

The Colorblind Perspective in Schools: Causes and Consequences (Schofield, 2005)

<i>Topic (pages)</i>	<i>LC</i>	<i>Summary of Section</i> (If you have time, add a 2-3 sentence reflection from each member about your section)
Race as an invisible characteristics (pp. 270-272)	1	<p>The researchers questioned teachers about the race distribution of the student body, and when they pointed out specifics teachers would always respond “oh, I never noticed.” One teacher went as far to say that students don’t discriminate by race this early in their life. However, the students who were interviewed seemed to directly contradict the claim, leading researchers to imply that race is an underlying characteristic that isn’t looked over, or invisible.</p> <p>Individual Student Reflections:</p> <p>I think that there is so much more to life than the color of your skin. People should not be judged, treated differently, get in trouble, or anything whether they are yellow, blue, purple, black, or white.</p> <p>I personally believe it is unnecessary to make everything about race. If you make everything about race it will only cause conflict with people in general.</p> <p>I think the teachers trying to overlook race to be seen as ignorant of racism, and therefore they can’t have ulterior motives. Even if this was the case, subconscious or otherwise, being willfully ignorant of any aspect of a person can be detrimental.</p>
Race as a Taboo Topic (pp. 272-273)	2	<p>This section discusses the implications of implementing a taboo regarding the use of “white” or “black” to categorize students. It shares two scenarios where students are asked about whether they designate their peers in the classroom and school based on their racial identity or other descriptive attributes. In both of those scenarios, the students admit that they never refer to a student by their race.</p>

		<p>Individual Student Reflections:</p> <p>I think it's interesting that the students are more concerned about their teachers getting on to them about using the words “white” or “black” to describe someone. In both of those scenarios, the students said they notice but don't care about anyone's race.</p>
Social Life as a Web of purely interpersonal relations (pp. 273-275)	3	<p>In this section, middle school students are talked to about how they identify their peers and in both of the examples, the students omit clarifying the race of the student. The students do this because they are fearful of angering the teachers or making their peers think that they are racist. An interviewer brought up how white children would only sit at a lunch table with other white students and vice versa. The study also showed that the race of the person initiating a behavior influenced how the behavior was interpreted.</p> <p>Individual Student Reflections:</p> <p>I think it is a challenging concept of wanting to force unity in the schools racially but also wanting it to occur naturally. With the students at lunch, you can't force who they sit with but you want to promote diversity and inclusion.</p> <p>I think the teachers and the school had the right intentions with what they were trying to do. I think they were trying to bring the whole school as one. I do think the schools needed to see that all the kids were different because the students understood that all the kids in the school were different.</p> <p>I appreciated how the reading emphasized how important it is to understand the culture of others and to make sure that it does not define us or the people we are hanging out with.</p>
Reducing potential for overt	4	The section introduces the idea that the colorblind perspective

<p>conflict (pp. 275-276)</p>		<p>was appealing to teachers because it reduced the potential for overt conflict, particularly in desegregated schools. If implemented fully, it can help an institution greatly however, it can also lead to institutional racism. This section also highlighted the example from Wexler in terms of suspension rate and discipline methods. African American students were four times more likely to be suspended than White students. Wexler's use of the colorblind perspective allowed for the school to have its discipline methods not become controversial, since the teachers would often deny ever noticing it and stayed complicit with the colorblind perspective.</p> <p>Individual Student Reflections:</p> <p>I think that as long as the school chooses their policies carefully and is aware of the effects that the colorblind perspective might lead to, that it is a good strategy to use, however it should be taken case by case and acknowledge the differences in students. Like in the example, teachers don't bring awareness to the heavy disparity in suspension rates and which was noted by some that it has prevented counteracting what they are trying to do.</p> <p>I thought it was interesting how the article mentioned that the discipline was actually not a major source of contention within the school, even though African American students were four times as likely to be suspended. I think the colorblind policy can be useful if it is implemented correctly, and the staff is all behind it as well. However, I do think it is important to recognize students' uniqueness and differences, as their backgrounds and heritage form who they are.</p>
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Minimizing of discomfort or embarrassment (p. 276-278)	5	<p>This section talks about why people take on the color blind perspective. Many people who choose to have a color blind perspective do so to avoid possible embarrassment when they do not know much about the difference they have with another person. People can think they will be shamed for not knowing certain things or ways to act around another culture, so they choose to ignore those differences instead of asking questions and learning more. Over time, deliberately ignoring those differences can lead to built up uncomfot and anger between the groups. This can also lead to a growth in stereotypes as the groups choose to only learn from what they see, and not ask more about each other and learn the truth about each individual.</p> <p>Individual Student Reflections:</p> <p>I felt this section of the reading gave a good perspective on why people choose that perspective of color blindness. It was great to see that the perspective usually does not come from a malicious place, but from a place of self preservation in order to not look stupid to others around them.</p> <p>This reading made me understand what the colorblind perspective entails and why people may choose to follow this. Colorblind perspective helps avoid awkward encounters and prevents people from feeling embarrassed if they do not know or understand parts of someone else's culture.</p> <p>This reading helped show me a deeper insight into what the colorblind perspective is and how it heavily influences opinions and others. Its important to understand one another and we shouldn't have to feel shame or judgment when referring to others, it is very important to be inclusive and aware whether its awkward or not.</p>
Ignoring the Reality of Cultural Differences between	6	<p>The section discussed the effects of a colorblind mentality in schooling. When you pretend to not see race, you ignore</p>

<p>Students (pp. 279) and Failing to respond to and capitalize on diversity (p. 280)</p>		<p>prominent differences between students and don't treat them equitably. The text talks about "cultural context" in which something may be considered offensive or disrespectful to one culture, but considered normal or respectful in others. Awareness about these differences is key to establishing how to best support your students. Teachers who ignore racial and cultural differences are teaching their students that one race is more important than another, since they are the only race mentioned and shown in the classroom.</p> <p>Individual Student Reflections:</p> <p>I found the colorblind perspective to be a good way of avoiding unequal treatment at first. However, the colorblind perspective takes away any ability to have interesting discussion on peoples race and background</p> <p>At first glance, the colorblind perspective seems like a good way to avoid treating people differently based on the color of their skin and to some degree this is a good way of thinking. However, lumping everyone into one category completely diminishes the experiences and differences that make someone who they are.</p>
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