Directions. Below is a set of questions that deal with social issues <u>in the United States</u> (U.S.). Using the 6-point scale, please give your honest rating about the degree to which you <u>personally</u> agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers. Record your response to the left of each item.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

1. _____ Everyone who works hard, no matter what race they are, has an equal chance to become rich.

2. _____ Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.

3. _____ It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.

4. _____ Due to racial discrimination, programs such as affirmative action are necessary to help create equality.

5. _____ Racism is a major problem in the U.S.

6. _____ Race is very important in determining who is successful and who is not.

7. _____ Racism may have been a problem in the past, but it is not an important problem today.

8. _____ Racial and ethnic minorities do not have the same opportunities as White people in the U.S.

9. _____ White people in the U.S. are discriminated against because of the color their skin.

10. _____ Talking about racial issues causes unnecessary tension.

11. _____ It is important for political leaders to talk about racism to help work through or solve society's problems.

12. _____ White people in the U.S. have certain advantages because of the color of their skin.

13. _____ Immigrants should try to fit into the culture and adopt the values of the U.S.

14. _____ English should be the only official language in the U.S.

15. _____ White people are more to blame for racial discrimination in the U.S. than racial and ethnic minorities.

16. _____ Social policies, such as affirmative action, discriminate unfairly against White people.

17. _____ It is important for public schools to teach about the history and contributions of racial and ethnic minorities.

18. _____ Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.

19. _____ Racial problems in the U.S. are rare, isolated situations.

20. _____ Race plays an important role in who gets sent to prison.

Scoring Sheet

- Only enter numbers in grey/shaded boxes. Then sum points top to bottom by column only.
- Ex: Unawareness of racial privilege= Sum of responses to questions: 1,2, 6,8,12,15,20.
- Additionally, when indicated, reverse the score (ex: on question 2, if you responded 4, rescore as a 3).

Question #	Unawareness of Racial Privilege	Unawareness of Institutional Discrimination	Unawareness of Blatant Racism
1.	(shaded)		
2.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
3.		(shaded)	
4.		(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6	
5.			(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6
6.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
7.			(shaded)
8.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
9.		(shaded)	
10.			(shaded)
11.			(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6
12.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
13.		(shaded)	
14.		(shaded)	
15.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
16.		(shaded)	
17.			(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6
18.		(shaded)	
19.			(shaded)
20.	(shaded) 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6		
Totals	/42 = %	/42= %	/36= %
Add totals from all 3 columns		/120= %	

Reflections on CoBRAS results:

Neville, Lilly, Duran, Lee, and Browne (2000) developed a scale to measure the degree to which people manifest color-blind racial attitudes (ex: I don't see color; I don't think one's race impacts outcomes). Neville and colleagues (2000) define color-blindness as the belief that racial differences are unimportant and do not impact one's experiences in society. The CoBRAS captures one's beliefs on three factors: (1) Unawareness of Racial Privilege; (2) Unawareness of Institutional Discrimination; and (3) Unawareness to Blatant Racial Issues.

  o The Unawareness of Racial Privilege scale refers to one's blindness to the existence of White privilege in society.
  o The second scale, Unawareness of Institutional Discrimination, captures the depth of one's understanding about institutional forms of racial discrimination and access.
  o Finally, the Unawareness of Blatant Racial Issues scale measures one's level of awareness of pervasive and covert racial discrimination experienced by members of society according to their race.

While there are not "rules" for what a "good" score is on the CoBRAS, higher scores on the CoBRAS reflect a higher levels of colorblindness.

Let's consider the following example:

Question #	Unawareness of Racial Privilege	Unawareness of Institutional Discrimination	Unawareness of Blatant Racism
Totals	40/42 = 95 %	30/42= 71 %	21/36= 58 %
Add totals from all 3 columns		91/120= 76 %	

This profile indicates an overall colorblind orientation. This respondent seems to demonstrate the most colorblindness when it comes to recognizing their own personal privilege. They are better able to identify acts of blatant racism as compared to being observant of systemic, or institutional, factors that hinder some groups over others.

While there are many next steps that this respondent can take, engaging in explicit observations regarding the ways in which race impacts their life and the lives of others would be a useful first step. Reading and reflecting on articles such as Peggy McIntosh's (1989) "White Privilege: Unpacking the Invisible Knapsack" or " Is everyone really equal" by Sensoy and DiAngelo (2012) would be helpful.

As you reflect on your own scores, especially on those scales where your scores indicates high levels of colorblindness, I encourage you to go through each question and without judgment or defense, consider how you might explore a different perspective. Ask yourself, "How might others respond to this question differently? Why might that be?"