

Suggested Activities for *Doing Race* (video 1)

Guiding Questions

1. What is race?
2. Where do people's understandings of race come from?
3. Can understanding how people do race help us undo racism and inequality?

Suggested Discussion Questions

1. How is the idea of race as a *doing* (i.e., as actions that people do) different from the idea that race is something that people *are*?
2. In *Doing Race*, Paula Moya talks about how race operates across different levels of society: the individual level, the interactional level, the institutional level, and the ideological level.
 - How is race “done” across these levels?
 - How can these levels interact with or reinforce one another?
 - In what ways are these levels dynamic, evolving, and changing? In what ways are they relatively stable or enduring?
3. In *Doing Race*, Matt Snipp, and Hazel Rose Markus give research-based examples of how people do race at these different levels in society.
 - How do these examples illustrate the idea of race as a “doing”?
 - How might these examples of how people do race suggest ways to undo racism?
4. In *Doing Race*, Harry Elam says that race is both a “social construction” and a “lived experience.” Does this mean that race is real? Why/why not?
5. In *Doing Race*, Tomás Jiménez says that race tells us something about what “people who look a particular way deserve.” How does race shape who has power in society and how they can use it?
 - a. What does this mean for inequality? Privilege? Advantage and disadvantage?
 - b. How do power and race work together to shape how people think about social group differences?
6. Is race always negative? Can it be positive?
7. How does race intersect with social class, gender, sexual orientation, and other significant social distinctions? Can race operate differently for people from different social classes, genders, sexual orientations, etc.?

RaceWorks Toolkit
sparqtools.org/raceworks

Suggested Activities for *Doing Race* (video 1)

8. If we all participate in doing race, does that mean that we are all racist or have racial bias?
9. If we all participate in doing race, how can we use that participation to start to undo racism?

Suggested Activities for *Doing Race* (video 1)

Example Activity 1: Reflecting on Race

Before watching *Doing Race*, have students or co-workers complete the following reflection questions. Then, after watching *Doing Race*, have them review their responses and note any changes to them that they would make. Discuss reflections and observations as a group.

- Think about the word *race*. How would you distill your thoughts, experiences, or observations about race into one sentence that only has six words? (Source: The Race Card Project By Michele Norris, theracecardproject.com).
- Reflect on your personal experience with race. What kind of an impact has it had on your life? Why do you think that is?
- Please complete the following sentences in your own words.
 - Talking about race/racism makes me feel...
 - Not talking about race/racism makes me feel...
 - Conversations about race are difficult when...
 - Conversations about race go more smoothly when...
 - I am least equipped to engage in conversations about race when...
 - I would be more equipped to engage in conversations about race if...

(Suggested time: 45 minutes)

Suggested Activities for *Doing Race* (video 1)

Example Activity 2: Common Conversations About Race

As discussed in *Doing Race*, people often think that race is a thing that people have or are rather than as actions that people do. Refer back to the [defining race concept guide](#).

Here are 10 common conversations that people have about race in the U.S. These conversations happen between people, but also on TV, in films, in advertisements, in the news, online, and in social media.

First, review these common conversations with students or co-workers.

10 Common Conversations About Race in the U.S.

(Expanded from “Doing Race: An Introduction,” *Doing Race: 21 Essays for the 21st Century*, Moya & Markus, 2010)

1. We’re beyond race.
2. Racial diversity is killing us.
3. That’s just identity politics.
4. Race is in our DNA.
5. Everyone’s a little bit racist.
6. It’s a _____ thing—you wouldn’t understand.
7. Variety is the spice of life.
8. I’m _____ and I’m proud.
9. You’re not _____ enough.
10. You’re not a “real” American.

Next, break students or co-workers into small groups.

- First, ask each group to review the conversations and generate examples of each kind of conversation. Have each group discuss which conversations seem most common to them and why.
- Second, ask each group to discuss how these common conversations both reflect and contribute to how people do race.
- Third, have the groups share their observations with the larger group.
- Fourth, discuss as a large group how these conversations: 1) create and establish meanings about human differences; 2) contain powerful assumptions about the importance, nature,

RaceWorks Toolkit
sparqtools.org/raceworks

Suggested Activities for *Doing Race* (video 1)

and meaning of race; and 3) like stereotypes, often recirculate narrow and flawed assumptions about race.

- Fifth, review the information in the [defining race concept guide](#). Discuss how these common conversations about race: 1) can create problems; 2) can also serve as necessary starting points for productive discussions; and 3) all conceive of race as a thing that people have or are rather than as actions that people do.
- How can we use these common conversations to help people start to think about how to do race differently and/or undo racism?

(Suggested time: 1 hour)

See the next page for the Common Conversations About Race handout. You can distribute this to your students or coworkers for the activity.

Common Conversations About Race

Here are 10 common conversations that people have about race in the U.S.

These conversations happen between people, but also on TV, in films, in advertisements, in the news, online, and in social media.

1. We're beyond race.
2. Racial diversity is killing us.
3. That's just identity politics.
4. Race is in our DNA.
5. Everyone's a little bit racist.
6. It's a _____ thing—you wouldn't understand.
7. Variety is the spice of life.
8. I'm _____ and I'm proud.
9. You're not _____ enough.
10. You're not a "real" American.

(Expanded from "Doing Race: An Introduction," *Doing Race: 21 Essays for the 21st Century*, Moya & Markus, 2010)

Suggested Activities for *Doing Race* (video 1)

Example Activity 3: Mapping How We Do Race

In *Doing Race*, Paula Moya talks about how race operates across different levels of society: the individual level, the interactional level, the institutional level, and the ideological level. These levels can be represented in a useful tool called the “culture cycle.” Refer back to the [culture cycle concept guide](#). The culture cycle represents how individuals, interactions, institutions, and ideologies or ideas dynamically work together in society.

After introducing students or co-workers to the culture cycle and how it can be used to map how we do race in society, break them into small groups. Ask them to choose one racial identity group and provide specific examples of how race is done for that group at each level drawing from real-world events or personal experience. Ask them to think about how the group they chose experiences inequality or racism across the different levels of the culture cycle. Also ask them to think about how the group they chose can also experience race as a source of pride, meaning, and motivation. They can write down or draw their ideas.

Have the groups share their observations with the larger group.

Next, ask students or co-workers to get back into their small groups. Have them strategize about how to combat inequality and start to undo racism at each of the levels.

(Suggested time: 45 minutes)

See the next page for the Culture Cycle worksheet. You can distribute this to your students or coworkers for the activity.

