In-Class Quickwrite - Harris and Carbado

(1) Take fifteen minutes to brainstorm and write an answer to the following:

Harris and Carbado argue that it’s essential to “shift racial frames” in order to correct racial injustices (para.34). An unjust racial frame and, in fact, the “dominant” one in the U.S., according to the authors, is the frame of color blindness (528). How would you work to change the frame of color blindness?

Group Discussion Questions - Harris and Carbado

(1) Compare the strategies for change that you each wrote in your quickwrites.

(2) Do you agree that these projects are workable? What might be potential roadblocks to their successful outcomes?

(3) Brainstorm changes and/or additions to your ideas.

(4) List and explain the assumptions embedded in the metaframe of color blindness as well as the assumptions of the people who believe we live in a color blind society. Then answer the following:

How does their belief of the U.S. as a color blind influence the way that color blind people explain racial inequality?

Reading Response

Texts:

Topic:
Harris and Carbado explain racial framing as producing many effects that negatively impact the lives of people of color, and they use metaphors of sight to explain these effects: “blind”, “visible”, and “invisible.” Notably, the authors assert the importance of understanding the functions of three frames in the U.S.: color blindness, law and order, and black criminality. Khan-Collors and Bandele end the memoir by asserting that the children and youth of their community “are what love and the possibility of a world in which our lives truly matter looks like” (253).

Instructions and Question:
(1) Go to Wikipedia.org and search for “All Lives Matter”; read the page.
(2) In a typed, minimum 250 word response, use textual support and answer:

How does the historically specific claim that “All Lives Matter” demonstrate racial framing?