Using the Intercultural to Make Whiteness Visible: Supporting White Identified Students Intercultural Learning

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University of Vermont, Burlington, VT 05405

- Session suggests concepts and exercises to prepare Anglo/White identified student for the intercultural experience of international study. Participants will sample student exercises and discuss the links to both intercultural development and white identity development models as suggested by the presenter domestic and international experiences as faculty and presenter.
Using the Intercultural to Make Whiteness Visible

Agenda:

• Welcome & Introductions
• Quiz
• Discussion
• Socialization and Identity Development
• Examples
• Closing Q&A
BEGINNING OF GROUND RULES

- Demonstrate Respect: ask over tell
- Allow Silence
- Share “air” time actively
- Seek Clarification
- Suspend Disbelief
- Own our own beliefs - “I” statements vs. generalizations (They/Them/We)
Assignment:

• Briefly define:
  
  • Race
  
  • Caucasian
Linnaeus: First Racial Classification

In 1735, Linnaeus suggested four races or subspecies with different geographic origins, different skin colors, & different behaviors and cultures.

- Homo sapiens europaeus
- H. sapiens afer
- H. sapiens americanus
- H. sapiens asiaticus
Johann Friedrich Blumenbach

- Blumenbach's five *races*.
- **Johann Friedrich Blumenbach** divided the human *species* into five *races* in 1779, later founded on crania research (description of human skulls), and called them (1793/1795):
  - the **Caucasian race**
  - the **Mongoloid race**
  - the **Malay race**
  - the **Negroid race**
  - the **American race**
Key Terms:

Caucasian: Blumenbach, J. F. (1865) De generis humani varietate nativa (3rd Ed). “I have taken the name on this variety from Mount Caucasus, both because its neighborhood, especially its southern slope, produce the most beautiful race of men, I mean the Georgian, and because all physiological reasons converge to this, that in that region, if anywhere, it seems we ought with the greatest probability place the autocchthones (birth place) of mankind.

White: a racial category based on skin color, ancestors and “blood.”
Painting by Jean-Léon Gérôme of a Circassian woman

- **Letter from P. T. Barnum to John Greenwood, 1864**
  P. T. Barnum wrote this letter to his employee John Greenwood during Greenwood’s 1864 trip to Cyprus in search of “a beautiful Circassian girl.” Barnum’s instructions to Greenwood reflect the showman’s careful attention to the smallest details in his manipulation of public perception. Barnum emphasized the elements that would make his newest “human curiosity” appear exotic, regardless of her actual origins. In 1865 Barnum exhibited Zalumma Agra, the “Star of the East,” in the American Museum, promoting her as “the purest example of the white race.”
  Exhibit: Circassian Beauty.

Definition I use:

**Race**
- A specious (invalid) classification of human beings for the purpose of establishing and maintaining power and privilege which was created by Europeans and assigns worth and social status using Caucasian / White as the superior model of humanity.


**Forms of Actions:**
- **Institutional:**
  - legal or governmental policies support systematic by race
- **Cultural:**
  - dominant cultural norms and values support systematic by race
- **Interpersonal:**
  - individual action or inaction support systematic by race
- **Economic:**
  - monetary/definitions system support systematic by race

2013 Region XI NASFA Conference
Race Analogy of a Tree

- **MORPHOLOGICAL = Branches**
  - Skin Color, Hair texture, Bone structure, Eye Shape, Lip Shape, Body Hair, Behavior, Language/dialect, Sports, Food, Music Clothing & others

- **STRUCTURAL = Trunk**
  - Legal system
  - Government policies, School system
  - Forms, documents, book & Media in general
  - Norms & values (overt)

- **MYTHICAL – SOURCE OF MEANING = Roots**
  - Beliefs & spirituality
  - Sanity, wellness & sexuality
  - values (norms of work ethic, spirituality,...)
Table 9. Mexican Casta classification system from the Museo Nacional de México

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Offspring (male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaniard</td>
<td>India</td>
<td>Mestizo</td>
</tr>
<tr>
<td>Spaniard</td>
<td>Mestiza</td>
<td>Castizo</td>
</tr>
<tr>
<td>Castizo</td>
<td>Española (&quot;Spanish woman&quot;)</td>
<td>Spaniard</td>
</tr>
<tr>
<td>Spaniard</td>
<td>Negra</td>
<td>Mulato</td>
</tr>
<tr>
<td>Spaniard</td>
<td>Mulata</td>
<td>Morisco</td>
</tr>
<tr>
<td>Morisco</td>
<td>Española</td>
<td>Chino</td>
</tr>
<tr>
<td>Chino</td>
<td>India</td>
<td>Salto atrás (&quot;throwback&quot;)</td>
</tr>
<tr>
<td>Salto atrás</td>
<td>Mulata</td>
<td>Lobo (&quot;wolf&quot;)</td>
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<tr>
<td>Lobo</td>
<td>China</td>
<td>Gibaro</td>
</tr>
<tr>
<td>Gibaro</td>
<td>Mulata</td>
<td>Alborazado (&quot;braying mule&quot;)</td>
</tr>
<tr>
<td>Alborazado</td>
<td>Negra</td>
<td>Cambujo (&quot;donkey&quot;)</td>
</tr>
<tr>
<td>Cambujo</td>
<td>India</td>
<td>Zambaigo</td>
</tr>
<tr>
<td>Zambaigo</td>
<td>Loba</td>
<td>Calpa Mulato</td>
</tr>
<tr>
<td>Calpa mulato</td>
<td>Cambuja</td>
<td>Tente en el aire (&quot;hung up in the air&quot;)</td>
</tr>
<tr>
<td>Tente en el aire</td>
<td>Mulata</td>
<td>No te entiendo (&quot;I don’t know what you are&quot;)</td>
</tr>
<tr>
<td>No te entiendo</td>
<td>India</td>
<td>Torna atrás (&quot;turnaround&quot;)</td>
</tr>
</tbody>
</table>

Personal Variables:
Four Personal Skill Levels


Unconscious          Conscious

Competent            Incompetent

Preconscious Awareness
Hardiman’s Model
Hardiman & Jackson (1997)

<table>
<thead>
<tr>
<th>Naive</th>
<th>Acceptance</th>
<th>Resistance</th>
<th>Redefinition</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Passive</td>
<td>Passive</td>
<td>Active</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active</td>
<td>Active</td>
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</table>
## EXPERIENCE OF DIFFERENCE

### DEVELOPMENT OF INTERCULTURAL SENSITIVITY

<table>
<thead>
<tr>
<th>Denial</th>
<th>Defense</th>
<th>Minimization</th>
<th>Acceptance</th>
<th>Adaptation</th>
<th>Integration</th>
</tr>
</thead>
</table>

### ETHNOCENTRIC STAGES

### ETHNORELATIVE STAGES

Skrewdriver: White Power for England and Europe

http://www.youtube.com/watch?v=HyoOQ8R2E4I&bpctr=1382465345
EXAMPLES:

- **he pursuit of whiteness-Report-EN-FRANCE24 - YouTube**
  - 2:40► 2:40
  - www.youtube.com/watch?v=VLMZIE8Vffg
  - Nov 15, 2007 - Uploaded by FRANCE 24 English
  - *The pursuit of whiteness-Report-EN-FRANCE24 ... Japan: foreigner control tightened-Reports-France24*

- **of comments on The pursuit of whiteness-Report-EN-FRANCE24**
  - www.youtube.com/all_comments?v=VLMZIE8Vffg
  - *The pursuit of whiteness-Report-EN-FRANCE24 ... Japan: foreigner control tightened-Reports-France24*
  - Japan is the first world market in terms of skin products, but China follows close... Sort by: time ...
  - Meds, Slavs, Iberians and Portuguese are all better looking and *whiter* than East Asians.

- **Massive skin-whitening product recall: Japanese cosmetics giant ...**
  - 1:16► 1:16
  - www.youtube.com/watch?v=oh-pyxfRfE
  - Aug 1, 2013 - Uploaded by JewishNewsOne
  - A massive recall on skin-whitening products fro

- **Indian obsession with whiteness/fairness/bleaching.**
  - by schehry
  - 2 years ago
  - 46,439 views
  - The obsession with fair **skin** in India. I am not against India or any black person. This video is intended for awareness. Do not post

- **True Colors - Racial Discrimination in Everyday Life 2/2**
  - by ProfessorCosmic
  - 3 years ago
  - 61,495 views
  - Documentary on the "nature of today's prejudices." Follows two men (equal in all measurable aspects, except **skin color**) as they ...

- **Skrewdriver: White Power for England and Europe - YouTube**
  - 1:51► 1:51
  - www.youtube.com/watch?v=HyoOQ8R2E4I
  - Feb 24, 2010 - Uploaded by WhitePowerForEngland
  - Skrewdriver: *White Power for England and Europe.* Thumbnail 1:51. The following content has been ..
Supporting White Identified Students
Intercultural Learning

OUTCOMES:

1. Increased understanding of cultural history
2. More complex analysis of home and host country behaviors
3. Understanding of differences in responses to group members
4. International awareness of social justice issues
5. Ability to differentiate concepts:
   - Generalizations
   - Norms
   - Stereotype (Beliefs)
   - Prejudice (Attitudes)
   - Discrimination (Active and Passive)
     - Avoidance
     - Language
     - Mistreatment: Physical & Psychological
     - Genocide
Definitions

- **White**
  - *A racial group associated with northern Europe and defined both phenotypically (looking) and culturally (being)*
  - * = starting point definition

- **Whiteness**
  - *Social defined attributes (beliefs, manners, physical traits, values, etc...) associated with White identity*
RECOMMENDED READINGS

Books:


Video: "Not Quite White: Arabs, Slavs and the Contours of Contested Whiteness," directed by Jamil Khoury and Stephen Combs, is a documentary film that explores the complicated relationship of Arab and Slavic immigrants to American notions of whiteness... http://www.youtube.com/watch?v=nrxHtcwOby8