

I. Executive Overview (Introduction)

This report addresses the overarching research question, “How and why do states differ on their opposition to activities focused on addressing race in the U.S.?” The information presented here lends itself useful in understanding recent demographic trends in response to public efforts to improve racial justice.

Two independent but related advocacy initiatives championed by Black activists, the Black Lives Matter Movement and educational initiatives to expand lessons on race studies in schools, mark major political debate and are the foci of this analysis.

The Black Lives Matter Movement is a large, nationwide coalition of racial justice activists and organizers founded by three [Black female activists](#). Black Lives Matter issued a statement of [7 demands](#) that prioritize radical police and incarceration reform, political punishment against Donald Trump for anti-Black agenda, and accountability involving the Capitol Riots on January 6th, 2020.

The second item of interest are efforts towards expanding American education curriculum that confronts racism, the history of slavery and the institutionalized systems of oppression that Black and other people of color face now and throughout the history of America. This ongoing debate has been popularized in the media as the debate around “Critical Race Theory”, which has not been taught in American schooling (Whittaker, 2022).

Opposition to these movements rests on notions that they demonize white people and paint black people as “hopelessly oppressed victims” ([Brookings, 2021](#)). The following sections present the results of several analyses that contextualize support and opposition towards the Black Lives Matter movement and the expanded race education movement in statewide and national comparisons.

II. Data Collection

The obtained data set combines state-level, publicly available data from multiple sources that aggregate population demographics, political activity, and political beliefs including support or opposition towards BLM and expanding race curriculum.

III. Addressing Race: Nationwide Support and Opposition (1. Average 1,2,3)

Table 1.1 reports the weighted average percentage of the national population who support and oppose BLM, and Table 1.2 reports the weighted average percentage of the national population that resides in a state that actively proposed legislation opposing curriculum on race. The averages are weighted by state population to reflect the national composition of the population.

Figure 1.1

| National Weighted Average | Black Lives Matter |
|---------------------------|--------------------|
| Percent Support: | 46.39 |
| Percent Opposition: | 41.12 |

Figure 1.2

| National Weighted Average | Race Education |
|---|----------------|
| Percent in active oppositional legislation state: | 46.86 |
| Percent not in oppositional legislation state: | 53.14 |

IV. State and National Comparisons: Black Lives Matter

Figure 2.1 reports basic descriptive statistics for national percent support and opposition towards BLM.

Figure 2.1

| Descriptive Statistics | National % Opposition to BLM |
|-------------------------------|---|
| Mean | 44.16 |
| Median | 45 |
| Mode | 50 |
| Standard Deviation | 10.98 |
| Sample Variance | 120.50 |
| Minimum | 25 |
| Maximum | 72 |
| Sum | 2208 |
| Count | 50 |

State-by-State Comparisons

Figure 3.1

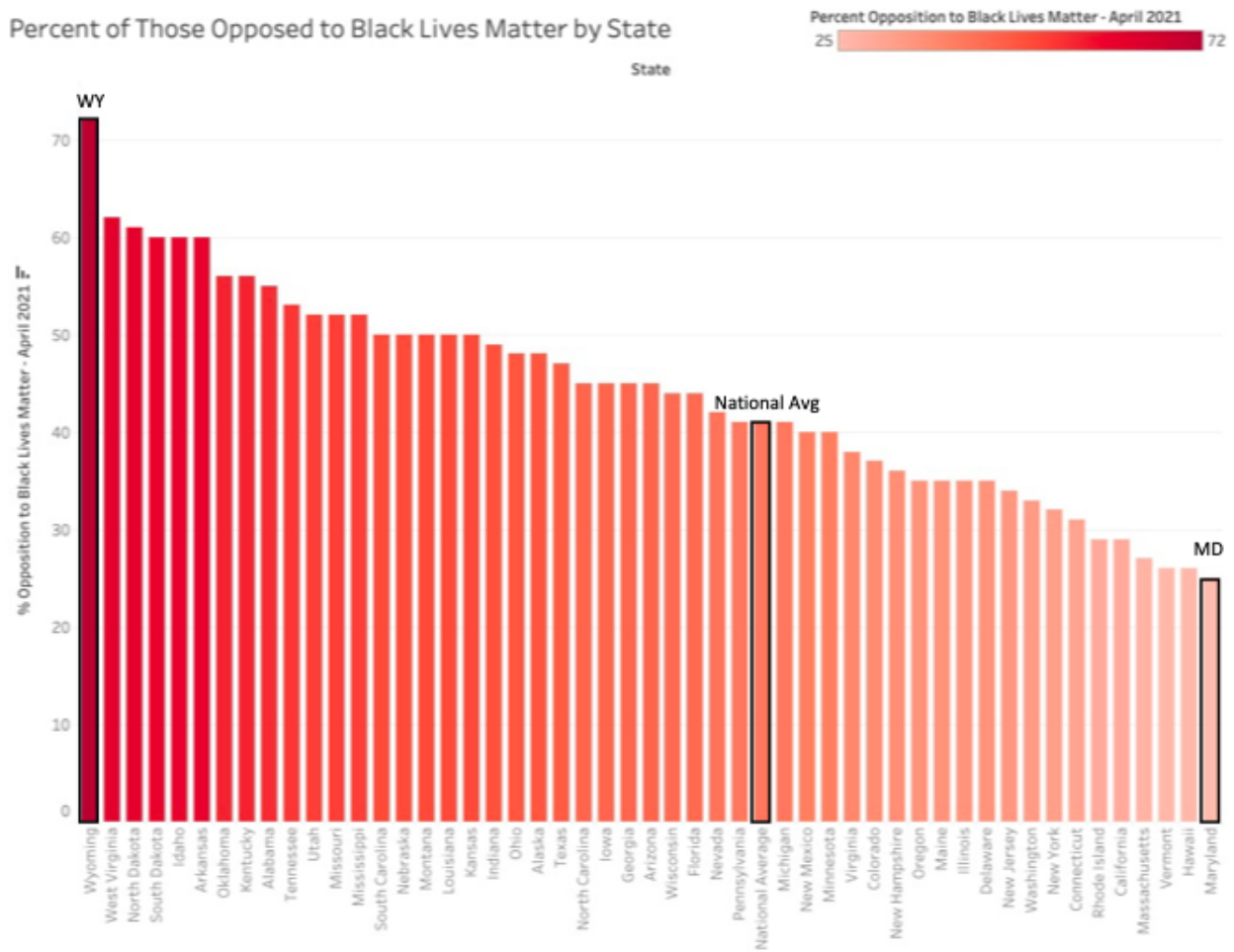


Figure 3.2

V. State Comparison: Race Education

Figure 4.1

| Row Labels | Presence of Active Legislation to Limit Race Education | % of States With Active Legislation to Limit Race Education |
|------------|--|---|
| no | 29 | 58.00% |
| yes | 21 | 42.00% |
| Total | 50 | 100.00% |

Figure 4.2

Presence of Active Legislation

no

yes

Canada

Mexico

Venezuela

Colombia

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Education

- ## Economy

- ## Racial and Ethnic Diversity

- ## Political Ideology

- ## Police Activity

- Figure 5.1: Overall Averages

| Demographic Measure | % 25 and older w/4 year college degree or higher | 2019 Per Capita GDP | Median Income 2018 | Diversity Index 2020 | % Vote Trump 2020 | % Police Killing Victims Black | % African-American in State |
|-----------------------------|--|------------------------|--------------------------|-------------------------|-------------------------|--------------------------------------|--------------------------------|
| National Average | 30.11 | 61149.62 | 63984.06 | 49.04 | 50.096 | 23% | 10% |
| National Standard Deviation | 5.06 | 1107.83 | 10005.47 | 14.52 | 10.32 | 0.17 | 0.095 |

- Show a comparison of the states on these measures using charts of your choosing and include a brief discussion of how the states compare.
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- No hypothesis tests are needed.

- VII. Explaining Opposition to BLM
- VIII. Explaining Legislative Activity Opposed to Race Curriculum
- IX. Conclusion & Future Discussions