Unavailable/dp/B014LG8DJI/ref=sr_1_1?ie=UTF8&qid=1480450997&sr=8-1&keywords=alcatraz+is+not+an+island

- BBC Documentary; American Muslim: Freedom, Faith, Fear

- Part 1 <https://www.youtube.com/watch?v=WMP5CG-H84A>

- Part 2 <https://www.youtube.com/watch?v=sKKa1hfWaEk>

- American Dream: The Mexican Immigration Experience

http://www.teachertube.com/video/american-dream-the-mexican-immigration-experience-part-2-319026?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view-page

Glossary

- **Anthropology-** the study of humans and their cultures, both past and present. The field of anthropology includes archaeology, biological anthropology, cultural anthropology, linguistic anthropology, and applied anthropology
- **Applied anthropology-** the subfield of anthropology that applies the knowledge and methods of anthropology to present-day problems
- **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; often tied to culture, beliefs, and sometimes language but can be 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

- **Holistic-** the perspective that understanding human variation requires understanding how its different aspects (e.g. biological and cultural) are interrelated. This is one of the hallmarks of anthropological knowledge
- **Human variation-** the differences that exist among individuals or among groups of individuals regarded as populations. Anthropologists study both cultural and biological variation
- **Human biological variation-** refers to observable differences among individuals and groups that have resulted from the processes of human migration, marriage and environmental adaptations. Human biological variation is often referred to as human biological diversity
- **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 known as micro inequality; a subtle but offensive comment or action directed at a minority or other nondominant 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 legal citizen and has the rights of citizenship.

Examples: American, Mexican, Cambodian...

- **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. In biology, the term has limited use, usually associated with organisms or populations that are able to interbreed. 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 based 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 nationality 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 (political, economic, social) 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

- **Stereotype**- the process of attributing particular traits, characteristics, behaviors or values to an entire group or category of people, who are, as a consequence, monolithically represented; includes the process of negative stereotyping
- **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