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### Perceived Injustice and the Decision to Act or Not

Rita L. Campbell

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## COLLEGE SCHOLARS PROJECT PROPOSAL APPROVAL

Rita L. Campbell  
Scholar

Dr. J. Black  
Mentor

Perceived Injustice and The Decision to Act or Not  
Proposed Project Title and Completion Date (semester & year)

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### COMMITTEE MEMBERS' SIGNATURES

(Minimum 3 Required)

Kristin Robertson

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Dr. L. C. McKinley

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PLEASE ATTACH A COPY OF THE WRITTEN PROPOSAL TO THIS SHEET, AND  
RETURN BOTH TO THE COLLEGE SCHOLARS OFFICE (1208 MCCLUNG TOWER).

DATE APPROVED \_\_\_\_\_

Perceived Injustice  
and the Decision to Act or Not  
Through the Participant's Eyes

Rita L. Campbell  
May 10, 2002

### Abstract

When an apparent injustice is presented are people in general more likely to act or not? And what was the reasoning behind his or her choice? These questions are answered through a survey that presented hypothetical situations in which one must choose to act or not. First person creative writing pieces were created from participant's reason for acting or not acting in only one of the hypothetical scenarios presented. Participants used in the study ranged from 17 to 42 years of age and were of different races and were both female and male. The results indicated that people were more likely to act, but for different reasons. These reasons ranged from personal standards, that include morals, to religious reasons. In general, people do want to act and make a difference in an unjust world. So are humans basically good or evil? This study might be useful to answering this question.

### Perceived Injustice and the Decision to Act or Not

Injustice is a “violation of a person’s rights; an unfairness; an unjust act or deed; wrong”(Merriam-Webster’s Dictionary, 1997). So when an apparent act of injustice does occur are people more likely to act or not to act? And what is the basis of their reasoning?

*I Dream A World* by Brian Lanker(1989) lays out a portrait of a number of Black women who have chosen to act when apparent injustice occurred. For example, Jonnie Tillmon was a mother on welfare who saw the injustices of the system and decided to do something about it. In 1972, she became the National Welfare Right’s Organization’s director. Her reasoning for getting involved was because when she was on welfare and she wanted to “change the idea of women on welfare being lazy”(p. 92). Another woman, Cora Lee Johnson, became aware of the injustices done in housing, health, and nutrition. She states the following: “I am a person. I have feelings. I have needs. I have wants. I’m sittin here and nobody sees me. Everybody just looks over me and walks on past because I’m black, because I’m a woman, because I’m poor, because I have no education. But I’m still here”(p. 144). She also said that she “didn’t have nobody to depend on for strength but God and myself”(p. 144). Cora Johnson acted because of personal standards and religious reasons.

Norma Haan’s study (1994) on hypothetical and actual moral reasoning in situations of civil disobedience found that people have certain ideologies, but these ideologies are not consistent with action taken for a number of reasons, especially in those situations that deal with authority. Participants were asked questions about the Free Speech Movement such as “Do you think it was right or wrong for the students to sit in? Why or why not? Explain your position”(Haan, p. 182). Before the research, it was hypothesized that gains from hypothetical to actual moral reasoning might occur, irrespective of the students’ ideological position. It seemed possible, however, that an action taken for reasons of ideological stance could subsequently stimulate more adequate forms of moral justification. Haan showed how the basis for action is not necessarily dependent on a person’s ideology or initial moral reasoning, but other factors like their situation. She states that “significantly more of those acting did structure the Free Speech Movement a principled moral issue, whereas considerably more of the non-

acting group formulated the Free Speech Movement situation as they had the hypothetical dilemmas, as a formal question of law and order”(p. 185).

Another study on affirmative action and how it is perceived by males and females of different ethnicities (1997) concludes that support for programs that help to control unjust situations like affirmative action and equal opportunity are “generally viewed as fair and has positive attitudinal consequences”(Baltes, Parker, Christiansen, p. 1). This study showed how different ethnicities and genders might view these types of programs. Women and racial-ethnic minorities supported AA/EO and viewed these programs as ways to control organizational justice and increase career development. Blacks/Hispanics had more positive reactions than other employee groups to these types of programs. The study stated that “white men did not associate support for AA/EO with a loss in career development opportunities, organizational injustice, or negative work attitudes”(p. 1). This research also showed how white men compared to women and racial-ethnic minorities were more likely to think that the organization supports affirmative action as well as encourages diversity. The study considered whether motivational factors or cultural biases influence perceptions that the organization supports AA/EO. It states, “For example believing that the organization currently supports AA/EO may enable White men to attribute women’s and racial-ethnic minorities lack of career mobility to internal factors”(p. 10). Overall, the study the study showed how AA/EO programs are generally viewed as fair and just by all employees. Baltes et al. showed how most people support programs like AA/EO because they are viewed as ways in which organizational injustice may be prevented. Therefore, this research supports the conclusion that most people want to act when situations of injustice occur.

*The Morality of Civil Disobedience* (1971) supports the hypothesis that personal standards are one of the major factors that help a person to decide if he or she is going to act, as well as the type of action, if unjust situations occur. Hall states that “nearly every act of man has consequences in both the personal and social dimensions of life, it is nevertheless true that men undertake actions primarily because of their consequences in one or the other of these realms”(Hall, p. 39). One example that Hall uses is the action that Mr. G. W. McLaurin took in order to gain the same rights as other students at the University of Oklahoma. McLaurin took his claim to the Supreme Court of the United

States. He claimed that these laws violated his rights as a citizen as well as his personal standards. Hall states that the “agent’s motives in this case were personal; he wished to establish his own rights as a citizen and as a human being”(p. 40).

Parker (1850) believes that actions are to be based on the consciousness of each individual person. He states the following: “I owe it to myself, for I am to keep the integrity of my own consciousness; I owe it to my brother and to my God. Nothing can absolve me from this duty, neither the fact that it is uncomfortable or unpopular, not that it conflicts with my desires, my passions, my immediate interests and my plans in life.....”(Parker, p. 109) Parker believes that “it is right to love a man and not to hate him, to do him justice and not injustice, to allow him the natural rights which he has not alienated. No man made these things right; no man can make them wrong.” He goes on to say that individuals are not bound by the laws of man, but their own consciousness. This for Parker is both dependent on three factors his personal rights as a man, his religious freedom, and his current situations. For Parker, the most important part of decision making is asking the conscience and following it for day to day decisions. He states, “... If I do the best thing I can know to-day, and to-morrow find a better one and do that, I am not to be blamed, not to be called a sinner against God because not so just to-day, as I shall be to-morrow”(p. 108-109)

In the book entitled *Dr. Martin Luther King, Jr Nonviolent Strategies and Tactics for Social Change* (1982), Edgar Brightman discusses how duty might mean “a demand imposed by the enlightened conscience of the individual.” Brightman states that “it is what I judge that I ought to do after having consulted my own experience and reason in the light of my highest ideals”(Ansboro, p. 77). Brightman also believes in the Law of the Most Inclusive End that states that “All persons ought to choose a coherent life in which the widest possible range of value is realized”(p. 83). But Martin Luther King, Jr raises the question “How can individuals fulfill their obligation to obey the Law of the most Inclusive End if segregation and discrimination exclude them from their education, social, political, economic, and even religious opportunities that are the basis of total personal development? (p. 83) King shows how two laws by Brightman, the Law of Individualism and the Law of Altruism contrast. King more firmly believes in the Law of Altruism which states that “each person ought to respect all other persons as ends in

themselves, and, as far as possible, to cooperate with others in the production and enjoyment of shared values.” This law requires others to put value in him or herself as well as other people, whereas the Law of Individualism focuses on the individual himself. The Law of Altruism, in turn, will cause a greater sense of responsibility when injustice does occur. Therefore, when injustice does occur responsibility rests in the hands of more than one individual.

The current research (Perceived Injustice) was intended to investigate why people react or not when situations of injustice do happen. It is hypothesized that participants act or not act because of three reasons: situational, religious, and personal standards. These reasons were interpreted through responses to an open-ended question presented in a survey. The survey was filled out by males and females of different races.

## Method

### Participants

The participants involved were randomly chosen college students, 33 males and 37 females, 33 African-Americans, 31 Caucasians, and six students of other ethnicities, from The University of Tennessee. The ages of the participants ranged from 17 to 42 and the mean age of the participants was 21.37,  $SD = 3.73$  years.

### Materials

A survey packet that included demographic information with the participant's race, age, and gender and one question and answer sheet with hypothetical scenarios was provided.(see Appendix B) The survey consisted of three hypothetical scenarios that presented a situation in which an injustice occurred and a choice of action had to be chosen. With each scenario there were four answer choices, three of which presented a definite action or inaction to the situation of injustice. Participants were asked to pick either the three definite choices or present an alternative. The third hypothetical scenario had an extended section that asks the participant why he or she picked the answer choice that he or she did and then further asked what was the basis of that reasoning.



### Procedure

After passing out the surveys , participants filled out a sheet of demographic information and responded to three scenarios. Then they responded to two open-ended questions linked to the third scenario. They were given as much time as needed to complete the tasks. Participation took approximately 10 minutes.

## Results

Participant's answers were summarized into tables and the data gathered was crossed with the participants gender and race. Also the answer choices were divided into categories of action and inaction which is also summarized in a table. The results from those that chose other (answer choice d) in the three questions will be summarized in the discussion section. The information gathered in question three when each participant was asked the basis for their reasoning is interpreted into first person perspective poems.(see Appendix C)

## Discussion

Overall, most people chose to act in situations of injustice. It does not seem that neither race nor gender had much of an impact on whether a person chooses to act or not act when situations of injustice occurred. But in two instances, Caucasians were more likely not to act. In question one (you are an architect being passed over for a promotion), both males and female Caucasians were more likely not to act and in question three (you are a student in a class in which the teacher makes racial remarks) Caucasian females were more likely not to act. But these findings are tentative because of the small sample size. Additional research could be done with a larger sample size and more in depth questions concerning the basis for action and non action. For question number one (you are an architect being passed over for a promotion), the most frequent alternative actions were to quit the company, look for another job, sue the company, or go over the boss's head. There were a variety of alternative actions to question two (you are a person looking for an apartment in which the realtor has lied about the apartment being taken), but each of the alternative answer choices were choices of inaction rather than action. Most of the participants decided within themselves that there must be other reasons or another possibility that would cause the realtor did not rent them the apartment. A majority of the alternative answers presented in question number three (you are a student in class in which teacher makes racial slurs) were to go to the department head or supervisor. Both question one (architect) and three's (student) alternative actions required action, where as the alternative answers presented in question number two were inaction. Therefore, these alternative answers still do not change the fact that when presented with a situation of injustice most people chose to act. Answers to the open-ended question in question number three (student in class and teacher says racial slurs) about the basis of their reasoning showed that action is related to a number of different reasons which are mainly those stated in my hypothesis. Most people chose to act because of religious reasons, personal standards, or he or she had been in a similar situation before.

This research does agree with Lanker's work (1989), but there is some disagreement between Haan's work. In this study moral reasoning did play a factor in the participant's hypothetical decision making, yet this inconsistency could be due to the

procedure of gathering the information about why a participant chose the answer that he or she did after he or she chose it. Balte, Parker, and Christiansen (1997) also support this research (Perceived Injustice) in that support for affirmative action programs and equal opportunity programs are accepted by most people in general. One could infer that people support these programs because acts of injustice are not accepted. Hall (1971), Parker (1850), and Ansboro (1982) all support the hypothesis that personal standards and religious beliefs account for reasons why people act or not act when situations of injustice occur.

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Table 1

Shows answer choices that are divided into choices of action and inaction.

Table 1			
Question no.	Decision to Act	Decision Not to Act	Other
Q1-work	A/C	B	D
Q2-apartment	A/B	C	D
Q3-class	B/C	A	D

Table 2

Shows how many people overall chose to act or not act per question.

Table 2			
Question no.	No. that acted	No. that did not act	Other
Q1-work	46	24	17
Q2-apartment	60	3	7
Q3-class	22	4	44

Table 3

Reports on the overall summary of how many people chose specific answers for each question.

Table 3			
Answer Choice	Question Number		
	Q1-work	Q2-apartment	Q3-class
A	1	34	4
B	7	26	22
C	45	3	0
D	17	7	44

Table 4-6

Summarizes how many people of specific races chose specific answers for each question.

Table 4(Question 1)				
Ethnicity	Answer Choices			
	A	B	C	D
African-American	1	2	21	9
Caucasian	0	5	19	7
Other	0	0	5	1

Table 5(Question 2)

Ethnicity	Answer Choices			
	A	B	C	D
African-American	17	13	1	2
Caucasian	16	9	1	5
Other	1	4	1	0

Table 6(Question 3)

Ethnicity	Answer Choices			
	A	B	C	D
African-American	1	13	0	19
Caucasian	3	6	0	22
Other	0	3	0	3

Table 7-9

Summarizes how many people, either male or female, chose specific answers for each question.

Table 7(Question 1)

Gender	Answer Choices			
	A	B	C	D
Male	0	3	22	8
Female	1	4	23	9

Table 8(Question 2)

Gender	Answer Choices			
	A	B	C	D
Male	17	12	1	3
Female	17	14	2	4

Table 9(Question 3)

Gender	Answer Choices			
	A	B	C	D
Male	1	12	0	20
Female	3	10	0	24

## Appendix A

Coding for Raw Data

Raw Data



Codes

**Ethnicity**

1	African-American	33
2	Caucasian	31
3	Other	6

**Age**

17-20	32
21-25	32
26+Over	6

**Gender**

1	Male	33
2	Female	37

Subject #	Ethnic	Age	Gender	Q1	Q2	Q3
1	3	21	1	C	A	B
2	3	19	2	C	B	D
3	3	21	2	D	B	B
4	3	20	1	C	C	D
5	3	22	2	C	B	D
6	3	22	2	C	B	B
7	1	19	1	D	B	D
8	1	18	1	C	B	D
9	1	17	1	D	D	D
10	1	20	1	C	A	D
11	1	21	1	C	A	D
12	1	20	1	C	B	B
13	1	22	1	C	B	B
14	1	21	1	C	A	D
15	1	19	1	C	A	D
16	1	22	1	C	B	B
17	1	20	1	C	A	B
18	1	21	1	C	B	B
19	1	19	1	D	B	D
20	1	20	1	D	A	B
21	1	20	1	D	B	D
22	2	23	2	C	A	D
23	2	23	2	C	C	D
24	2	22	2	B	B	D
25	2	21	2	C	A	D
26	2	20	2	D	D	D
27	2	22	2	C	B	D
28	2	22	2	D	D	D
29	2	28	2	C	B	D
30	2	30	2	C	B	D
31	2	18	2	D	A	A
32	2	21	2	C	A	B
33	2	23	2	C	B	A
34	2	20	2	D	D	D
35	2	20	2	C	A	D
36	2	21	2	B	A	D
37	2	42	1	C	D	D
38	2	21	1	D	D	B
39	2	20	1	B	A	D
40	2	34	1	C	A	B
41	2	22	1	C	A	A
42	2	22	1	C	A	D
43	2	21	1	C	A	B
44	2	21	1	C	A	D
45	2	21	1	C	A	D
46	2	20	1	C	B	D
47	2	29	1	D	A	D
48	2	19	1	D	B	D
49	2	21	1	C	B	B
50	2	19	1	C	A	D

51	2	23	1	B	A	D
52	2	19	1	B	B	B
53	1	22	2	B	C	D
54	1	19	2	C	A	D
55	1	19	2	C	A	D
56	1	19	2	C	A	B
57	1	19	2	C	A	B
58	1	19	2	C	B	B
59	1	18	2	C	D	D
60	1	19	2	C	A	A
61	1	20	2	D	B	D
62	1	19	2	C	A	D
63	1	23	2	D	B	D
64	1	21	2	D	A	D
65	1	25	2	D	B	D
66	1	20	2	B	A	B
67	1	21	2	A	A	D
68	1	19	2	C	A	B
69	1	20	2	C	A	B
70	1	22	2	C	B	B

## Appendix B

Survey example

# Background Questionnaire

Ethnic  
Background\_\_\_\_\_

Age\_\_\_\_\_

Male/Female

### **What Would You Do?**

1. You are an architect at a large firm in Sacramento, California and an opening became available to be one of 10 chief architects within the entire company. You are well qualified for the position, but you get passed over. A young white male gets hired for the position that you are more qualified for. What do you do?

- a) Quit the company
- b) Keep working quietly
- c) Speak to your boss about the injustice
- d) Other\_\_\_\_\_

2. You are a single young adult and are looking for an apartment in a suburban neighborhood. You found out that an apartment was vacant through a newspaper ad. But when you meet with the realtor early the next morning he tells you it was just sold. You immediately realize that this is suspicious because you were his first appointment for the day. What do you do?

- a) Keep looking for another apartment
- b) Speak up and reveal the realtor's lie
- c) Doubt yourself by making more inquiries or forgetting about the situation
- d) Other\_\_\_\_\_

-----  
3. You are one of 25 students in your Ethics 230 class. The professor constantly makes racial slurs in class and the minority students seem to always receive lower grades than the other students in the class. What do you do?

- a) Say nothing and keep coming to class
- b) Tell the professor what you have noticed and demand change
- c) Quit coming to class
- d) Other\_\_\_\_\_

Why?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the basis for your reasoning?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix C

### Poems

Survey#9: African-American Male(Age: 17)

Open-Ended Response to Scenario 3 Answer Choice d) Pray to the Lord about every situation: "Pray."

**The Answer: Prayer**

Mistreated

Pray

Torn-down

Pray

Weary

Pray

Ostracized

Pray

In every situation

Pray

Whatever the cost.



Survey #39: Caucasian Male(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice d)Talk to other students, confront the professor as a class, and if he does nothing talk to department: "Racism Sucks. There is no room for it in society any more, and people who actively discriminate against others based on race need to be taught how things are." We're all human.

**All Human**

Do we not breathe the same air?

Eat the same food?

Conjure up the same funk?

The world operates with the notion that flesh

Reflects the heart

But I beg to differ that flesh decides the heart

What is beautiful on the inside penetrates the flesh

From the darkest mahogany to the lightest white-wash white

This is the secret the world does not know

Yet its ignorance is its loss

Survey #19: African-American Male(Age: 19)

Open-Ended Response to Scenario 3 Answer Choice d) I'd challenge him to an oral exam in front of the whole class: "To prove to him and any other person that I am above average; self gratification."

**The Challenge**

I dare you to come at me with another lame excuse  
For being a teacher

I challenge you to a test of degradation

On the spot

Can't take the heat

This is your reward  
Humiliation

Mine  
Self-gratification

Survey: #70 African-American Female (Age: 22)

Open-Ended Response to Scenario 3 Answer Choice b) Tell the professor what you have noticed and demand change: "Speaking out helps to put an end to discrimination. Too many people died to 'sit-up' and continue to let something like this happen."

**Too Many Died**

Too many people died  
For me not to speak up

And keep discrimination  
An ongoing experience

Does my inaction not mean  
That I am putting a stamp  
Of approval on this type of  
Behavior?

Am I not worth what death  
Sought to achieve?

I'm better than that.  
Too many people died.

Survey #31: Caucasian Female(Age: 18)

Open-Ended Response to Scenario 3 Answer Choice a) Say nothing and keep coming to class: "I think all people are treated fairly enough-any injustice done is equal among all races! I feel that minorities complain too much and affirmative action is a whiny excuse for underprivileged to take advantage of the white race! You don't see us building "White Cultural Centers do you?"

**The System**

They whine.  
On welfare  
When they don't get the job  
When their grade is lower  
Or they don't get the position

"It's not fair," they always seem  
to whine, whine, whine

Give them the money  
Give them the job  
Change the grade  
Let them have the position

Pass me over  
It's ok because I agree  
That I am my ancestors and my ancestors are me  
So I must have beaten your granddaddy

No!

The system is fair enough  
Why should you reap the benefits of your skin color?  
I am too treated unfairly, yet that doesn't matter  
That is swept under the rug

And how many people chuckle at the thought of  
Reverse discrimination

So let's shelter them  
Build centers for unity  
They need a support system

No!

No more centers for them  
Just because they whine

No White Cultural Centers are built  
For me and my people

The system...  
No more handouts please.

Survey #53: African-American Female(Age: 22)

Open-Ended Response to Scenario 3 Answer Choice d)Keep coming to class, but address the issue in class: "The Holy Spirit makes me speak up because it is injustice. God has anointed me to speak the truth and love justly."

### **The Spirit Prompts**

I stopped him just as he was about  
To move on with the material  
He thought he was scot free  
Because of silence

But his words flew from his lips  
                    Stabbing me in the arm  
And the boy beside me in the leg

We were wounded  
He lay there right below my feet  
                    Bleeding, frozen, making the ground his new home  
I ripped my shirt with my left hand and quickly  
Tied the jagged clothe around my wound

Then the spirit prompted me to dress  
In the full armor He provided

He told me to-  
            Fight and survive!

Survey #34: Caucasian Female(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice d)I would tell the teacher that comments like that are illegal for people in teaching positions. If he doesn't change go to a higher authority. As for grades, I highly doubt that the only people in class with an injustice getting the 'screw' like that are the ethnic students: "Because it is wrong to make slurs about one. God's Morals. Nuff said."

**"God's Morals;Nuff Said"**

My morals are God's morals  
What God says is what I say

This is how I live  
How I survive

Yet is following God's path

Predestination?

No. It's my choice.  
I just choose  
the best one.

Survey #33: Caucasian Female(Age: 23)

Open-Ended Response to Scenario3 Answer Choice a) Say nothing and keep coming to class: “ It may affect my grade; a tendency to keep quiet unless I am personally affected.”

**Why Bother?**

I live inside a bubble  
With no knowledge of its existence

My brain reassures me that  
The external can not affect the internal

But...  
The internal can affect the external

Therefore, I choose not to step outside  
The bubble, for my brain would have lied

So I stay...  
Encased.  
    Unchanged.  
        Not affected.

Survey #29: Caucasian Female(Age: 28)

Open-Ended Response to Scenario 3 Answer Choice d)Talk to department head or anyone else that will listen: "By talking to the professor you are only going to antagonize him toward you. You have to let the problem become public knowledge to get results; self preservation."

**Public Protection**

What is made public cannot be denied

And therefore, forces change.

Change causes results

And results equal self-preservation.



Survey #26: Caucasian Female(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice d) Stay in class to receive a grade, but talk to someone at the head of the department or university to see what can be done to change or fire the professor: “ Sometimes it is hard to speak up against discrimination- sometimes a group of people can accomplish more than one person alone; Most of these situations you have to think of what would be best for you at the moment and also how your decisions will effect you in the future. Then you can choose a more effective way to stand up for your cause, and hopefully you can change things.”

### **Life 101**

This is a course that will give you insight on how to live a life without fault. Experience in this class will be assimilated through hypothetical situations. Each situation has been catalogued and researched extensively. The hypotheticals will cover every area that might present a challenge in day to day living. The course is structured to train the brain to respond automatically to key situations that might occur. One of the main lessons that Life 101 concentrates on is thinking before acting. This concept is the foundation for this course which when grasped will certainly assure your success in life.

Survey #7: African-American Male(Age: 19)

Open-Ended Response to Scenario 3 Answer Choice b) Tell the professor what you have noticed and demand change: "This nation is focused on equality, liberty, and justice for all and I felt like I was not being treated equal."

### **National Pain**

Black man  
Cries out through song

Black man  
Speaks with poetic passion

But Black man  
Is ignored.

Equality  
Liberty  
Justice

All a part of who  
Black man is.

But rejected.

And pain arises with anger  
Because half is not accepted

And anger can only be  
quenched

if...

Black man may express;  
not hide

And still be...  
Black

Survey #5: Ethiopian Female(Age: 22)

Open-Ended Response to Scenario 3 Answer Choice d) I'd talk to the other minorities in the class and then go to the professors as a group to talk to him. If he doesn't change go to the dean: "We have to fight for our rights as individuals and as groups. By not fighting we are agreeing to it."

### **Neutrality**

Neutral?

What it really means is...

I agree.

Survey #15: African-American Male(Age: 19)

Open-Ended Response to Scenario 3 Answer Choice d) Speak directly to the department head: "Because expressing your dissatisfaction will eventually lead to change; If enough people complain and request that the teacher be removed the school will have to take some type of action."

**Belief**

Expression's mission is to reveal

The hidden

Not seen

The invisible

It must be sought out,

Searched for, and hunted

This makes expression's mission that much

More Valuable

And value is viewed as a cornerstone for change

Change that seeks to  
complete

the mission.

Survey #17: African-American Male(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice b) Tell the professor what you have noticed and demand change: "If you are racist then I would be 'PO'd' because I am a person, not just a color, a color is just an adjective."

### **Is Grayscale Possible?**

What if we could all see the world through black, white, and gray eyes?  
Would this place everyone on the same plane and make life simple?  
Or would a world of robotic humans emerge?

These are the questions to be posed because so much depends on color.  
A simple word in itself.  
Five letters that carry so much weight  
And hold so much power

It is a media to judge  
Abuse and mistreat

Yet, after all  
It is just an adjective.

Survey #46: Caucasian Male(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice d0 Talk to the Head of the Department: "People with power shouldn't be able to abuse that power."

**Position**

A position of power is a

Position of privilege

Not an excuse for abuse.

Survey #47: Caucasian Male(Age: 29)

Open-Ended Response to Scenario 3 Answer Choice d) Tell the professor what you have noticed and demand change and quit coming to class: “Don’t be passive. Talk and react when you think you have right. However, when the cost of your reaction is huge, it is better to wait a little bit. Good timing is the secret!”

**Timing is the secret**

Tick  
Tock

Tic  
Toc

Speak  
I shouldn’t

Yell  
I couldn’t

Tick  
Tock

Tic  
Toc

Nothing  
I wouldn’t

Tick  
Tock

Tic  
Toc

When?

What about...

Tick  
Tock

Tic  
Toc

The cost

Tic  
Toc

STOP.

Timing...  
It’s everything.

Survey #69: African-American Female(Age: 20)

Open-Ended Response to Scenario 3 Answer Choice b) Tell the professor what you have noticed and demand change: "Tell the professor so he would be aware of the racial slurs; if no one makes you aware then, are you really wrong?"

**Who's At Fault?**

Some say that ignorance is bliss  
I agree.

Ignorance eliminates accountability  
It says to the world

I have an excuse, so please excuse

Ignorance states, "I am free to do whatever, whenever  
Just because I have  
No clue."

And ignorance is warranted  
Because if no one says to ignorance  
"Get a grip"  
Then bliss will continue to be linked by is.



Survey #68: African-American Female(Age: 19)

Open-Ended Response to Scenario 3 Answer choice b) Tell the professor what you have noticed and demand change: "We are struggling anyway. Racism makes me mad and degrades me as a person. I know I am better than that."

### **Racism**

A struggle of the past  
that continues even now  
A series of thought and actions  
that never disappeared only swept  
under the carpet

But eventually that which is hidden  
must all ways come to light  
And that which is in the light is shown completely  
for what it is...  
                    ignorant

I reject these thoughts  
these emotions  
Because I believe,  
                    I know that  
                    I am better than that

Survey #65: African-American Female(Age: 25)

Open-Ended Response to Scenario 3 Answer Choice d)Speak to the head of the department: "I am a person and I am not going to let you devalue me. This is my first right."

**First Right**

Do you think the color of my skin affects how I think?

Color only comes from pigmentation,  
which is totally independent from thought

I dare you to think that your blood is redder than mine  
That your flesh is stronger than mine

You are just as weak and I am just as strong

I dare you to believe that I am not a person

That I am not you and you are not me  
underneath.

I'm not going to let you devalue me  
Because...

Value.  
This is my first right.

Survey #25: Caucasian Female(Age: 21)

Open-Ended Response to Scenario 3 Answer Choice d)Talk to Department Head: "He may not listen to a student, but he would definitely listen to the head of his department because it could cost him his job. Many older people won't listen to younger people because they think that 'age=knowledge.'"

**Didn't You Know?**

"Mom, didn't you know that..."

"No child, you're not..."

"Dad, didn't you realize that..."

"No child, you're not..."

"Mr. Keen, don't you feel that..."

"No child, you're not..."

"Stop thinking that you know  
because you will never know as much as me."

"Didn't you know that  
age equals knowledge."

Survey #60: African-American Female(Age: 19)

Open-Ended Response to Scenario 3 Answer Choice a) Say nothing and keep coming to class: "As long as I passed I would not care; Nothing will ever change."

**Change?**

Change?

Nothing will ever change.

So...

Why bother?