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California Public Education and Combatting Hate

A study of the Effects of Education Legislation on Hate Crime Frequency

Following the Trump administration, we have seen a significant increase in hate crimes breaking records year after year, with counties that hosted President Trump campaign rallies being associated with a growth of reported hate crimes by 226% (Feiberg et al., 2019). Despite hate and white supremacy going mainstream in media and public opinion, there is a profound controversy in the American education system, as districts decide how to navigate divisive concepts. Divisive Concepts, as defined by ex-President Trump in Executive Order, "Combatting Race and Sex Stereotyping," refers to, "concepts that (1) one race or sex is inherently superior to another race or sex; (2) the United States is fundamentally racist or sexist; (3) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously," (EO, 13950). Trump goes on to list 6 more narratives pushed by Critical Race Theory, colonialism, implicit bias, and other things he deems as divisive stereotyping. Here I investigate if education policies promoting diversity, equity, and inclusion based rhetoric, is correlated with decreasing hate crimes. More specifically, does protecting DEI initiatives decrease the occurrences of hate crimes and conversely, is the removal and censorship of DEI and controversial political issues in education related to an increase in hate crimes?

To determine a relationship between inclusive education and hate-based crimes, I created an index based on ten education policy related questions, ranking each state's current education legislation on expansiveness in terms of diversity and equity. Following the categorization, California, as well as other high-scoring expansive states, will be compared to low-scoring censored states in the number of hate crimes prior to and after the passage of new DEI related education policies, (around the era of 2019-2022). I find that DEI education has no statistically significant correlation with the number of hate crimes per one million residents. However, I suspect that the null results are the consequences of a profound failure to report hate crimes on behalf of individual states. In direct comparisons of states with similar population size, demographic make up, and number of active hate groups, the number of reported hate crimes varies so substantially that it is considerably improbable. The lack of reporting of hate crimes in areas found to be highly racially volatile has created false and misleading trends, and recommend federal action be taken to improve these data discrepancies

Significance:

Over the past decade, numerous states have begun diminishing or fully banning the inclusion of diversity, inclusion, and equity in education and professional institutions. The increase in divisive concept laws and censorship in education is much more frequent and strict in right-leaning states. As reported by the Pew Research Center, 46% of Republicans view giving greater attention to the history of slavery and racism as a negative. This disparagement of historical inequities and oppression creates space in legislation for laws prohibiting conversations and instruction on these issues, as they could potentially dislodge white narratives. Across states like Texas, and Florida, amongst others, the laws often prohibit the use of state

funds to implement, design, or administer DEI practices or programs. According to the Academic Senate for California Community Colleges:

Intentional silencing of DEIAA (Diversity, Equity, Inclusion, Anti-Racism, and Accessibility) efforts reinforces polarization and erodes trust in relationship building. Identity politics become more polarized, and the ability to develop cognitive diversity is impaired because of the lack of engagement with unique and divergent perspectives from diverse backgrounds, (Zeledón-Pérez and Chow, 2024).

Books and educational resources created by Black authors are being removed from historic and educational sites, practices of affirmative action benefitting people of color are being weakened, and privileges for disadvantaged minorities are being contested as DEI is villainized in American politics. As the experiences, contributions, and grievances of POC are being suppressed in America, the number of crimes against marginalized groups has risen consistently. At the federal level, hate crimes pertain to crimes committed on the basis of the victim's perceived or actual race, color, religion, national origin, sexual orientation, gender, gender identity, or disability. Individual states have also implemented statues protecting people from crimes based on sexual orientation, gender, gender identity, or disability.

With a significant increase in hate, the reporting and investigating of hate is disproportionate to the actual occurrences of hate experienced by Americans, causing a profound underestimation of the consequences currently being faced by marginalized groups. As explained by scientists attempting similar research to that conducted in this paper, “despite this spike, researchers find that hate crimes continue to be underreported by victims, unfounded by law enforcement, and difficult to prosecute, (Cronin et al., 2007; Nolan et al., 2015). The uncertainty

in regulating hate crimes is both attributed to ambiguity in laws determining what constitutes a hate crime as well as a lack of civilian knowledge on their rights protecting them from hate. According to a National Crime Victimization Survey, hate crimes are severely unpunished with 1 in every 1,429 individuals in America has experienced hate crime victimization, coinciding with less than 1 in 20 reported hate crimes in California resulted in convictions (Becerra, 2017). However, prosecution for hate crimes varies greatly among states as traditionally conservative states have legislative conflicts enforcing anti-hate laws while upholding expansive first amendment protections, (Beale, 2000; U.S. Const. Amend. I). This contradiction has led to great disparities in the reporting, investigating, and prosecuting of hate-based crimes, especially those relating to hate speech, the most common offense (Masucci and Langton, 2017).

The removal and opposition to DEI is detrimental to equity in America as marginalized peoples are less protected from discrimination and minority voices and issues are minimized and censored, while racially based hate is simultaneously on the rise. States such as California, the first in America to pass a hate crime law, Nevada, and New Jersey have counteracted this push for censorship as they strive to expand curricula beyond mere inclusivity. New classes, curriculum mandates, employment programs, and scholarship opportunities have been created to promote DEI efforts in education as it is being threatened at the national level since the repealing of affirmative action. With the passage of Executive Order 13950, despite being repealed by Biden, has allowed for many states to prohibit comprehensive education on important concepts in both public K-12 and public higher education institutions. When critical thinking about complex issues such as racism, sexism, and inequality is not cultivated, the pervasiveness of whiteness is not realized by white students. The feelings of discomfort and shame accompanied

with conversations about consequences of institutionalized white supremacy often align with the justifications of white nationalism: unjust persecution, racial genocide, and separatist superiority, (Southern Poverty Law Center). Critical thinking and open conversation about embedded racism and sexism in American society could potentially mitigate these attitudes toward discussions of inequality, deterring the mob mentality that fuels white nationalism.

Literature Review:

Social scientists have begun doing research on the impacts of DEI initiatives as well as the consequences of the banning of DEI, as diversity, equity, and inclusion are becoming politicized rather than institutionalized by today's government. Ursula Thomas of the National Teaching and Learning Forum wrote about her experiences with DEI as an educator in Georgia. She discusses the impact of the Georgia AB 1084 (2022), which prohibits teachers from accurately discussing the systemic racism that built America's foundational infrastructure, as well as barring teachers from diverging from the historical narrative from the white American point of view. She voices her opinion in saying,

This new practice is purposeful and...to push a monolithic narrative and erase the identities of the people who created this country is reckless. Not acknowledging how minoritized learners have been systemically disenfranchised by the very system of our country as well as our institutions of learning and higher education is disingenuous to the narrative of what education should look like.

This is an attempt to discredit African American efforts to mobilize as they have been systemically oppressed and unable to achieve mass education or middle-class stance due to

institutionalized discrimination. The ignorance of the systemic oppression of Black Americans displaces blame from governmental institutions to minorities themselves, accrediting the failure of people of color to incompetence and incapability rather than socioeconomic circumstances. The protections of DEI will increase recognition of the challenges to advancement people of color face, which should result in more services combatting this issue, as well as protect people of color from intentional efforts to disadvantage minorities.

Further demonstrating the need for DEI, we can observe the reasons behind opposition. Aarti Iyer, writer for the Social and Personality Psychology Compass, elaborates on the reasons for advantaged groups' opposition to DEI efforts, highlighting three major reasons. Resource threat is the most intuitive, as advantaged groups find DEI to be a threat to the number of opportunities or resources available to them as marginalized groups are favored to improve equity. However, both symbolic and in-group morality threats are more controversial as they are centered around the advantaged groups favoring the way of life, or beliefs, practices, and norms, (Rios et al., 2018) that perpetuate their superior status in society. Iyers' writings elaborate on the phenomenon of white fragility as they tend to resort to defensiveness when confronted with their responsibility in inequity. He explains when the rationale for a race-based DEI policy was framed in terms of rectifying past discrimination (compared to highlighting the importance of diversity to the organization), for instance, White Americans reported higher levels of group-image threat and more opposition to the DEI policy (Jones et al., 2019). This discomfort with the reality of white people's role in history as colonizers rather than enlighteners has resulted in dissatisfaction and oftentimes opposition to efforts to acknowledge and reconcile that role through DEI initiatives. This disregard of DEI and its necessity has led to widespread

condemnation and suppression and in extreme efforts to subdue DEI, violence has been inflicted upon proponents and benefitters of it.

This legislative disdain for civil rights protections from hate in favor of maintaining freedom of speech has roots in white fragility, the phenomenon coined by author Robin DiAngelo in which white people experience profound discomfort when discussing racism, white privilege, and their active and passive roles in both. This feeling subverts the white supremacist narrative that has been perpetuated in American history and imposes guilt upon white people for their hand in upholding systemic inequities in favor of whiteness. This willful ignorance of the pervasiveness that is whiteness can inhibit white students from developing critical consciousness about their own race making the classroom environment a battleground where white resistance and the centering of whiteness becomes the dominant ideology (Evans-Winters & Hines, 2019). This creates a defensive mechanism inherently opposed to race-based conversations, as it poses a threat to their illusory superiority; when this egoistic self-image is threatened, white students may exhibit uncontrolled emotional outbursts, anger, claim reverse discrimination, and/or use silence as a weapon (DiAngelo, 2018). The often self-imposed accusatory feelings that come with conversations about racism can lead to feelings of guilt and potentially inferiority, which also displaces white supremacist colonial narratives of bringing enlightenment and advancement to people of color rather than economically and socially marginalizing them indefinitely. This feeling of white guilt contradicts the inherent innocence of being white, which results in violent oppositions to racism based rhetoric in both educational settings and contemporary politics. With many white nationalist groups accrediting their need for organization and retaliation to the unfair persecution and racial genocide of white people (Southern Poverty Law, 2023) in favor of DEI

and improved race-relations initiatives, this understanding of white fragility as the catalyst for spiteful opposition is key.

Similarly, many studies have shown that students of color experience higher rates of bullying in predominantly white school settings. Even in post-secondary education, feelings of isolation and ostracization persists, as students of color experience micro-aggressions both indirectly and in interpersonal interactions. Four major themes of racial inequity have been identified in a study of racial experiences in a predominantly white institution: racial jokes and verbal comments, written slurs in shared spaces, segregated spaces and unequal treatment, and denial and minimization of racism, (Harwood et al., 2012). These experiences were often discouraging as students were subjected to micro-aggressions and micro-invalidations from both interpersonal relationships and educators/administrators, leaving them lacking a sense of belonging and acceptance. Even students of color's experience with housing felt inferior to that of predominantly white housing on campus, with clear discrepancies in amenities. These less overt forms of racism could be said to parallel the attitudes of predominantly white states that give inferior treatment and resources to their minority populations. In addition, the denial and minimizing of racism's prevalence in decision making and treatment is extrapolated in the real world, as the feelings of racial superiority and ignorance justify jokes and racial-based bullying in schools lead to the normalization of slurs and prejudice in adulthood.

To combat this violent behavior, mitigating white fragility, and the discomfort associated with race, from youth is being recognized as an effective method. Currently, discourse on race in K-12 education is often vague and evasive as it attempts to lightly touch upon a topic deeply embedded in the history of America since its creation in 1619. Since the late 1960s, educators

have understood that civil rights legislation had never dislodged white supremacy from American institutions, (R.L. Carter, 1968). Institutional racism continues to protect and serve white interests, such as the promotion of colorblindness and meritocracy, with ideals that ignore systemic inequities and promote white people as deserving rather than institutionalizing their success.¹ Dominant contemporary theories blame students of color and their families for faltering in academic success, calling for individual efforts from those at blame (e.g., suggesting reading more at home and advocating for a growth mind-set), rather than acknowledging the fault in structures and policies that systematically fail marginalized students (e.g., limited resources, racial profiling; Malagon & Alavarez, 2010). Blaming communities of color for educational inequality at the individual level displaces institutional responsibility, thus providing a rationale to study race yet evade concrete analyses of racism required to make meaningful change (Silva, 2006).

This covert racism has allowed for white supremacist ideology to remain pervasive throughout American education, yielding a society that is emotionally reactive and hostile toward racial and other controversial issues such as abortion and LGBTQ+ rights. However, the explicit acknowledgement of racism and active efforts for increasing diversity and equity has a clearly positive impact. Denson and Chang found that racial-ethnic diversity in 4-year colleges contributed heavily to attributes such as self efficacy, general academic skills, and racial-cultural engagement. Diversity at the structural, curricular, and cross-racial interaction greatly improves

¹ Promoted as a system of accountability, the idea of meritocracy reinforces racial hierarchies of student success as colorblind policies often favor white and affluent families, rather than equitable policies for beneficiaries who should be acknowledged and prioritized as disadvantaged, (Au, 2013;2016; Urrieta, 2006; Roda & Stuart Wells, 2013). Where intellectual inferiority and cultural deprivation once upheld racial inequity in schooling, today, individualized analysis of underachievement are tools that maintain the status quo, (Valencia, 2012).

individual qualities among students. The most statistically significant trend observed in this study was the racial-cultural engagement; Denson and Chang found that over the average four year college career, both student and institution level diversity engagement contributed heavily to students' change in knowledge of and acceptance/agreeability with people of different races and culture. DEI education, or education that provides opportunity for interacting with diverse groups, promotes a better understanding and cultivation of racial relations, and it could potentially be assumed that the opposite, lack of DEI education diverts understanding of different races, could be true as well.

My study will attempt to prove that opposite relationship, as well as the one proven by this research; if DEI education can be associated with improved race relations and diversity navigation, can anti-DEI education which is proven to be associated with censorship, opposition to acknowledging and addressing racism, and desires to displace blame and guilt for systemic inequities, also be correlated with hate and ignorance of diversity, ultimately leading to hate-based violence? Due to a lack of data I assume and well as the novelty of divisive concept laws, I was unable to find any studies on the correlation or effects of the laws on quality of education, student success, or number of hate crimes. My paper will attempt to research the impacts a relatively new type of legislation, while using previous research on exposure to diversity in education as the underlying theory.

Theory and Hypothesis:

My hypothesis is that the protection and implementation of DEI efforts is associated with a decrease in the number of hate crime occurrences. Operationally, the more effective (as quantified by an index created for this study) a state is establishing and maintaining DEI efforts,

the fewer occurrences of hate crimes we expect to see per capita. My theory is that more institutions dedicated to implementing and advocating for equity, as seen in the aforementioned study of the positive impacts of a diverse post-secondary education, would increase general public knowledge, accountability, and acceptance of equitable policies, resulting in less hate-based violence motivated by fears of symbolic and in-group morality threats.

Research Design and Methods:

The independent variable to be measured across states will be the severity of the limitations on DEI in public education, based on public records of legislation from 2019-2022, quantified by my index, resulting in a score from -5;5, with criteria explained in the appendix . This measure alone, according to my hypothesis, should predict the dependent variables: the amount of hate crimes per one million residents, as well as the number of hate groups in a state, as reported by the Southern Poverty Law Center and the Department of Justice. However, what must be considered as control variables for this study will be the effectiveness of hate crime prosecution; as some states prioritize and inflate the First Amendment to encompass what other states qualify as hate speech, the reporting, investigating, and prosecuting of hate crimes varies across the U.S. With this being a major consideration in the comparison of state legislations' impact on hate, the study will compare states' change in hate from 2019-2022, prior to and after the passage of DEI-centered legislation (either censoring or expanding education), which is reported by the DOJ. This overall observed change will be used to compare the impact of legislation on hate crime at a standardized level.

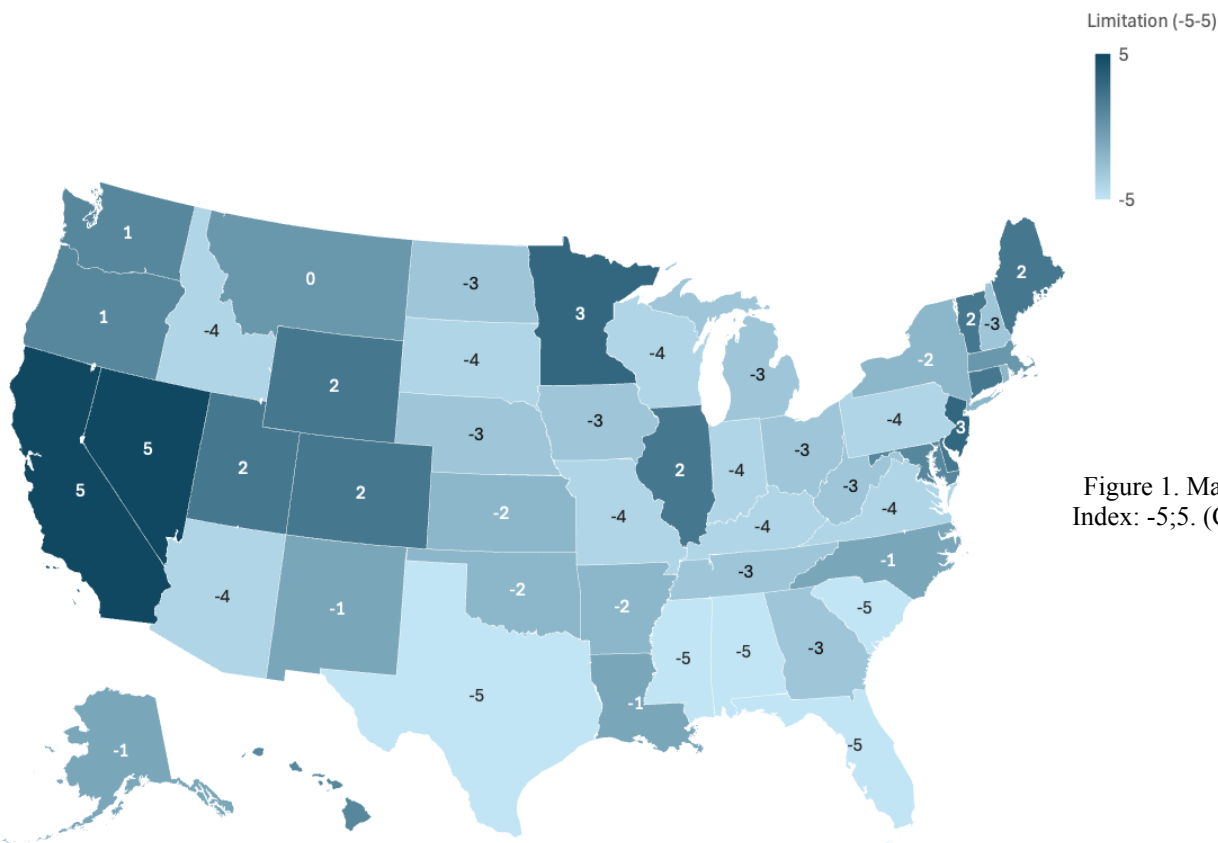


Figure 1. Map of Education Expansion Index: -5;5. (Chalkbeat, Self-Conducted)

Racial demographic makeup is also considered as a control variable in this study and will primarily be comparing states with similar percentages on non-white populations, according to the U.S. Census. I will be conducting this study at the state level, with all 50 states being analyzed, but only nine being highlighted for detailed analysis, over a four year period that encompasses all recent DEI-related education legislation, 2019-2023. I will then take a more refined look at the data, comparing states of similar racial demographic makeup (populations with approximately 50% or more non-white people). When ranking the quality of DEI education per state, I created a series of questions to formulate a score with negative five being most restrictive to positive five being most expansive, comparing each score to the number of hate crimes per one million residents. To best analyze my findings, I will summarize my data with a regression model and Pearson's R analysis to understand the significance of the relationship.

Results:

In comparing DEI score to number of hate crimes per one million people, there were no statistically significant findings, with the Pearson's R correlation being 0.44. However, the findings, although insignificant, should have been negative, as a higher DEI score should yield less hate crimes per one million residents. I have come to believe that the positive relationship is due to states with pro-DEI initiatives having better tracking systems for hate crimes, showing more accurate numbers of crimes rather than more occurrences. To further investigate this phenomenon, I compared the number of active hate groups, as reported by Southern Poverty Law, to the number of hate crimes per one million people, as reported by states to the DOJ. Even in this comparison, a negative relationship was observed, with more hate groups in the area resulting in less hate crimes, according to federal records. This suggests that state records are not accurate as Southern Poverty Law is an impartial source and the high numbers of active hate groups are somehow not associated with high numbers of have crimes, as reported by state legislatures who may not be as infallible.

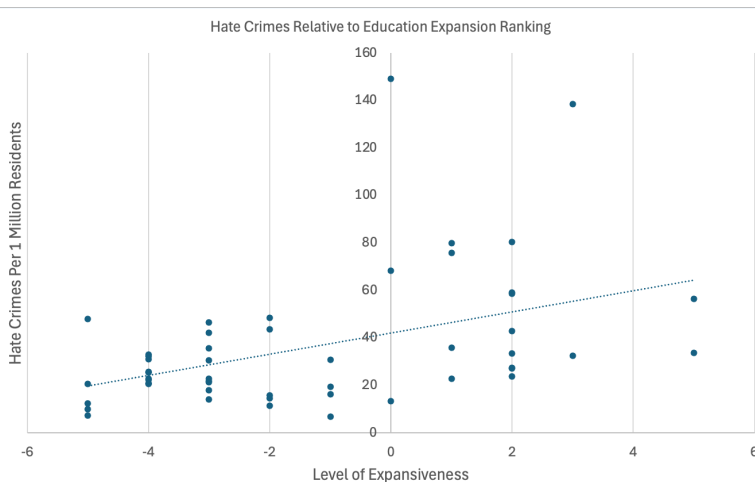


Figure 2. Hate Crimes per 1 Million Residents Relative to Education Ranking; $r = 0.44$. Source: Department of Justice Hate & U.S. Census Pop. Data, Self-Conducted

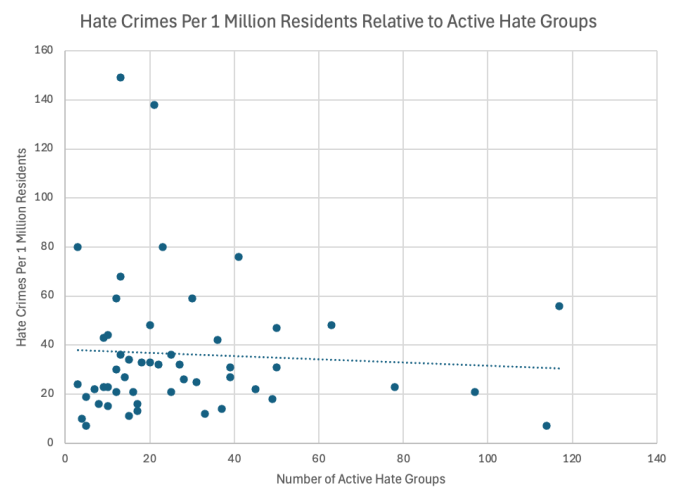


Figure 3. Hate Crime Per 1 Million Residents Relative to Number of Active Hate Groups; $r = -0.06$. Source: Department

When looking at a smaller sample size of nine states with greater than or equal to 50% of a non-white population, the results remain null. After categorizing the nine states into three categories, expansive, neutral, and restrictive, I find the data still lacks statistical significance.

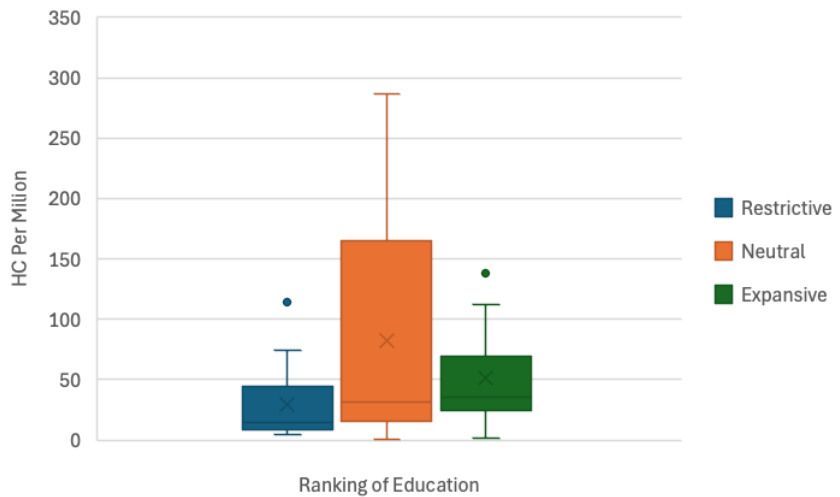


Figure 4. Hate Crimes Per 1 Million Residents Relative to General Ranking with Similar Population Demographics. Source: Department of Justice Hate Crime Report & U.S. Census Pop.

To confirm my suspicions that the data is profoundly flawed, I compared Florida and California as states of similar size, both with non-white populations of 50% or more and both hosting over 100 active hate groups in the area. In this comparison, Florida claimed to experience 1/8 of the hate that California does on average, despite California holding much more liberal and equity based views and policies.

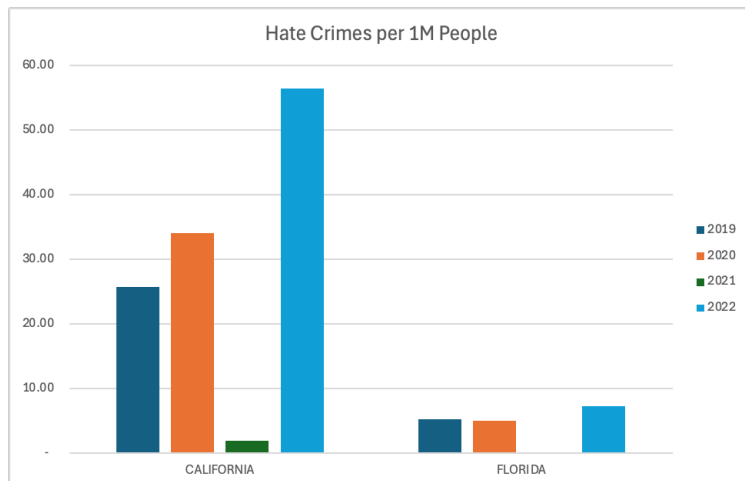


Figure 5. Hate Crimes per 1 Million Residents, CA v. FL. Source: Department of Justice Hate Crime Report & U.S. Census Pop. Data, Self-

This leads me to believe that right-leaning states are not experiencing less hate on average, as the extrapolating circumstances that fuel hate crimes are similar both in states that report higher and lower rates of hate. When considering partisanship in studying the relationship between restrictiveness of DEI education and number of hate crimes per 1 million people, the results show an association of 0.18 for red states; this minimal relationship shows that the level of DEI education in Republican states has almost no impact on the number of hate crimes whatsoever. This suggests that despite the variance in education quality in red voting states, the reporting systems lack investment and integrity, as they report almost identical numbers regardless of policy. In reality, they are simply reporting and tracking less hate, as a result of disregard for race relation improvement in general, as seen in the removal of race-related education, resulting in consistently, significantly low numbers across red states.

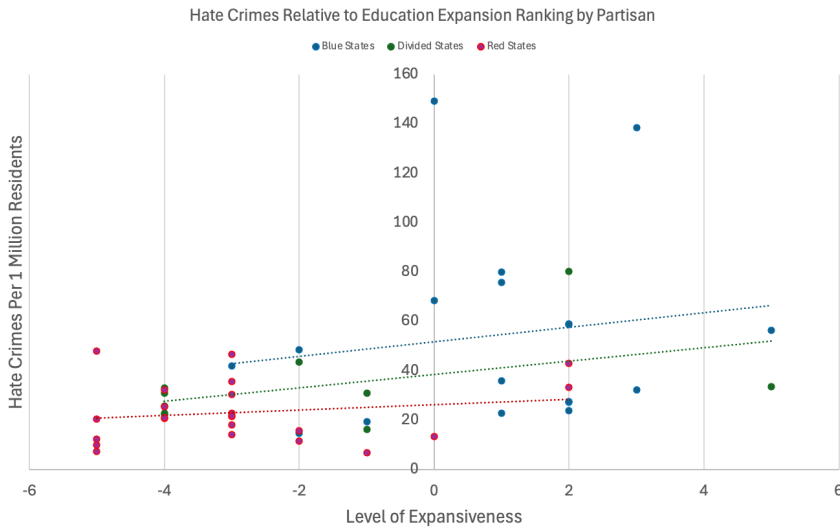


Figure 6. Hate Crimes per 1 Million Residents Relative to DEI Ranking, by Partisanship. Source: Department of Justice Hate Crime Report, National Conference of State Legislatures, & U.S. Census Pop. Data, Self-

Discussion and Research Implications:

When investigating if the prohibition of DEI initiatives in public education in both K-12 and post-secondary education is associated with increasing numbers of hate per 1 million residents in

a state, I found insignificant results. The null results of this study have led me to new revelations; although my findings do not support my hypothesis, I have reason to believe that this is due to the variance in hate crime definitions and fervor to police hate crimes across the country. Although a federal definition exists, the definition of hate crimes vary by state. States like California include disability, gender, and gender orientation in bases for crime, while other states envelope hate speech, the most common occurrence of hate, into their state's enforcement of the First Amendment, refusing to infringe upon it. One could argue the the refusal to expand hate crime definitions to encompass newly disadvantaged groups is representative of increased ignorance and occurrences of hate in those states.

These discrepancies in hate crime definitions not only allow for some states to reclassify hate crimes as a simple confrontation, they could be said to encourage the dispelling of hate crime charges and ignore them completely, deflating numbers and inaccurately reflecting the experience of hate in the state. The trends found in the data may even suggest that states with stronger DEI initiatives and better tracking methods experience more hate on average, but it could be argued that based on their policies, those states are simply more interested in mitigating the issues resulting in improved accuracy of reporting.

The investment in racial equity and hate crime prevention requires improved accountability and accurate records of hate crime occurrences, which is why pro-DEI states report such high numbers of hate crimes, whereas anti-DEI states report numbers that are improbably low, relative to their high number of active hate groups. Those anti-DEI states' prioritization of First Amendment Rights over the physical and mental safety of people of color has yielded ineffective reporting systems in historical inequitable states such as Florida, where

the number of hate crimes experienced is censored. With Trump's acknowledgement of DEI education's potential to dislodge white supremacist narratives², many states have tried to uphold these colorblind, and oftentimes inherently racist ideologies, suppressing data on failures in protecting marginalized peoples.

One possible policy implication of this is a reinvigoration of the federal database reporting, investigating, and tracking of hate crimes per state, allowing for more comprehensive studies to be done, as well as the implementation and enforcement of policies better protecting those at risk for hate victimization.

Limitations and Extensions:

With definitions of hate crimes varying slightly in each state, as well as overall race relations with policing systems, measuring this variance proved to be a significant data challenge. This limited my data so severely that the findings are insignificant, with no results supporting my hypothesis, and oftentimes even contradicting it completely. While some states had reports of around 60 hate crimes per 1 million residents, states of nearly identical population demographics (i.e., by race, population size, and number of active hate crime groups) reported around 5 hate crimes per 1 million residents. Some states did not even have records before 2020, making data collection exceedingly difficult. With the data I was able to collect, my findings

² Executive Order 13950, Combating Race and Sex Stereotyping, describes America's "belief" in inherent equality of every individual" as defined by the Constitution, a document often criticized for its embedded misogyny and mention of "free men," excluding unfree slaves for decades with perpetual consequences. He goes on to state, "many people are pushing a different vision of America that is grounded in hierarchies based on collective social and political identities rather than in the inherent and equal dignity of every person as an individual. This ideology is rooted in the pernicious and false belief that America is an irredeemably racist and sexist country; that some people, simply on account of their race or sex, are oppressors; and that racial and sexual identities are more important than our common status as human beings and Americans," (Trump, 2020). He lists various ideas and concepts that promote a reality of racial and gender inequality, which he condemns, and implores educators and employers to reject these proponents of division and inefficiency.

showed that the states with the most restrictive DEI scores experienced the least amount of hate post-2019, but it is unclear whether this is due to suppression of reporting or restrictive definitions of hate crimes that make the qualifications for a crime to be classified as hate almost impossible to meet. The next steps for investigation would be looking into the variance in laws for each state, finding which states have expanded hate crime definitions and which have constricted them, analyzing the laws with an index similar to the one used in this study.

Similarly, I think looking into racial segregation and seeing if hate, not measured in crime but in public opinion and behavior, is correlated to DEI education policy. In highly restrictive states like Florida and Alabama, state populations are heavily racially segregated, which may have an impact on the success of anti-DEI education as cross-racial interaction is limited, resulting in a lack of understanding and empathy for people of color (SPLC, 2021). Future explorations of hate should investigate whether the lack of hate crimes is representative of minimal interaction between people of different demographics³.

Conclusion:

With longstanding histories of institutionalized racial inequality, conservative-leaning states are more likely to pass anti-DEI, divisive concept legislation, as they uphold white supremacist narratives in their policy-making processes. As a result of failure to report hate crimes primarily in states with strict divisive concept laws in public education, data suggests that states with expansive DEI initiatives and effective tracking systems observe more hate on average. The large variance in hate crimes definition by state, as well as the varying level of interest in

³ Social Contact Hypothesis states that positive interaction between members of different groups tends to reduce in-group prejudice, (Brown & Hewstone, 2005).

acknowledging systemic racism, have had profound impacts on the accuracy of reporting, as states with less hate crime protections and more negative attitudes toward addressing slavery⁴ and its ramifications often report lower numbers of hate. Without accurate numbers of hate crimes in an area, not only is it difficult to study the effects of legislation aimed at decreasing hate occurrences, but it is also hard to observe the severity of hate crimes to begin with. Before meaningful change can even be attempted, accurate records need to be obtained through federal enforcement. Similarly, the definition of hate crimes needs to be modernized to protect groups that were not originally considered to be targets of crimes and now face risk daily (e.g., transgender individuals, individuals with disabilities, and non-binary individuals).

Appendix:

In order to study the quality of DEI centered education in states, I created two sets of five questions; one set related to pro-DEI initiatives, granting one positive point for every yes, and another set related to anti-DEI initiatives, granting one negative point for every yes. The pro-DEI questions were as follows: (1) Does it promote DEI explicitly in legislation; (2) is there an expansion of class/curriculum; (3) are there provisions to increase diversity in resources, opportunity, and employment; (4) are more contemporary issues such as abortion, sex education, and LGBTQ addressed; (5) is there specific rhetoric calling attention to traditionally marginalized groups, displacing white supremacist narratives. The anti-DEI questions are as

⁴ Pew Research Institute conducted a partisanship study, polling Americans on their sentiments toward addressing America's history of slavery and racism. The study found that 71% of Republicans believe that there has been a lot of progress toward racial equality, despite continual racial disparities in health, housing, and employment. Similarly, 46% of Republicans believe that increased attention to historical racism is bad for race relations in America. The disdain for acknowledgement of the pervasiveness of institutionalized racism and its consequences while simultaneously believing that equity and race relations have been improved is paradoxical, as improvement cannot be made without acknowledgment of the problem. In this study, these red leaning states have been proven to pass more restrictive divisive concept laws, further reflecting a want for ignorance of racism rather than acceptance and dismantling of the issue.

follows: (1) does it explicitly list what is prohibited from instruction; (2) does this impact public education at the university level; (3) is the law broad/vague enough to infringe on teachers 1st amendment; (4) does censorship include concepts beyond racism; (5) does the law support perpetuation of white supremacist narratives? Based on these questions, states received a score between -5 and 5.

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Maria-José Zeledón-Pérez

Area D Representative

Karen Chow

Area B Representative, Maria-José Zeledón-Pérez

Area D

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Individual State Legislation Citations have been cited in an alternative document:

<https://docs.google.com/document/d/>

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