



Black Girl Blues: An Examination of Intra-racial Bullying



Presented by Carolyn
Strong

Founder and CEO of Bullies Stink

+ About the presenter...



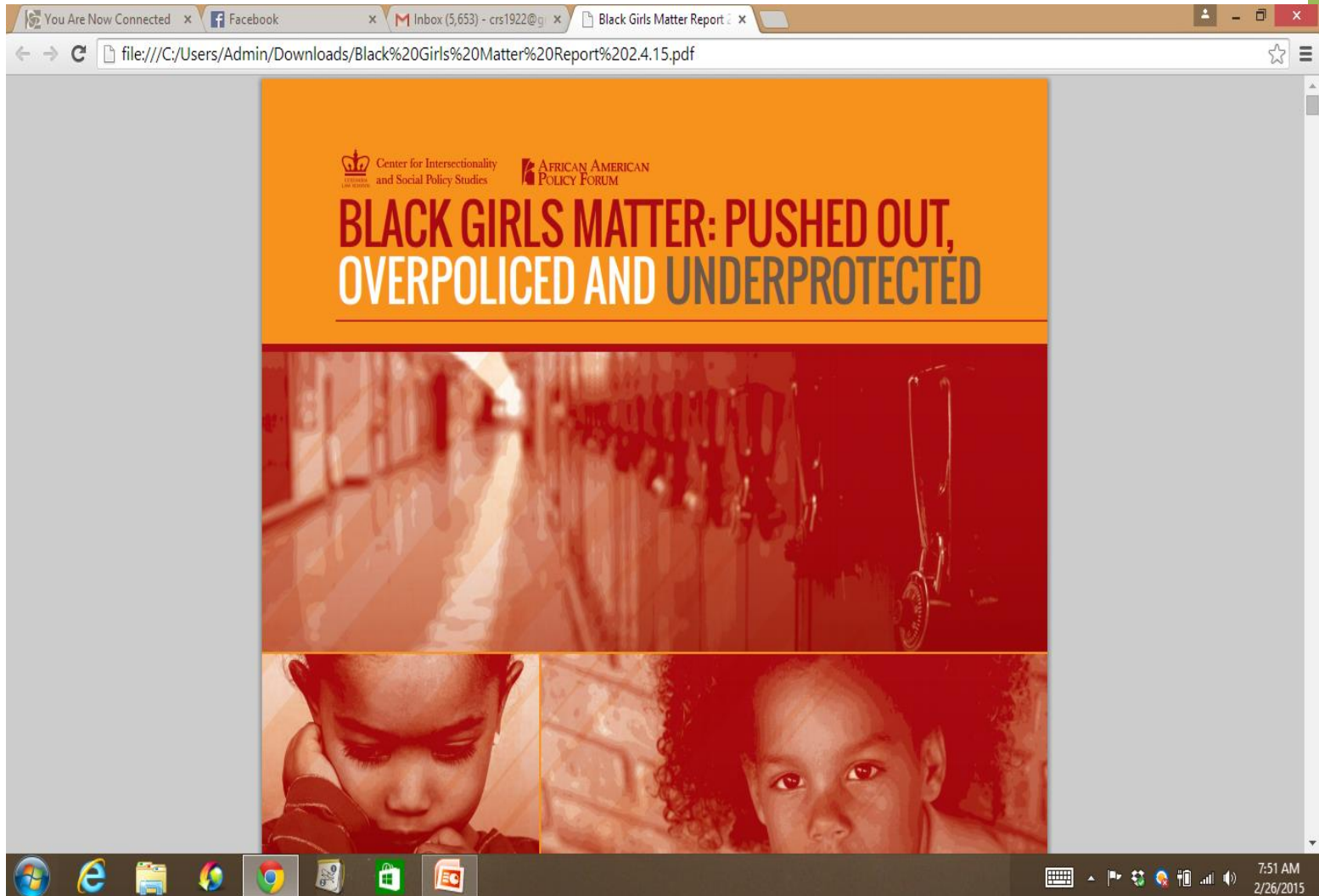
- BA in African American Studies from Northwestern University
- MAT in English
- MEd in Educational Leadership
- CAS in Gifted Education
- EdD Curriculum and Social Inquiry 12/2017
- Author: Black Girl Blues
- Contributor: Girls Got Issues by Dr. Tyffani Dent
- Dean of Students Thornton Township High School (10 years)

+ Over the course of our session you will:

- Gain a historical understanding of the malaise that surrounds African-American girls.
- Contextualize the aggressive behavior of girls.
- Acquire some of the tools necessary to restore a positive sense of self.
- Discuss recommendations for reducing aggressiveness in this population.
- Learn to recognize and combat some of the detrimental images in popular culture.
- Learn the unspoken do's and don'ts related to this highly sensitive topic.
- Leave with a better understanding of the secret world of black girls.



Why Girls?





Why Girls?

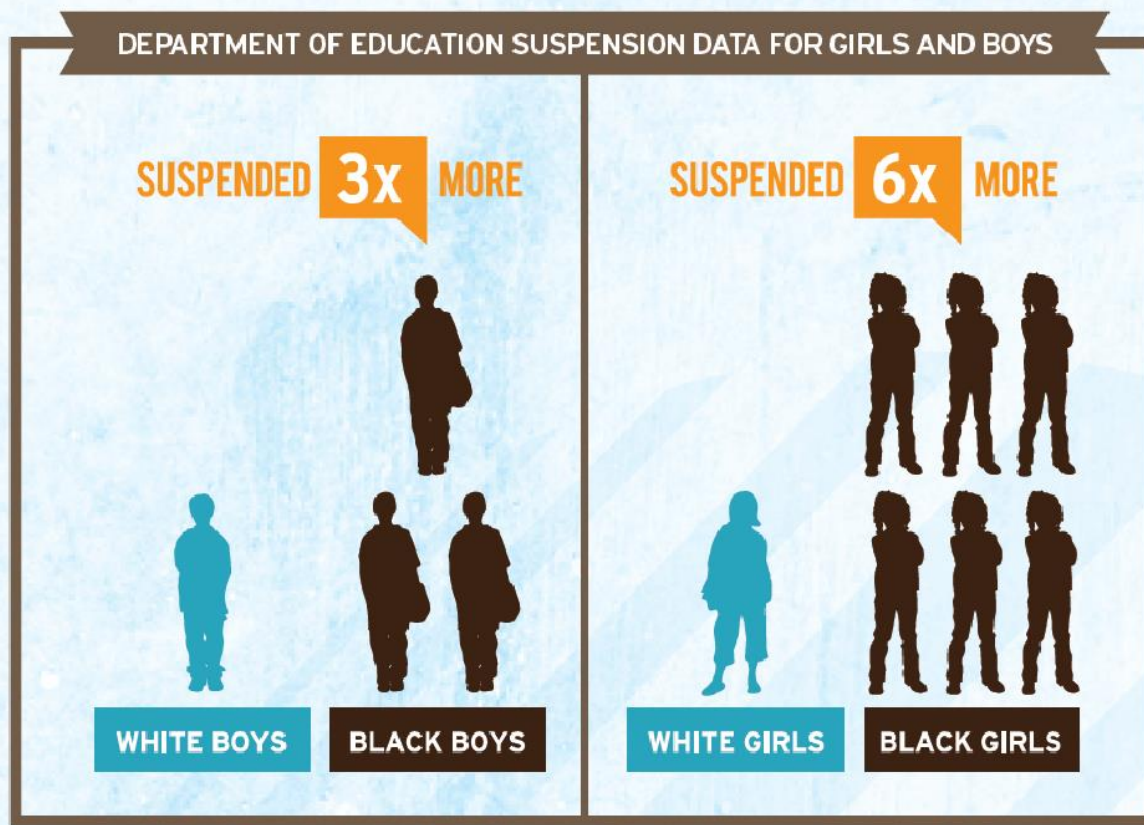


Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012



Why Girls?

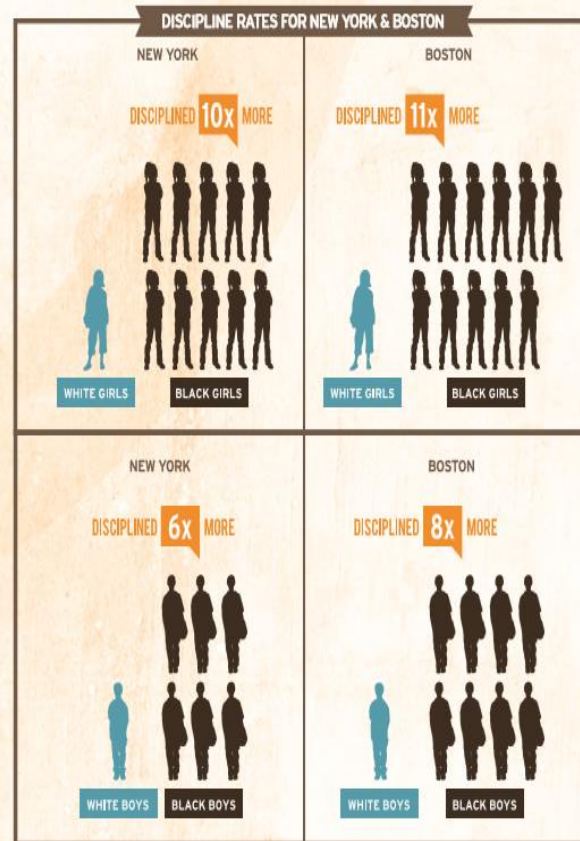


Figure 5: Intra-gender comparison of discipline rates in Boston and New York school districts, 2011-2012 school year

eight times the number of white boys disciplined (637 vs. 81 cases, respectively). [Figures 3 and 5]

In New York City, Black boys comprised 40 percent of all boys disciplined



Why Girls?



You Are Now Connected x (1) Facebook x Inbox (5,654) - crs1922@g x Black Girls Matter Report x



file:///C:/Users/Admin/Downloads/Black%20Girls%20Matter%20Report%202.4.15.pdf



EXPULSION RATES

In New York City during the 2011–2012 year, ninety percent of all the girls subjected to expulsion were Black. No white girls were expelled, and thus, no ratio can be calculated; but the magnitude of the disparity can be captured by simply imagining that *one* white girl had been expelled. Were that the case, the ratio would be 53:1.

In Boston, the percentages are also alarming. Of the total number of girls subjected to expulsion, 63 percent were Black; and no white girls were subject to expulsion. Again, assuming that one white girl *had* been expelled, Black girls would have been expelled at a rate of ten to one.

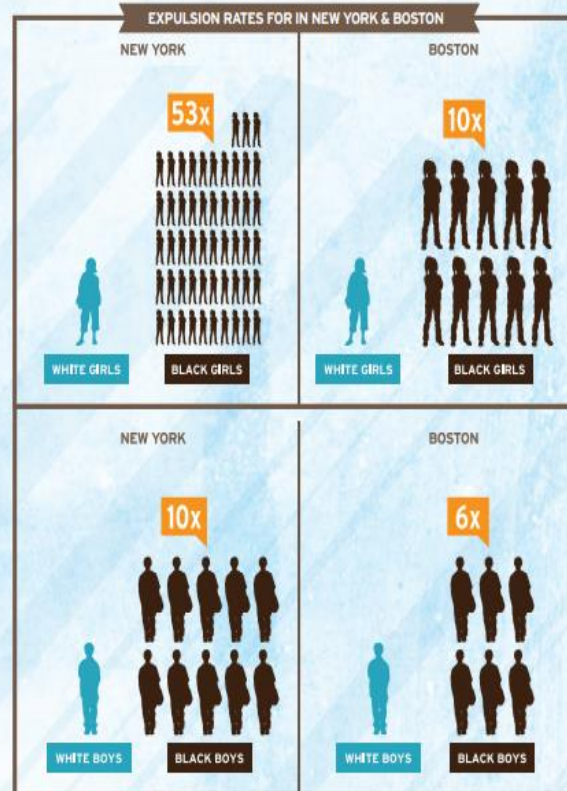


Figure 6 : Intra-gender comparison of expulsion rates. Boston and New York public school districts, 2011-2012 school year





Why Girls?

SUSPENSION RATES

During the same period, Black girls in New York were nearly ten times more likely to be suspended than their white counterparts and in Boston, they were suspended at almost twelve times the rate of white girls. In New York, Black boys were suspended at a rate five times that of white boys. In Boston, Black boys were 7.4 times more likely to be suspended than their white counterparts. [Figure 7]



Figure 7: Intra-gender comparison of suspension rates. Boston and New York public school districts 2011-2012 school year



Why Girls?





Historical Depictions + LOOKING BACKWARD

+ Mammy Caricature

- One of the most recognizable images of the African-American woman in the south.
- She is typically characterized as a large black woman, with a wide grin, wide eyes and hearty laugh.
- The mammy is almost always depicted with dark brown skin and a head covering of some kind.
- Depicted as asexual and nurturing to white children often at the neglect of her own.



+ Sapphire Caricature

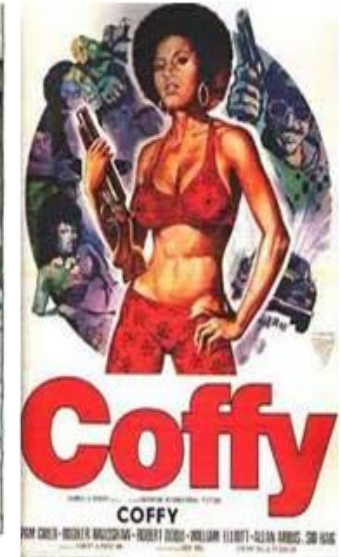
- Portrays black women as rude, loud, malicious, stubborn and overbearing.
- She is tart-tongued and emasculating. She is often portrayed with her hands on her hips with her eyes and neck rolling.
- Serial complainer, never quite satisfied.
- More recently, this image was depicted in child form with the character “Dee” on the 1980’s sitcom, “What’s Happening!”
- Contemporarily, the description of “angry black woman,” was attributed to our First Lady, Michelle Obama.





Jezebel Caricature

- Portrays African-American women as lascivious, seductive and alluring.
- This stereotype is often juxtaposed against the pure, respectable wholesome image of the white woman.
- This stereotype has had many incarnations including the most recent addition of the “video hoe.”



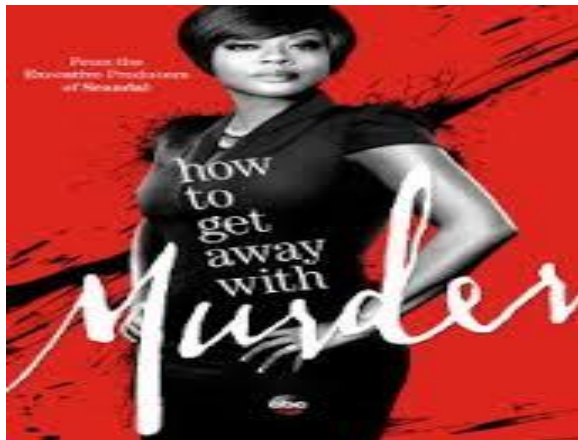
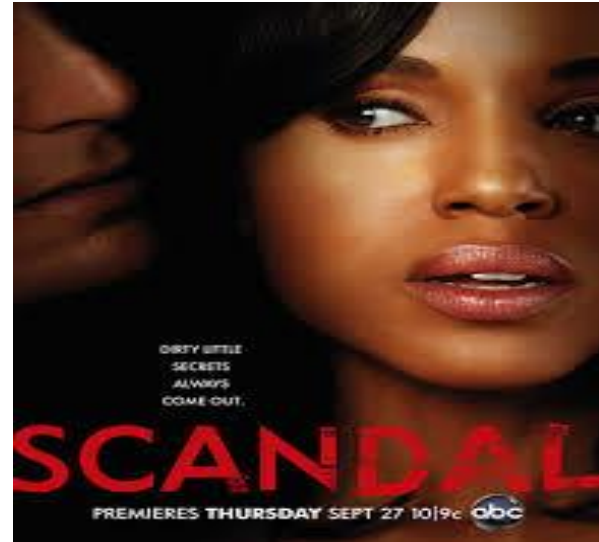


Black Superwoman

- Depicted as strong, being able to hold everything together, never needing help and never waivering.
- Queen of multi-tasking, takes on everyone's problems and often ignores her own.



+ New Depictions.....





Recent Contexts
GOING FORWARD

+ Fact...

Halle Berry in 2007



Beyonce in 2012



+ Fact...

Lupita Nynong'o 2014



+ Fact...



+ Miss America 2016



+ How does society value me?



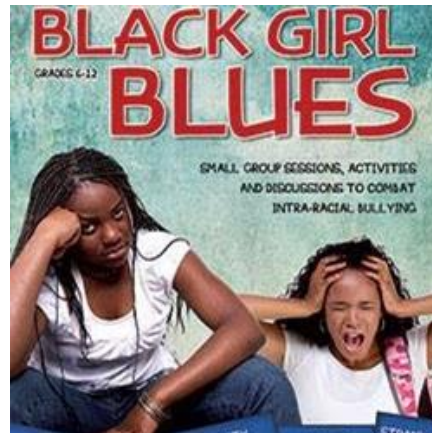
+ Current Implications

- Historically, African-American women have been vilified and demonized in popular culture.
- This vilification has revealed itself in a maelstrom of self-loathing, self-hatred and an intra-racial melee akin to civil war.
- This civil war plays out in our classrooms and school yards daily; in the form of intra-racial bullying.
- Black girls' confusion and internal issues surrounding self-esteem and self-image often are the catalyst for their animosity and contempt for themselves and each other.
- [A feeling that can sometimes be validated in the girl's own home.](#)





Black Girl Blues



Part II

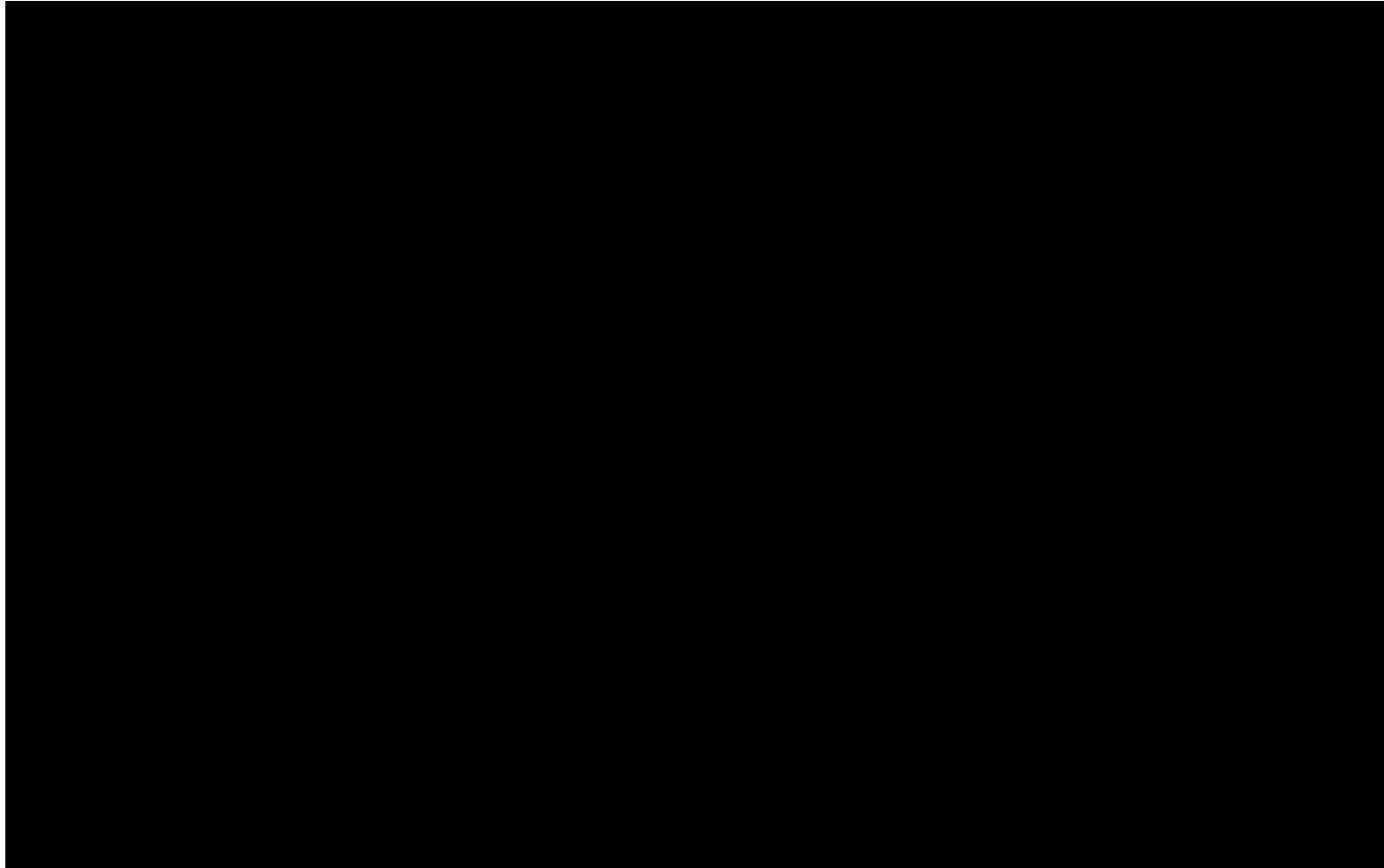
+ What is Intra racial bullying ?

- Intra racial bullying is conflict and relational aggression that occurs between members within a racial or ethnic group strictly because of phenotypical differences.
(Strong 2013)



Does This Fit the Definition?

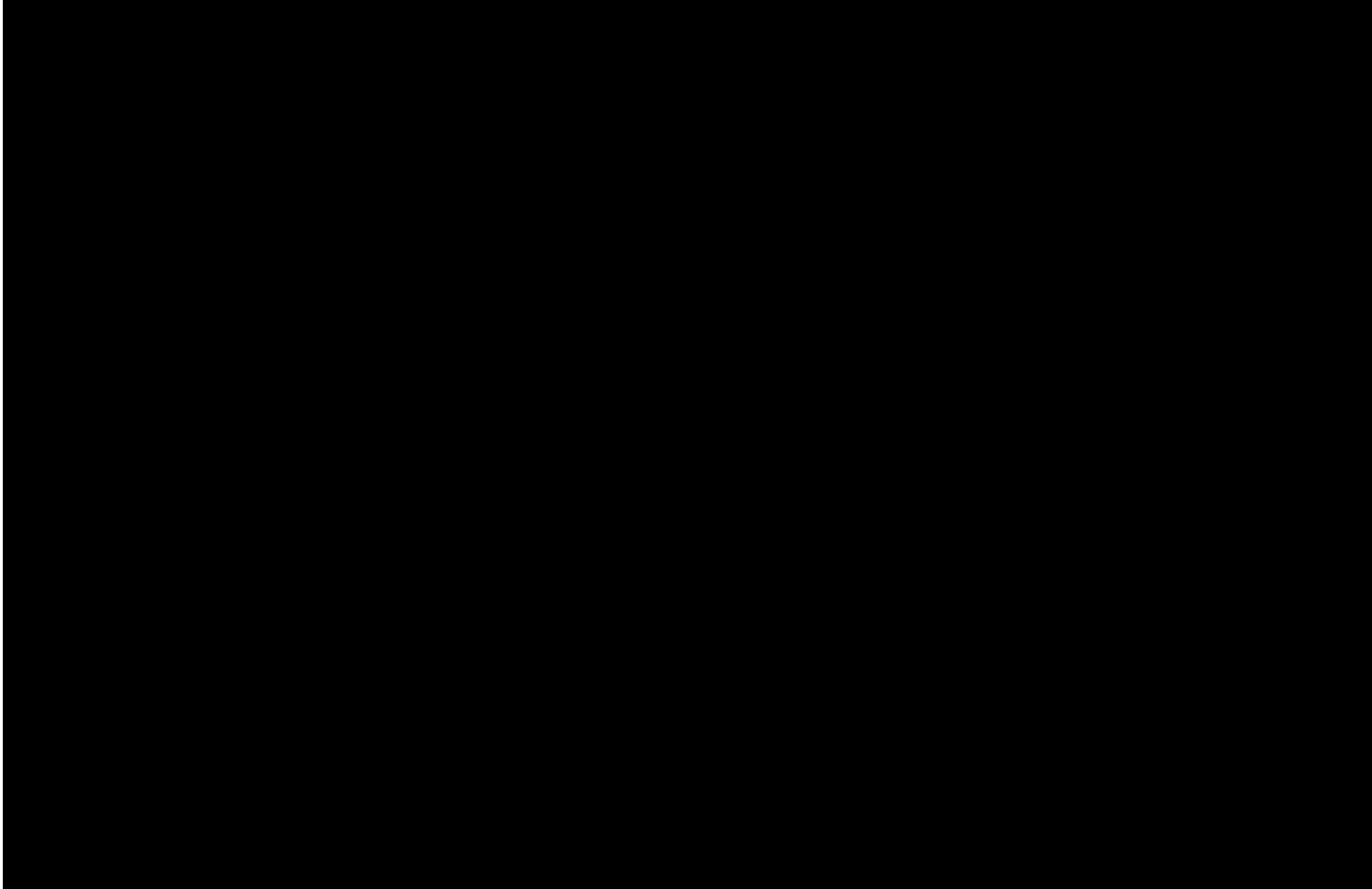
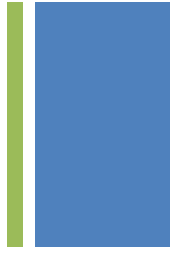
School Daze 1988





Internalizing Popular Culture

Dark Girls 2012





Dark Skinned Girls aren't the only ones that feel pain

Light Girls

Light Girls

LIGHTGIRLS



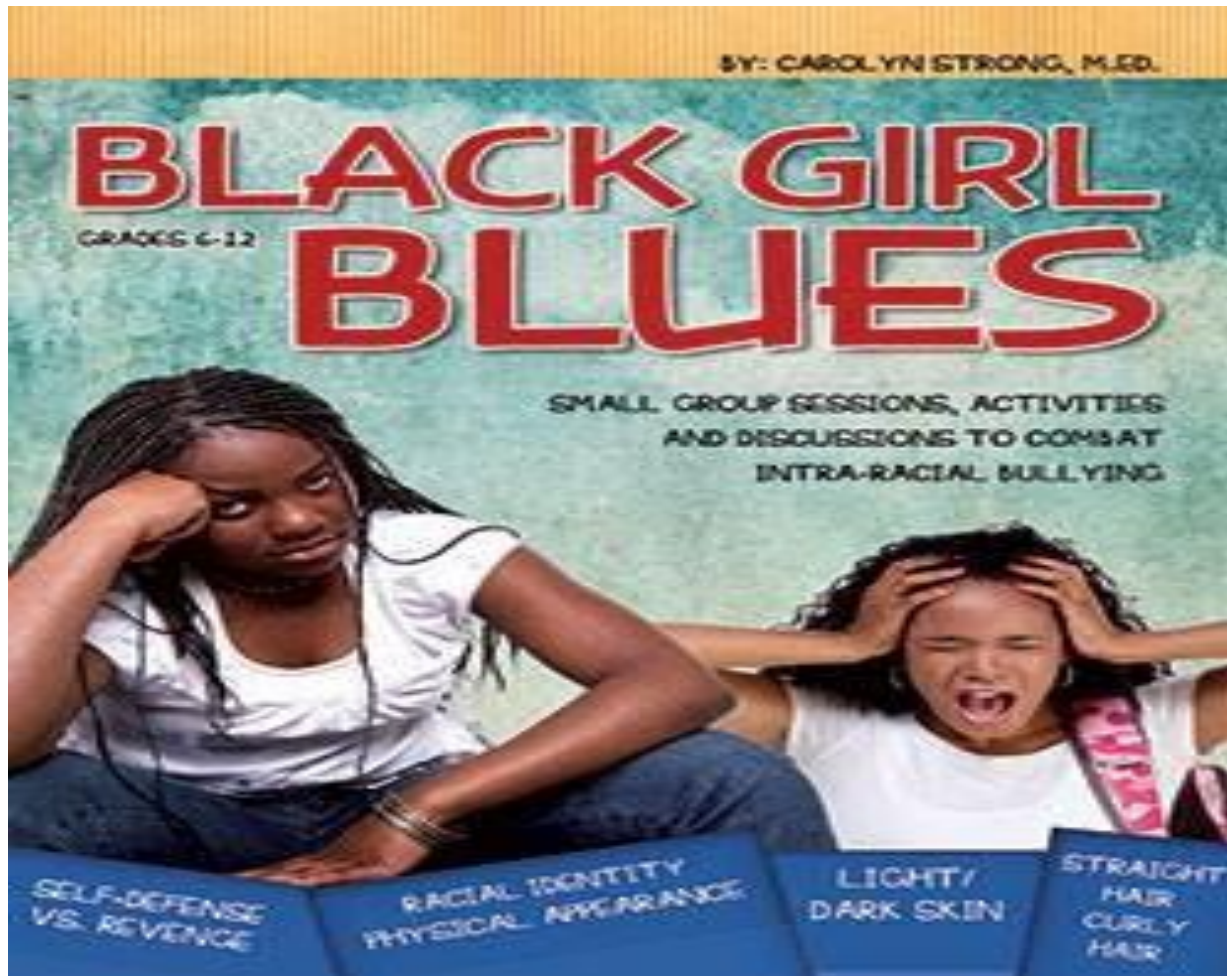
+ Now What?



+ Expectations

- You cannot hold someone accountable for information that you have not given them.
- Be proactive in providing students and staff with your behavior expectations.
- Use different modalities to convey your expectations.
 - Schoolwide assemblies (for students)
 - Newsletters (for parents and communities)
 - Student registration and/or orientation.

+ Theory Into Practice





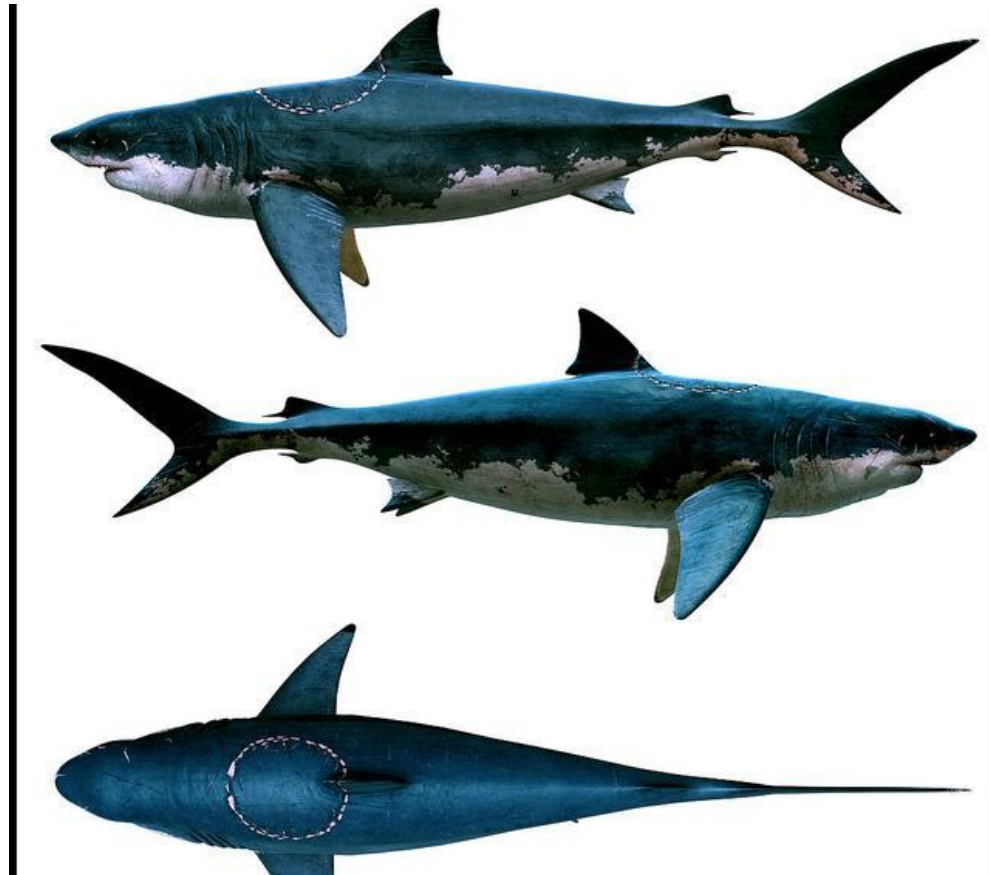
What causes conflict...

+ Monumental conflict caused by 7 letters.....

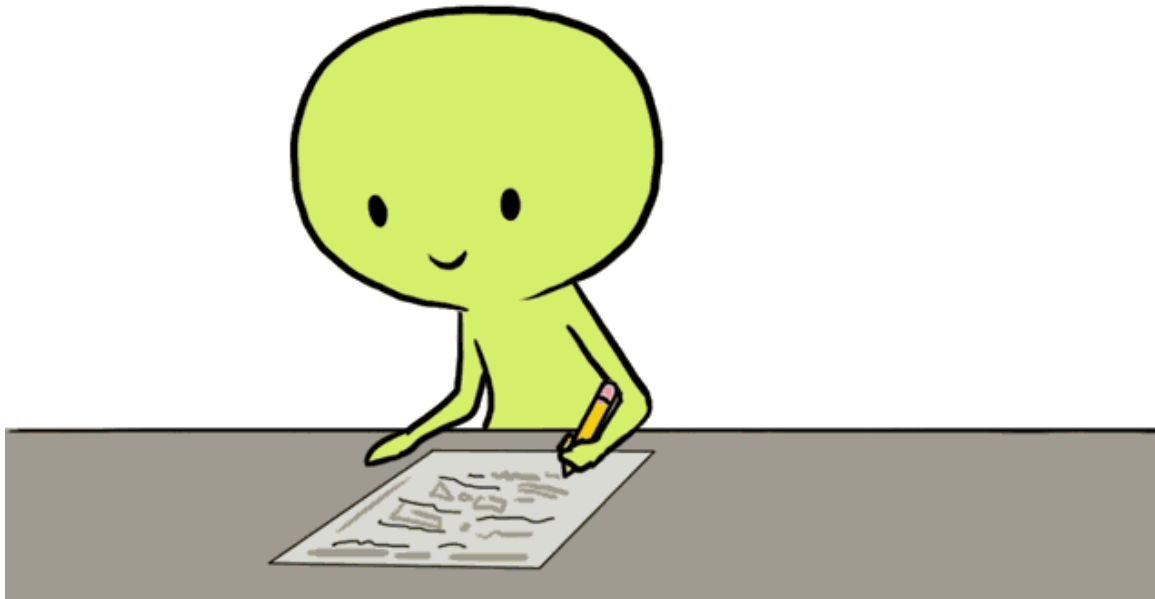


RESPECT

+ The slap heard around the world...



+ An Activity....



+ Consistency in our message

Why is this not ok?



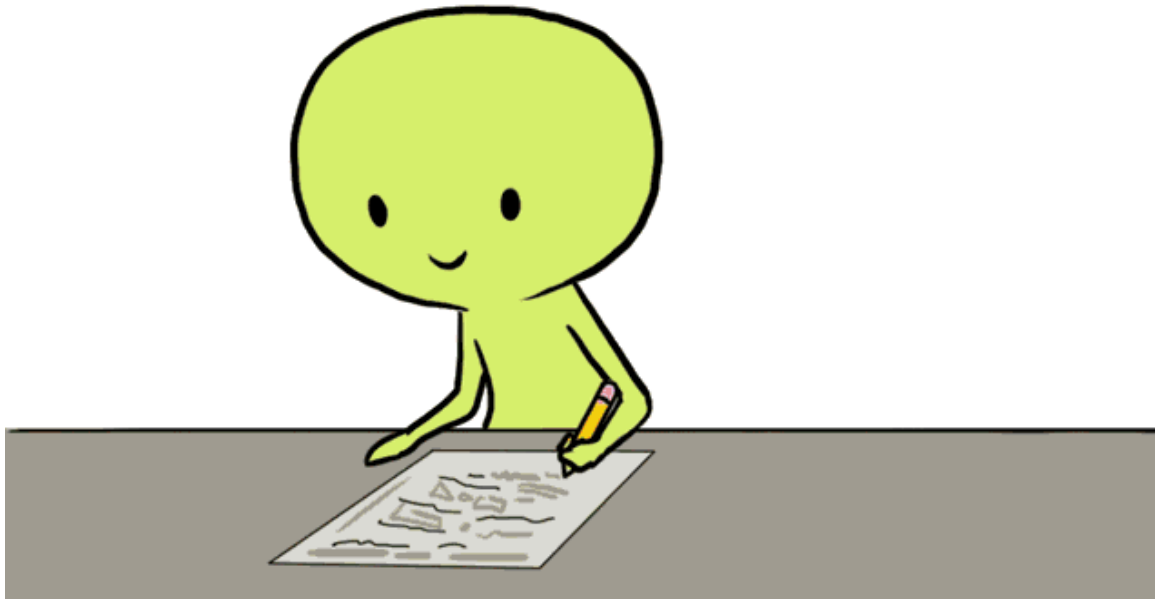
But this is?



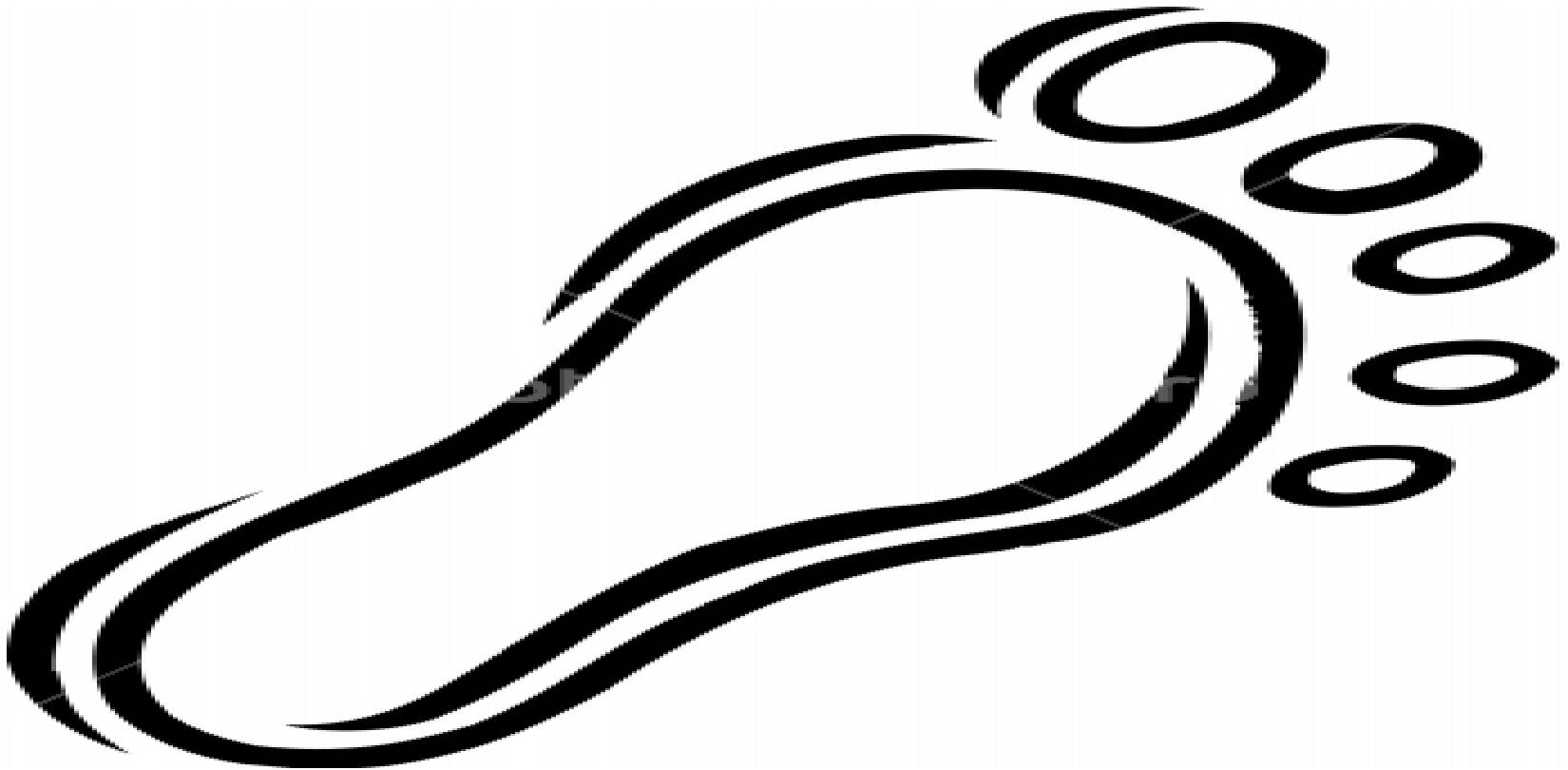


Developing a common language

+ An Activity....



+ What footprint do I want to leave as a woman of color?



+ Mediation

- If possible, be proactive with regard to mediation. Use professional judgment and decide whether or not a situation is beyond mediation.
- If the mediation route is chosen, one of the recommended mediation models is the QUEEN method.

+ QUEEN© Model of Conflict Resolution

- **Q - Question:** Question your motives *before* you speak. Ask yourself, “Why am I saying this? What is it that I wish to gain at the end of this conversation?”
- **U - Understand** that words are permanent. While you will be able to apologize for what you say, you can never take it back. Choose your words carefully.
- **E - Enlighten** the other parties involved of your feelings about the topic in question. Remember to only use “I” statements (you cannot speak for anyone else), and don’t forget your motivation for speaking.
- **E - Engage** in active listening. Just as you expect to be heard as you speak; the other parties involved have the same expectation of engagement from you.
- **N - Negotiate** and compromise. Realize that you may not walk away with everything that you wanted, but you should leave *reasonably* satisfied with the solution.



Courageous Conversation

- The biggest weapon that we have in the fight against bullying is our willingness to have courageous, long overdue conversations.
- These conversations are not just with students; but could possibly extend to staff as well.
- Don't be afraid to say, "I saw that and..."
- Don't be afraid to take your teachable moments as they occur.

+ Modeling

- Educators are the first line of defense with regard to negative behaviors amongst girls.
- If you are an African-American woman, model the image of positive black female through how you carry yourself.
- If not, find ways to incorporate positive images of black females within your classrooms (if possible).

+ Exposure

- If possible, provide your girls with opportunities to visit places beyond their current circumstance.
- If money is an issue, there are organizations that will donate goods and services. Sometimes it is just a matter of asking.
- These girls need to see that the world is bigger than their classroom, school, block or city; and that they can be a part of it...if they choose to.

+ Questions...



+ Contact Information

- Carolyn Strong
- carolyn@bulliesstink.com
- www.bulliesstink.com
- Joinbulliesstink on facebook
- @ bullies_stink on twitter
- @blackgirlblues on twitter
- LinkedIn:<https://www.linkedin.com/in/carolyn-strong-ba251862/>
- [\(312\) 798-9104](tel:(312)798-9104)

