TO BE WELCOMING

STARBUCKS | ASU STARBUCKS GLOBAL ACADEMY

**Resource Toolkit for
To Be Welcoming Curriculum**

WELCOMING DIALOGUE ON HISPANIC/LATINO BIAS

OVERVIEW

Public spaces and third places are more welcoming to all when we celebrate our shared humanity. By understanding each other, we deepen connections. To encourage more meaningful conversations on this topic, leaders at Starbucks partnered with experts at Arizona State University to create To Be Welcoming, a 15-course curriculum designed to address bias through understanding the human experience.

Below are 4 core resources from the "Welcoming Dialogue on Hispanic/Latino Bias" course. This learning experience presents key terms related to Hispanic/Latino identities and biases, a discussion on the Latino Threat Narrative and its impacts, facts about education outcomes for Latinos in the United States, and a guide to encourage dialogue on Hispanic/ Latino bias. Learn more about the program and register for courses at **ToBeWelcoming.com.**

RESOURCE 1   **Key Terms and Concepts**

RESOURCE 2   **The Latino Threat Narrative**

RESOURCE 3   **Education Outcomes for Latinos**

RESOURCE 4   **Dialogue Challenge**

We will begin by defining key terms and concepts related to Hispanic/Latino bias. These terms have been defined specifically to fit the context of this course, and will be used to enhance your understanding of the course topic.

LATINO/A
Short for the Spanish word "latinoamericano", Latino/a refers to those with ties to Latin America. The "o/a" highlights the gendered use of the word with "o" for masculine and "a" for feminine. The umbrella term includes individuals with a wide variety of heritages and immigration histories.

LATINX
A gender-neutral term for Latino/a.

AFRO-LATINO
Latin Americans of African descent, which includes people in Mexico, Central and South America, and the Caribbean, as well as Latinos of African descent living in the United States. When referring to Afro-Latinos, the prefix is commonly followed by the individual's nationality (e.g. Afro Cuban).

HISPANIC
A broad reference to individuals, nations, and cultures that have historical connections to the Spanish language and/or Spain, regardless of race. Commonly used to reference countries that were once colonized by Spain, 'Hispanic' encompasses a wide diversity of cultures, customs, and traditions.

MESTIZO
A term meaning 'mixed' in Spanish, which has been historically used in Latin America to refer to people of mixed White European and Indigenous descent. Today, mestizo is sometimes used to refer to Latin Americans of mixed racial descent, regardless of Indigenous roots.

INDIGENOUS LATINO
Indigenous refers to the original inhabitants of an area. Indigenous Latinos include people in Mexico, Central and South America, and the Caribbean living in the United States. Since the 1960s, there has been a push to recognize Puerto Ricans (due to Taíno heritage) and Chicanos/as (Mexican Americans) as Indigenous.

ETHNICITY
Refers to a shared heritage defined by common characteristics such as language, religion, cultural practices and nationality that differentiate one group from other groups. Ethnicity may overlap with racial identities, but they are not the same thing.

COLORISM
System of privilege that favors lighter skin tones and physical features associated with whiteness, granting privileges and advantages based on phenotypical proximity to whiteness. Similarly, colorism creates disadvantages or negative stereotypes based on darker skin tones or more African physical features.

LATINO THREAT NARRATIVE
Stereotypical representations of Latinos that emphasize tropes of criminality, poverty, and perpetually foreign and un-American characterizations.

CHICANO/CHICANA
A Mexican or Mexican-American who identifies with the political and social movements that acknowledge and center a Mestizo and Indigenous ancestry.

Summary: Bias of any kind generally stems from ignorance about situations different from the norm, which can lead to prejudice against others. These key terms will help you understand and demystify the "unknown," as well as give a glimpse of the trauma that certain groups of people still endure due to bias.

> "We survived wars, survived dictators, survived torturers and violence, endless violence, and borders...and the loneliness of the newcomer in a new land...We survived the loss of home, the loss of family, the loss of language. We survived no one knowing how to say our names. We survived our confusions about who we are in a country that only seems to speak Black and White...and we survived the ingratitude of the nation where we settled, the nation we helped build and for whom we continuously die. And we survived the infinite heartbreak that is the true story of immigration."
>
> **-Junot Díaz, writer, on the resilience of Latinos**

Díaz's remarks highlight the complexity of how Latinos experience and understand discrimination in the United States. The Latino experience is a mosaic. Unpacking how discrimination manifests for Latinos requires an understanding of how factors like United States history, culture, language, citizenship, labor, and even complexion intersect and shape Latinos' lived experiences. No one cultural group has experienced discrimination in the same way. Bias for Latinos has centered around language, cultural identity, labor, and notions of immigration status and criminality.

WHAT IS THE LATINO THREAT NARRATIVE?

The Latino Threat Narrative refers to a negative representation of Latinos in the United States. This narrative may portray Latinos as "invading groups of immigrants who are bringing crime, draining economic resources, and not assimilating into American culture." However, with the growth of this population, we are seeing diversified and evolving media portrayals of Latinos. One need not stray too far from current news headlines to see how cultural anxiety over Latino assimilation and economic waste shape how Latinos are marginalized.
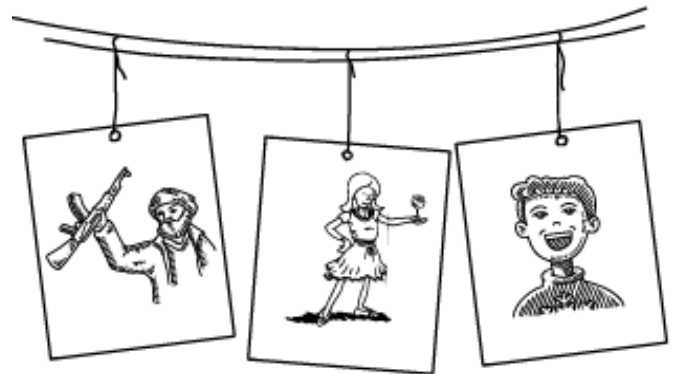
THE LATINO THREAT NARRATIVE & THE ECONOMY

Despite the rising economic capacity of Latinos, the struggle for economic parity remains. Latinos are more likely to fall below middle-class status and face job discrimination. A recent report by NPR found 1 in 3 Latinos report experiencing discrimination based on ethnicity in applying for jobs, receiving a promotion, and/or receiving equal pay. Roughly 70% of Black and Latino households fall below the $68,000 threshold needed for middle-class status.

THE LATINO THREAT NARRATIVE & LANGUAGE

Although the US does not have an official language, opportunities and access to welcoming and inclusive spaces for Latinos can be affected by cultural norms and personal beliefs about citizenship and belonging that privilege English-only interactions, making Latinos more susceptible to individual and systemic bias and acts of racism.

SUMMARY

Any coherent comprehension of the Latino experience requires recognition of disparate historical and social factors that have facilitated each subgroup's experiences. Assumptions can lead to discriminatory practices and behaviors that limit the types of opportunities available to members of each group, despite their shared Latino identity. Experiences with bias and discrimination become even more complex when we consider how sexual orientation, socioeconomic level, or other cultural and personal identifies factor in the mix.

Few programs address the systemic reasons Latinos lag behind their peers in educational attainment, college-readiness, access to college-readiness curriculum, and college graduation. The following resource presents research findings that suggest how Latinos experience different levels of discipline, expectations, and opportunities.
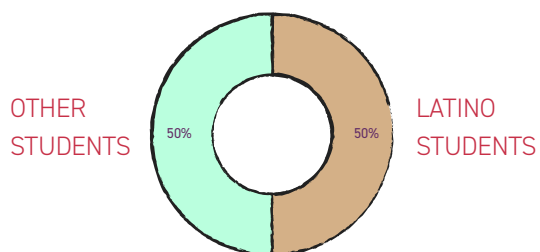
LATINOS EXPERIENCE EDUCATIONAL DISCRIMINATION
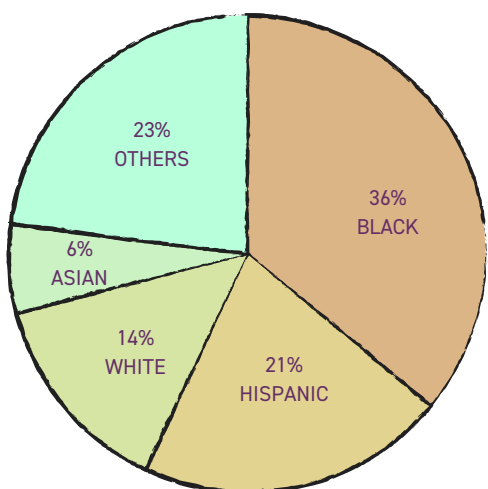
SUSPENSIONS AND EXPULSIONS BY RACE/ETHNICITY

- 36% BLACK
- 21% HISPANIC
- 14% WHITE
- 6% ASIAN
- 23% OTHERS

Among students who started high school in 2009, a higher percentage of Black students than of Hispanic, White, and Asian students had ever been suspended or expelled by 2012.
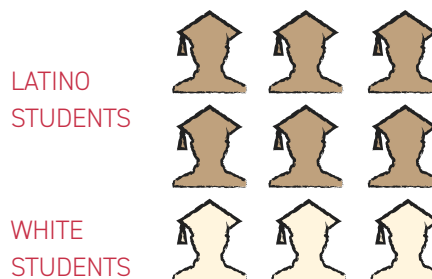
Note: Includes suspension and expulsions prior to high school as well. Starting high schools is defined as starting 9th grade.
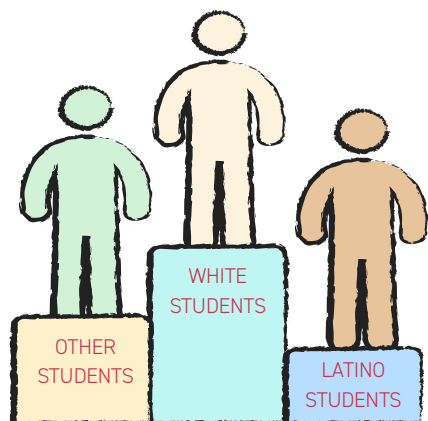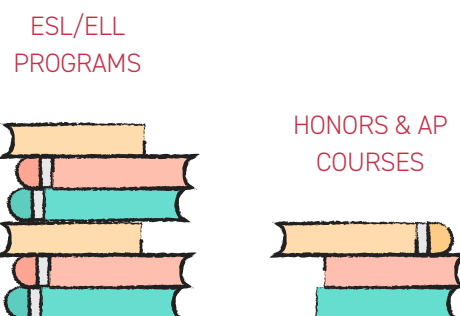
STUDENT INVOLVEMENT IN DISCIPLINE INCIDENTS

OTHER STUDENTS 50%   LATINO STUDENTS 50%

STUDENTS DISCIPLINED

LATINO STUDENTS

WHITE STUDENTS

EXPECTATIONS BY TEACHERS

OTHER STUDENTS
WHITE STUDENTS
LATINO STUDENTS

COURSES LATINOS ARE LIKELY TO BE ADMITTED

ESL/ELL PROGRAMS

HONORS & AP COURSES

Sources: Indicators of School Crime and Safety: 2015, National Center for Education Statistics, U.S. Department of Justice.

For more information on the indicators of School Crime and Safety project, visit:

www.air.org/project/indicators-school-crime-and-safety. I Educationpolicy.air.org

Talking about Hispanic/Latino bias requires a complex and creative communication skill set. This series introduced you to the role civility, empathy, and dialogue play in navigating critical conversations around bias. As you practice these skills, your awareness will increase and you will get better at engaging in critical conversations on sensitive topics.

It can be difficult to start a dialogue on these issues. Use the following list of questions to guide your conversation on Hispanic/Latino bias.

DIALOGUE CHALLENGE

I'm learning about the role civility, empathy, and dialogue play in critical conversations around Hispanic/Latino bias in the To Be Welcoming Series featured on Starbucks Global Academy. One of the activities is a dialogue challenge where I am encouraged to engage in dialogue with a close family member or friend on their perceptions related to Latinos. Do you mind if we discuss your perspective? Thank you.
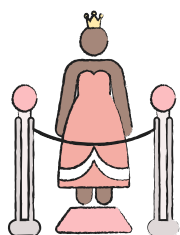
Who are some famous or influential Hispanic or Latino people you know about?

If you are speaking with someone who identifies as Hispanic or Latino, ask: what does being Hispanic or Latino mean to you?

Do you think your perceptions about Latinos match the views society holds about them?
What about the perceptions of people in your family or your community?

How have you seen Latinos portrayed in the media?

Do you think Hispanic and Latino people have the same opportunities as people from other groups in the U.S.?
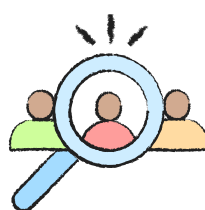
How would you define the term Hispanic or Latino? Do you think there's a difference between these two terms?

What perceptions or beliefs do you hold about this group? What has influenced or shaped your perceptions about Hispanic/Latino people?

What are your experiences with people who identify as part of this group? Do you know any such people personally? How did you meet them?

What do you think are biases Latinos face in society?

What similarities do you believe you share with people who are Latino?

COURSE AUTHORS

Dr. Jessica Solyom
Associate Research Professor
School of Social Transformation
Arizona State University

Jessica Solyom, Ph.D., received her doctorate in Justice and Social Inquiry from Arizona State University. She has worked in research, program development, and program evaluation for postsecondary institutions in promoting diversity in curriculum, pedagogy, and classroom management for over 10 years. Her research focuses on diversity, belonging, and justice. Her scholarly publications have explored the justice-related struggles of historically underrepresented students including explorations of race and gender in student leadership, persistence for students of color in predominantly white postsecondary settings, and education rights activism among Indigenous college students. She is currently an Associate Research Professor and teaches courses on Research and Inquiry, Critical Race Theory, and Indigenous Knowledge Systems. Dr. Solyom serves as a mentor at the Center for Indian Education (ASU) in preparing and training rising students of color as community embedded researchers and servant-leaders.
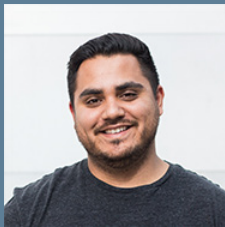
Nicholas Bustamante
J.D./Ph.D. Student
Sandra Day O'Connor College of Law
School of Social Transformation
Arizona State University

Nicholas is a current joint law and doctoral student in Justice & Social Inquiry at Arizona State University. He has worked in research focused on the school-to-prison pipeline in Arizona for Native, Latino, and African American Students. In 2017-2018 he co-developed a critical legal studies program for first generation students interested in a legal career. Scholarly publications have focused on critical race theory, education, ethnic studies and Indigeneity. His doctoral research focuses on surveillance technologies and privacy rights for communities in the southwestern borderlands. Nicholas also volunteers at local immigration initiatives.