

Suggested Activities for *Doing Race* | *Undoing Racism* (videos 2-7)

Guiding Questions

1. What can we learn from how people do race through immigration, emotion, performance, literature, and systems thinking?
2. By understanding how people do race through each of these areas, how can we use this knowledge to combat inequality and undo racism?
3. How do the perspectives of sociology, history, psychology, literature, and performance help us ask particular questions and provide certain kinds of answers to how people do race? What can we gain by investigating how race is done from different disciplinary perspectives?

Suggested Discussion Questions

Immigration & Assimilation (Tomás Jiménez)

1. In *Doing Race | Undoing Racism: Immigration & Assimilation*, Tomás Jiménez says that “there have always been competing notions about what it means to be American.”
 - What are some examples of these competing notions?
 - Are there competing notions about what it means to be American today?
2. How do immigrants contribute to or even remake societies?
 - How have immigrants changed or remade the United States and/or different communities in the United States over time?
3. In *Doing Race | Undoing Racism: Immigration & Assimilation*, Tomás Jiménez discusses how integration or assimilation can work as a two-way street.
 - What are some examples in the video?
 - What are some examples in your community?
 - How might understanding integration as a two-way street help people undo racism?

Immigration & Migration (Ana Raquel Minian)

1. In *Doing Race | Undoing Racism: Immigration & Migration*, Ana Minian talks about how stereotypes about Mexicans have changed over time in the United States.
 - How have stereotypes about Mexicans changed over time?
 - What are some of the social and historical factors that contributed to those changes?
 - Do these stereotypes about Mexicans show up in today’s society? If so, how?
2. How can telling the untold or underrepresented stories of Mexican migrants help people undo racism?

Emotion (Jeanne Tsai)

1. How can the emotions people value in a particular culture (i.e., what researchers call “ideal emotions” or “ideal affect”) influence how people judge or evaluate others?

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- How might these cultural preferences or biases in emotional styles shape how people think about what makes a good leader? A smart, competent, or successful person? A happy or satisfied person? A healthy person?
- 2. How can workplaces and schools be more inclusive of people's diverse emotional styles?
 - What kinds of changes might they need to make to their practices and policies?
 - How might these changes help people undo racism?

Literature (Paula Moya)

1. In *Doing Race | Undoing Racism: Literature*, Paula Moya says that “one of the problems we are facing is actually a lack of exposure to people who are different from ourselves.”
 - How might this lack of exposure contribute to how people do race?
2. How can reading multicultural literature help us learn about people who are different from ourselves?
 - Is there a novel, short story, poem, or other work of literature that has helped you learn about people who are different from you?
 - How might authors' different perspectives and experiences come through in their stories?
3. How can reading multicultural literature help people undo racism?

Performance (Harry Elam)

1. What are some examples of how people perform race in different domains and settings? For example, in music, TV, films, politics, or everyday life?
2. Can people perform race in both positive and negative ways? If so, how?
3. In *Doing Race | Undoing Racism: Performance*, Harry Elam discusses the example of the musical *Hamilton* as a performance that can help people undo racism.
 - How does *Hamilton* accomplish this?
 - What are some other examples of performances that can challenge people's commonly held ideas, beliefs, or assumptions about race?

Systems Thinking (Hazel Rose Markus, Paula Moya, and Tomás Jiménez)

1. In *Doing Race | Undoing Racism: Systems Thinking*, Paula Moya says that “one of the reasons that people have difficulty understanding race as a system of social distinction is because in general people just have trouble recognizing the systemic nature of the world in which we live.”
 - What are some reasons discussed in the video about why this might be the case?
 - Can you think of any examples in your own life or in your own community?
2. In *Doing Race | Undoing Racism: Systems Thinking*, Tomás Jiménez suggests that knowing and owning our history can help people undo racism.

RaceWorks Toolkit
sparqtools.org/raceworks

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- How might people learn about U.S. American history in ways that can help them undo racism?

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Example Activity 1: Mapping How We Do Race, Part 2

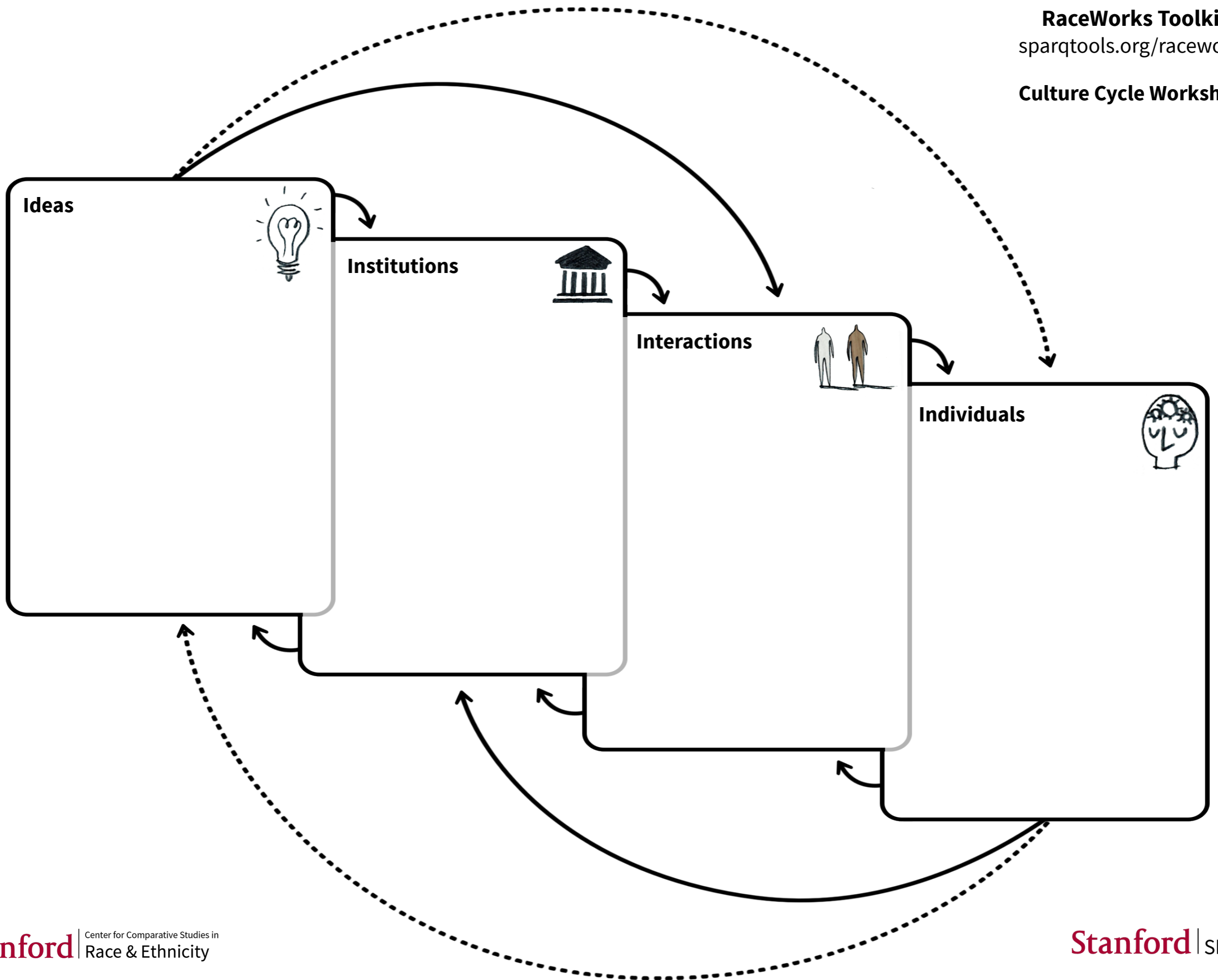
Remind students or co-workers about using the culture cycle to map how race is done across different levels of society: the individual level, the interactional level, the institutional level, and the ideological level. Refer back to the activities in STEP 3 and the culture cycle concept guide.

Divide students or co-workers into small groups. Assign each group one of the topic areas from this set of films: immigration and assimilation, immigration and migration, emotion, performance, literature, and systems thinking. First, ask each group to map how race is done across the different levels of the culture cycle for each topic. They can write down or draw their ideas. Then, ask the groups to identify how inequality or racism takes place at each level in relation to their topic area and explore how the levels relate to one another. Finally, ask each group to discuss how people can start to undo racism at each level of the culture cycle in relation to their topic area based on the recommendations from the films.

Bring the groups together and have each group share their observations and learnings with the larger group.

(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.



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Example Activity 2: Finding & Analyzing Examples from the Real World

After watching the *Doing Race* | *Undoing Racism* by subject films, assign students or co-workers one of the topic areas: immigration and assimilation, immigration and migration, emotion, performance, literature, and systems thinking. Ask students and co-workers to find a recent news article that relates to each topic area. First, ask them to analyze each article for examples of doing race. Second, ask them to investigate whether their article reflects any of the 10 common conversations about race from the activities in [STEP 3](#). Finally, ask them whether their article offers any suggestions or solutions about how to undo racism.

Have students or co-workers present their news article analysis to the larger class or group to demonstrate the myriad ways in which people do race across different topics areas and domains of society.

(Suggested time: 30 minutes to find article, 1 hour in-class activity)