

Psychology EDI Reading Group #3
They Said This Would Be Fun by Eternity Martis
Prompts for Self-Guided Reading and Learning
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Prompts

- “I didn’t identify as Black until I got to London.” P.5
 - What does this say about the process of racialization? How might it apply to Kingston?
- For Black students, “They also have a higher dropout rate, which research has attributed to feeling there’s an implicit bias by faculty and the school towards white students, not seeing peers who look like them, being unable to find community, financial issues, and experiencing discrimination and racism at school or by faculty and students.”
 - What would it mean to take this seriously?
- “In classrooms, white students took up time to share their thought processes on racism out loud and then thanked us for giving them the space to learn about other cultures for the first time.” P. 59
 - Our assumptions that students are learning about race/racialization for the first time, or giving them a pass because they are “just learning” perpetuates and perpetrates whiteness and anti-Black racism. What are other structures/cultures we could build as educators, mentors, professors, researchers?
- What were you surprised to learn about London and Western?
- Thinking about the party culture at Western, and here at Queen’s, Martis talks about white guys starting fights, groping women, etc., with no consequences.
 - How does whiteness protect Queen’s students like this in our city and university? Like, what are the literal ways they are not given consequences?
- Some white students talk about how “diverse” Western – or Queen’s! – is. Yet both Western and Queen’s are predominantly white universities (PWI’s, a term used in the U.S.). There is an irony in white people seeing PWI’s as “so diverse”.
 - What is a PWI’s role in this, including Queen’s? How do we give some white people the idea it’s “diverse here” in ways that actually do more harm, especially to Black people?
- What are spaces Martis talks about for Black thriving at Western? What might be events/spaces here at Queen’s?
- “Why could people take their anger out on me, but mine was irrational?” p.6
 - How does mainstream white culture deal with anger, frustration, etc. from racialized groups, especially Black women?
- “For students, universities are spaces where young white people can act on both their greatest desires for Blackness and their most anti-Black fantasies.” P.24
 - How does this play out at Queen’s? in Academia in general?
- “After the fact – if there’s punishment at all – these acts are reduced to a debate over intent versus offense by school officials, or by the faux-intellectualizing of the right and others who don’t see a problem. These excuses make room for white students to feel comfortable putting on black paint without consequences.” P. 24

- How are white students seen as children, learners, students, and innocent in these contexts? Who is believed about harm and why?
- “...the fun breezy university experience I had seen in movies featuring beautiful blond actors was not made for someone like me.” P.26
 - What is university for? Does that implicitly or explicitly differ by racialization and marginalization? All our students are at the same university – but are they?
- “Most public space is white space.”
 - What does Martis mean by this?
 - Since this is a public university, what are the implications for our university?
- Psychology and racism
 - Since Psychology has played a unique role in the anti-Blackness and white supremacy at universities, does it have a unique role to play in countering those?
- “Those who defend their right to freedom of speech try to silence others who would exercise that same right.”
 - How do we see this playing out in anti-Black ways?