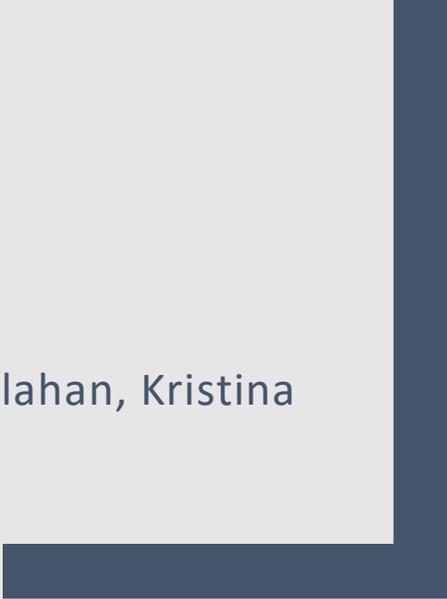




# ANTI-RACISM RESOURCE GUIDE

Callahan, Kristina



## Contents

Guide for Supporting Anti-Racism Work: .....	2
THEORY: .....	3
PREP: .....	4
THINK: .....	8
Definitions .....	8
Information to send in texts/short bursts .....	11
REFLECT .....	18
ACT .....	19
Who am I? .....	21
History of Racism: .....	22
Analyze Your Community: .....	23
Raising Awareness/Race-Consciousness .....	24
Action Continuum: .....	25
Cultural Audit: .....	26
Social Media Audit: .....	27
Attitudes and Behaviors: .....	28
Moving From Concern To Action: .....	29
Other Activities: .....	30
RESOURCES .....	31
Milwaukee .....	31
Social Media .....	31
TED Talks .....	32
Podcasts .....	32
Self-care .....	32
Books .....	33
Articles .....	34
Videos .....	35
Movies/Documentaries .....	35
TV .....	36
Additional Resources for Professional Staff .....	37
Books .....	37
Articles/Sources .....	37
Websites .....	38
More .....	38

## Guide for Supporting Anti-Racism Work:

- This guide is created based on the theory below with resources, reflections, introductions, tone setting for trainings, activities, and action steps.
- This training guide has many options for activities, resources, reflection questions, and ways to engage with anti-racism training for students and staff. This guide is based on the Multicultural and Social Justice Counseling Competencies. When choosing activities, reflections, resources- consider the learners level on this continuum and try to scaffold learning.
  - Attitudes and Beliefs (Reflection)
  - Knowledge (Thinking)
  - Skills (Engaging)
  - Action (Action)

***This is just a start!*** There are activities, reflections, ways to engage, and resources for self-work, but it does require time, energy, and work. Keep learning and engaging inside and outside of this document. *Following this guide, even in full, does not make you anti-racist, but it does support the work of anti-racism and will increase your cultural competency, empathy, and understanding.*

Feel free to use but remember to credit work.

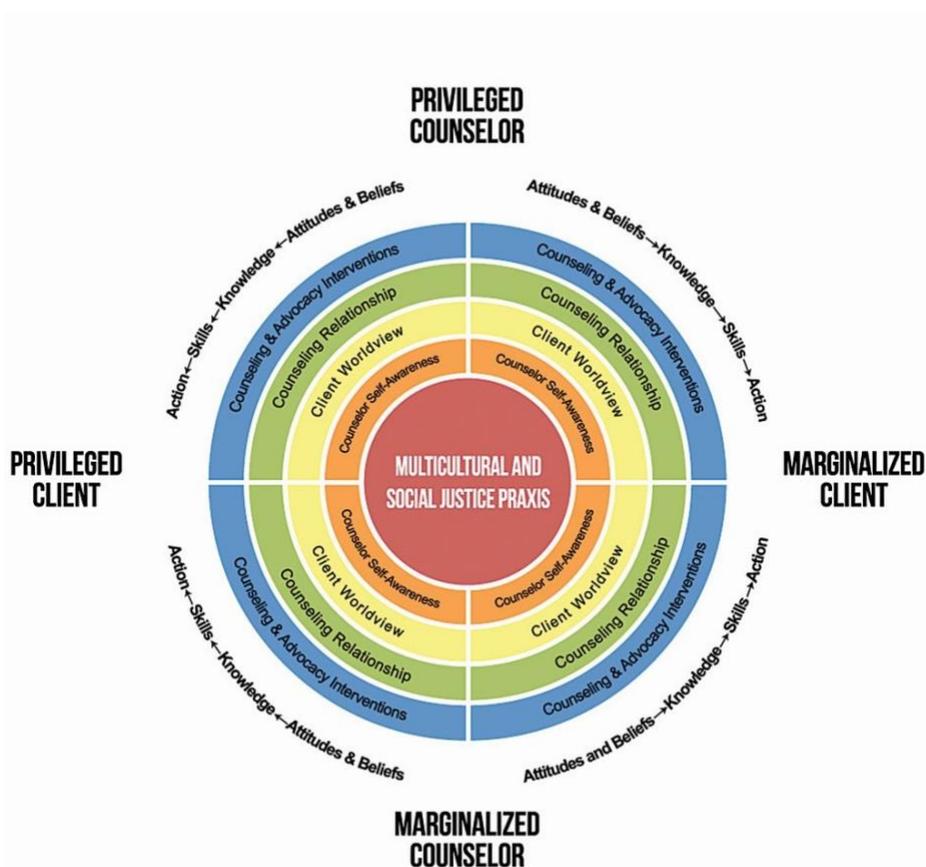
- Created by Kristina Callahan
- Edited and Reviewed by: Jimmy Luckman, Jamal Epperson, and Evan Williams. THANK YOU!

## THEORY:

This leadership framework uses the main constructs of the Multicultural and Social Justice Counseling Competencies to provide counselors with a model to address issues of oppression impacting students.

- In this guide, we highlight the framework and use it to look at Action, Skills, Knowledge, and Attitudes and Beliefs to create change and educate about racism.

Ratts, Manivong & Greenleaf, Arie. (2017). Multicultural and Social Justice Counseling Competencies: A Leadership Framework for Professional School Counselors. *Professional School Counseling*, 21. 2156759X1877358. 10.1177/2156759X18773582.



This training guide has many options for activities, resources, reflection questions, and ways to engage with anti-racism training for students and staff. This guide is based on the Multicultural and Social Justice Counseling Competencies. When choosing activities, reflections, resources- consider their level on this continuum and try to scaffold learning.

<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

- Attitudes and Beliefs (Reflect)
- Knowledge (Think)
- Skills (Engage)
- Action (Act)

## PREP:

Welcoming students and staff into a space requires addressing the harm and oppression of others, requires acknowledging your privilege held, requires admitting that spaces focused on oppression can be harmful to BIPOC, and it requires work. Below are some resources and reminders for setting the tone of your training, session, or department.

- **Your Introduction:** Think about how you introduce yourself. Do you know others? Do you not? Include your pronouns, name, and a little about yourself. This space is not about you, focus on the learning and the resources more than sharing your story. DO NOT ask BIPOC to teach others, if offered or learning is provided by others COMPENSATE THEM. This is hard work, this work can be taxing, and in some spaces, you may be asking folx to teach others on trauma that they experience daily- remember that.
- **The setting:**
  - What are your goals or learning outcomes?
  - Is the training online?
    - Consider where your participants are, access to internet and speed, what is going on in their lives in the background of this training (their lives and trauma do not stop because a training is required), can they be present with you now? If not, do you have the resources in place to support them remotely?
    - Think about privacy: some participants may be in an open area or surrounded by others/families and might not be comfortable verbally speaking their thoughts, which might mean you will need to transition to using the chat/text features online rather than only spoken/oral communication.
    - A black or blank screen does not automatically mean lack of interest or disrespect. Some individuals that identify as BIPOC might be physically drained and might not want to share their screen. Individual follow up is critical, rather than calling them out. Check-in with folks, ask how they are doing and what support they need.
    - Consider time needed and if the training is required. What does it look like and who is present if it is optional? What message does it send?
    - Practice in advance. Research platforms to use.
    - How will you engage participants?
    - How will you care for participants?
    - How will you respond to inappropriate actions and words?
    - Is the training accessible to all?
  - If in-person:
    - What is the space you are holding the training in? What is the history of the space? The land?
    - What is the temperature? Is the room accessible for all?
    - What chairs are present? What message does the room convey?
  - Any pre-work before the training? Messaging for the training? Set the tone. Provide pre-work for those who may need it to better support the training and create a culture that this work matters and is crucial for the survival of our BIPOC peers, students, faculty, and staff.

- **The training:**
  - Is this for you? Is this for friends? Your staff?
    - What power do you hold by holding this training? Do you supervise those in the room?
  - Have you considered spaces for BIPOC to convene, heal, discuss?
  - Have you considered a caucus?
    - Do you have the resources to support?
    - <https://justleadwa.org/wp-content/uploads/2019/07/Caucuses-as-a-Racial-Justice-Strategy-JustLead-WA.pdf>
    - \*Caucusing can also highlight intersectionality depending on the spaces provided, such as a BIPOC LGBTQ+ space.
  - BIPOC can caucus in order to:
    - check in and assess an organization's progress in anti-racist organizational development or racial justice organizing
    - provide a safer space for people of color to talk about and address experiences of racism within the organization and in the larger world
    - talk about racism and how it affects people of color without having to explain it to white people
    - gain tools to talk about racism
    - create an alternative power base for people of color within the organization
    - build relationships
    - create a plan of action
    - provide a space to address how internalized racism can hold people of color and racial justice work back
  - White people can caucus in order to:
    - work through guilt and other barriers that hold white people back from being an ally and doing racial justice work
    - ask questions and explore ideas that help white people learn about racism without having to learn at the expense of people of color
    - hold each other accountable for actions and behavior
    - build relationships
    - check in and assess an organization's progress in anti-racist organizational development or racial justice organizing
    - gain tools to talk about racism, white supremacy, and privilege
    - remind white people that work needs to be done to address racism every day
- **BLM Statement: 9 minutes of silence.**
  - Listing names of all folx who have been murdered by police brutality.
  - We are part of a society where the lives of Black, Indigenous, and other People of Color continue to be harmed and ended by racism, lack of opportunity, health disparities, and direct violence. We have for too long been complacent and complicit. We need to act, here is what we are doing... (insert what you are doing. THIS matters). Black lives matter.
- **Brave-Space acknowledgement:** For those who are marginalized and oppressed, there is no safe space. Many spaces minimize experiences of students with marginalized identities and create hostile and unsafe spaces. We aim to have a brave space- a space to honestly reflect and consider

perspectives and ideas that may be new, difficult, challenging, or cause discomfort. Thank you for engaging with us. Below are some ground rules to help guide our learning. For white folx in these spaces, I want you to think of the recent protests. When you see white people in these spaces, you may notice they are located on the outside of the BIPOC marching and chanting. They are the ones located in between the police and the protestors. They are utilizing their privileges to uplift their voices. Your role in these spaces is similar. This is a space to not just sulk in guilt and remain silent. Do not just take in what others are saying, listen to what message is being shared. You must contribute to these conversations and be a part of them while also reflecting on your own experiences and biases.

- [https://www.naspa.org/images/uploads/main/Policy\\_and\\_Practice\\_No\\_2\\_Safe\\_Brave\\_Spaces.pdf](https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf)

- **Ground rules:**

- *Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.*
- *Take responsibility for the quality of your learning.*
- *The goal is not to agree -- it is to gain a deeper understanding.*
- *I have permission to struggle with these issues and be open and honest about my feelings.*

- **List the why/ Learning outcomes:** (examples)

- This training will help ground us in inclusive and anti-racist practices.
- Participants will be able to identify one system that fosters racism.

- **Welcome:**

- People of all genders (this may include people who identify as women, men, trans, genderqueer, non-binary, and others)
- People of African descent, Black, African American, Asian descent, Arab descent, European descent. Those who identify as Hispanic, Latinx, people Indigenous to this land, and people of mixed, multiple descents.
- Languages spoken here (try to know as many ahead of time or ask people to name them): Spanish, English, Indigenous languages, Sign Language
- People with disabilities, visible or invisible
- Gay, lesbian, bisexual, asexual, aromantic, heterosexual, pansexual, queer, or others for whom none of the labels fit
- Your bodies and the different ways you experience yours (this may include chronic pain, strength, and tension).
- Survivors
- Your emotions: joy & bliss, grief, rage, indignation, contentment, disappointment
- People with different faiths, religious traditions, faith practices, private practices do not belong to a tradition, agnostics, atheists, seekers
- Finally, I would like to welcome the ancestors who lived in this land where we are now. We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigamme, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present. (Pronunciation: [https://panthers-my.sharepoint.com/personal/paradim\\_uwm\\_edu/\\_layouts/15/onedrive.aspx?id=%2Fpersonal](https://panthers-my.sharepoint.com/personal/paradim_uwm_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal))

[%2Fparadim%5Fuwm%5Fedu%2FDocuments%2FWebsite%2FLand%20statement%2Em4a&parent=%2Fpersonal%2Fparadim%5Fuwm%5Fedu%2FDocuments%2FWebsite&originalPath=aHR0cHM6Ly9wYW50aGVycy1teS5zaGFyZXBvaW50LmNvbS86dTovZy9wZXJzb25hbC9wYXJhZGltX3V3bV9lZHUvRVU5UEtkZDhObjVLaDktejgyQ0Y0U0FCcjh2UW1UVXBjWUhpMDRHbmNER2tfUT9ydGltZT11VVpPTElFUzJFZw\)](#)

- <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

## THINK:

\* This is not intended to be a comprehensive glossary of all the language used in conversations about social justice, diversity, and allyship. In every context, the meaning of these words may change and evolve. This glossary and its definitions supply a starting point for engaging in open and honest conversation, and is a tool meant to build a shared language of understanding.

## Definitions

\* The examples supplied are not exhaustive lists

- **Ableism:** A pervasive system of discrimination and exclusion that oppresses people who social institutions and societies have deemed as different or less than due to their physical, mental, and emotional abilities.
- **Ability:** physical, mental, or legal power to do something.
  - Temporarily able-bodied, able-bodied, mental health, anxiety, depression, OCD, ADHD, and quadriplegic.
- **Age:** the length of an existence extending from the beginning to any given time.
  - Child, young adult, adult, middle-age adult, and elderly.
- **Ageism:** The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to age.
- **Allyship:** an active verb; leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others, less represented, voices. This is not something you achieve that is permanent it is fluid to how you are perceived by others.
- **Anti-Racism:** Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.
- **Bias:** an inclination of preference, especially one that interferes with impartial judgment.
- **BIPOC:** The acronym stands for "Black, Indigenous and people of color."
- **Change agent:** a person who has a sense of accountability in creating and maintaining positive change in their community.
- **Class/ Socioeconomic status (SES):** of, relating to, or involving a combination of social and economic factors.
  - Wealthy, poor, working-class, middle class, lower-middle class, and upper-middle class.
- **Classism:** The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic class and economic system which creates excessive inequality and causes basic human needs to go unmet.
- **Colorism:** prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.
- **Discrimination:** The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.
- **Diversity:** Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.
- **Equity:** The guarantee of fair treatment, access, opportunity and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

- **Ethnicity:** a particular ethnic affiliation or group.
  - Irish, Chinese, Puerto Rican, Italian, Jewish, Guatemalan, and Hispanic.
- **Gender expression:** External appearance or representation of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
  - Some examples of gender expression are masculine, feminine, and androgynous.
- **Gender identity:** One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
  - Woman, Man, Transgender, Boy, Girl, Male, Female, Gender Non-binary, Femme, and Genderqueer.
- **Heterosexism:** The individual, institutional, and societal/cultural beliefs that heterosexuality is the only normal sexual orientation.
- **Inclusion:** The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.
- **Language(s):** the words, their pronunciation, and the methods of combining them used and understood by a community.
  - Bi-lingual, first-language, and multi-lingual.
- **Legal Status:** Status defined by law.
  - Citizenship, married, single National Origin/Regional Background: Shared ethnicity...from a country or certain part of the world.
- **Micro-aggressions:** everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.
- **Nation(s) of Origin:** United States\*, Nigeria, Korea, Turkey, and Argentina.
  - \*Recognizing claiming stolen land. When folx claim to be from the United States, we have to also think of the space we are claiming which was stolen by white folx and rebuilt by the unpaid labor of enslaved people.
- **Oppression:** allows certain 'groups' of people to assume a dominant position over 'other groups.'
- **Physical Appearance and Body Image:** the way one looks /a subjective picture of one's own physical appearance established both by self-observation and by noting the reactions of others
  - Body Size/Type, Fat, Person of Size, and Thin.
- **Prejudice:** A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members.
- **Privilege:** a right or immunity granted as a peculiar benefit, advantage, or favor.
- **Race:** An historical and political construction created to concentrate power with White people and legitimize dominance over non-White people. Racial categorization schemes were invented by scientists and historians to support worldviews that viewed some groups of people as superior and some as inferior based on their skin color, hair color, and facial features.
- **Religion/Spirituality:** a personal set or institutionalized system of religious attitudes, beliefs, and practices
  - Hindu, Muslim, Buddhist, Jewish, Catholic, Christian, Pagan, Agnostic, and Atheist.
- **Sex:** Intersex, Female, Male

- **Sexism:** the cultural, institutional, and individual set of beliefs and practices that privilege men, subordinate women and denigrate values and practices associated with women.
- **Sexual orientation:** a person's sexual identity or self-identification as bisexual, heterosexual, homosexual, and pansexual.
  - Sexual Orientation/ Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Asexual
- **Stereotype:** stereotype: an attitude, belief, feeling, or assumption about a person or group of people that are widespread and socially sanctioned; though stereotypes can be positive and negative, they all have negative effects because they support institutionalized oppression by validating oversimplified beliefs that are often not based on facts.
- **Tribal or Indigenous Affiliation:** Mohawk, Aboriginal, Navajo, Santal

DEFINITIONS: [https://www.racialequitytools.org/resourcefiles/RET\\_Glossary\\_Updated\\_October\\_2019\\_.pdf](https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf)

[https://www.tacoma.uw.edu/sites/default/files/sections/Diversity/diversity\\_glossary.pdf.pdf](https://www.tacoma.uw.edu/sites/default/files/sections/Diversity/diversity_glossary.pdf.pdf)

Information to send in texts/short bursts

*Did this make you think? Learn more today!*

- <https://www.arist.co>, Texting platform for texting information/learning/resources. They also have courses already designed!
- Have you heard of code-switching? **Code-switching**: the conscious or unconscious act of ‘switching’ between languages, dialects, or intonations depending on the specific situation of who one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved. BIPOC are safer in some situations if they code-switch. How can you create spaces for BIPOC to be celebrated for being themselves?
- Have you heard someone say, “I don’t see color?” This means, when talking to a BIPOC that you are invalidating the racist experiences someone has faced and do not fully see the person. You are not wanting to learn about their experiences, their life, their story. SEE BIPOC. See them. The term we would use for not seeing or acknowledging race is **Color-blindness**: a term referring to the disregard of racial characteristics. Color-blindness allows those in power to disregard or ignore the history of oppression and how it is experienced today.
- Have you seen a someone dress up as costume that was offensive, or appropriating someone else’s culture? **Cultural Appropriation**: is the act of members of dominant/powerful/privileged groups claiming ownership of, or the rights to, less powerful/privileged groups’ cultural and/or religious symbols, dress, and ceremonies. Halloween and college party themes are spaces we sometimes see this pop up often. Do better and challenge your friends/peers if you see others appropriating culture.
- **Race is a social construct**. Created to classify people on the arbitrary basis of skin color and other physical features. Although race has no genetic or scientific basis, the concept of race is important and consequential. Societies use race to establish and justify systems of power, privilege, disenfranchisement, and oppression.
  - Racial identity is externally imposed: “How do others perceive me?”
  - Racial identity is also internally constructed: “How do I identify myself?”
  - Understanding how our identities and experiences have been shaped by race is vital. We are all awarded certain privileges and or disadvantages because of our race whether we are conscious of it or not.

- **RACISM** = Racial Prejudice (Unfounded Beliefs + Irrational Fear) + Institutional Power
  - Racism is a system of advantage based on race that involves systems and institutions, not just individual mindsets, and actions. The critical variable in racism is the impact (outcomes) not the intent and operates at multiple levels including individual racism, interpersonal racism, institutional racism, and structural racism.
  - Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism. Examples include believing in the superiority of white people, not hiring a person of color because “something doesn’t feel right,” or telling a racist joke.
  - Interpersonal racism occurs between individuals and includes public expressions of racism, often involving slurs, biases, hateful words or actions, or exclusion.
  - Institutional racism occurs in organizations These are race-based policies and practices that give unfair advantages to whites over people of color. These institutional policies often never mention any racial group, but the intent is to create advantages. Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the highest-resourced schools.
  - Structural racism is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color. Example: Stereotypes of people of color as criminals in mainstream movies and media.
  - **Racism Complicity:** To consciously or unconsciously support, contribute or benefit from racism or racist systems
  - **Racism Complacency:** to support racism and racist systems by not challenging it
  - [https://www.youtube.com/watch?time\\_continue=5&v=8eTWZ80z9EE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=5&v=8eTWZ80z9EE&feature=emb_logo)
  
- **Discussion on BIPOC, Black, African American, POC:**
  - BIPOC is used to highlight the unique relationship to whiteness that Indigenous and Black people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context. Contrary to what has been taught in the past, Black and African American are not interchangeable. African American is typically applied to Black folx whose ancestors were forced into slavery in the United States. It is a term that can be pretty exclusionary to the rest of the African Diaspora: Afro-Latinx folx, folx from the Caribbean, American immigrants to the States, among others.
    - <https://www.thebipocproject.org/>
  
- **Ally vs. Advocate vs. Anti-Racists:**
  - What we view as an Ally has changed over the years. Ally used to be a term given to those who supported a group of individuals with an oppressed identity that the individual does not hold. Over time, it has become a self-proclaimed title for those who often have cultural competence. An advocate is someone who speaks up and takes action against injustices. They are folx who do not do the work for a title or to be deemed as a “good white” but are doing the work because they are utilizing their privilege to uplift the voice of folx with marginalized identities.
  - <https://www.vogue.co.uk/arts-and-lifestyle/article/non-optical-ally-guide>
  - <https://static1.squarespace.com/static/561ef3eee4b00bd7a6d20e38/t/579b68c744024383dcb265e/1469802696288/Spectrum+overhead+final.pdf>
  - <https://guidetoallyship.com>

- **Systemic vs. Systematic:**

- Systemic means systemwide or deeply engrained in the system. It usually describes habits or process that are difficult to reverse because they are built into a system. Systematic means (1) carried out using step-by-step procedures, or (2) of, characterized, or constituting a system. It typically describes carefully planned processes that unfold gradually. Systematic racism is a set of practices that discriminate on the basis of race. Systemic racism is a system that has racism inherent in how it operates.
- Systemic racism:
  - According to one study, white families hold 90% of the national wealth, Latinx families hold 2.3%, and Black families hold 2.6%. Think about this: for every \$100 white families earn in income, Black families earn just \$57.30.
  - The Black unemployment rate has been consistently twice that of whites over the past 60 years, no matter what has been going on with the economy (whether it has been up or down).
  - Black people with college degrees are twice as likely to be unemployed as all other graduates. That may be because, as one study found job applicants with white-sounding names get called back about 50% more of the time than applicants with Black-sounding names, even when they have identical resumes. (This seems to be a widespread problem: even guests with distinctively Black names get less positive reviews from property owners on Airbnb.)
  - When all age groups are examined, Black students are three times more likely to be suspended than white students, even when their infractions are similar. Overall, Black students represent 16% of student enrollment and 27% of students referred to law enforcement. And once Black children are in the criminal justice system, they are 18 times more likely than white children to be sentenced as adults.
  - Black people make up 13% of the population, they represent about 40% of the prison population. Black people are more likely to be arrested and more likely to be convicted than white people.
  - More than half of all young Black Americans know someone, including themselves, who has been harassed by the police.
  - Statistics show that Black drivers are about 30% more likely than whites to be pulled over by the police.
  - One study showed that 67% of doctors have a bias against African American patients.
    - <https://www.benjerry.com/home/whats-new/2016/systemic-racism-is-real>
- <https://theresponsibleconsumer.wordpress.com/systemic-implicit-microaggression-racism/>

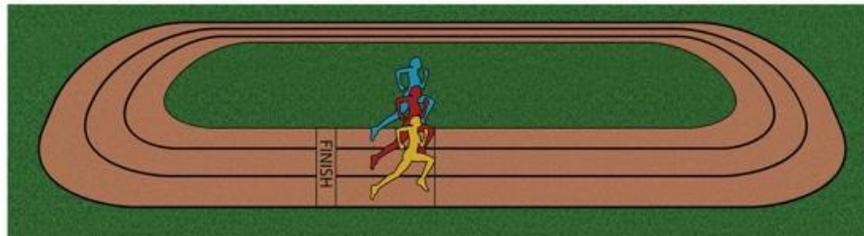
- **Implicit Bias vs. Explicit Bias**

- With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups. Implicit bias involves all the subconscious feelings, perceptions, attitudes, and stereotypes that have developed as a result of prior influences and imprints.
- <https://www.verywellmind.com/implicit-bias-overview-4178401>

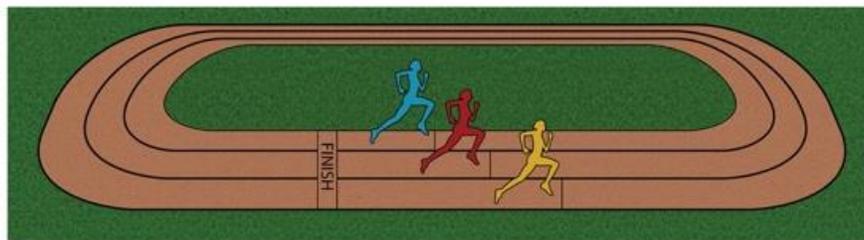
- [https://www.ted.com/talks/jamila\\_lyiscott\\_3\\_ways\\_to\\_speak\\_english](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english)

- **Equality vs. Equity vs. Liberation**

- Equality focuses on the mindset of treating everyone equal. The Golden Rule is often one of the concepts that people think of when it comes to equality. However, equity takes on the point of view that there are injustices within the system and distributes resources proportionally. This incorporates an interculturally competent mindset that helps to “spread the wealth.” Liberation focuses on the abolition the systemic and systematic sources so resources can be distributed in a just way.



**EQUALITY**



**EQUITY**

**EQUALITY VERSUS EQUITY**



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

This picture, while it highlights a framework of equity vs. equality, does not fully capture the systemic levels of oppression involved in white supremacy. This article highlights why this image does not consider the levels of oppression that are pushing down and sloping down the ground, pushing down on BIPOC. <https://medium.com/@eec/this-equity-picture-is-actually-white-supremacy-at-work-59f4ea700509>

- **Your daily dose of unlearning:** @context.project

- **Micro-aggressions:** everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.
  - Common racial microaggressions
    - “Where are you from?”
    - “Can I touch your hair?”
    - “You don’t sound Black!”
    - “I’ve just been on vacation– I’m almost as dark as you now!”
    - “No, where are you REALLY from?”
  - Microaggression in action
    - Being followed around stores
    - Being constantly mistaken as the only other person of color in your workplace
    - Being told by your boss not to put images of Black women in marketing materials because they will not sell
    - Being spoken over and undermined

### Three Types of Micro-aggressions:

- **Micro-Assault:** an explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.
  - Discouraging interracial interactions
  - Deliberately serving a White patron before someone of color
  - Micro-assaults are most similar to what has been called “old fashioned” racism conducted on an individual level. They are most likely to be conscious and deliberate, although they are generally expressed in limited “private” situations (micro) that allow the perpetrator some degree of anonymity.
- **Micro-insult:** is characterized by communications that convey rudeness and insensitivity and demean a person’s racial heritage or identity. Microinsults represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient of color.
  - When a White employer tells a prospective candidate of color “I believe the most qualified person should get the job, regardless of race.
  - When an employee of color is asked “How did you get your job?”, the underlying message from the perspective of the recipient may be twofold: (a) People of color are not qualified, and (b) as a minority group member, you must have obtained the position through some affirmative action or quota program and not because of ability.
  - Microinsults can also occur nonverbally, as when a White teacher fails to acknowledge students of color in the classroom.
  - When a White supervisor seems distracted during a conversation with a Black employee by avoiding eye contact or turning away. In this case, the message conveyed to persons of color is that their contributions are unimportant.
- **Micro-invalidating:** characterized by communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.
  - When Asian Americans (born and raised in the U.S.) are complimented for speaking good English or are repeatedly asked where they were born, the effect is to negate their U.S. American heritage and to convey that they are perpetual foreigners.

- When Black people are told “I don’t see color” or “We are all human beings,” the effect is to negate their experiences as racial/cultural beings.
- When a Latinx couple is given poor service at a restaurant and shares their experience with White friends, only to be told “Don’t be so oversensitive” the racial experience of the couple is being nullified

Theme	Microaggression	Message
1- When someone is assumed to be foreign born	“Where are you from?” “Where were you born?” “You speak good English”	You are not American. You are a foreigner.
2- Ascription of intelligence Assigning intelligence to a person of color on the basis of their race	“You are a credit to your race” “You are so articulate”	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent.
3- Color blindness Statements that indicate that a White person does not want to acknowledge race	“When I look at you, I don’t see color.” “America is a melting pot.” “There is only one race, the human race.”	Denying a person of color’s racial/ ethnic experiences. Assimilate/acclurate to the dominant culture. Denying the individual as a racial/ cultural being.
4- Criminality/assumption of criminal status	A White man or woman clutching their purse or checking their wallet as a Black or Latinx person approaches or passes A store owner following a customer of color around the store A White person waits to ride the next elevator when a person of color is on it	You are a criminal. You are dangerous.
5- Denial of individual racism A statement made when Whites deny their racial biases	“I’m not racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.”	I am immune to racism because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.
6- Myth of meritocracy Statements which assert that race does not play a role in life successes.	“I believe the most qualified person should get the job.” “Everyone can succeed in this society, if they work hard enough.”	People of color are given extra un- fair benefits because of their race. People of color are lazy and/or incompetent and need to work harder.
7- Pathologizing cultural values/ communication styles The notion that the values and communication styles of the dominant/White culture are ideal	Asking a Black person: “Why do you have to be so loud/animated? Just calm down.” To an Asian or Latinx person: “Why are you so quiet? We want to know what you think. Be more verbal.” “Speak up more.” Dismissing an individual who brings up race/culture in work/school setting	Assimilate to dominant culture. Leave your cultural baggage outside
8- Second-class citizen Occurs when a White person is given preferential treatment as a consumer over a person of color	Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people...”	People of color are servants to Whites. They couldn’t possibly occupy high-status positions. Whites are more valued customers than people of color. You don’t belong.
9- Environmental microaggressions Macro-level microaggressions, which are more apparent on systemic & environmental levels	A college or university with buildings that are all named after White hetero- sexual upper-class males. Television shows & movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color	You don’t belong/You won’t succeed here. There is only so far you can go. You are an outsider/You don’t exist. People of color don’t/shouldn’t value education. People of color are deviant.

[Racial Microaggressions in Everyday Lifereason.kzoo.edu](http://Racial.Microaggressions.kzoo.edu) › [Racial\\_MicroaggressionsshortVersion](#)

- Focus on growth:

@HOLISTICALLYGRACE

### FIXED - COMFORT

"I DON'T KNOW WHERE TO START OR WHAT TO SAY"

"I DON'T WANT TO GET IT WRONG OR GET CALLED OUT"

"IT WON'T MAKE A DIFFERENCE WHAT I DO, NOTHING IS GOING TO CHANGE"

"I DON'T GET INVOLVED IN POLITICS. I DON'T HAVE TIME"

### GROWTH - COURAGE

"FIRST I WILL LISTEN/READ/WATCH. I WILL SPEAK AGAINST INJUSTICE"

"I WILL MAKE MISTAKES, NO DOUBT ABOUT IT. I WILL BE GRATEFUL FOR THE LESSON"

"THINGS HAPPEN WHEN I TAKE RISKS AND BECOME PART OF SOMETHING BIGGER"

"THIS IS A HUMAN RIGHTS ISSUE. THIS MATTERS, I WILL MAKE TIME"

## REFLECT

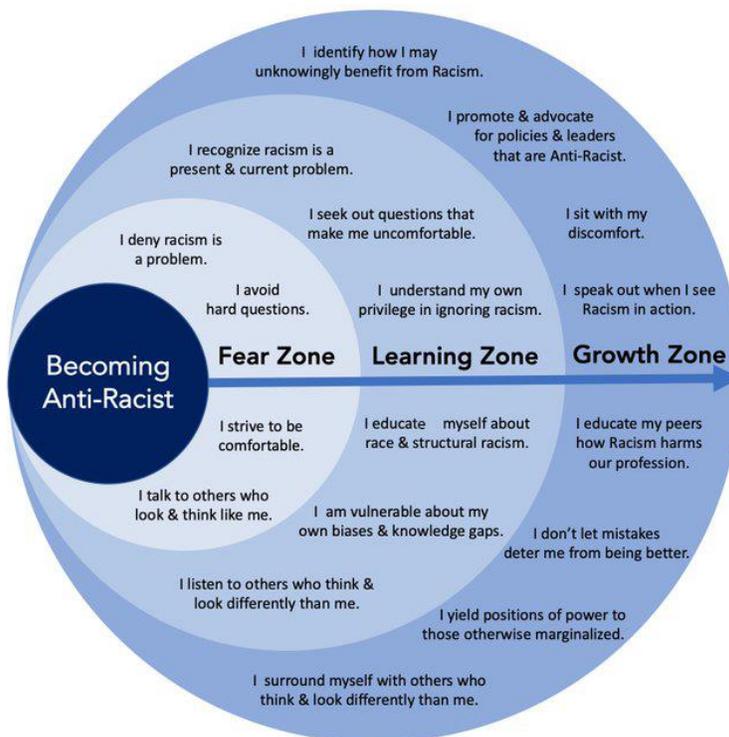
- What/how did you first learn about race?
- What feelings come to mind when thinking about your racial identity?
- When do you first learn that you were a member of a racial group? What/how did you learn about your racial group?
- When do you first learn that there were racial groups other than your own? What/how did you learn about this/these groups?
- How do you perceive your own race, and how is your race is perceived by others?
- Select a significant institution in your life (i.e. educational, religious, media/cultural). What have you learned from this institution about race? How might this have affected relationships and identity?
- Scan your relationships with people who have been socialized into a different racial group than yourself. Thinking back to your childhood, what have been the nature of these relationships (i.e. friends, family, teachers, service providers, mentors/coaches, charity recipients)? Have the types of changed over time? What do you notice about the relationships in your life today?
- When did you first hear the word “racism”? Who said the word? Where were you? How old were you?
- Have You:
  - Witnessed or participated in treating people of color differently from White people?
  - Learned that White people developed, supported, and benefited from slavery?
  - Felt more fortunate than, superior to, or better than people of color?
  - Tried to be especially good, kind, helpful, or loving to people of color?
  - Was angry with White people for what they were doing to people of color?
  - Admired and wished you were more like people of color in some specific way/s.
  - Felt helpless as an individual to do anything useful in changing racism.
  - Wanted to get over feelings of guilt and shame about being consciously or unconsciously racist?
  - Intervened in a racist situation?
    - Was your intervention helpful? How do you know?
    - What would you choose to do next time if the same situation occurred?

If YES to any:

- When did it occur? What Happened?
  - What led up to the situation?
  - What did you think, feel, and do?
  - What are you doing now?
  - What will you do?
- [https://njdc.info/wp-content/uploads/2013/11/invisible\\_knapsack2a.pdf](https://njdc.info/wp-content/uploads/2013/11/invisible_knapsack2a.pdf)
  - <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

ACT

Conversations may be challenging and uncomfortable. You may grapple with emotions and feel defensive at times, stay and talk. Feel your feelings. Engage in this work- it matters.



Becoming Anti-racist: <https://pitt.libguides.com/antiracism>



Being Actively Anti-Racist: <http://www.equalityinstitute.org/blog/2020/6/2/blacklivesmatter-being-actively-anti-racist>

- **White Fragility:** “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves”
  - You may experience an outward display of emotions such as anger, fear, sadness, or guilt
  - You may argue, be silent, leave the situation or conversation
  - You want to get back to no-conflict, no inner feelings of dissonance, often you reinstate White racial equilibrium
  - DO NOT BE FRAGILE, BE BRAVE!
    - DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3), 54- 70.

### Who am I?

Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious, and unclear, often self-claimed and often ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

For this self-examination please identify the memberships you claim or those ascribed to you. The blank sections at the bottom are for any identities not listed that you would like to reflect on.

	Group Membership:	Mark the boxes that apply to you in relation to the Social Identity					
		Most Aware	Least Aware	Have greatest effect on how others see you?	Have the greatest effect on how you see yourself	Give you power and privilege	Have the earliest memories of?
Gender Expression							
Gender Identity							
Ethnicity							
Sex							
Sexual Orientation							
Religion/ Spirituality/ Faith							
Social Class							
Age							
Ability Status							
Nation(s) of Origin and/or							
Citizenship							
Tribal or Indigenous							
Affiliation							
Body size/type							
Race							

- How did it feel to fill this out? Any that you struggled with?

More terms/definitions if needed: <https://www.hrc.org/resources/glossary-of-terms>



## Analyze Your Community:

Research your town, city, suburb, school, doctor's office, and/or workplace.

- What is the diversity present? Who is missing?
- What is the average income level?
- What resources are in your area?
- Why did you choose to live there?
  - Did you have a choice? Who chose?
- Can you walk to a grocery store?
- Is there a store with fresh fruit and vegetables in your community?
- Do you have a backyard?
- Do you leave your door unlocked? Why or why not?
- Do you have access to transportation? What/where/how?
- Does your doctor's office support folx without insurance?
  - Do you have access to medical care?
- Who works in your workplace? What roles/titles do they hold?
- What identities might be missing at your workplace? Who is not at the table?
- Who works at your doctor's office?
- Who works at your bank?
- How far is the bank, doctor's office, your job from your home?

### Raising Awareness/Race-Consciousness

Write down all the book titles, movies, blogs, documentaries, workshops, podcasts, etc. that you can think of that you have engaged your education on racism:

- Books:
  
- Movies:
  
- Podcasts:
  
- Documentaries:
  
- Social Media Campaigns/Users/etc.:
  
- Workshops/Conferences:
  
- Podcasts:
  
- TED Talks:
  
- Music:
  
- Spoken Word/Poetry:
  
- Keynote speakers:
  
- Book Clubs:
  
- Activism:
  
- Politics:
  
- Mentors/Educators:
  
- Religion:
  
- Other:

REFLECT: what are your thoughts? Was this easy/hard? What are areas you would like to find resources to support your continued education in?

Action Continuum:



*Actively Participating:* Telling oppressive jokes, putting down “people,” intentionally avoiding “people,” verbally/physically harassing

*Denying:* Enabling oppression by denying that “people” are oppressed...does not actively oppress, but denies it exists

*Recognizing, No Action:* Is aware of oppressive actions by self or others and their harmful effects but takes no action to stop this behavior. This inaction is a result of fear, lack of information, confusion about what to do

*Recognizing, Action:* Is aware of oppression, recognizes oppressive actions of self and others and takes action to stop it

*Educating Self:* Taking actions to learn more about oppression by reading, attending workshops, cultural events and joining organizations that oppose oppression

*Educating Others:* Moving beyond only educating self to question and dialogue with others

*Supporting, Encouraging:* Supporting others who speak out against injustices or who are working to be more inclusive of targeted group members by backing up others who speak out, group, joining a coalition group, etc.

*Initiating, Preventing:* Working to change individual and institutional actions and policies that discriminate, working for passage of legislation/policies against discrimination

Mark where you fall on the continuum below, use the definitions/descriptions above.

	Actively Participating	Denying	Recognizing No Action	Recognizing Action	Educating Self	Educating Others	Supporting Encouraging	Initiating Preventing
<b>Racism</b>								
<b>Colorism</b>								
<b>Sexism</b>								
<b>Classism</b>								
<b>Heterosexism</b>								
<b>Ableism</b>								
<b>Ageism</b>								

- Why did you mark yourself where you did?
- How do you know you are there on the continuum?
- Where do you want to be?
- Set one goal for yourself for the area you want to work on, educate yourself in, and move on the continuum.

### Cultural Audit:

Identify the different cultures or shared experiences represented in the organization, group, and community in which you belong or work. These may include groups that differ in: (fill in those that are appropriate for your organization or group).

- Nationality
- Ethnicity
- Language(s)
- Race
- Age Group
- Gender
- Ability
- Religion
- Sexual Orientation
- Religion or spiritual beliefs
- Occupational Status
- Educational Status
- Economic status or social class
- Physical attributes
- Relationship Status
- Geographical/regional residency
- Political views
- Health status

## Social Media Audit:

Who do you follow on social media? Who do you listen to? What information are you absorbing?

Look at your social media accounts, if you have them, and scroll.

- Do you see people of different races? What is the primary race that you see on social media? Whose voices are you missing?
- What languages are information available in? Is the information accessible?
- What is the age group of the majority of voices on your social media?
- Are there variations in ability status (known)? Many ability differences are invisible and may be unknown.
- What is the presented gender?
- Do you follow any religious organizations, speakers, accounts?

Do you follow anyone in your field? Career goals, potential field, dream jobs, etc.

Do you follow any non-college graduates? Doctoral students? PhDs?

- Do you follow any accounts that talk about their socioeconomic status? Do you follow any influencers?

If yes to influencers- look up how much they make a year. What are your thoughts?

Do you follow any accounts about gender? Relationships? Supporting LGBTQ+ identities?

- Do you follow any accounts that highlight politics different than your views? Same as your views? If the same, how do you fact check sources?

### Attitudes and Behaviors:

Adapted from 10 attitudes and behaviors which help us become Strong Anti-Racist Allies, developed by Grassroots Leadership's Barriers and Bridges Program

All white people are racist. I am a racist.

I will never know what it is like to be a person of color in this country. While it is important to build empathy, I need to acknowledge that I cannot know what it is really like.

I expect to be uncomfortable as a white anti-racist ally. Discomfort offers an opportunity for reflection and deeper understanding, which leads to change, which can be scary, but necessary and fulfilling. Because white supremacist culture allows white people to remain comfortable, I will need to actively seek situations that will provide me the opportunity to change and grow.

I can love myself even though I am racist because I have made a commitment to fight my own racism and racism in the larger society. I expect to make mistakes, learn from them, and am compassionate to myself and others as I make this journey.

Despite my best intentions I will still act out racism and people of color may have reason to be angry with me. I will not die from anger or criticism; in fact, I will grow and become stronger.

- When people of color criticize what I say or do, I will accept it as useful information to help me in my learning without always having to explain to them why I said what I said or did what I did. I realize that sometimes my explanations leave the impression that the criticism is not heard and blocks further communication. I always keep the right to act on the criticism in whatever way seems most appropriate once I have had time to reflect.
- I do not expect or want to be 'absolved' for my racism by people of color. I am centered in my own commitment to fight racism, without needing that commitment to be acknowledged by others.
- I am always open to questioning my assumptions, even when I act on them because I must act. I realize that I will always have more to learn about how my commitment to fighting racism can be more effective.
- I am part of an active anti-racist, freedom movement which began long before I came and will carry on long after I am gone. I am proud to contribute to that movement and to be building a support community of white anti-racist allies.

### Moving From Concern To Action:

Adapted from work by Andrea Azvazian, James Edler, University of Maryland, and Judy H. Katz, author of *White Awareness: Handbook for Anti-Racist Training*.

- Have I intentionally and aggressively sought to educate myself further on issues of racism by talking with others, viewing films/videos, finding reading material, attending lectures, joining a study group or other activities?
- Have I spent some time reflecting on my own childhood and upbringing and analyzing where, how, and when I was receiving racist messages?
- Have I spent some time recently looking at my own attitudes and behaviors as an adult to determine how I am contributing to or combating racism?
- Have I eliminated my use of language, light and dark imagery and other terms or phrases that might be degrading or hurtful to others?
- Have I openly disagreed with a racist comment, joke, reference, or action among those around me?
- Have I made a clear promise to myself that I will interrupt racist comments, actions, etc. that occur around me – even when this involves some personal risk?
- Have I grown in my awareness of racism in TV programs, advertising, and news coverage?
- Have I objected to those in charge about racism in TV programs, advertising, and news coverage?
- Have I taken steps to organize discussion groups or a workshop aimed at unlearning racism with friends, family members, colleagues, or members of my house of worship?
- Have I organized to support political candidates committed to racial justice and to oppose political candidates who are not?
- Have I contributed financially to an organization, fund, or project that actively confronts the problems of racism?
- Do my personal buying habits support stores and companies that demonstrate a commitment to racial justice both in the U.S. and in other countries?
- Have I organized to support multi-cultural anti-racist curriculum in local schools?
- Do I see myself as a resource person for referrals – directing white people to individuals, organizations and resources who assist others in dismantling racism?
- Have I made a contract with myself to keep paying attention to the issue of racism over weeks, months, and years?

What are your thoughts about this activity? Did anything surprise you?

After answering the questions, what is one area you would like to focus on and do some self-work in?

## Other Activities:

- **Internalized Sexism Inventory:** <https://culturalbridgestojustice.org/internalized-sexism-inventory/>
- **Internalized Racism Inventory:** <https://culturalbridgestojustice.org/internalized-racism-inventory/>
- **Racism Inventory:** <https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/active-passive-racism-anti-racism-exercise.pdf>
- **Checklist for Allies Against Racism:** These are ally behaviors; this does not mean you are an “ally.” Allyship is a journey. <https://johnraible.files.wordpress.com/2007/05/revised-2009-checklist-for-allies.pdf>
- **Allyship Strategies:** [https://5a07ac3d-a-36ab80dc-s-sites.googlegroups.com/a/sgs-wa.org/sgsprofessionaloutreach/Curriculum\\_Allyship\\_Strategies.pdf?attachauth=ANoY7cq0EniSE765bSyZcbn7WBOXvw2vHuyYCDRvt0q2JAWEcL6i1L9BJ0h2OIdSU2kj1447llsugBx24edPPz30sJOP4emFx2GxS12H0fk6oH2a-AW0uEpSaM\\_ydk\\_KmwXgYIStSUuI5QDa6GOW6Cz8S-Fn\\_ftn65WEZ0SI4xyzhIDyl6Kk1OOz751Kla6M20zBQQQJy9qFngvcrFObv5F6PQiYEBWJ9\\_oqsm0Dxiq2uVklWnnLO\\_B-nbhqJ-nHtXaArn4EPVM&attredirects=0](https://5a07ac3d-a-36ab80dc-s-sites.googlegroups.com/a/sgs-wa.org/sgsprofessionaloutreach/Curriculum_Allyship_Strategies.pdf?attachauth=ANoY7cq0EniSE765bSyZcbn7WBOXvw2vHuyYCDRvt0q2JAWEcL6i1L9BJ0h2OIdSU2kj1447llsugBx24edPPz30sJOP4emFx2GxS12H0fk6oH2a-AW0uEpSaM_ydk_KmwXgYIStSUuI5QDa6GOW6Cz8S-Fn_ftn65WEZ0SI4xyzhIDyl6Kk1OOz751Kla6M20zBQQQJy9qFngvcrFObv5F6PQiYEBWJ9_oqsm0Dxiq2uVklWnnLO_B-nbhqJ-nHtXaArn4EPVM&attredirects=0)
- **Challenge:** explore a topic that you do not know much about, do not feel comfortable with. There are resources below with information and ways to engage in learning.
- **SMART Goal:** Create a SMART goal (SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely) around anti-racism.
  - <https://www.mcckc.edu/counseling/goal-setting/docs/SMARTGoalWorksheet.pdf>
- **Implicit Bias Test:** <https://implicit.harvard.edu/implicit/>
- **Social Identity Wheel:** <https://www.mcgill.ca/engage/files/engage/social-identity-wheel-facilitator-notes.pdf>
- **Circles of my Multicultural Self Activity:** [Circles of My Multicultural Self-Handout This activity highlights ...digitalcommons.georgiasouthern.edu > cgi > viewcontent](https://digitalcommons.georgiasouthern.edu/cgi/viewcontent)
- **COVID-19 and Race:** <https://www.policylink.org/covid19-and-race>

## RESOURCES

\*It is never the job/role/duty/responsibility of a BIPOC to educate someone on any of these matters. Not to say the person/people cannot educate if offered, but these folx should never be sought after for this education. Folx, specifically White folx, need to do the work by looking into these resources to learn.

*People of color] are expected to educate white people as to our humanity. Women are expected to educate men. Lesbians and gay men are expected to educate the heterosexual world. The oppressors maintain their position and evade their responsibility for their own actions. —Audre Lorde*

\*Pay BIPOC for their work. When you ask someone to lead a session, a discussion, or you use their work- CREDIT THEM, PAY THEM. This is taxing for them, this is traumatic for them, pay them for their work.

### Milwaukee *(Create a list of resources for your city/town/area!)*

- Black Holocaust Museum
- BIPOC owned businesses:
  - <https://mkeblack.org>
- African American Leadership Alliance, Milwaukee: <https://www.aalamilwaukee.org>
- Milwaukee Black Professionals Group Facebook: <https://www.facebook.com/MilwaukeeBlackProfessionalsNetwork/>
- Hispanic Professionals of Greater Milwaukee: <https://www.hpgm.org>
- Milwaukee LGBT Community Center: <https://www.mkelgbt.org/resource-center>
- Black owned businesses MKE: <https://mkeblack.org>
- Black Leaders Organizing Community BLOC: <https://www.blocbybloc.org>
- Centro Hispano: <https://www.centrohispanomke.org>
- Voces de la Frontera (we have a group on campus involved with this as well): <http://vdlf.org>
- United Community Center: <https://www.unitedcc.org>
- NAACP MKE: <https://naacpmke.org/naacp-milwaukeees-collective-core-issues-2019/>
- Legal aid Society of MKE: <https://lasmilwaukee.com>
- Our law school also has a pop-up clinic and a walk-in clinic
- Trans resource list MKE: <https://www.diverseandresilient.org/resources/trans-resource-list/>

### Social Media

- Antiracism Center
- Audre Lorde Project
- Color of Change
- Colorlines
- The Conscious Kid
- Equal Justice Initiative
- Families Belong Together
- Muslim ARC
- NAACP
- Showing Up for Racial Justice
- United We Dream
- Rachel Cargle

- No White Saviors
- Speaking of Racism

### TED Talks

- Colorblind or colorbrave?
- How to raise a Black son in America
- My road trip through the whitest towns in America
- How to overcome our biases: Walk boldly toward them
- The little problem I have with renting a house
- We need to talk about justice
- Black men ski
- The Danger of a Single Story by Chimamanda Ngozi Adichie
- The Danger of Silence
- Not all Superheroes wear capes - how you have the power to change the world
- How to Understand Power?

### Podcasts

- 1619 (New York Times)
- All my Relations
- See Something, Say Something
- Pantsuit Politics
- Reid This Reid That
- Affirm Podcast
- About Race
- Code Switch (NPR)
- Ear Hustle
- Intersectionality Matters! hosted by Kimberlé Crenshaw
- Momentum: A Race Forward Podcast
- Pod for the Cause (from The Leadership Conference on Civil & Human Rights)
- Pod Save the People (Crooked Media)
- Seeing White

### Self-care

- Surviving Oppression; Healing Oppression <https://vanissarsomatics.com/surviving-oppression-healing-oppression/>
- This Is What Black Burnout Feels Like [https://www.buzzfeednews.com/article/tianaclarkpoet/millennial-burnout-black-women-self-care-anxiety-depression?fbclid=IwAR28s7-4bMNR4PFLTi2no2AnpOpb0TSnP2LCPkZn9x2CaD0Lwfm37\\_1JHzl](https://www.buzzfeednews.com/article/tianaclarkpoet/millennial-burnout-black-women-self-care-anxiety-depression?fbclid=IwAR28s7-4bMNR4PFLTi2no2AnpOpb0TSnP2LCPkZn9x2CaD0Lwfm37_1JHzl)
- Yoga
- Meditation

## Books

- White Fragility by Robin DiAngelo
- No Ashes in the Fire by Darnell L. Moore
- Just Mercy by Bryan Stevenson
- Black Girls Must Die Exhausted by Jayne Allen
- 35 Dumb Things Well Intended People Say by Maura J. Cullen
- Men we Reaped by Jesmyn Ward
- Born a Crime by Trevor Noah
- Evicted by Matthew Desmond
- An Indigenous Peoples' History of the United States by Roxane Dunbar-Ortiz
- How we get Free: Black Feminism and the Combahee River Collective by Keeanga-Yamahtta Taylor
- Free Cyntoia: My Search for Redemption in the American Prison System by Cyntoia Brown-Long
- Algorithms of Oppression: How Search Engines Reinforce Racism by Safiya Umoja Noble
- White Rage by Carol Anderson
- The Bluest Eye by Toni Morrison
- Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do by Jennifer L. Eberhardt
- LOCKING UP OUR OWN Crime and Punishment in Black America by James Forman Jr.
- The Autobiography of Malcolm X by Malcolm X and Alex Haley
- The Person You Mean to Be: How Good People Fight Bias by Dolly Chugh
- Between the World and Me by Ta-Nehisi Coates
- Policing the Black Man by Angela Davis
- The Color of Success: Asian Americans and the Origins of the Model Minority by Ellen D. Wu
- An African American and Latinx History of the United States by Paul Ortiz
- Race on Campus: Debunking Myths with Data by Julie Park
- How Does it Feel to be a Problem? Being Young and Arab in America by Moustafa Bayoumi
- Privilege, Power, and Difference by Allan G. Johnson
- Why are all the Black Kids Sitting Together in the Cafeteria? By Beverly Daniel Tatum
- The Hate You Give by Angie Thomas
- America's Original Sin by Jim Wallis
- Waking Up White, and Finding Myself in the Story of Race by Debby Irving
- Pushout: The Criminalization of Black Girls in Schools by Monique Morris
- The New Jim Crow by Michelle Alexander
- I am Still Here by Austin Channing Brown
- Minor Feelings by Cathy Park Hong
- Citizen by Claudia Rankine
- How we fight White Supremacy: A Field Guide to Black Resistance by Akiba Solomon and Kenrya Rankin
- Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor by Layla F. Saad
- How to be an Antiracist by Ibram X. Kendi
- The Fire This Time by Jesmyn Ward
- The Warmth of Other Suns by Isabel Wilkerson
- Mindful of Race by Ruth King
- Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji
- Faces at the Bottom of the Well by Derrick Bell and Michelle Alexander
- This Book Is Anti-Racist by Tiffany Jewell & Aurélia Durand
- Good Talk by Mira Jacob
- Black Youth Rising: Activism and Radical Healing in Urban America by Shawn A. Ginwright
- Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi

- So, you Want to Talk About Race by Ijeoma Oluo
- Tears We Cannot Stop: A Sermon to White America by Michael Eric Dyson
- Who do you serve, who do you protect? Police Violence and Resistance in the United States by Maya Schenwar
- This Will Be My Undoing: Living at the Intersection of Black, Female, and Feminist in (White) America by Morgan Jenkins
- When They Call You a Terrorist: A Black Lives Matter Memoir by Patrisse Khan-Cullors and Asha Bandele
- On the Other Side of Freedom: The Case for Hope by DeRay Mckesson
- Heavy: an American Memoir by Kiese Laymon
- The Color of Law: A Forgotten History of How Our Government Segregated America by Richard Rothstein
- Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century (Volume 6) (American Studies Now: Critical Histories of the Present) by Barbara Ransby

## Articles

- The 1619 Project (all the articles) | The New York Times Magazine
- 75 Things White People Can Do for Racial Justice: <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>
- The Combahee River Collective Statement
- Elijah Anderson, “The White Space”
- Ta-Nehisi Coates, “The Case for Reparations”
- Robin DiAngelo, “Nothing to Add: The Role of White Silence in Racial Discussions” and “White Fragility”
- Cheryl Harris, “Whiteness as Property”
- Understanding the Stressors and Types of Discrimination That Can Affect Multiracial Individuals <https://societyforpsychotherapy.org/understanding-the-stressors-and-types-of-discrimination-that-can-affect-multiracial-individuals-things-to-address-and-avoid-in-psychotherapy-practice/>
- Camara Phyllis Jones, “Levels of Racism: A Theoretic Framework and a Gardener’s Tale”
- Ibram X. Kendi, “A History of Race and Racism in America, in 24 Chapters”
- Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”
- National Equity Project, “Lens of Systemic Oppression” and “Implicit Bias and Structural Racialization”
- Devah Pager and Bruce Western, “Identifying Discrimination at Work: The Use of Field Experiments”
- William L. Patterson, We Charge Genocide
- Kaitlin Smith, “Bearing Witness: The Death of George Floyd”
- Bryan Stevenson, “On the Frustration Behind the George Floyd Protests”
- Talking about Race: <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>
- Famous African Americans: Black Genius [https://www.earlychildhoodeducationassembly.com/uploads/1/6/6/2/16621498/black\\_genius\\_-\\_famous\\_african\\_americans\\_.pdf](https://www.earlychildhoodeducationassembly.com/uploads/1/6/6/2/16621498/black_genius_-_famous_african_americans_.pdf)
- “5 Steps Latinos Can Take to Combat Anti-Blackness” - Andrew S. Vargas (Remezcla)
- “12 Ways You Can Be an Activist Without Going to a Protest” - Felicia Fitzpatrick (Shine)
- “America’s Racial Contract is Killing Us” - Adam Serwer (The Atlantic)
- “#BlackDisabledLivesMatter: Why We Need to Talk About Both Race and Disability When Addressing Police Brutality” - Britney Wilson (The Nation)
- “Black Wall Street and the Tulsa Race Massacre of 1921, Explained” - Shammara Lawrence (Teen Vogue)
- “For Our White Friends Desiring to Be Allies” - Courtney Ariel (Sojourners)
- “The Four Bodies: A Holistic Toolkit for Coping with Racial Trauma” - Jacquelyn Ogorchukwu (Medium)
- “From White Privilege to the Development of the Adult Mind” [Blog post] - John Monaghan (All Aces, Inc.)
- “George Floyd. Ahmaud Arbery. Breonna Taylor. What do we tell our children?” - Alia E. Dastagir (USA Today)

- “How to Respond to ‘Riots Never Solve Anything!’” [Blog post] - Rafi D’Angelo
- “The Intersectionality Wars” - Jane Coaston (Vox)
- “Maintaining Professionalism in the Age of Black Death Is... A Lot” - Shenequa Golding (Medium)
- “A Sociologist Explains the ‘White Fragility’ That Prevents White Americans from Confronting Racism” - Katy Waldman (The New Yorker)
- “Who Gets to be Afraid in America?” - Ibram X. Kendi (The Atlantic)
- “Why You Should Stop Saying ‘All Lives Matter,’ Explained in 9 Different Ways” - German Lopez (Vox)
- “Your Black Colleagues May Look Like They’re Okay – Chances Are They’re Not” - Danielle Cadet (Refinery29)
- Ella Baker and the Black Freedom Movement (Mentoring a New Generation of Activists)
- “My Life as an Undocumented Immigrant” by Jose Antonio Vargas | NYT Mag (June 22, 2011)
- The Combahee River Collective Statement
- Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD
- “Where do I donate? Why is the uprising violent? Should I go protest?” by Courtney Martin (June 1, 2020)

## Videos

- Kimberlé Crenshaw, “The Urgency of Intersectionality”
- William A. Darity Jr., “How Do We Span the Racial Wealth Gap?”
- Bryan Stevenson, “There’s a Direct Line from Lynching to George Floyd”
- Robin DiAngelo, Debunking the Most Common Myths White People Tell About Race
- Trevor Noah, “George Floyd, Minneapolis Protests, Ahmaud Arbery & Amy Cooper”

## Movies/Documentaries

- Dear White People by Justin Simien
- Just Mercy
- The Ballot or the Bullet
- Whose Streets
- Paris is Burning
- American Son by Kenny Leon
- Selma by Ava DuVernay
- The Hate U Give by George Tillman Jr (Hulu)
- When They See Us (Netflix) by Ava DuVernay
- 13<sup>th</sup> by Ava DuVernay
- Blindspotting by Carlos López Estrada (Hulu)
- If Beale Street Could Talk by Barry Jenkins (Hulu)
- The Children’s March
- The Kalief Browder Story
- The Black Power Mixtape 1967-1975
- Seventh Grade
- Souls of Black Girls
- Precious Knowledge
- Favela’s Rising
- The Revisionaries
- True Justice: Bryan Stevenson’s Fight for Equality (HBO)
- The Black Panthers: Vanguard of the Revolution

TV

- When They See Us: Ava DuVernay's
- OWN's Queen Sugar
- FX's Pose
- Seven Seconds
- Dear White People
- One Day at a Time

## Additional Resources for Professional Staff

### Books

- Black Education: A Transformative Research and Action Agenda for the New Century, King et al
- Handbook of Critical Race Theory in Education, Marvin Lynn, and Adrienne Dixon et al
- Teaching to Transgress, bell hooks
- This Is Not A Test: A New Narrative on Race, Class, and Education by Jose Vilson
- The Fire Next Time by James Baldwin
- The Teacher Wars: A History of America's Most Embattled Profession by Dana Goldstein
- Racism Without Racists by Eduardo Bonilla-Silva
- Post Traumatic Slave Syndrome by Joy DeGruy
- #BLACKOUT - Real Issues and Real Solutions to Real Challenges Facing Black Student Affairs Professionals
- We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love
- Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta L. Hammond
- Born Out of Struggle: Critical Race Theory, School Creation, and the Politics of Interruption (SUNY Series, Praxis: Theory in Action)
- Why I am No Longer Talking to White People About Race by Reni Eddo-Lodge (UK Setting)
- Have Black Lives Ever Mattered? By Mumia Abu-Jamal
- I Know Why the Caged Bird Sings by Maya Angelou
- The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing by Anneliese A. Singh

### Articles/Sources

- Acosta, C. & Mir, A. (2012). Empowering young people to be critical thinkers: The Mexican American Studies program in Tucson. *Voices in Urban Education* 34,15-26.
- Candice Powell, Cynthia Demetriou, Terrell R. Morton & James M. Ellis (2020): A CRT-Informed Model to Enhance Experiences and Outcomes of Racially Minoritized Students, *Journal of Student Affairs Research and Practice*, DOI: 10.1080/19496591.2020.1724546
- Carlson, J. (2014). "When you carry all of your baggage with you...you're carrying all of your baggage with you": Identifying and interrupting equity traps in preservice teachers' narratives. *Understanding and Dismantling Privilege*, IV (1), pp. 34-59.
- Greenberg, J. (2015, October 28). The story of the Seattle race curriculum controversy finally in print [Web log post]. Retrieved from <http://citizenshipandsocialjustice.com/2015/10/28/the-seattle-race-curriculum-controversy-finally-in-print/>
- Hackman, H. (2005). Five Essential Components for Social Justice Education. *Equity & Excellence in Education*, 38(2), 103–109.
- Institutionalized Racism: A Syllabus – Relevant Articles for University Professors and Students JSTOR Daily [https://daily.jstor.org/institutionalized-racism-a-syllabus/?utm\\_campaign=JSTOR](https://daily.jstor.org/institutionalized-racism-a-syllabus/?utm_campaign=JSTOR)
- Malsbary, C. B., & Appelgate, M. H. (2014). Working downstream: a beginning EL teacher negotiating policy and practice. *Language Policy*, 1–21. <http://doi.org/10.1007/s10993-014-9347-6>
- Picower, B. (2012). *Practice what you teach: Social justice education in the classroom and the streets*. New York, NY: Routledge.
- Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education*, 14(1), 1-17.

- Rockmore, E. (2015, October 21). Op-Ed: How Texas teaches history. The New York Times. Retrieved from [http://mobile.nytimes.com/2015/10/22/opinion/how-texas-teaches-history.html?referer=https://t.co/AWpmD8KT19&\\_r=2](http://mobile.nytimes.com/2015/10/22/opinion/how-texas-teaches-history.html?referer=https://t.co/AWpmD8KT19&_r=2)
- Sensoy, O. & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy & Education*, 22(2), pp. 1-10.
- Spring, J. (2013). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (7th ed.). New York, NY: McGraw Hill.
- Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwhal-Rangnath, R., & Sleeter, S. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *The Urban Review* 47(1), 104-125.
- Viesca, K. M., Matias, C. E., Garrison-Wade, D. F., Tandon, M., Galindo, R. (2014). "Push it real good!" The challenge of disrupting dominant discourses regarding race in teacher education. *Critical Education*, 5(11). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/184211>.
- Viesca, K. M, Torres, A. S., Barnatt, J & Piazza. P. (2013). When claiming to teach for social justice is not enough: Majoritarian stories of race, difference, and meritocracy. *Berkeley Review of Education*, 4(1), pp. 97-122
- Wong, A. (2015, October 21). History class and the fictions about race in America. The Atlantic. Retrieved from <http://www.theatlantic.com/education/archive/2015/10/the-history-class-dilemma/411601/>

## Websites

- Talking About Race: Resources for Educators, Parents and Caregivers, and Individuals Committed to Equity National Museum of African American History and Culture, Smithsonian Institution <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>
- Antiracism & America Project: A Weekly Web Series of Related Essays Antiracist Research and Policy Center at American University <https://antiracismcenter.com/antiracism-america/>
- Teaching About Race, Racism, and Police Violence: A Collection of Resources for Educators Teaching Tolerance <https://www.tolerance.org/moment/racism-and-police-violence>
- Thinking Critically About Racism, Whiteness, and Class: Political Education, Toolkits, and Other Resources Showing Up for Racial Justice <https://www.showingupforracialjustice.org/resources.html>

## More

- Diversity Best Practices: <https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2016/11/postelecti ondbptoolsandguides.pdf>
- Inclusive Remote Classroom Practices: <https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion/inclusive-remote-classroom-practices.html>
- Inclusive Curriculum Design and Assessment Practices: <https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion/inclusive-curriculum-design.html>
- COVID-19 Anxiety Workbook: <https://thewellnesssociety.org/wp-content/uploads/2020/04/Coronavirus-Anxiety-Workbook.pdf>