

RESEARCH ON TAP

Emerging Scholarship on Racism & Antiracism

A Day of Collective Engagement

Wednesday, June 24, 2020

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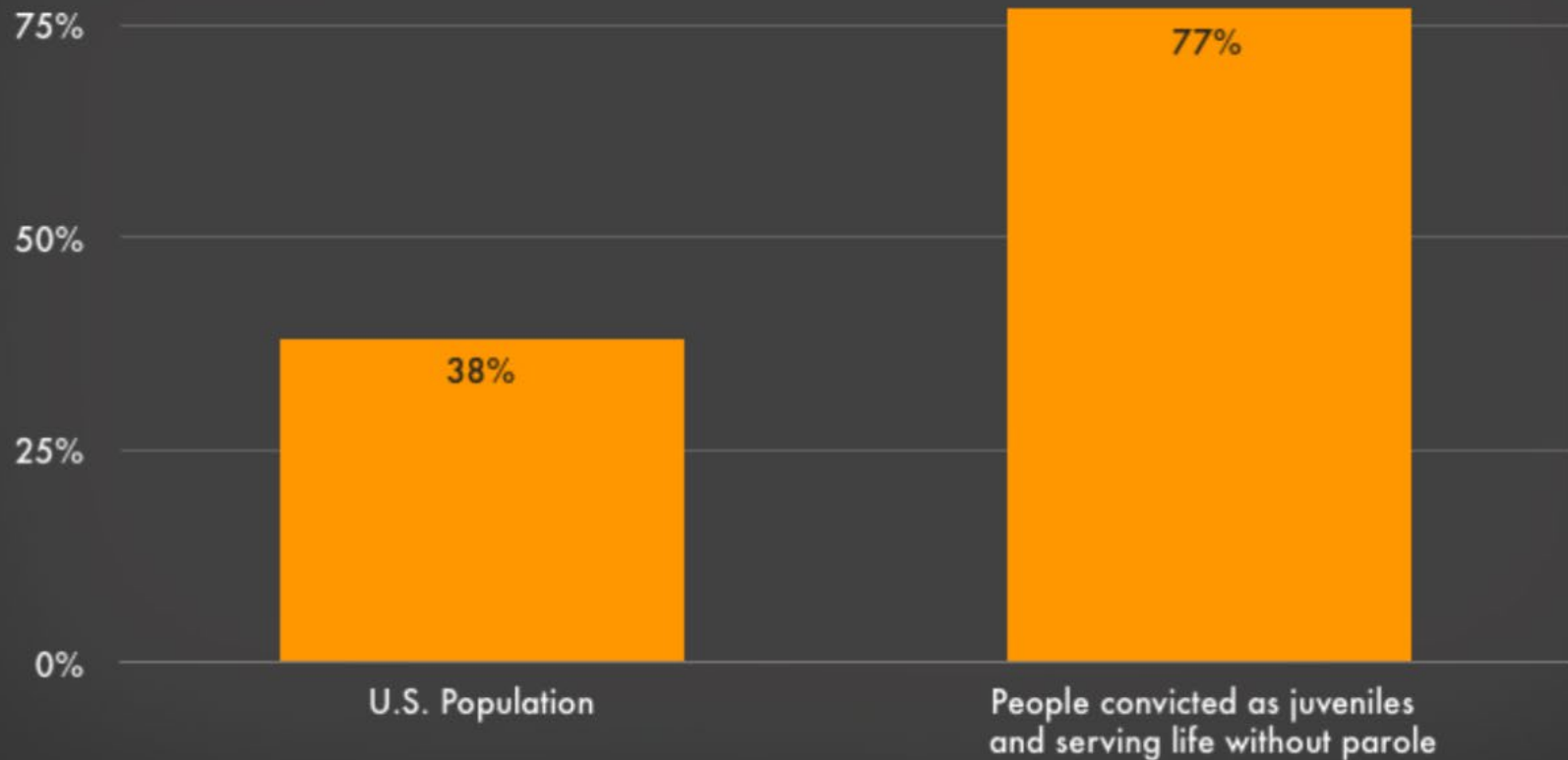
Poverty and Race in Prisons: Stories of Hope and Despair

André de Quadros

Professor of Music
CFA

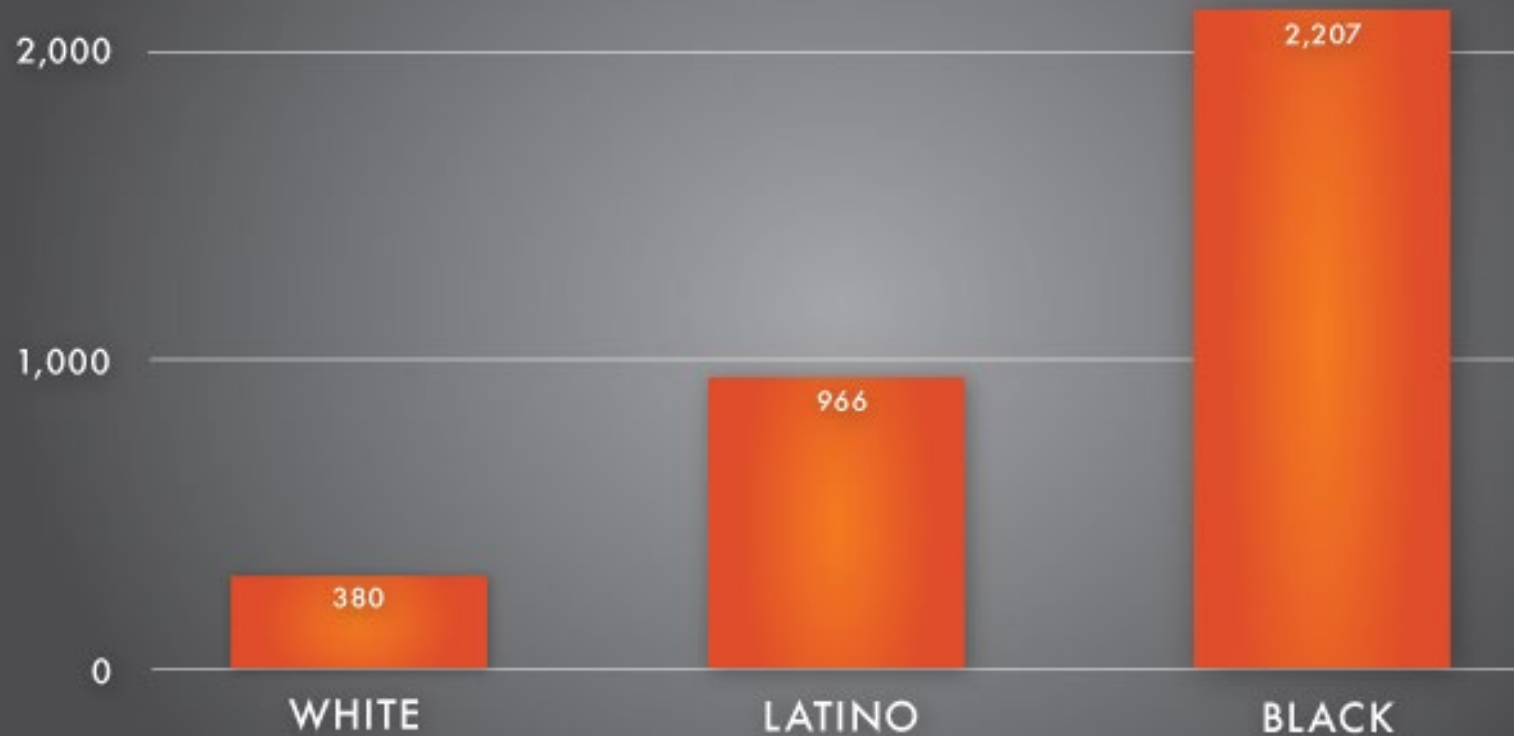


In the United States, juveniles serving life without parole are disproportionately people of color



INCARCERATION RATES BY RACE & ETHNICITY, 2010

(Number of people incarcerated per 100,000 people in that group)



Source: Calculated by the Prison Policy Initiative from Bureau of Justice Statistics, Correctional Population in the United States, 2010 & U.S. Census 2010 Summary File 1.

[REDACTED]

minutes now feel like eternity
Always you are out of reach
Beyond my grasp,
Swallowed whole
So far beyond the blue
How quickly sorrow comes to song
And it drags the meaning
Far from everything
And I'd die to say I missed you
I'd lay it bare to say I cared
But my heart still wears it's
Wanting
Way Beyond the Blue



Black Preterm Birth Rate(s) Through a Public Health Critical Race Lens

Candice Belanoff

Clinical Associate Professor
Department of Community Health Sciences,
Boston University School of Public Health

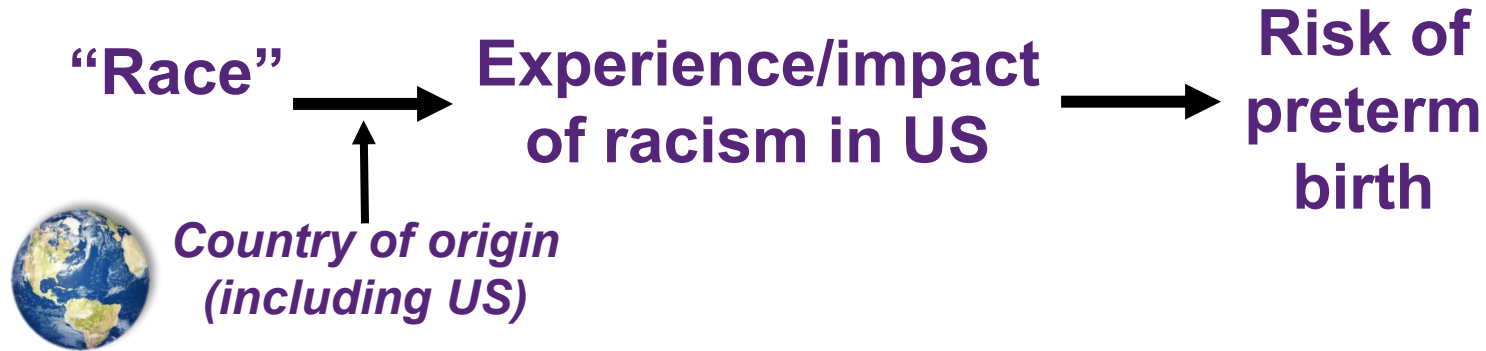


The question: Are Black Preterm Birth rates a monolith?



- Black birthing parents in MA come from 136 countries....
- **Public Health Critical Race¹ framework** guides us to acknowledge:
 - Social construction of race
 - Pervasiveness of racism
- **Disaggregating health data *within* racial categories:**
 - Different histories of colonization
 - Home-country political/economic landscape
 - Differential experiences of racialization (home country & US)
 - Differential social opportunity in US

The hypothesis....

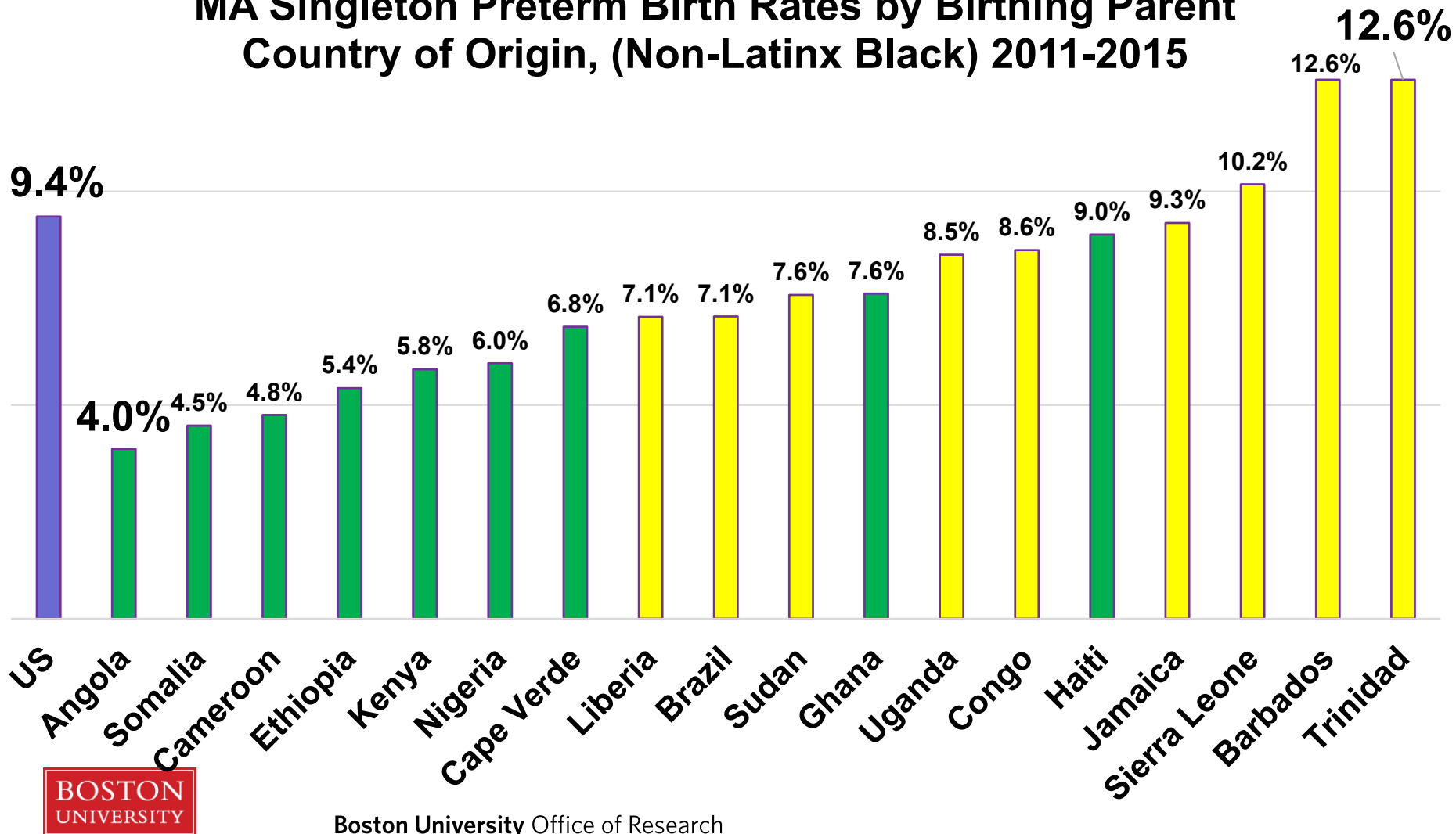


What we did....

- MA singleton births (3 metro areas) to non-Latinx Black people, 2011-2015
- $n = 26,659$
- US and non-US Born
- Countries of origin with ≥ 100 births in MA during time period
- Odds of PTB, (adjusted for social and health indicators)

What we found....

MA Singleton Preterm Birth Rates by Birthing Parent Country of Origin, (Non-Latinx Black) 2011-2015



What we think....



- **There is no one “Black PTB Rate”**
- The association of “race” with PTB is **strongly modulated** by country of origin for non-Latinx Black people.
- **Limited secondary data** on specific experiences/exposures
- PHCRP also guides us to **center the voices** and lived experiences of people of color in research
- Next steps: Community-collaborative research to identify **protective factors/assets** among people with much lower PTB rates.

Troubling *The Natural*: Toward Anti-Oppression Vocal Pedagogies

Christine Hamel

Assistant Professor of Voice and Acting
School of Theatre, College of Fine Arts



Background:

- Cross-disciplinary research between philosophy and voice training, bridging historical gap between theory and practice of the voice.
- Voice as human-generated sound replete with ethical, social, and political meanings.
- Development of a theory of voice as an embodied (non-metaphorical) material phenomenon.

Conceptual Frameworks:

- Intervocality
- Vocal Injustice
- Ethics of Envoicing



Ethical Spotlight: Envoicing in Voice Pedagogy

Reframing the “natural/free” voice pedagogical standard in theatre training

Developing an anti-oppression approach to voice work:

- Recognizing/challenging dominant “somatic/sonic” norm
- A new model for voice training: from “Freeing the Natural Voice” towards “Awakening Vocal Mobility”
- Radicalizing normative listening practices

“Does this happen to everyone?” Women Professors of Color Reflect on Experiences in the Academy, a Duoethnography



Christine M. Leider & Christina L. Dobbs

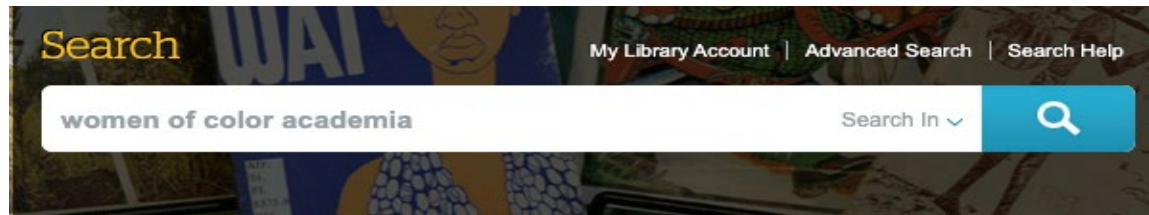
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“Does this happen to everyone?”



Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students

Chavella T. Pittman

First Published July 20, 2010 | Other

<https://doi.org/10.1177/0092055X10370120>

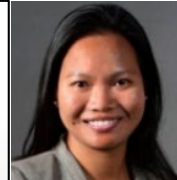


Articles

The Role of Mentoring in the Success of Women Leaders of Color in Higher Education

Natalie A. Tran

Paper 302-315 | Published online: 26 Aug 2014

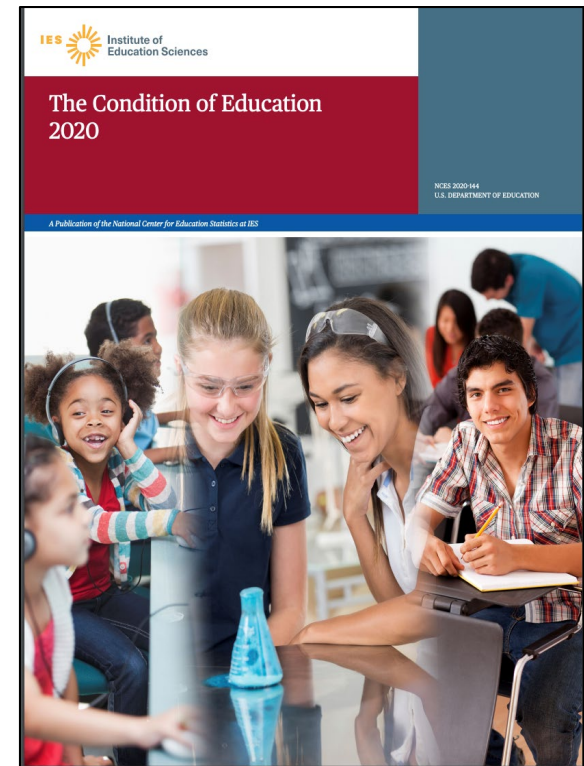


An Unten(ur)able Position : The Politics of Teaching for Women of Color in the US

Anna M. Agathangelou & L.H.M. Ling

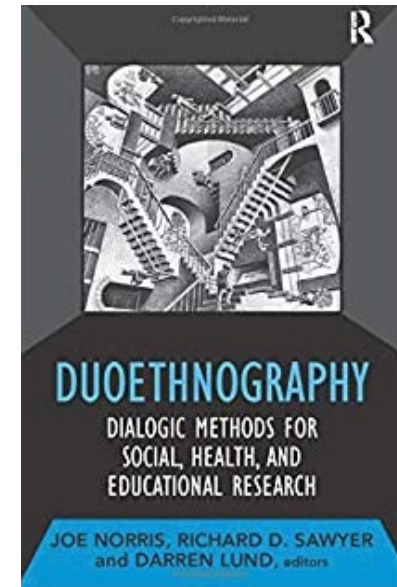
Pages 368-398 | Published online: 02 Dec 2010

[Download citation](#) <https://doi.org/10.1080/1461674022000031562>



The Present Study

- Context and Participants
 - Predominantly White Institution
 - Latinx tenure-track, woman faculty member
 - Filipinx non-tenure track, woman faculty member
- Method
 - Duoethnography (Sawyer & Morris, 2013) that used journal vignettes as a shared text and we conducted a series of dialogic discussions to make meaning of our experiences
 - Dialogic discussions were recorded and we analyzed transcriptions for themes



Questions of
Legitimacy

Isolation

Cultural
Taxation

“I don’t know how on earth you expect me to learn about diversity **if you aren’t willing to teach me!**” I froze in my chair, I didn’t invite her into my office and certainly didn’t invite her into a conversation about diversity.

A white woman professor said there just wasn’t space in her course to take up these issues, as it was already jammed with content. Then she said **“and besides, some of you are well-situated to the work, more than me.”**

Tokenism

We work in an institution that is **trying to be more equitable to be more diverse** in terms of people, including faculty, staff, and students right? As long as I've been here at this institution, **we have had this sort of explicit mandate**, you know? And so I think the working on those issues creates a whole lot of wrinkles for me in terms of knowing how to handle some of the situations that we've talked about.



The fact that we are an institution that's working on those things is actually **a reason that I wanted to work here**. You had initiatives that weren't happening at the other institutions. And I was like, oh, this is a place I want to be and I still in some ways think to myself **I want to be in a place that cares about these things**.

Framing and its Potential for Detecting Biases in Communicating Text

Derry Wijaya

Assistant Professor
Computer Science, CAS



To Frame

To **select** some aspects of a perceived reality and make them more **salient**



BOSTON
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CBS Chicago NEWS WEATHER SPORTS VIDEO BEST OF MORE **CBSN Chicago WATCH NOW** Lightfoot And Dr. Arwady On Chicago's Phase 4 84°

On Weekend That Saw 3-Year-Old, 4 Teens Killed In Chicago, Supt. Brown Says Violent Offenders Are Not Being Monitored And Methods Must Change

Frame: Law and Order

Sections **The Washington Post** *Democracy Dies in Darkness* **Try 1 month for \$1** **Sign in**

Post Nation

Parkland shooting suspect told police he heard a 'demon' voice in his head telling him: 'Burn. Kill. Destroy.'

Frame: Mental Health

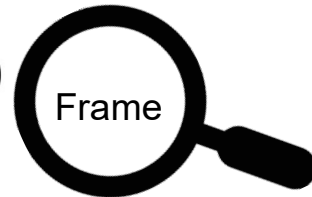
Framing and Machine Learning

①



Frame Corpus
(expert annotations)

②

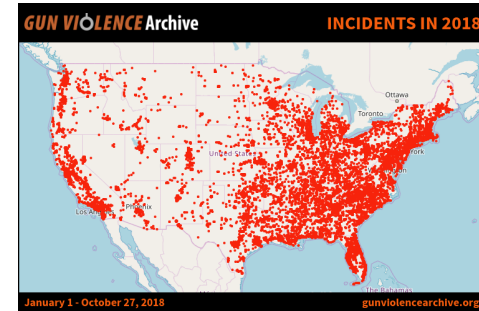


Machine Learning

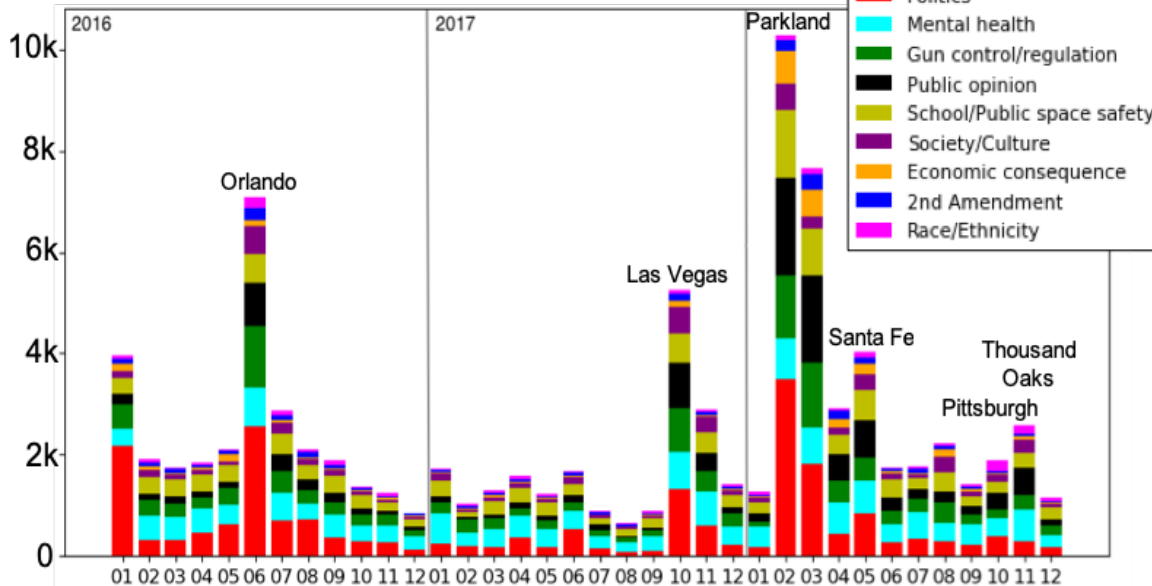
③



Large scale analysis



U.S. Frame Trends from 2016 to 2018



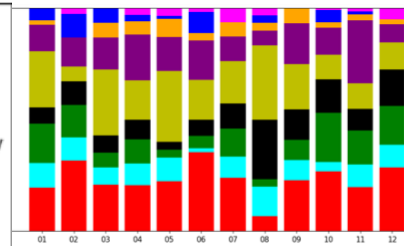
<https://derrywijaya.github.io/GVFC.html>

<https://covid19.philemerge.com/>



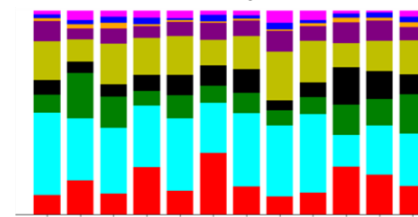
Boston University Office of Research

Left



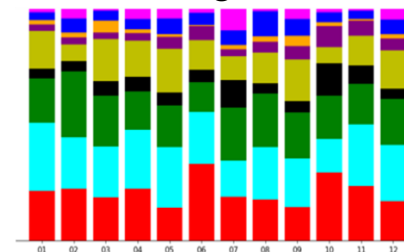
16% Society/Culture
8% Mental Health

Neutral/Main Stream



27% Mental Health
9% Society/Culture

Right



22% Mental Health
5% Society/Culture

Framing and Biases

- Civil rights movement made the **explicit** expression of racial bias less socially acceptable
- However, biases might **exist** in purportedly **race-neutral** frames used in public and political discussions of social problems (Drakulich, 2015; Bonilla-Silva, 2010; Schuman et al., 1997)
 - In discussions of social problems with racial implications (**crime** and **labor market inequalities**), people with racial biases appear to prefer frames that: (Drakulich, 2015)
 - **Minimizes** the severity of the problem,
 - Prefers explanations based on **dispositional** characteristics rather than structural inequalities or discrimination,
 - Resents perceived **special** advantages sought by or given to African Americans

To identify enduring (yet implicit) racial **biases** in this modern era

We need to assess the ways in which social problems are **framed**

Thank you

Margrit Betke,
CS/CAS

Lei Guo,
COM



Prakash Ishwar,
ECE

<http://sites.bu.edu/aiem/>

Confronting Racism and Mass Incarceration

Jessica T. Simes

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Department of Sociology, College of Arts and Sciences



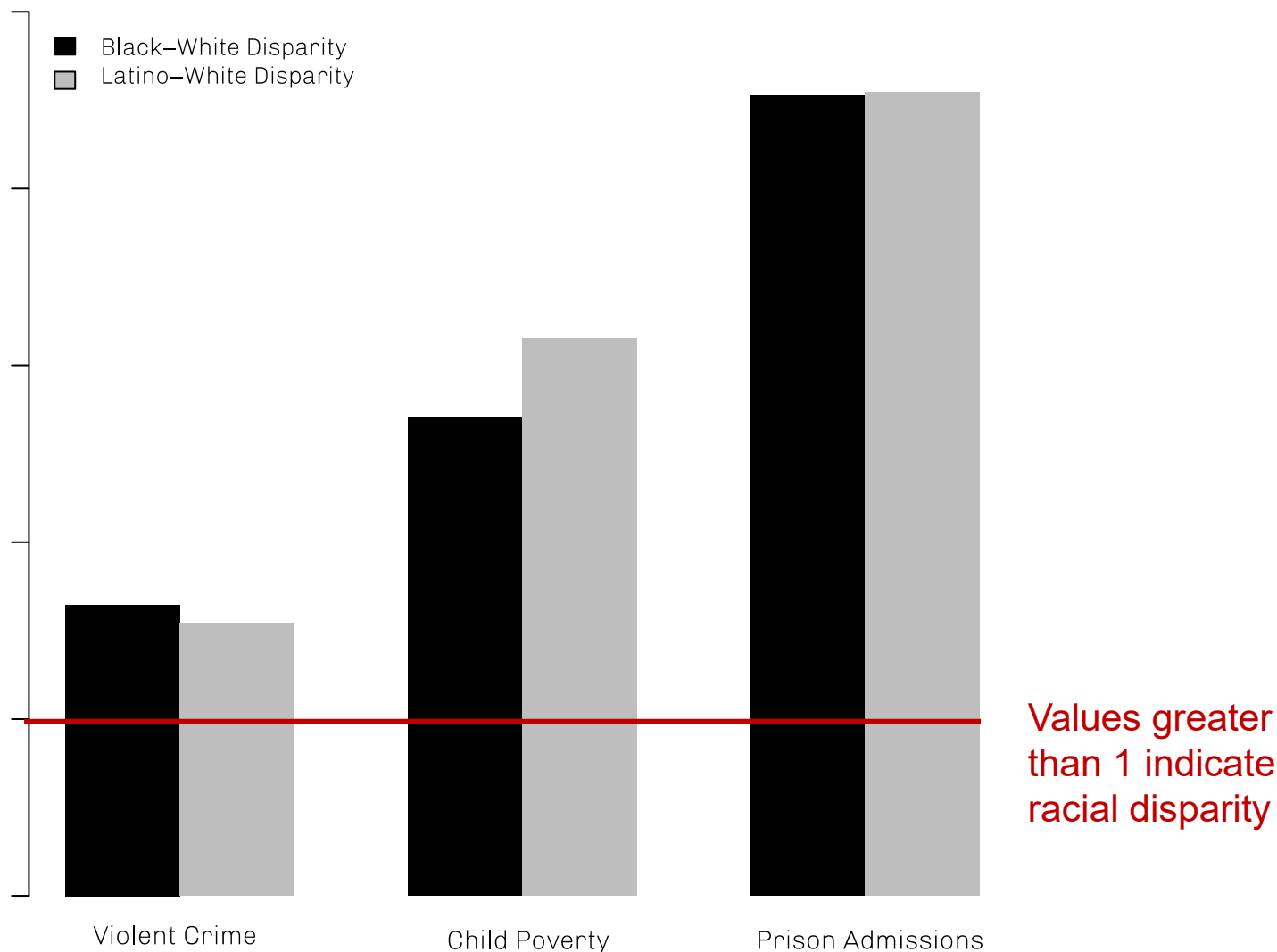
Using data to confront racism and mass incarceration:

Black, Indigenous, and Latinx people experience:

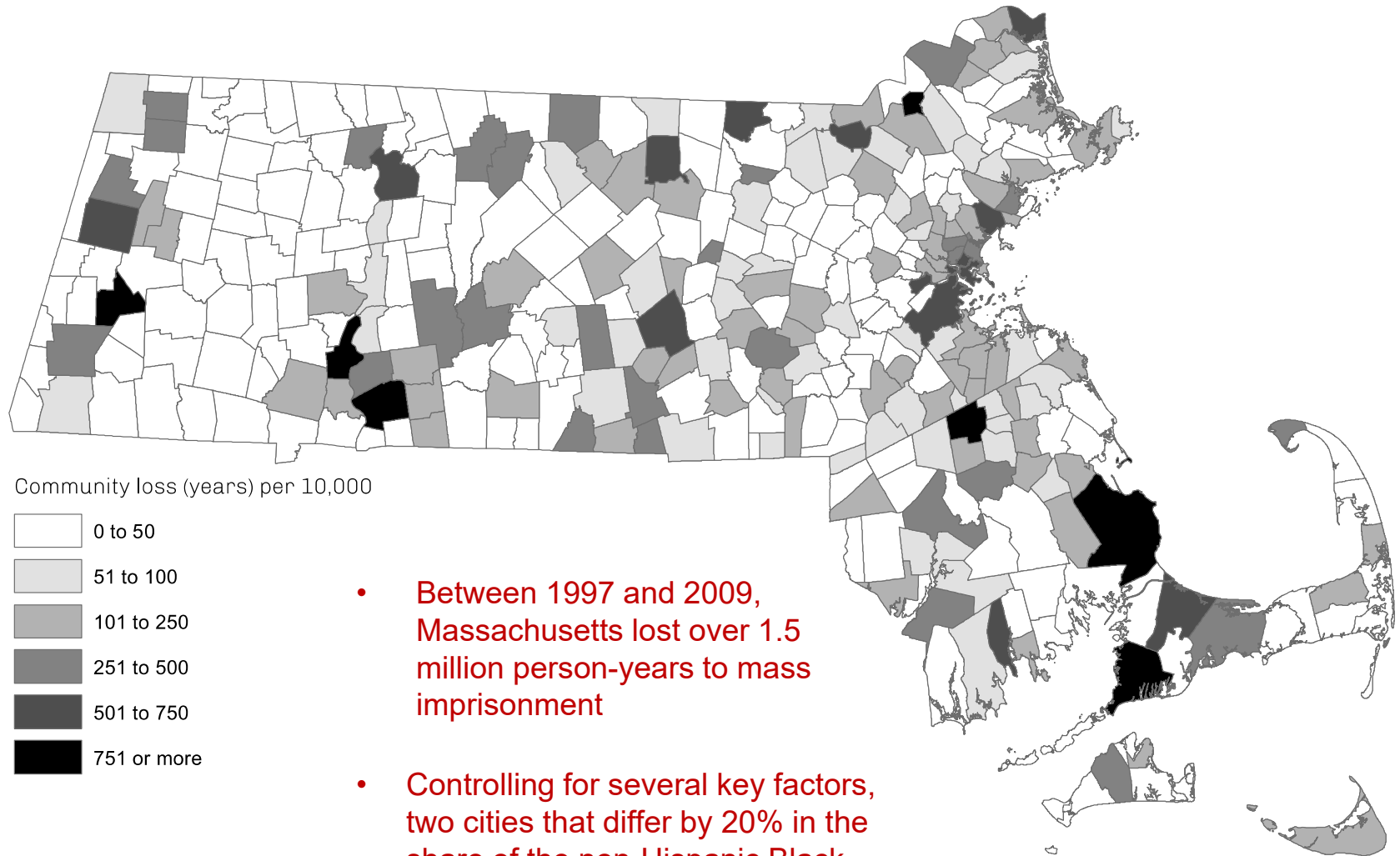
- The highest rates of incarceration
- Concentrated harmful effects of this policy *choice*
- The harshest *experiences* of punishment, such as solitary confinement

An antiracist approach requires an end to mass incarceration and a fundamental reimagining of community welfare, safety, and justice.

Racial and Ethnic Disparity in Neighborhood Exposure to Violence, Poverty, and Imprisonment

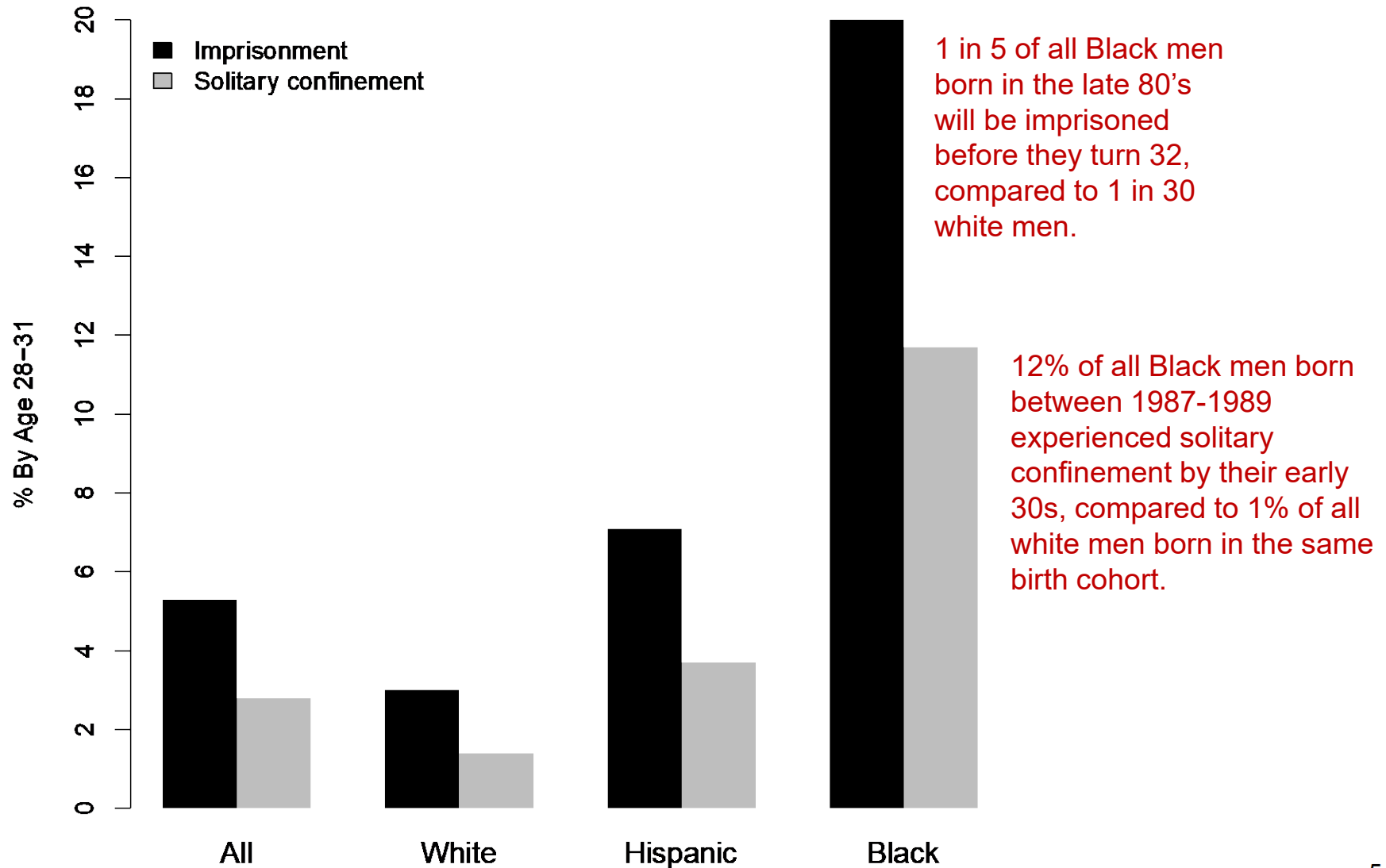


Mapping Total Years Lost to Imprisonment



- Between 1997 and 2009, Massachusetts lost over 1.5 million person-years to mass imprisonment
- Controlling for several key factors, two cities that differ by 20% in the share of the non-Hispanic Black population would differ on average by 63% in the years of community loss

Racial Disparity in Imprisonment and Solitary Confinement

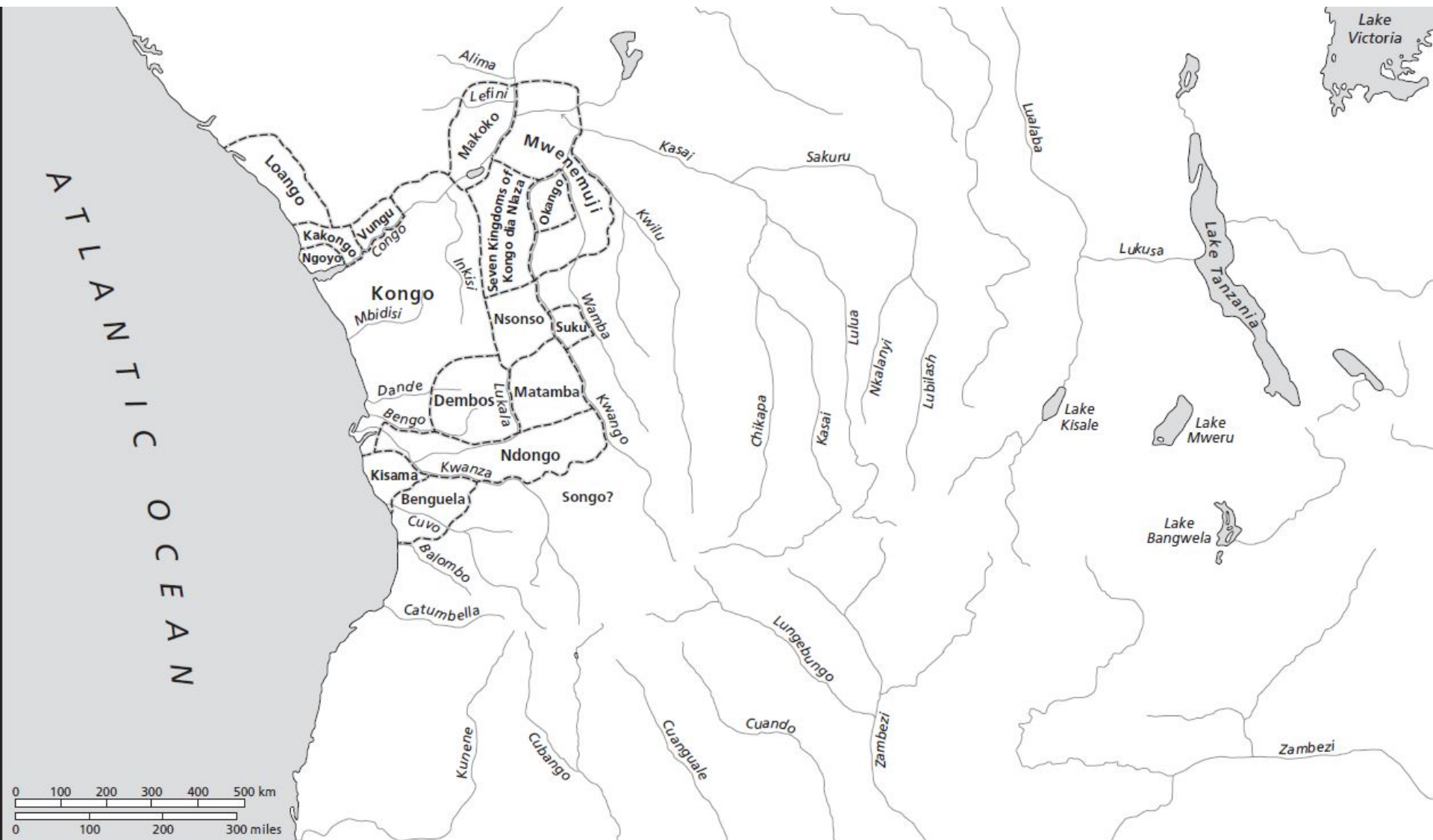


King Afonso I Mvemba Nzinga of Kongo and the Slave Trade

John Thornton

Professor
History and African American Studies, CAS







PÁGINAS NÃO NUMERADAS

[illegible]

+ dom

Civil Rights Catch 22s

Jonathan Feingold

Associate Professor of Law
Boston University School of Law



Wins (but . . .)

Michigan reaches settlement in landmark right-to-literacy case

The governor won't contest a court ruling that found students have a constitutional right to learn to read and agrees to more funding for Detroit schools.

May 15, 2020 | by Christopher Peak



Beware Frames

Michigan reaches settlement in landmark right-to-literacy case

The governor won't contest a court ruling on constitutional right to learn to read and agrees to more funding for Detroit schools.

May 15, 2020 | by Christopher Peak

Perverse Outcomes

“...informing White Americans of racially disproportionate incarceration may paradoxically bolster support for the very policies that perpetuate those disparities.”

Rebecca C. Hetey and Jennifer L. Eberhardt

Stanford University



(but . . .) A Way Out



NEWS



University of California System to Drop SAT, ACT Requirement

The move could have far-reaching consequences for colleges across the country.

By Lauren Camera, Senior Education Writer May 21, 2020



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The Boss is Watching: How Monitoring Decisions Hurt Black Workers

Kevin Lang

Professor
Economics, CAS



- **Motivation:** *"Blacks don't get a second chance."*
- Black employment duration is shorter.
- Disadvantage feeds on itself. Living in high crime area → more police presence & stricter policing → more likely to be arrested if commit crime → higher crime area
- **Theory:** Driving elements
- Productivity observed imperfectly.
- Firms use correlates of productivity, including race if relevant, to make hiring, wage, monitoring decisions
- Equilibrium exists in which blacks more likely to be monitored, more likely to be fired.
- Higher rate of firing lowers quality of black unemployment pool. Therefore, rational to monitor more heavily.

■ Model Predictions

- Formal and known to be true:
 - Blacks have lower wages
 - Blacks have longer unemployment durations
- Hand-waving and known to be true
 - Blacks will invest more in observable signals of productivity
- Hand-waving additional
 - Blacks will invest more in unobservable productivity
 - Model may not apply for high education
- Formal and testable
 - Layoff hazard for blacks initially higher but converges to white hazard
 - A measure of unobservable (to employers) cognitive skill (AFQT conditional on observables) should reduced layoff hazard more for black than for whites.
 - (Less formal) Unemployment should decline more rapidly with AFQT among blacks than among whites

■ Results and Conclusion

■ *Preliminaries*

- Blacks with education ≤ 12 report being supervised more frequently
- Henceforth restrict sample to education ≤ 12
- Black unemployed lower AFQT than white unemployed (FOSD)

■ *Testing predictions*

- Probability of unemployment declines faster with AFQT (conditional on observables) for blacks than for whites
- Layoff hazard initially higher for blacks, gap initially increases (not explained by theory) and then converges to white hazard
- Layoff hazard declines more rapidly with AFQT (again conditional) for blacks than for whites

■ *Conclusion*

- Churning equilibrium is hard to escape.
- Disheartening: Convergence of group characteristics may fail to equate labor market outcomes. *History matters.*

Racism and Violence in Comparative Perspective: Lessons from Rwanda

Timothy Longman

Professor of Political Science and International Relations
Political Science, CAS and Pardee School



The Genocide of the Tutsi in Rwanda in 1994

- Tutsi defined racially and targeted for extermination
- During research in 1992-93, I watched country move toward violence
- My research since 1995 has focused on how the violence happened and how the country has sought to recover

Lessons from the Rwandan genocide

- 1) Atrocities do not require majority support
- 2) State support makes committing atrocities easier and more effective and makes opposition more difficult
- 3) Ideology does not convince most people but serves to single out potential victim groups and sows confusion and fear
- 4) Comparative study shows that atrocities are never inevitable and that levels of violence can be reduced through things such as early and forceful condemnation by religious and other public leaders, popular protest, and media exposure

What does this mean for race and anti-racism in the US?

- 1) Even if blatant racists are a minority, they must be taken seriously. A majority staying silent can empower a violent minority
- 2) The failure of the federal government to take a stand against things such as police brutality and that the president has actually encouraged violence – against protesters, the press, etc. – makes it harder to oppose

What does this mean for race and anti-racism in the US?

- 3) The racist, anti-immigrant, anti-Muslim, homophobic, misogynistic ideology that got Trump elected succeeds not by convincing everyone but by heightening divisions and creating fear
- 4) Active and vocal opposition can stop things from getting worse. Speaking up against atrocities can be effective at stopping them.

Q&A

