

Useful Resources

Addressing Racial Profiling

Racial profiling has devastating effects, from daily harassment of individuals to unfair treatment on the street, in schools and communities; all the way to illegal imprisonment and murder. Racial profiling not only harms a person's confidence, but harms entire groups and ultimately the sense of justice in a democratic society. It is important that racial profiling is clearly defined so that people become aware of what it is and how it affects their lives and/or the lives of those around them. To end racial profiling, the first step is developing awareness of the issue, followed by reducing prejudice and bias, while building intercultural understanding together with developing and implementing policies to ensure fair treatment of all citizens. This is a list of resources compiled to provide evidence of racial profiling in all of its many manifested forms. For curricular resources which can be used in a classroom settings, refer to the curriculum guide provided under a similar title.

Defining Racial Profiling

Racial profiling is the suspicion of people based on race, ethnicity, nationality, religion, or other immutable characteristics, rather than on evidence-based suspicious behavior. Racial profiling is often paired with potentially negative action. Each of us *can* engage in stereotyping and profiling. However, when those with power and/or authority engage in this behavior, there can be devastating consequences - as we saw in circumstances surrounding the killing of Trayvon Martin. Although profiling is often associated with law enforcement policies and practices, it occurs in many different settings. For example, in schools, profiling is evidenced by the disproportionate number of Black and Latino students who are suspended and expelled. Often students who don't fit gender stereotypes are profiled as "gay" and bullied; Muslim students and their families are profiled as "terrorists;" and Spanish-speaking students and their families are profiled as "illegals."

Remember and Honor the Past (Historical Racial Profiling)

The best way to understand current racial profiling and racial discrimination is to use occurrences in history from which we can learn. By teaching about what has happened in the past, along with what is now happening, students will then be able to understand what needs to be done in the future to change for the better.

Brooks, L. J. (2009, Nov. 6). Teaching Lessons of Tolerance Around the Civil Rights Memorial. Retrieved May 23, 2012 from <http://www.tolerance.org/blog/teaching-lessons-tolerance-around-civil-rights-memorial>

- Summary: In this reflection by a teacher, she tells of the surprise Morris Dees who “was speaking to a classroom of children about the bravery of Beulah Mae Donald... When he referred to the martyrs of the Civil Rights Movement, he was surprised the students didn’t know the names...The young people didn’t know Medgar Evers. They didn’t know Emmett Till either.” This reflection emphasizes the importance of teaching students of these crucial figures in the civil rights movement, especially ones like Emmet Till who was racially profiled against, and lost their lives as a result.

Racial Profiling by The Voice. Retrieved May 18, 2012 from http://voices.teachingmatters.org/racial_profiling

- Summary: This website is a very concise overview of the history of racial profiling as well as a clear definition. Could be used in instruction at the Upper elementary and Middle School/Junior High levels, because it helps to explain what racial profiling is both in the contemporary world as well as back in history in a simple and understandable manner.

Acknowledging Disparities of Current Social Structures (Contemporary Racial Profiling)

In order to bring about the necessary change to the social system, we need to recognize the inequalities and learn from the contemporary examples of racial profiling. Having a section highlighting these occurrences which happen everyday to a wide variety of people, will allow others to recognize occurrences of racial profiling in their own lives.

- Summary: This effort called “Restore Fairness” (Retrieved May 22, 2012 from <http://restorefairness.org/>) is a movement to create racial justice and uphold fair immigration. Many videos with examples of racial profiling, and the negative effects it has on individuals.

American Civil Liberties Union (2012). I Am Not a Stereotype. Retrieved May 18, 2012 from <https://www.aclu.org/blog/tag/i-am-not-stereotype>

- Summary: This series created by ACLU covers many different aspects of racial profiling, with examples of personal experiences and current legislation meant to protect against racial profiling.

American Civil Liberties Union.SB 1070: “I Look Suspicious”. Retrieved May 25, 2012 from <http://www.aclu.org/immigrants-rights/sb-1070-i-look-suspicious>

- Summary: Tells the account of Jim Shee an American Citizen of Chinese and Spanish descent who as a result of Arizona’s SB 1070 has been stopped on multiple occasions by officers asking to see his papers. He admits that such actions are “degrading and embarrassing.” He also speaks of the fear that he has for his grandchildren who will also be questioned because they look suspicious since they “are not blonde hair, blue eyes.”

American Civil Liberties Union. (2006, Mar. 28). Profiles of Kids at Risk-Winner, SD. Retrieved May 18, 2012 from <http://www.aclu.org/racial-justice/profiles-kids-risk-winner-sd>

- Summary: This page on the ACLU website gives stories of students of Native American Descent who are “at risk” and are being given harsher discipline practices in comparison to their Caucasian classmates, a blatant example of racial profiling. American Civil Liberties Union.

American Civil Liberties Union. Singled Out: Alabama's H.B. 56 in the Schools. Retrieved May 23, 2012 from <http://www.aclu.org/immigrants-rights-racial-justice/singled-out-alabamas-hb-56-schools>

- Summary: One of many examples provided on ACLU’s website which addresses the racial profiling which is happening as a result of Alabama’s H.B. 56. This government legislation shows how racial profiling is not just something done by police officers and our fellow peers it is something being incorporated into how our country is being run.

Blume, H. (2012, Mar. 6) Suspension figures called 'alarming': Black students in L.A. are disciplined at a higher rate, data show. *Los Angeles Times*. Retrieved May 18, 2012 from: <http://articles.latimes.com/2012/mar/06/local/la-me-laUSD-data-20120306>

Wilson, S. (2012, Mar. 6). Black Kids at LAUSD Suspended at Alarming Rate: Are Teachers, Principals Guilty of Racial Profiling?. *L.A. Weekly*. Retrieved May 18, 2012 from: http://blogs.laweekly.com/informer/2012/03/black_students_laUSD_suspended_racial_profiling.php

- Summary: The preceding two articles report on the significantly higher suspension rates of black students in Los Angeles.

Dow, W. , & Williams, M. (Producers).(2003, Jan. 22).*Two Towns of Jasper* [Television Broadcast]. PBS Video.

Additional Information:

<http://www.facinghistory.org/resources/publications/two-towns-jasper>

<http://www.pbs.org/pov/twotownsofjasper/>

<http://www.facinghistory.org/resources/library/two-towns-jasper>

Lesson Plan:http://www.pbs.org/pov/twotownsofjasper/lesson_plan.php

- Summary: A documentary about a modern day hate crime against a Black man in Texas. The reactions of both the white and black communities of the area and the results of the subsequent trial. Could be used to recognize the ongoing persistence of racial prejudice and the profiling which goes on within modern society. Lessons can help students to understand that stereotypes are something which have become engrained in our culture creating divides and disagreements between those of different races, and in this case sometimes resulting in crimes against people of color.

Hing, J. (2010, October 22) Latino Teens in Study: We’re Optimistic, But Sick of Being Profiled. *Colorlines*. Retrieved May 18, 2012 from

http://colorlines.com/archives/2010/10/latino_youth_growing_up_amidst_profiling_and_discrimination.html

- Summary: Overview of report done on Latino youth and how they are “frustrated with a culture of racial profiling and discrimination.”

Hudson, David L. (2010). *Racial Profiling*. New York: Chelsea House. Retrieved May 21, 2012, from Ebook Library.

- Summary: A comparison of both the positive and negative effects of racial profiling.

Price, S. (2010, April 23). Arizona Legalizes Racial Profiling. *Teaching Tolerance*. Retrieved May 25, 2012 from <http://www.tolerance.org/blog/arizona-legalizes-racial-profiling>

- Summary: A description of Arizona’s Senate Bill 1070 which allowed police to racially profile, since they are now authorized to arrest immigrants unable to supply documentation allowing them to be in the country. As the author so clearly puts it “Arizona cops now have a green light for racial profiling—unless anyone seriously thinks that an Irish national with blonde hair and blue eyes who is in Arizona illegally will receive the same scrutiny as an Arizona-born American with darker features.”

Ramos-Chapman, N. (2010, Aug. 2). Voices from Brooklyn: Racial Profiling’s Part of Everyday Life Here. *Colorlines*. Retrieved May 18, 2012 from http://colorlines.com/archives/2010/08/voices_from_brooklyn_racial_profiling_part_of_everyday_life_here.html

- Summary: Students questioned on how it feels to be racially profiled, their experiences with being “stopped and frisked,” and how racial profiling has become an everyday occurrence.

Steele, M. (2011, Sept. 25) Learning while Black. *The Root* . Retrieved May 25, 2012.

- Summary: An article describing how profiling hinders educational pursuits of students of color.

Wahab, N. (2010, Aug. 27). Facing the Truth: Racial Profiling Across America. Retrieved May 22, 2012 from <http://www.rightsworkinggroup.org/content/face-truth-racial-profiling-across-america>

- Summary: Part of an effort by the Rights Working Group to end racial profiling in the U.S. It covers a various range of individuals who have all experienced profiling. One was an individual who is a refugee from Iraq who has been treated unfairly, especially following the events of September 11, 2001. The man interviewed describes it as being “stripped of his dignity,”

Wrong Then, Wrong Now: Racial Profiling Before & After September 11,2001. Retrieved May 25, 2012, from <http://www.civilrights.org/publications/wrong-then/>

- Summary: A report done by The Leadership Conference on Civil Rights Education Fund's (LCCREF) Criminal Justice Reform Project, comparing “the practice of "traditional" street-level

racial profiling with the post-September 11 profiling of Arabs, Muslims, and South Asians. It concludes that profiling is just as wrong now as it was before the war on terrorism began.”

Inskeep, S. (2012, March 22). A Mom's Advice To Her Young, Black Sons. National Public Radio. Retrieved June 8, 2012 from <http://www.npr.org/2012/03/22/149126015/a-moms-advice-to-her-young-black-sons>

- Summary: “In light of the shooting death of Florida teen Trayvon Martin, Steve Inskeep speaks with writer Donna Britt and her sons Justin and Darrell Britt-Gibson about how she prepared them as young black men for a world that might view them with suspicion.”

Chu, J. (2000). Silent Beats. Retrieved June 8, 2012 from <http://www.youtube.com/watch?v=76BboyrEI48>

- Summary: A Princess Grace Award winning short film about first impressions and assumptions. Without any use of words, this film shows how stereotypes limit individuals, how racial profiling is a part of the lives of many young men of color and how they are wrongfully perceived by those around them.

Racial Profiling by Law Enforcement

Racial Profiling in contemporary times is most often seen in its inappropriate use by law enforcement. This category is a further and more detailed expansion of current day instances which can help to create the necessary awareness and recognition of disparity in our social structures.

The Center for Constitutional Rights (CCR). *NYPD Stop-and-Frisk Statistics 2009 and 2010*. Retrieved May 18, 2012 from http://ccrjustice.org/files/CCR_Stop_and_Frisk_Fact_Sheet.pdf..

- Summary: This fact sheet shows the striking disparities between people of other races and their treatment by law enforcement.

The Center for Constitutional Rights (CCR). *Racial Disparity in NYPD Stops-and-Frisky*. Retrieved May 18, 2012 from <http://ccrjustice.org/stopandfrisk#weaponsyield>

- Summary: Report which documents the astounding contrast between the high percentage of people of color stopped by the NYPD and their actual makeup of the total population. Also pointing out the lack of basis for many of these stops.

Hawley, C. (2012, Feb. 3). Religious Profiling: Document Shows NYPD Recommended Increased Surveillance Of Shiite Muslims. *The Huffington Post*. Retrieved May 21, 2012 from: http://www.huffingtonpost.com/2012/02/03/religious-profiling-nypd_n_1252015.html

- Summary: Article highlighting controversy of “police documents that showed the New York Police Department recommending increased surveillance of Shiite mosques based on their religion.”

Rivera, R.; Baker, A.; & Roberts, J. (2010, July 11) A Few Blocks, 4 Years, 52,000 Police Stops. *The New York Times*. Retrieved May 18, 2012 from http://www.nytimes.com/2010/07/12/nyregion/12frisk.html?_r=1&pagewanted=1

- Summary: Article about NYPD’s “controversial ... tactic known as “Stop, Question, Frisk,”” revealing how many of the individuals pulled aside are done so on vague and invalid reasons.

Wright, K. (2010, May 10). Seattle Cop: ‘I’ll Beat the F---ing Mexican Piss Out of You Homey’. *Colorlines*. Retrieved May 18, 2012 from http://colorlines.com/archives/2010/05/seattle_cop_ill_beat_the_f---ing_mexican_piss_out_of_you_homey.html

- Summary: Video by freelance photographer of Seattle policeman kicking a suspect while yelling racial slurs. It was later determined that the suspect was not involved in the crime being investigated.

Trayvon Martin:

The tragic death of Trayvon Martin has helped to encourage greater discussion about and efforts to end racial profiling. Using the example of Trayvon gives a very real and recent example of racial profiling which sheds a light on why it is so important to create awareness of the issue and make productive changes so that there won’t be more cases like the situation of Trayvon.

Alcindor, Y. (2012, April 5). Poll shows racial divide on views of Trayvon Martin case. *USA Today*. Retrieved May 18, 2012 from: <http://www.usatoday.com/news/nation/story/2012-04-05/trayvon-martin-poll/54047512/1>

- Summary: Article addresses the differences in viewpoints, involving the results of a poll of whether or not the death of Trayvon Martin was race-related. The article points out that “whites, who often enjoy racial privileges, don't want to think that unarmed teenagers would get profiled and killed because it would call into question their unearned positions of power.”

Moss III, O. (2012, April 13). We Are All Trayvon Martin. *The Daily Beast*. Retrieved May 18, 2012 from: <http://www.thedailybeast.com/articles/2012/04/13/we-are-all-trayvon-martin.html>.

- Summary: A reflection on the current societal system which endangers all black males, forcing them as well as their families to live in constant fear. What happened to Trayvon Martin is something that could happen to any black male.

Novoa, M. (2012, April 11) Does George Zimmerman’s Ethnicity Matter?. *Colorlines*. Retrieved May 18, 2012 from: http://colorlines.com/archives/2012/04/life_every_voice_for_trayvon_martin.html

- Summary: Discusses issues brought up in regards to George Zimmerman’s ethnicity. Includes an interview with Alberto Retana, executive vice president at the Community Coalition, who points out that racism exists between all races, not just whites to blacks. In his opinion, this is a “teachable moment for the entire country to learn about what institutional racism is, about how these attitudes and beliefs penetrate all of our communities and what we need to do as a country to transform that belief system but also the way in which our judicial system works, our criminal justice system works, and every other part of this.”

Recognizing and Valuing Differences/Uniqueness of Individuals

When we teach students to recognize and value the differences in themselves as well as all those around them, it will help to shape their formation as people who will value and treat everyone equally. Students need to be taught to recognize that we are all a make-up of our own unique experiences and backgrounds. When differences are recognized and valued it will, in turn, help to decrease prejudice and stereotypes which are what limit our culture and lead to racial profiling.

Warner, J. (2009, July 26). A Lot Said, and Unsaid, About Race. *The New York Times*. Retrieved May 22, 2012 from <http://opinionator.blogs.nytimes.com/2009/07/26/a-lot-said-and-unsaid-about-race/?emc=eta1>

- Summary: This New York Times opinion column which makes a case for the need for discussion and understanding of differences. Using a contemporary example of Henry Louis Gates Jr. and his arrest outside his own home, the writer expresses the need for better understanding. She says that “Obama warned that for America to move forward, both blacks and whites need to listen to each other’s narratives, and stop reflexively dismissing them either as paranoia or simple prejudice.” The use of this article as well as the accompanying discussion questions will help to broaden students understandings and destroy paranoia while building understanding, which will lead to less stereotyping, the key factor in racial profiling. As the website points out, “rather than siding with Gates or Crowley, Warner suggests that we should listen to one another and try to understand one another’s perspective.”

Teaching Individuals their Rights

It is crucial that people know their rights, especially when they are put in a compromising situation with law enforcement. This knowledge of rights extends from not only local law enforcement but also to student discipline in schools. If individuals do not know and understand how they should be justly treated, they will not know how to take the stand that is necessary to bring about change. It is important for those subjected to racial profiling to know how to respond when put in unfair situations.

Fernandez-Chavero, A. (2012, Mar. 30). The DOJ Will Investigate Police Abuse When People Speak Out. Retrieved May 22, 2012 from <http://www.rightsworkinggroup.org/content/doj-will-investigate-police-abuse-when-people-speak-out>

- Summary: This is a very straightforward message from the author addressing the need to speak out against racial profiling by police. It is crucial for students to be aware of their abilities to stand up for their rights as individuals and take advantage of the protections to which they are entitled. A change will only happen if action is taken.

Teaching Tolerance: A Project of the Southern Poverty Law Center. Retrieved May 23, 2012 from <http://www.tolerance.org/>

Especially Applicable Pages:

Racial Profiling: <http://www.tolerance.org/publication/speak/racial-profiling>

Retail Racism: <http://www.tolerance.org/publication/speak/retail-racism>

Six Steps to Speak Up: <http://www.tolerance.org/publication/speak/six-steps-speak>

- Summary: This website provides a synopsis of experiences with racial profiling in retail stores, with law enforcement, etc. and gives suggestions of what steps can be taken to ensure that an end is put to racial profiling everywhere.

End Racial Profiling Act

This governmental legislation which is currently being discussed would help to end the inequalities and unfairness which are perpetuated through racial profiling. Addressing the End Racial Profiling Act as part of the collaboration would help give a vision of what can be done on the larger national scale, beyond what we as individuals are capable of accomplishing.

Summary: The following websites all give more information on the End Racial Profiling Act. The last two encourage support and public action.

Retrieved May 18, 2012:

- <http://www.aclu.org/blog/racial-justice/end-racial-profiling-act-lobby-day-bringing-real-stories-washington>
- http://www.naacp.org/blog/entry/end-racial-profiling-now/?source=BSDAds_GoogleSearch_Criminal%20Justice_Racial%20Profiling_Racial%20Profiling_Exact_13683510433&gclid=Cln4wszlh7ACFcQRNAod2F3Qjg
- Gordy, C. (2012, April 16). Senate Hearing to Probe Racial Profiling. *The Root*. Retrieved May 18, 2012 from <http://www.theroot.com/blogs/banning-racial-profiling/senate-hearing-probe-racial-profiling>

- Gordy, C. (2011, Nov. 22). Should Racial Profiling Be Illegal?. *The Root*. Retrieved May 18, 2012 from <http://www.theroot.com/blogs/naacp/should-racial-profiling-be-illegal>
- Rivas, J. (2012, April 7). Trayvon Martin, Alabama’s Immigration Law Highlighted at Racial Profiling Senate Panel . *Colorlines*. Retrieved May 18, 2012 from http://colorlines.com/archives/2012/04/trayvon_martin_alabamas_immigration_law_highlighted_at_racial_profiling_senate_panel.html
- http://signup.lawyerscommittee.org/p/dia/action/public/index.sjs?action_KEY=5853
- <http://www.lawyerscommittee.org/admin/site/documents/files/testimony-arnwine-03.27.2012-Forum-on-Racial-Profilng-Federal-Hate-Crimes-Enforcement-and-Stand-Your-Ground-Laws.pdf>

Racial Profiling Denies Basic Human Rights

As AFT said in a resolution condemning Arizona’s S.B. 1070 “President Barack Obama has stated that SB 1070 threatens "to undermine basic notions of fairness that we cherish as Americans, as well as the trust between police and their communities that is so crucial to keeping us safe"." Racial profiling denies individuals basic human rights to life, liberty and property. They are denied these basic rights through the stereotypes which are perpetuated by racial profiling, as well as the incorrect accusations and actions which are made against them by law enforcement and government legislation.

American Federation of Teachers (2010). AFT Resolutions:Condemning Arizona Immigration Law S.B. 1070. Retrieved May 25, 2012 from http://www.aft.org/about/resolution_detail.cfm?articleid=1579

- Summary: This resolution by the AFT challenges the rights being denied because of Arizona’s S.B. 1070 stating that the “American Federation of Teachers has a long and proud tradition of advancing social justice and civil rights and of fighting to give not only teachers, but all Americans, access to a better life.” Racial profiling denies **all** Americans from having the opportunity to this “better life.”

American Federation of Teachers Executive Council (2010, May 13). AFT Condemns Arizona Laws Targeting Immigrants. Retrieved May 25, 2012 from <http://www.aft.org/newspubs/news/2010/051310immigration.cfm>

- Summary: The AFT addresses how S.B. 1070 has “reached the state's public schools: The Arizona Department of Education is singling out teachers with "heavy" or "ungrammatical" accents and banning them from teaching English classes.” They continued saying “We are a nation enriched by its immigrants, and we must value our diversity, not declare war on it. Prejudice has no place anywhere, especially in our public schools," By taking this stance against S.B. 1070, AFT has

stood up for one basic human right that in many different ways is denied because of racial profiling: a job.

Vasquez, H. (2010, May 6). Walking While Brown: Racial Profiling in Arizona. Retrieved May 25, 2012 from <http://www.niot.org/blog/walking-while-brown-racial-profiling-arizona>

- Summary: Concerns written by Hugo Vasquez, a partner with the Center for Diversity Leadership and a Senior Associate at the Bay Area Coalition for Equitable Schools “addressing the human impact of Arizona's controversial new legislation aimed at undocumented immigrants.” It relates how because of the law in Arizona many will be now be “walking while brown,” similar to the commonly used “driving while black.” “Vasquez, writes that his concern is not with the intentions of those who wrote the law, but its impact on the state's Latino residents and the inevitable racial profiling that will result.”

Taking Action to End Racial Profiling

It is crucial that action is taken to end racial profiling in our country, by changing how law enforcement, government leaders, and schools treat everyone. Change needs to be made by each person so that collectively as a community and nation, there will be recognizable success in bringing an end to racial profiling and unfair treatment of people who are of different races, ethnicities, religions, etc.

Keleher, T. (2010, Mar. 1). Start a Conversation That Says No to Racial Profiling. Retrieved May 18, 2012 from http://colorlines.com/archives/2010/03/start_a_conversation_that_says_no_to_racial_profiling.html

- Summary: This video is put together as part of a movement to spread the word about ending racial profiling in our country, uses examples of how people of color are wrongfully detained because of the color of their skin, when in other instances where white people who are guilty are not investigated as quickly.

Not in Our Town. (2010) Retrieved May 25, 2012, from <http://www.niot.org/>

A movement which is trying to combat hate by creating communities which work together to create safe and inclusive environments for everyone. When describing Not In Our Town, the Nathan Cummings Foundation said it “is a countervailing force to the subculture of hate, providing a web portal where visitors can share and be inspired by the experiences of those with the courage to stand up against bigotry based on race, religion, gender, sexuality and age.”

Not In Our Town Videos:

[When Hate Wears a Badge](#)

A bi-racial couple in Montgomery, West Virginia, was targeted and brutally beaten by local police officers.

[Wear a Hijab Day](#)

When Alia Ansari, a resident of Fremont, California, was shot to death as she walked her daughter to school, community members feared she was targeted because she was wearing a hijab.

[Profiling Kevin](#)

Palo Alto High School student Kevin Ward challenges the stereotype of African Americans as "gangsters," and says "smart is the new gangster."

[Shajee's Story: Middle School Students Learn About Islam](#) (with [Facing History Lesson Idea](#))

As president of the Muslim Student Association at Irvington High School, Shajee shares stories about what it's like to be a typical American teenager and a practicing Muslim.

[March on Palo Alto: A Rally to End Racial Profiling](#)

Residents from East Palo Alto and Palo Alto march to protest the practice of racial profiling by the Palo Alto Police Department against African-Americans and all people of color.

[Nearly 1000 Gather for Peace in Downtown Oakland After Mehserle Verdict](#)

A peaceful gathering of nearly 1000 people in downtown Oakland on July 8, 2010, following the involuntary manslaughter verdict of BART police officer Johannes Mehserle in the shooting death of Oscar Grant.

[Who Cares? I Do! Here's Why](#)

The Not in Our Town Project team posed this question to students, teachers and community leaders of all different backgrounds, who all responded in no uncertain terms, "I do!"

Not In Our Town Blog Posts

[YWCA Greater Cleveland: 10 Steps Toward Bridging Our Painful Racial Divide](#)

"There is a cure against racism. The deep wounds can be healed but the healing process is intricate, deliberate and will require involvement from those who have previously remained silent."

[Trayvon Martin: The Wakeup Call to End Stereotype Threat](#)

At Not In Our Town, we have been looking deeper at the implications of stereotyping and profiling that led to the killing of Trayvon Martin. We are probing not only deeply held bigoted attitudes that contribute to acts of bullying and hate, but also more subtle, equally devastating educational achievement and opportunity gaps.

[Oakland Voices: Racial Profiling and the Henry Louis Gates Arrest](#)

We took our cameras right outside our office door to Oakland's Frank Ogawa Plaza, to find out what local residents think about the issues raised by the Gates arrest.

[Berea, Ky. Comes Together After Threat to Interracial Couple](#)

"I was angry, but at the same time I knew whoever did it was ignorant," said Dunson, who is black. "They spelled the n-word three different ways," said Stamper, his girlfriend, who is white.