

# Support for Racial Justice Policies Among College Students

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## INTRODUCTION

This research investigates college students' support for racial justice policies, such as affirmative action and reparations, and how these views correlate with political engagement and activism. The context is important, given the ongoing discussions around racial equity in America.

Hypothesis: College students who consider themselves politically active are more likely to support racial justice policies than those who do not.

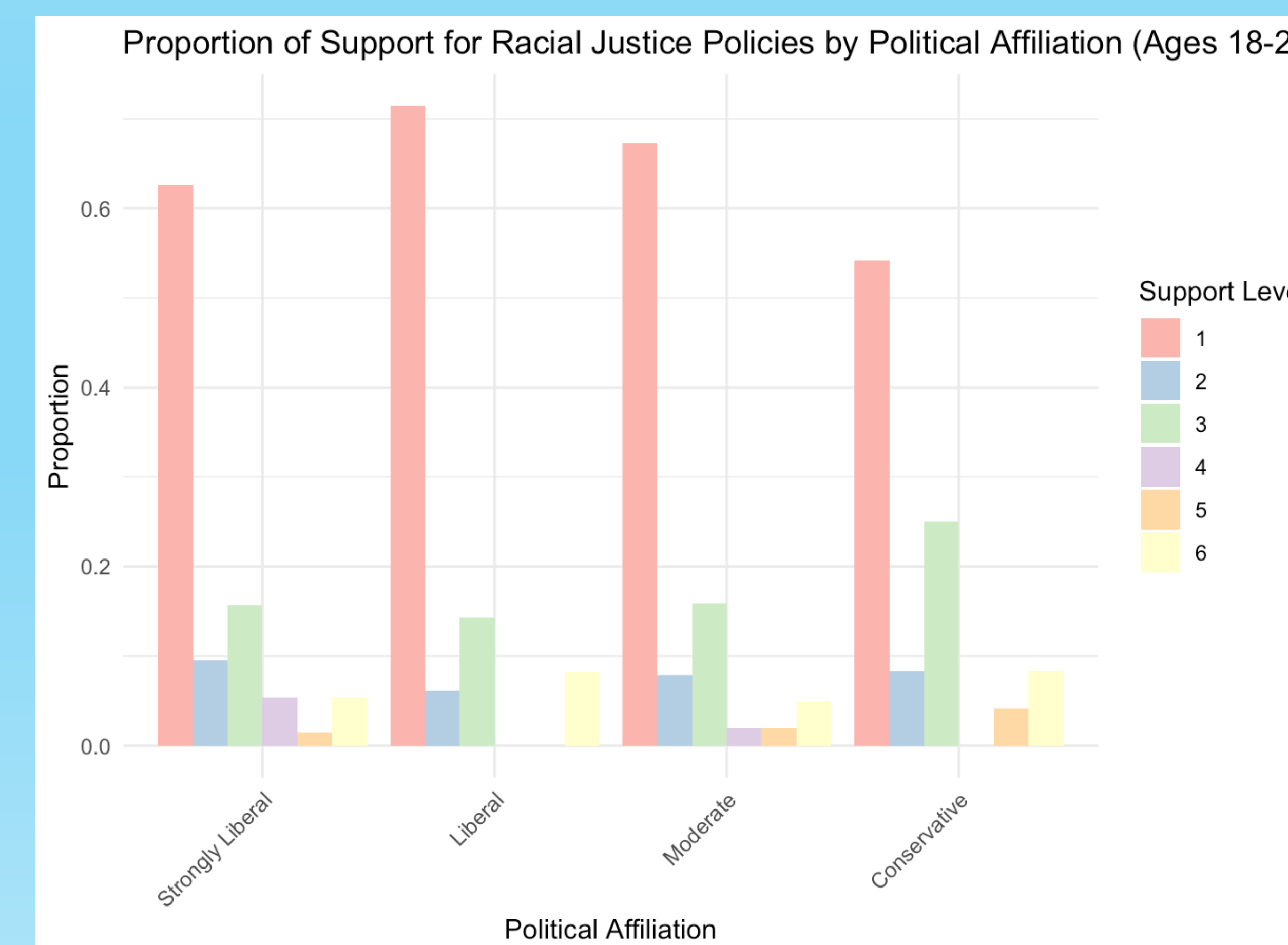
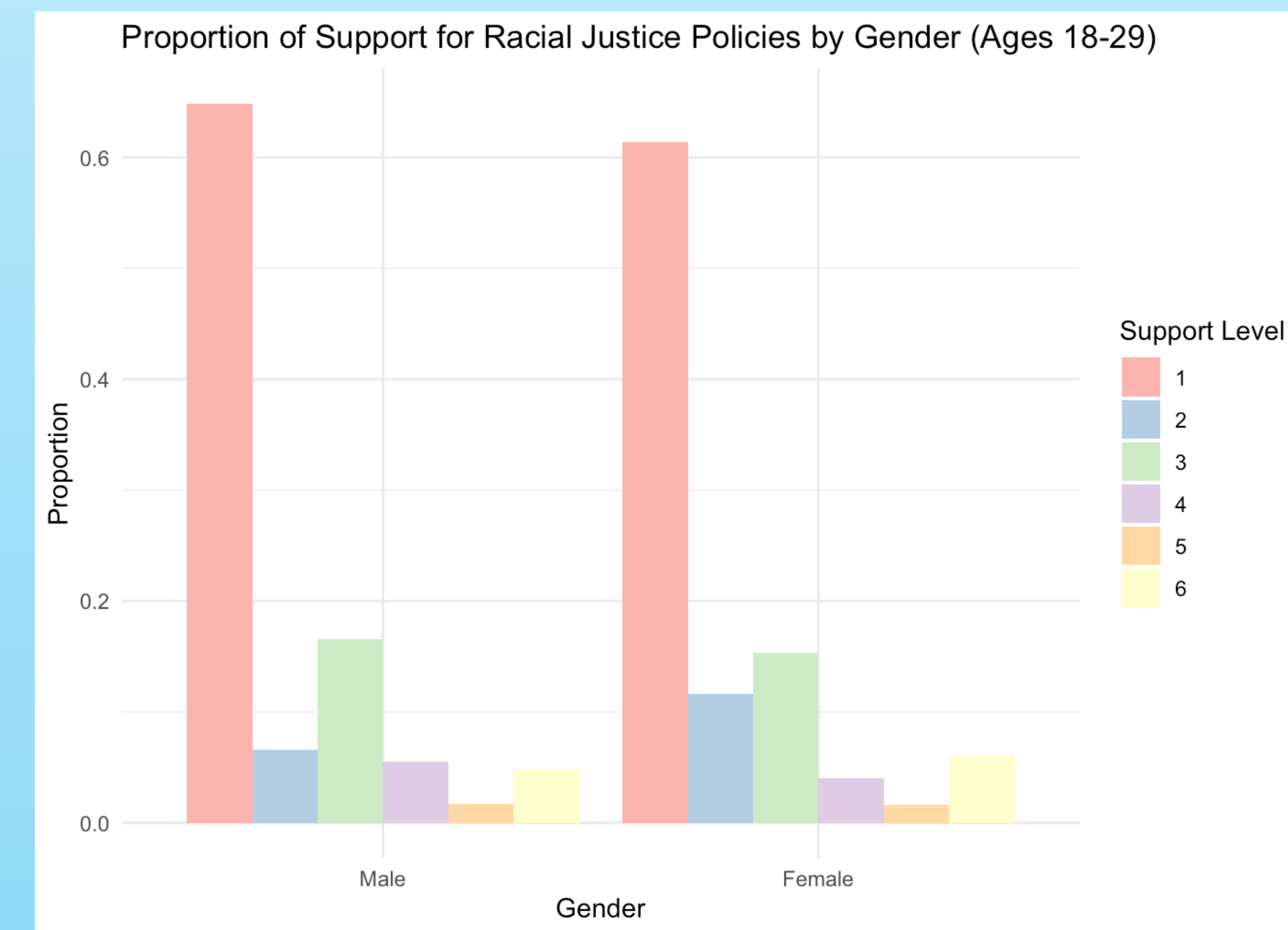
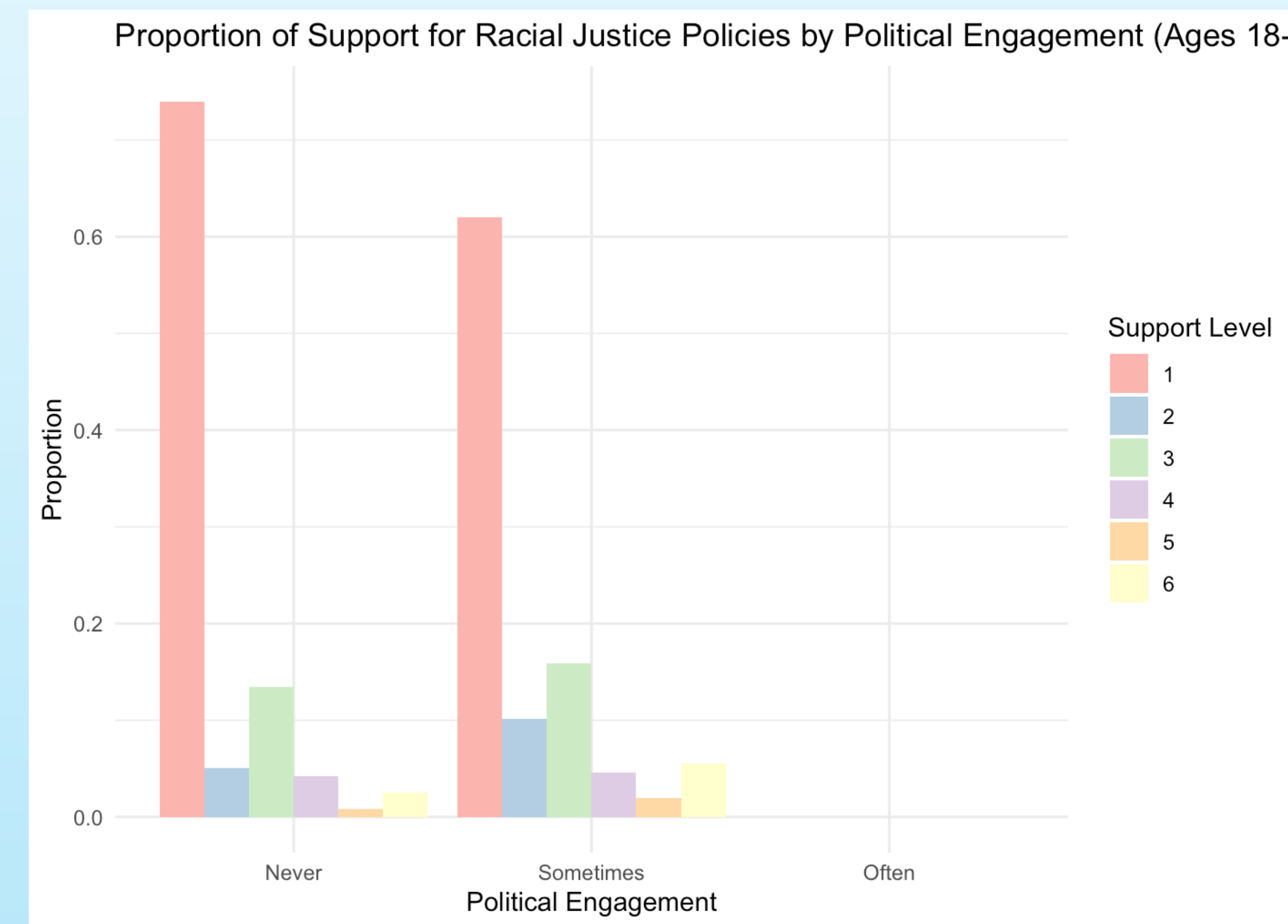
## Variables

Independent Variables:

- Age (V201507x)
- Gender (V201600)
- Race/Ethnicity (V201549x)
- Political Affiliation

Dependent Variable:

- Support for Racial Justice Policies (V201549x)



## Methods

Data was taken from the American National Election Studies (ANES). Analysis included cleaning and categorizing variables, followed by statistical tests to explore relationships among demographic factors and support for racial justice policies.

## Findings

Positive contact with marginalized groups and engagement in social justice discussions foster stronger non-prejudicial attitudes and principled policy beliefs, crucial predictors of support for affirmative action policies.

A noticeable gender gap exists while women are more likely to engage in private activism, they are less involved in collective political actions.

## Conclusions

University environments can be designed to foster greater ally development by promoting diverse interactions and enhancing self-efficacy. Despite limitations in the study, the findings call for further exploration of the factors shaping social justice attitudes among college students, particularly focusing on implications for future civic engagement and activism.

## REFERENCES

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## PEER REVIEWS

Key factors such as interactions with diverse peers and participation in educational programs significantly influence support for racial justice policies like affirmative action among college students. Developing a deeper understanding of how social justice attitudes are formed can be achieved by considering pre-college characteristics, institutional contexts, and college experiences using Astin's I-E-O model, as suggested by Broido and Reason.

Positive contact with marginalized groups and engagement in social justice discussions foster stronger non-prejudicial attitudes and principled policy beliefs, which are crucial predictors of support for affirmative action policies. The perception of social acceptance regarding support for affirmative action was noted as a strong predictor of student engagement. While women are more likely to engage in private activism, they are less active in collective political actions, highlighting the need for tailored strategies to encourage female engagement in more public forms of political participation.