Pro-Trump Era: Resistance, Hope, and Mobilizing among Black American Families

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Overview

• Racial Violence in America
• Pro-Trump Era & White Supremacy
• COVID-19 and Black Families
• Sociohistorical Integrative Model for the Study of Stress in Black Families
• Dismantle Anti-Black Racism in Research & Practice
Racial Violence in America

- Black Americans have a long history of experiencing hate acts and violent crimes in the United States.

- Lyons (2008) found that anti-black hate crimes were more prevalent in White communities (e.g., communities changing).

- Anti-Black hate crime increasing in the United States (2020).
Racial Violence in the United States Since 1660

Revolts of the Enslaved:

New York City Slave Uprising, 1712
The Stono Rebellion, 1739
New York City Slave Conspiracy, 1741
Gabriel Prosser Revolt, 1800
Igbo Landing Mass Suicide, 1803
Andry's Rebellion, 1811
Denmark Vesey Conspiracy, 1822
Nat Turner Revolt, 1831
Amistad Muriney, 1839
Creole Case, 1841
Slave Revolt in the Cherokee Nation, 1842

Antebellum Urban Violence

Cincinnati Riots, 1829
Anti-Abolition Riots, 1834
Cincinnati Race Riots, 1836
The Pennsylvania Hall Fire, 1838
Christina (Pennsylvania) Riot, 1851

https://www.blackpast.org/special-features/racial-violence-united-states-1660/
Civil War, Reconstruction, and Post-Reconstruction Era Violence

Detroit Race Riot, 1863
New York City Draft Riots, 1863
Memphis Riot, 1866
New Orleans Massacre, 1866
Pulaski Race Riot, 1868
Camilla Massacre, 1868
Opelousas Massacre, 1868
The Meridian Race Riot, 1871
Chicot County Race War, 1871
The Colfax Massacre, 1873
Clinton (Mississippi) Riot, 1875
Hamburg Massacre, 1876
Carroll County Courthouse Massacre, 1886
Thibodaux Massacre, 1887
New Orleans Dockworkers' Riot, 1894-1895
Virden, Illinois Race Riot, 1898
Wilmington Race Riot, 1898
Newburg, New York Race Riot, 1899
Race Riots, 1900-1960

Robert Charles Riot (New Orleans), 1900
New York City Race Riot, 1900
Atlanta Race Riot, 1906
Springfield, Illinois Race Riot, 1908
The Slocum Massacre, 1910
East St. Louis Race Riot, 1917
Chester, Pennsylvania Race Riot, 1917
Houston Mutiny and Race Riot, 1917
Philadelphia, Pennsylvania Race Riot, 1918
Charleston (South Carolina) Riot, 1919
Longview Race Riot, 1919
Washington, D.C. Riot, 1919
Chicago Race Riot, 1919
Knoxville Race Riot, 1919
Elaine, Arkansas Riot, 1919
Tulsa Race Massacre, 1921
Rosewood Massacre, 1923
Harlem Race Riot, 1935
Beaumont Race Riot, 1943
Detroit Race Riot, 1943
Columbia Race Riot, 1946
Peeksskill Riot, 1949
Urban Uprisings, 1960-2000

Cambridge, Maryland Riot, 1963
The Harlem Race Riot, 1964
Rochester Rebellion, 1964
Jersey City Uprising, 1964
Paterson, New Jersey Uprising, 1964
Elizabeth, New Jersey Uprising, 1964
Chicago (Dixmoor) Riots, 1964
Philadelphia Race Riot, 1964
Watts Rebellion (Los Angeles), 1965
Cleveland's Hough Riots, 1966
Chicago, Illinois Uprising, 1966
The Dayton, Ohio Uprising, 1966
Hunter's Point, San Francisco Uprising, 1966
The Nashville Race Riot, 1967
Tampa Bay Race Riot, 1967
Newark Race Riot, 1967
Plainfield, New Jersey Riot, 1967
Detroit Race Riot, 1967
Flint, Michigan Riot, 1967
Tucson Race Riot, 1967
Grand Rapids, Michigan Uprising, 1967
The King Assassination Riots, 1968
Hartford, Connecticut Riot, 1969
Asbury Park Race Riot, 1970
Camden, New Jersey Riots, 1969 and 1971
Miami (Liberty City) Riot, 1980
Rodney King Riot, 1992
West Las Vegas Riot, 1992
St. Petersburg, Florida Riot, 1996
College Campus Violence

University of Georgia Desegregation Riot, 1961
Ole Miss Riot, 1962
Houston (Texas Southern University) Riot, 1967
Orangeburg Massacre, 1968
Jackson State Killings, 1970

21st Century Racial Violence

Cincinnati Riot, 2001
Oscar Grant Oakland Protests, 2009-2011
Ferguson Riot and Ferguson Unrest, 2014-2015
Baltimore Protests and Riots, 2015
Charleston Church Massacre, 2015
Milwaukee Riot, 2016
Charlotte Riot, 2016
Different Forms of Racism

- **Internalized racism** lies in the person. It comprises biases about race and racism (e.g., superiority beliefs or entitlement by white people & internalized oppression – negative beliefs about self).

- **Interpersonal racism** occurs between persons. Biases that occurs through interaction in which one’s own personal racial beliefs influences that interactions.

- **Institutional racism** occurs within institutions and systems of power (universities, K to 12 schools, workplaces, etc.). Racist practices and unfair policies that exacerbates inequitable outcomes for people of color and advantages for white people.

- **Structural racism** is racial bias among institutions and across society (historical) (redlining).
Pro-Trump Era & White Supremacy

• Perry (2018) examined Trump’s response to White supremacist violence in the Charlottesville riot and found that his response was to the “erosion of Whiteness.”

• Participants who denied that Trump’s policies harmful to communities of color were more likely to endorse colorblind racism (Subtirelu, 2017).

• Swain (2018) found that Whites who voted for Trump tended to support excessive use of force by police officers and endorsed negative racial stereotypes.
• Tower & Power (2018) underscored the importance of the Black vote – in that Black people would need to mobilize to counter Trumpism. Removal of Trump through voter turnout.
Black Families and COVID-19 Pandemic

• Black populations in the United States (U.S.) have been devastated by the COVID-19 pandemic (CDC, 2020a; Johnson & Buford, 2020).

• To date, in the U.S., Black Americans are more likely to die from COVID-19 (The COVID-19 Tracking Project, 2020).

• The pandemic has also taken a financial toll on Black Americans throughout the U.S.. For instance, Black Americans are losing their jobs and are more likely to serve as essential workers in the U.S. (Economic Policy Institute, 2020).
• To date, Black Americans account for 15% of COVID-19 deaths (COVID Tracking Project, 2020).

• Black Americans more likely to experience death of family members in comparison to White families (Dyer, 2020; Yancy, 2020).

• The Intersection of *Grief & Crisis:* Exacerbates existing health, educational, economic disparities (Manning, 2020).
Black Youth Development

• Social positioning of adolescents (e.g., race, ethnicity, class, and gender) is associated with the type of experiences they encounter on a daily basis (e.g., racism) (Garcia Coll et al., 1996).

• In a racially stratified and oppressive society, Black youth grow up and must figure out who they are and what they can achieve while navigating dehumanizing stereotypes that devalue and disregard Black lives.

• These realities are intensified at the intersection of race, class, and gender (Crenshaw, 1991).
• Racial discrimination is a common occurrence for African American adolescents (English et al., 2020).

• African American adolescents perceive more than five racial discrimination experiences per day (English et al., 2020).
Sociohistorical Integrative Model for the Study of Stress in Black Families

• **Racial socialization** represents family communications to youth about how to feel and think about their racial group membership and how to understand and cope with discrimination.

• Empirical research links racial socialization messages to higher adaptive coping with discrimination (e.g., Harris-Britt et al., 2007; Scott, 2003).

• Additionally, racial socialization has been linked to racial identity (e.g., Peck, Brodish, Malanchuk, Banerjee, & Eccles, 2014; Seaton, Yip, Morgan-Lopez, & Sellers, 2012).
“The Talk”
Racial Socialization Messaging

- Black Excellence
- Racial Pride
- Resistance
Figure 1. Moderating role of racial socialization messaging on the relationship between racial discrimination and adolescent mental health outcomes.
Guiding Framework

Integrative Model for the Study of Stress in Black American Families (Murry et al., 2018).

Racial Socialization Scales

- Boykin and Toms, 1985
- Thornton et al., 1990; 1997
- Demo and Hughes, 1990
- Stevenson, 1994
- Sanders Thompson, 1994
- Bowman and Howard, 1985
- Marshall, 1995
- Phinney and Chavira, 1995
- Hughes and Chen, 1997
- Stevenson et al., 2002
- Lesane-Brown, 2009
- Anderson & Stevenson, 2009
Methods

• 156 African American adolescents from 18 predominantly African American churches in two Midwestern cities.

• Participants were part of a larger study that examined religious and racial socialization practices. Adolescents’ age ranged from 12 to 19 years of age. M_{age} = 15.

• Associates Degree.

• Participants were given a $10 incentive.
Measures

- **Demographics**: Parent Education and Adolescent Age
- **Predictors**:
  - **Racial Discrimination** (Harrell, 1994). 18-items (e.g., “In the past year, how often have you been ignored, overlooked, or not given service because of your race?”). The participants were asked to respond on a 6-point scale regarding the frequency of the racialized experience and how bothered they were by the experience (0 = never to 5 = once a week or more). Cronbach’s alpha is .90.
Measures

Racial Socialization Messaging (Demo & Hughes, 1990)

1. My parents teach (or model) to me that the achievements by African Americans or Blacks are equally important as achievements from other racial/ethnic groups.
2. My parents teach (or model) to me never be ashamed to be African American or Black
3. My parents teach (or model) to me not give White people or others special treatment.
4. My parents teach (or model) to me to stand up for my rights.
5. My parents teach (or model) to me that Black History month is every month.
6. My parents teach (or model) to me never to forget my past (for example slavery and segregation).
7. My parents teach (or model) to me that it is important to learn about people from the continent of Africa.
8. My parents teach (or model) to me the importance of celebrating African American (or Black) holidays such as Martin L King Day or Kwanzaa.
9. My parents teach (or model) to me that some White people place barriers in front of minorities
10. My parents teach (or model) to me that racial barriers do not block African Americans or Blacks from succeeding

Measures

• An exploratory factor analysis (EFA) was used to check for discriminant validity.
• The Kaiser-Meyer-Olkin (KMO) and Bartlett’s test of sphericity were used to determine whether factors were suitable for factor analysis.
• Factors extracted were based on scree plots of the eigenvalues as well as by checking loadings and the interpretability of results (Costello & Osborne, 2005).
• A KMO value of .60 or higher is adequate for the data before moving forward with a factor analyses (Kaiser, 1958). Bartlett’s test yielded a significant result ($p < .01$), suggesting that the data came from a normal distribution.
• The total amount of variance was 51%. Cronbach’s alpha = .75.
Racial Pride and Resistance

- My parents teach (or model) to me that the achievements by African Americans or Blacks are equally important as achievements from other racial/ethnic groups.
- My parents teach (or model) to me never be ashamed to be African American or Black.
- My parents teach (or model) to me to stand up for my rights.

Cronbach’s alpha = .71

Significance of Race and History in America

- My parents teach (or model) to me not give White people or others special treatment.
- My parents teach (or model) to me that Black History month is every month.
- My parents teach (or model) to me never to forget my past (for example slavery and segregation).
- My parents teach (or model) to me that it is important to learn about people from the continent of Africa.
- My parents teach (or model) to me the importance of celebrating African American (or Black) holidays such as Martin L King Day or Kwanzaa.
- My parents teach (or model) to me that some White people place barriers in front of minorities

Cronbach’s alpha = .73
Measures

Outcomes

• **Psychological well-being** (Ryff, 1989). 24-items (e.g., “I have a sense of direction and purpose in life.”) on a five-point scale ranging from 1 = strongly disagree to 5 = strongly agree. Cronbach’s alpha is .82.

• **Subjective Stigmatization scale** (e.g., see Brega & Coleman 1999). 40 items (e.g., Being around Black people makes me feel good; Black people are just as smart as everyone else) and responses ranged from 1 = very untrue to 5 = very untrue. Cronbach’s alpha is .77.

• **Self-esteem**. The Rosenberg Self-Esteem Scale was used to examine self-esteem (Rosenberg, 1989). This measure is a 9-item likert scale with responses ranging from 1 (strongly disagree) to 4 (strongly agree). Example items include “I feel that I have a number of good qualities.” Cronbach’s alpha is .73.
# Findings

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*Note. Mean age = 15, Parent Education = Associate Degree*
## Findings: GLM Multivariate

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*Note.* *p < .05
Low Bothered by Discrimination
High Bothered by Discrimination
Self-Esteem
Low Racial Pride & Resistance
High Racial Pride & Resistance

Race Pride & Resistance x Discrimination Bothered
Low Frequency by Discrimination

High Frequency by Discrimination

Self-Esteem

Low Racial Pride & Resistance

High Racial Pride & Resistance

Race Pride & Resistance x Discrimination Frequency
## Findings

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*Note. *$p < .05$, ***$p < .001$*
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*Note. *p < .05
Conclusions

• The important role of racial socialization: Significance of Race & History in America
  • Higher reports of wellbeing & self-esteem
  • Corroborate previous studies on the importance of racial socialization messaging
  • Implications for culturally responsive curriculum in academic settings

• The important role of racial socialization: Racial Pride & Resistance
  • Protective role for Black adolescents who reported higher levels of being bothered by racial discrimination (racial pride and resistance)
  • Risk factor for Black adolescents reporting higher levels of encountering racial discrimination experiences (racial pride and resistance)
  • Sensitive developmental period (age & gender).
  • Racial battle fatigue syndrome

• The need to used mixed-methodology to understand what is going on in real time as adolescents cope with racial discrimination experiences (e.g., daily dairies and in-depth interviews).
Limitations

- A large-scale longitudinal survey can help provide information about these specific types of messaging as a protective mechanism.

- The sample size was small and I recommend a larger sample size. As a result, these findings are not generalizable.

- The study was also based on self-report data, which did not allow for an in-depth examination underscoring the importance of using a mixed-methods approach.

- Caution should be taken, as the current study’s sample is a sample of African American families recruited from African American churches. Adolescents within a different contextual setting (e.g., school and/or community) or who may not attend church may respond differently.
What is Anti-Black Racism

“Anti-Black racism is the name of the specific kind of racial prejudice directed towards Black people. Anti-Blackness devalues Blackness, while systematically marginalizing Black people, the issues that affect us, and the institutions created to support us. The first form of anti-Blackness is overt racism, which is upheld by covert structural and systemic racism that categorically predetermines the socioeconomic status of Blacks in this country. The second form of anti-Blackness is unethical disregard for Black people, as seen in the cases of police, or civilian, brutality against Black bodies.” – Marlysa D. Gamblin

https://www.bread.org/blog/reflection-anti-black-racism
Confronting Anti-Black Racism in Practice

- The Importance of Narrative
- Awareness of history & racial trauma
- Reflection (practice-related experiences)
  - One size fits all models
  - Cultural deficit perspectives
  - Training (e.g., service providers & educators)
- "Gap gazing"
- Othering or Oppression Olympics
Confronting Anti-Black Racism in Research

• The Importance of Narrative
• Awareness of history & racial trauma
• Reflection (focus of research)
  • One size fits all models
  • Measures (culturally responsive)
  • Cultural deficit perspectives
  • Training (e.g., research methods courses)
• "Gap gazing"
• Comparison (superior vs. inferior)
Thank you!

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