

An abstract graphic on the left side of the slide. It features several 3D cubes of varying sizes and orientations, some appearing to float or be connected by thin white lines. The background is a light blue gradient with a large, soft-edged white shape that overlaps the text area. In the bottom right corner of the graphic, there is a network diagram consisting of small white dots connected by thin white lines, resembling a molecular or data structure.

Setting the norm: Explorations of Whiteness

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Whiteness v. being white

Whiteness is conceptualized as a constellation of **processes and practices** that create lopsided power, privilege, and domination possibilities for those who invest in whiteness, and for white people.

- Dynamic, relational, and always operating
- Include basic rights, values, beliefs, perspectives and experiences
- Whiteness confers:
 - What is white and wrong
 - What is good and bad
 - What is professional
 - Who is invited and who is excluded
 - What should be learned; how it should be taught
 - Who owns and what is allowed to be owned
 - Who the law protects and who it doesn't

Connecting whiteness to all people

- Not only associated with skin color but also describes social processes that are fluid and dynamic (Garner, 2007).
- An aspect of identity and an aspect of property.
- Property = non-human.
- While white people may garner the most resources, have the most systematic level privileges, this does not mean that others cannot invest in whiteness as well.
- Can be commonly shared by all but which are only consistently afforded to white people.

Technologies of Whiteness

Can you identify processes that are considered possessing whiteness?

- Professionalism
- Meritocracy
- Race neutrality
- Mispronouncing or not learning names, othering, using racially coded language
- Teaching “the canon”
- A focus on class over race
- Individualism over community
- Cisheteronormativity

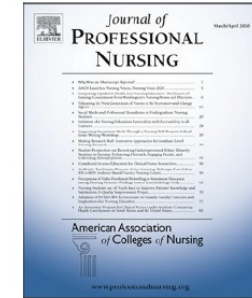


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The impact of Whiteness on the education of nurses[☆]

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ABSTRACT

Racism affects the nursing profession by routinely producing an over representation of Whites. Since the Sullivan Commission on Diversity in the Healthcare Workforce (Sullivan, 2004) reported that people of Color (POC) found it difficult to gain admission into health professions schools, regulatory agencies have made recommendations to the nursing profession to create program strategies to increase diversity. Many strategies were implemented to recruit, educate, retain, and graduate POC from university-based nursing programs, but these have had little effect on diversity in nursing. Simply put, these strategies were only band-aids attempting to heal a much larger issue within the profession precisely because programs do not address the underlying problem: the pervasiveness of whiteness. Whiteness has been normalized and influential in the manifestation of racism in nursing practice. The pervasiveness of whiteness has resulted in nursing education being seen through a White lens (Scammell & Olumide, 2011). This paper explores whiteness and its effect

Whiteness in Nursing Admissions

- Relying on only quantitative metric
 - Proven to disproportionately negatively impact communities of color, low-income students, first-generation students
- Cost of nursing school
 - Racially marginalized students more likely required to work to pay for school
- Systemic racism negatively impacting k-12 education and college preparation
 - Tax rates impacting school district funding
 - Types of courses taught and at what levels dependent on schools

Whiteness in Nursing Education

- 82% of nurse educators are white. 95% in MNSON
- Traditional pedagogical techniques
 - Centering of predominantly white researchers and knowledges
 - Thinking of students as empty vessels to be filled with knowledge
 - Cultural context of groups may differ; learning and communication styles are not addressed
- Cultural Competence v. anti-racism
 - Takes a ahistorical, race-neutral look
 - Diseases seen as related to certain groups (e.g. sickle cell = Black people)
 - Stereotyping and racial bias seen in textbooks
 - Lack of trans* and GNC models of service

Other Examples of Whiteness in Nursing

- Focus on multiculturalism without attending to history
 - Nightingale discussed predominantly thereby erasing the contributions of others
 - Exclusion of Black and Native nurses from schools and training programs and Black-only facilities
 - Colonization of Philippines and creation of Immigration policy to import Filipino nurses
 - Sterilization movements
- Categorizations of difference e.g., comparisons of white v. other, binary understandings of gender
- White saviorism
- Lack of community engagement

White Privilege

- White privilege is like a knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks that white people accrue over the course of their life by the fact that their skin is white.
- These ultimately lead to unearned entitlements.
- Discussing and acknowledging leads to accountability.
- Unrecognized can lead to continuing domination and “obliviousness.”
 - Privilege may be a personal level and institutional whiteness maintains that privilege.

White privilege

- Systematically taught NOT to recognize the privilege associated with being White (even if we recognize the disadvantages of being a person of color in society).
- White people taught to think of their lives as morally neutral, normative, average, and ideal so that when we work to benefit others, this is seen as work that will allow “them” to be more like us.
- White people don’t have a race; but all people of color do.
- Racism as associated conveniently only with overt or active forms of prejudice rather than also comprising embedded or covert forms as well.

White Immunity

- What are the pitfalls of White Privilege as a tool for understanding whiteness?
 - “White people frequently search in their personal histories for narratives of struggle and then use them to downplay the significance of White privilege” (Cabrera, 2017, p. 78)-
 - It is “arguable”, makes good v. bad people
 - It may distract from discussions of racism and whiteness
 - Person over systems
 - Some believe you can set your knapsack down
 - Rid one’s self of privilege
- What does white immunity do that white privilege does not?
 - Whiteness guarantees a type of immunity to dehumanization
 - Does not erase privilege, but encompasses it and adds a systems level analysis to whiteness
 - “White immunity means that People of Color have not historically, and are not contemporarily, guaranteed their rights, justice, and equitable social treatment; however, White people are because they have protection from this disparate treatment.”

Contextualizing White Identity Development

- Cannot understand racism and racial inequality without examining White identity and the privileges that come with it
- Most white people grow up not thinking about white racial identity or that they have a race at all
- White people cannot develop white racial consciousness in all-white contexts
- Need some sort of *racial dissonance* to spur development
 - Whiteness is not self-correcting

Reflection Time

- What have you felt as a result of hearing this information?
- Where do you feel challenged?
- How will you respond to this information?

Recommendations

- Move to student-centered practice (active learning)
- Teach a more complete nursing history
- Move to holistic admissions
- Teach students how to be critical of what they are learning
- Welcome in new voices
- Open networks to invite others in
- Challenge competition and promote collaboration
- Team > individuality
- Ask questions:
 - Why does the committee make-up look like this?
 - Does my syllabus include diverse viewpoints?
 - Who are the participants in this study that I assigned my students to read?
 - Why is the situation the way it is (how do SDOH impact this result)?
 - Is it the students or is it me?

white fragility

White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.

These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation.

Whites have not had to build the cognitive or affective skills or develop the stamina that would allow for constructive engagement across racial divides

Factors Inculcating White Fragility

Segregation- history

Universalism and individualism- whites represent everybody and therefore unable to see others

Entitlement to racial comfort- often confused with safety

Racial arrogance -the right ways and wrong ways to talk about racism (e.g., politeness, lack of emotion) + racial comfort (authenticity- Angry Asian man)

Racial belonging- you always think you belong because you see yourself everywhere

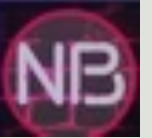
Psychic freedom - white people don't have a race, don't have to carry the burden of race

Constant messages about value- our "heroes" are white



WHITE FRAGILITY TRAINING:

***Raising Racial Awareness
of White Discomfort
with Racial Awareness***



Whitenessproject.org

Watch a few of the videos and look at the Data tab

- What are your initial reactions and feelings?
- What views might you share with some of these people and which ones diverge? Are you like them? How are you different? Be truthful with yourself.
- What are your emotions watching these statements from people in our generation?
- What processes are occurring that are making people think in these ways?