

RESEARCH CLINIC

General information

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| Supervisor: | Judi Mesman |
| Title of clinic: | Strategic colorblindness |
| Number of students: | Max 4 |
| Major (<i>if applicable and approved by the Major Convener</i>): | No, only as elective |
| (Pre)requisites (<i>if applicable</i>): | Basic understanding of Dutch |

Research context

Research shows that ethnic majority White people often avoid mentioning race or ethnic characteristics, even in situations where it would make sense to mention or discuss another person's skin color or ethnic background. Such avoidance could have to do with an underlying ideology that ignoring race is the best way to show that one is not racist (if you don't see/notice it, you can certainly not be prejudiced about it), but may also result from feeling uncomfortable mentioning such issues because people are insecure about the 'correct' terminology and are afraid to make a mistake (e.g., can you say 'black' or should it be 'of color' or 'African-American'?), and be seen as racist. In a Dutch sample of 150 families we videotaped the mothers and their 6-8-year-old children playing a special version of the game Guess who? in which a colorblind approach can be assessed. For the present research clinic we want to find out whether mothers who did mention race/ethnicity did so with equal confidence and speed as when they mentioned other characteristics (such as gender or clothes).

Students' tasks and activities

LEARNING AIMS

- Understand the main theories and empirical findings regarding colorblind ideology and strategies
- Acquire skills in systematic coding of discomfort when people mention race/ethnicity
- Gain insight in the potential differences in comfort discussing different personal characteristics

TIMELINE AND ACTIVITIES:

- September:
 - background reading and discussion
 - training in coding discomfort during the game from video
- October - November
 - coding of the materials
- December
 - Preliminary analysis of the first data & discussion