Why Race Matters
Implications for Building Character in Students & Faculty

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May 2016
Moving From Diversity to Inclusion

I. Diversity in the Growth of the LDS Church & BYU

II. Lessons from Research and Teaching in Sociology
   – Race vs. Ethnicity
   – Dispelling Three Major Racial Myths

III. Moving toward Inclusion and Equity
   – Re-framing Racial and Religious Identity
   – Mutual Obligations Approach & Example in Action
   – Discussion of Implications for Faculty
3 in 5 LDS Church Members Live Outside the U.S.

Majority of U.S. Members Now Live *Outside* Mormon Corridor

Source: Author’s calculations based on data from the Association of Religion Data Archives and LDS Church
“Harvest of Faith on Chicago’s South Side”

- 1986 *Ensign* article: Local area “98% black” & ward increasingly integrated
  - Paradox of integration: Highly integrated social institution for majority & minority groups

South Side, 1980s

Today

![Sacrament Meeting Attendance Aug 2015](chart.png)

- Hyde Park Ward: 90 White, 70 Black, 10 Latino, 10 Asian
- Morgan Park Ward: 80 White, 25 Black, 80 Asian
How Racial Integration Matters: Jabari Parker

• Beyond basketball
  – Shatters stereotypes
    • 3.7 GPA; multiethnic family and congregation
  – Embodies: Race, Segregation, Immigration, & Singles

Native American | Native Hawaiian/Pacific Islander | Black | Asian | Multiracial | Latino

2002: 1,225 | 707 | 173 | 599 | 211 | 206
2006: 1,473 | 1,193 | 215 | 456 | 240
2010: 1,559 | 1,518 | 224 | 406 | 183
2014: 1,495 | 1,364 | 288 | 378 | 178
2015: 1,871 | 1,177 | 616 | 165 | 402
2015 est.: 1,871 | 1,343 | 319 |

5/26/2016

9.8% | 12.7% | 13.8% | 13.8% | 13.8%
# Diversity in Perspective

<table>
<thead>
<tr>
<th></th>
<th>My SOC Classes</th>
<th>BYU</th>
<th>Utah</th>
<th>LDS (U.S.)</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>72%</td>
<td>83%</td>
<td>79%</td>
<td>86%</td>
<td>62%</td>
</tr>
<tr>
<td>Latino</td>
<td>5%</td>
<td>6%</td>
<td>13%</td>
<td>7%</td>
<td>17%</td>
</tr>
<tr>
<td>Black</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4%</td>
<td></td>
<td>1%</td>
<td>2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>10%</td>
<td></td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Sources: Class surveys (2014-16); Yfacts.byu.edu (2014); Pew Research Center (2009); U.S. Census Bureau (2014). Figures may not add to 100 due to rounding.

Note: Roughly 30% of students at BYU are from Utah.
Questions to Ponder

What is meaningful racial integration at BYU?

– If so, how do we foster racial inclusion and equality?
  » Do our students understand the importance of racial inclusion to the aims of a BYU education? Do we?
  » If not, what do we need to do differently?

I’ll return to these questions again at the end . . .
Lessons from Research and Teaching in Sociology

• Courses I Teach at BYU
  – SOC 111 Intro Sociology (GE/Pre-Med)
  – SOC 113 Multicultural America (GE GCA)
  – SOC 323 Race & Ethnicity (SOC/GE GCA/AS)
  – SOC 370 Urban Sociology (SOC/URP/AS)

✓ Today’s slides: Focus on 3 key takeaways from SOC 323 Race & Ethnicity

Lessons from Research and Teaching in Sociology

SOC 323 Race & Ethnicity Learning Outcomes

**Race as a Social Construct**
- Students will learn how race is a social construction and understand the relationship of race to ethnicity, racism, and social stratification

**Immigration and Race**
- Students will understand and be able to analyze the connection between immigration and racial formation in the post-1965 era as it pertains to immigrants from Asia and Latin America

**Race Relations**
- Students will initiate a path toward racial reconciliation by applying sociological and Gospel principles towards solutions to the problems of racism and racial inequality
Race vs. Ethnicity

• Race
  – Externally imposed
  – Involuntary
  – Outward appearance
  – Hierarchical
  – Exclusive
  – Unequal

• (Symbolic) Ethnicity
  – Voluntary
  – Self-defined
  – Cultural
  – Nonhierarchical
  – Fluid and overlapping
  – Egalitarian
1. Dispelling the Asian Model Minority Myth

Model Minority Stereotype Flaws

• Ignores role of immigration law, social class, and community ethnic capital
  – Hyper-selectivity post-1965 federal law
  – Example: Top 5% of Chinese, Vietnamese are those who immigrate
  – Not genetic: Chinese in Spain & Koreans in Japan stratified below most other groups

• Unfair pressure
  ➢ Asian Americans who do not pursue post-graduate studies at elite institutions feel like failures, even question their own racial identity (see interview of Heather in handout)

• Message sent to other people of color?
  • #IAm campaign has a response

5/26/2016
2. Dispelling the Iconic Ghetto

→ Most Blacks Live in the Suburbs

% Blacks Living in Suburbs, Top 100 Metro Areas

<table>
<thead>
<tr>
<th>Year</th>
<th>% Blacks Living in Suburbs</th>
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</thead>
<tbody>
<tr>
<td>1990</td>
<td>37%</td>
</tr>
<tr>
<td>2000</td>
<td>44%</td>
</tr>
<tr>
<td>2010</td>
<td>51%</td>
</tr>
</tbody>
</table>

→ Most Blacks Are not Poor

% Black Families in Poverty, 1967-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>% Black Families in Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>33.9%</td>
</tr>
<tr>
<td>1981</td>
<td>25.5%</td>
</tr>
<tr>
<td>1991</td>
<td>21.1%</td>
</tr>
<tr>
<td>2001</td>
<td>18.9%</td>
</tr>
<tr>
<td>2011</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

Source: William Frey, Brookings Institution
Source: US Census Bureau data
While some metro areas have become much more racially integrated... In other areas—where most blacks tend to live—segregation remains high

Source: Rugh & Massey (2014 Du Bois Review)

Map © Jacob S. Rugh
2. Dispelling the Iconic Ghetto (Anderson 2015)

- Post-Civil Rights racial integration, rise of black middle class is contradicted by persistent racial disparities
- **Anderson’s Arguments**: Despite economic gains, blacks encounter racism in white spaces (WS) but navigating WS is crucial to success
  - But whites don’t have to navigate black space so it has become the iconic ghetto, a social, physical, and mental map whites use to judge blacks in the white space. Renders black middle class invisible.

- **Implication**: The iconic ghetto is today’s color line and is symbolic racism—we no longer create segregation via laws but the impact of spatial segregation affects blacks everywhere, even those who never have set foot in the ghetto (i.e., most black students at BYU).

- **His Solution**: Cosmopolitan canopies: close-range, civil interracial contact are essential to meaningful racial integration and progress.
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3. The Latino Racial Experience

1. Latinos are the largest ethno-racial minority group in the U.S. (17%)

2. Latinos embody origin story of America
   - Indigenous x European x African ➔ Latino

3. Latino racial history shows how race is made in the U.S.
   - 1500s ➔ 1848 ➔ 1930s ➔ 1960s ➔ 1990s ➔ 2020

4. Latino immigration, segregation, incorporation all share much in common with other groups (Asian, Black, & White)
5. Latinos are the barometer for our nation’s racial future

- What happens, what we do, and what Latinos choose will have an outsize impact on the future of race in the U.S.
- There’s good news and bad news on this and we aim for a more accurate reading by studying the Latino experience in SOC 323
Cristina Mora & Julie Dowling on census race question

8. Is Person 1 of Hispanic, Latino, or Spanish origin?
   - No, not of Hispanic, Latino, or Spanish origin
   - Yes, Mexican, Mexican Am., Chicano
   - Yes, Puerto Rican
   - Yes, Cuban
   - Yes, another Hispanic, Latino, or Spanish origin

   Hispanic question first appeared in 1980

9. What is Person 1’s race? Mark one or more boxes.
   - White
   - Black, African Am., or Negro
   - American Indian or Alaska Native
   - Asian Indian
   - Chinese
   - Japanese
   - Korean
   - Filipino
   - Vietnamese
   - Other Asian
   - Native Hawaiian
   - Guamanian or Chamorro
   - Samoan
   - Other Pacific Islander
   - Hawaiian
   - Fijian, Tongan, and so on.
   - Some other race

2010 Census

2020 Census?
3. Dispelling the Latino Threat Narrative

Border Apprehensions (Returns)

- Lowest levels in decades
- 1,349,371
- 178,371
- 2001 2003 2005 2007 2009 2011 2013

Immigrant Deportations (Removals)

- 4 million deportations
- 438,421
- 189,026
- 2001 2003 2005 2007 2009 2011 2013

Source: Department of Homeland Security 2013 Yearbook of Immigration Statistics. (Returns and Removals)
3. Dispelling the Latino Threat Narrative

Only 35% of Latinos are immigrants
– And only 17% of Latinos are undocumented immigrants . .
  • But 3/4 of 11M undocumented from Latin America
  • Yet undoc. pop. has dropped by 1M since 2007

16.6M people live in mixed status families
(Mixed status: ≥ 1 undocumented and ≥ 1 citizen)
→ About 1/2 of all 11M undocumented immigrants estimated to live in mixed status families

→ 1930s: 400,000 Mexican immigrants deported
 → 60% of children were in fact US citizens
Reframing Racial and Religious Identity

• White identity often mistakenly assumed to mean only “bland nothingness” or “racist hatred”

What Is Whiteness?

By NELL IRVIN PAINTER  JUNE 20, 2015
Reframing Racial and Religious Identity

• White identity mistakenly assumed to mean only “bland nothingness” or “racist hatred”
• Understanding the intersection of race and faith helps students grasp that white identity may be reconceived as
  ➢ Active ally in the multiracial struggle for justice and equality

*Double-V for victory over fascism in WWII & racism at home*

*Clergy members singing in 1965 at a police barrier in Selma, Alabama. Credit Dan Budnik/Contact Press Images*
Reframing Racial and Religious Identity

White identity as ally in multiracial struggle

• *My Multicultural America* interview assignment
• Elder Larry Echo Hawk, US Bureau of Indian Affairs
• *This American Life* podcast on George Romney as champion of racial integration in housing
• Ruby Bridges visit to BYU, faith in her life; MLK Walk of life
• Pres. Uchtdorf, Jeff Flake & LDS statement on immigration
• Student visits from those enrolled in BYU Civil Rights Seminar
• Race and the Priesthood official lds.org essay
  – *Nobody Knows: The Untold Story of Black Mormons*
  – *Religion of a Different Color: Race and the Mormon Struggle for Whiteness*
  – Hattie Soil, Cathy Stokes, Ignacio García, many more...

➢ Students share why race is key to their identity, values (handout)

5/26/2016
Meaningful Racial Integration May Be Achieved:

- Interracial Couples and Multiracial Families
- Multiracial Congregations
- Athletic Teams
- U.S. Military since 1970s
  - Egalitarian relationships
  - Prolonged contact
  - Goal-oriented
  - Share core values (not necessarily all values)
    - Memo: Diversity, non-discrimination institutionalized in the military

Mutual balance of minority & majority group obligations approaches

1. Common core values
2. Multicultural freedom around common core
3. True respect for all
Mutual Obligations & Gospel Principles in Action: Dudley Street Neighborhood Initiative (DSNI)

- Since 1985 DSNI has been a national model
Mutual Obligations & Gospel Principles in Action: Dudley Street Neighborhood Initiative (DSNI)

• Since 1985 DSNI has been a national model
  – Board membership of 12 pluralistic by design:
    • 3 black, 3 Latino, 3 other (e.g. Cape Verdean)
    • 3 organizations (1 nonprofit, 1 church, 1 business)
  – Public/private partnerships → $ funding
  – Common core values
    • Clean, safe neighborhood, home ownership, etc.
  – Freedom outside core
    • Diversity in race, ethnicity, nationality, language, age
  – Land trust meant zero foreclosures in recession
  – Gospel principles at work
    • Youth involvement, leadership
    • Parallels to a Zion society
    • Changing structure makes all “agents of change”
Toward Racial Inclusion and Equality

• Goal: Students meet the challenge themselves
  – Use sociological findings & Gospel principles
  – Group project on/off campus re. racial equality
  – Digital dialogs, quiet writing, longer essays
  – Open, honest, safe, and meaningful discussions

Re-frame identity. Re-discover & re-apply own values.
Implications

- Do the sociological concepts (slides) and student responses (handout) help you see why race matters?

- How do we as faculty facilitate racial inclusion?
  - Do our students understand its importance to BYU mission? Do we?
  - If not, what do we need to do differently?

- How have you achieved meaningful racial integration?
Sociological Perspectives on Latino Incorporation

**Assimilation**
- Implies a Fading Color Line
  - Rapid 1st-2nd Gen. Incorporation
  - Intermarriage, Suburbanization
  - ↑ White Self-Identification

**Minority Culture of Mobility**
- 3rd Gen.+ Self-ID as Latino
- Latino (& Black) Middle Class Loyal & Tied to Co-Ethnics
- Successful, yet vulnerable
- Improves on segmented assimilation

**Complex Tri-Racial Color Line**
- Latinos on spectrum of white, honorary white, collective black
- Race, class, nativity, external ID
- Cuban | Mexican | Puerto Rican

**Racialized Minority**
- White/Non-White Color Line
  - Mass illegality, liminal legality, & deportations are to Latinos what criminal stereotypes & mass incarceration are to blacks
  - Undocumented status effect echoes to 3rd Gen.
  - Discrimination & segregation halts 3rd Gen.+ progress