

Entry Activity

Think of your primary CORE VALUE. The one that you always return to in your life – it centers your behaviors and key decisions ESPECIALLY in times of stress. This is a one or two-word expression of one value.

For example:

"Honesty" or "Family First"

NOT

"Truth and Justice" or "Equity and Love"



Advancing Racial Justice Day 1



Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we currently reside on Choctaw, Chickasaw, and Quapaw land and are connecting from the traditional lands stewarded by generations of indigenous people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

Disclaimer

The content we are going to explore may bring up strong feelings. Throughout our time together, we will explore examples of racism, ableism, heterosexism, and sexism.

These oppressive ideas and assumptions are offensive, problematic, and false. Yet, over time, they have become as pervasive and invisible as the air we breathe. We need to examine them so that we can understand, challenge, and ultimately eliminate them.

*Modified from ADL



FAMILY MEETING

- **Staff and Members in Same Training**
- **Additional Affinity Groups**
- **Race Forward Training**
- **All coming from a Different Space of Privilege and Oppression**
- **How do we Talk about this Space**

Why we are here:

NEA's Framework For Change p. 108



Logistics to Remember

- Questions to Ask
- Bathroom
- Materials (Not just for here)
- Food
- Room Temperature
- Karla Medina as a Resource
- Travel



Agenda



Days 1 & 2

7:30-8:30 AM	Breakfast
8:30 AM	Convene
10:15-10:30 AM	Break
12:00- 1:00 PM	LUNCH
2:15-2:30 PM	Break
4:30-5:00 PM	Choice Networking
5:00 PM	Adjourn
2:30 PM	Day 2 to Museum

Agenda



Day 3

7:30-8:30 AM	Breakfast
8:30 AM	Convene
11:00-11:15 AM	Break
1:00 PM	Boxed LUNCH
1:00-2:00 PM	Choice Networking
2:00 PM	Adjourn

Overview Of Today's Learning

- Welcome & Introductions
- Community Building
- Setting the Stage
- Talking Race
 - Defining Race
 - Systems Analysis of Racism
 - Shifting Perspectives
 - Identifying Institutional Racism
 - Defining Racial Justice
- Moving Forward
- Closing



Why is this Our Work?



Bylaw 3-1(g) and Leadership Diversity (2006)

Additional Resources

- What do you know about Bylaw 3-1(g)?
- Most often thought about in relation to RA membership
- Comprehensive measure for encouraging racial/ethnic diversity in leadership
- Always intended to be more than meeting an RA quota – to encourage diverse leaders in all aspects of the affiliate's work.

Resolution I: White Supremacy Culture

Additional Resources

The National Education Association believes that, in order to achieve racial and social justice, educators must acknowledge the existence of White supremacy culture as a primary root cause of institutional racism, structural racism, and White privilege. Additionally, the Association believes that the norms, standards, and organizational structures manifested in White supremacy culture perpetually exploit and oppress people of color and serve as detriments to racial justice.

Resolution I: White Supremacy Culture

Further, the invisible racial benefits of White privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and White privilege perpetuated by White supremacy culture.

Honoring Native Lands NBI 64

New Business Item (NBI) 64 proposed:

"At the beginning of all NEA convenings, NEA will acknowledge the native people of whom this land originated."

It passed without opposition.

NEA Mission and Vision

Additional Resources

Vision...a great public school for every student.

Mission...advocate for education professionals and to unite our members and the nation to fulfill the promise of public education

- **Core Values:**
 - **Equal Opportunity**
 - **A Just Society Democracy**
 - **Professionalism**
 - **Partnership**
 - **Collective Action**



Why it matters to me

“In our glorious fight for civil rights, we must guard against being fooled by false slogans, such as ‘right to work.’ It is a law to rob us of our civil rights and job rights. Its purpose is to destroy labor unions and the freedom of collective bargaining by which unions have improved wages and working conditions of everyone...Wherever these laws have been passed, wages are lower, job opportunities are fewer and there are no civil rights.”

Martin Luther King



How our work with you is framed

Racial justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

To achieve this requires an explicit, though not exclusive, examination of race and ethnicity and a “race and ...” approach that examines how race compounds and intersects with other societal issues.



Guiding Question

As participants in this room, what does this mean in your work?



Introductions



Introductions

Community and relationships are important.

Please share

Name

Pronouns

State You Work In

Core Value Leading Your Work



Why share your pronouns?

You can't just assume by looking.

Asking and correctly using someone's pronouns is the easiest way to show your respect for their gender identity.

Wrong pronoun use can make a person feel disrespected, invalidated, dismissed, alienated, or dysphoric (or, often, all of the above.)

It is a privilege to not have to worry about which pronoun someone is going to use for you.



***Core values** are the fundamental beliefs of a person. These guiding principles dictate behavior, choices, and attitudes.*



Our actions may not always reflect our stated core values.

Community Agreements p. 2-3

Awareness & Self-Knowledge

Listen for Understanding

Be Gracious

Stay Engaged

Be Open & Suspend Judgment

Say “I”- tell your truth

Lean into Discomfort

Reach for Empathy

Expect Non-Resolution & Non-Closure

Jackie and Scott

The Election



The Election

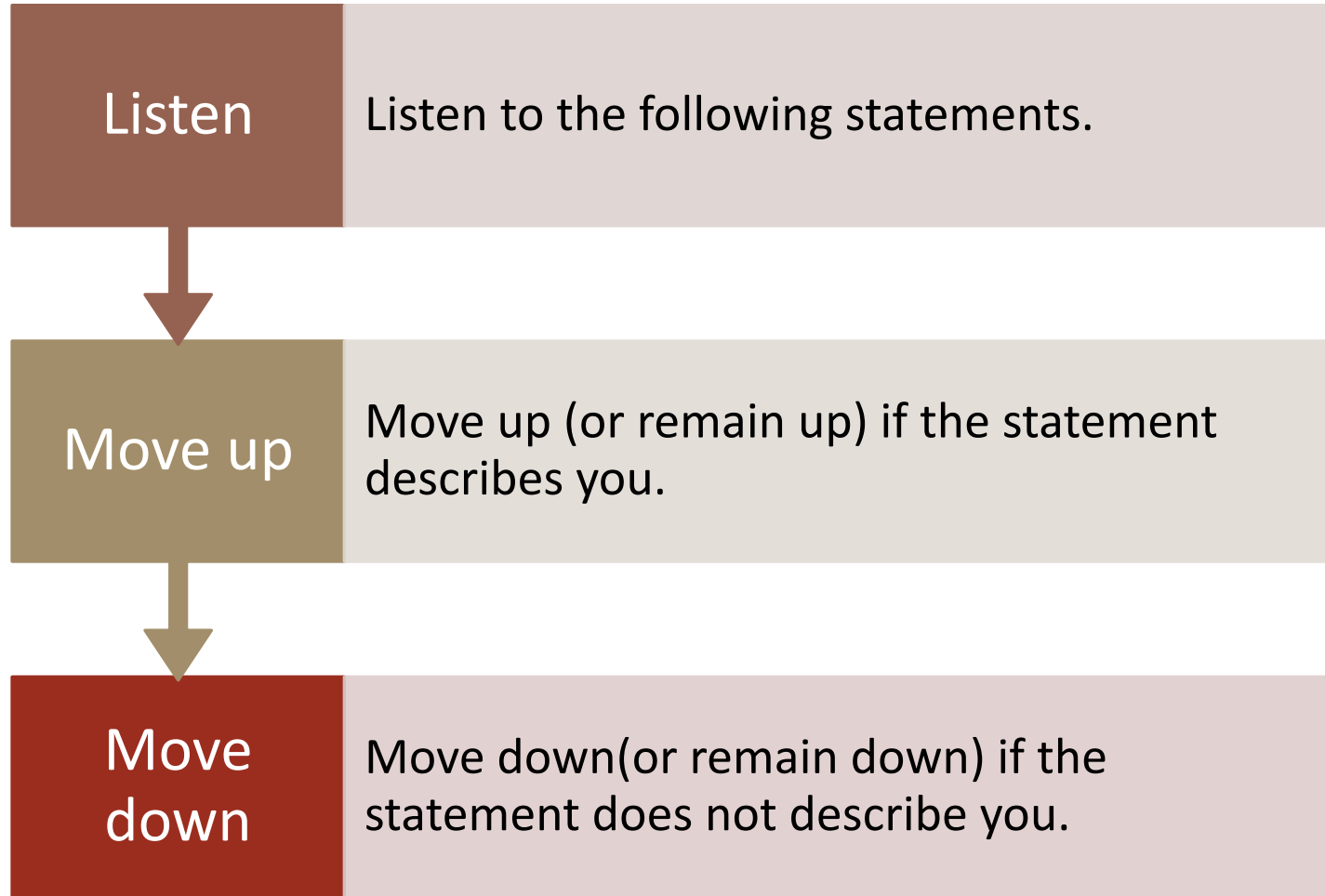
- Which of your Core Values were highlighted, challenged, or affirmed by the election outcome?
- How are you managing any anxieties or stress related to the election?

Albert and Linda

Move Up



Move Up!



(Adapted from “Stand Up Activity A4.” Lindsey, R., Nuri Robins, K., & Terrell, R. (2009). *Cultural proficiency: A manual for school leaders.*)

Move Up!

1. How did you feel when you heard the statements?
2. How did it feel to move into the circle, and how did it feel to be left on the outside?
3. Did anything surprise you? Did you notice anything new or different about yourself or the group?
4. What have you learned from this activity?
5. How does this relate to your work back home?



(Adapted from “Stand Up Activity A4.” Lindsey, R., Nuri Robins, K., & Terrell, R. (2009). *Cultural proficiency: A manual for school leaders.*)

Key Points



We all have a unique relationship to power and privilege.

Each relationship to power and privilege and the truths associated with that are valid.

Break



Jackie and Linda

What is Oppression?



What is Oppression?

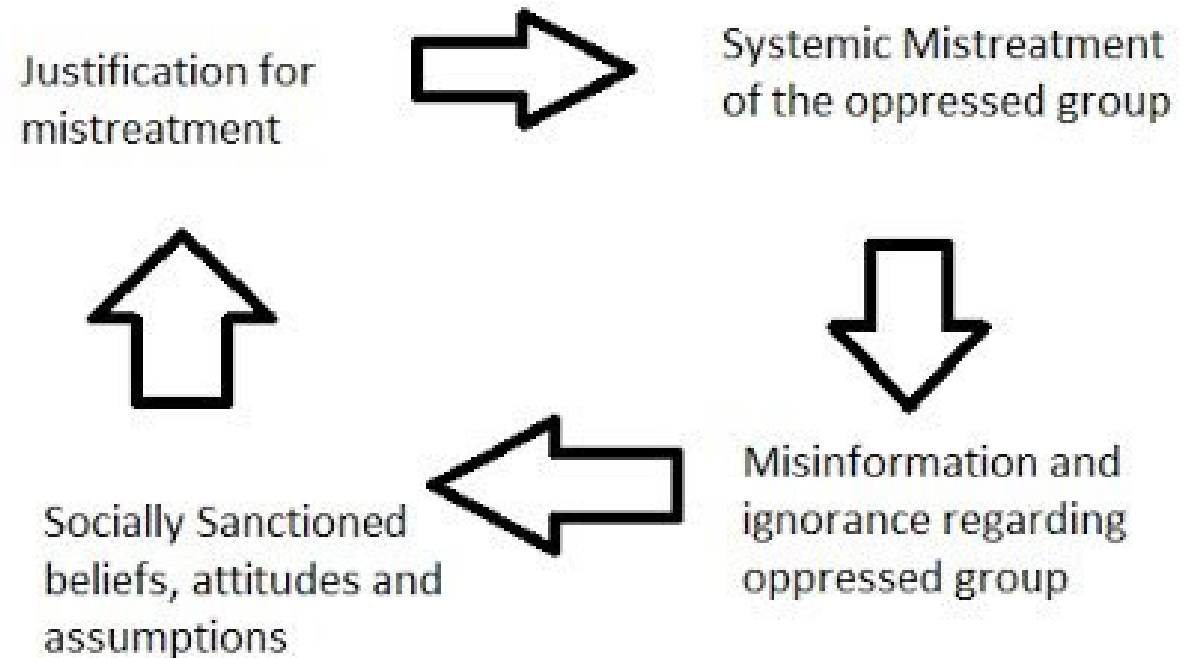
Oppression is the experience of repeated, widespread, system injustice.

Oppression may be extreme and violent or...

It may be "civilized" or "structural" that is...oppression which is a part of everyday life and built into the laws of society

A group that shares similar characteristics may be oppressed by a more powerful group that does not share those characteristics (race, gender, sexual orientation, ability)

Cycle of Oppression





There is no hierarchy
of oppressions.

- Audre Lorde



Table Talk



Take the next 5 minutes and discuss your answers to the following questions:

1. How do you think individuals, institutions and the dominant American society justified this cruel and inhumane treatment?
2. What kept those who had power and voice (government officials, priests & nuns, teachers, civic leaders, regular citizens) from acknowledging the humanity of these children and preventing this atrocity?

Privilege is...

- **An unearned right, favor, or immunity granted to particular individuals or groups and withheld from others**
- **A key element in perpetuating the power in oppressive systems**

*Think About
Your Life as
a Ladder*

**Reflect on three
opportunities you
have received
that were crucial
to your climb.**

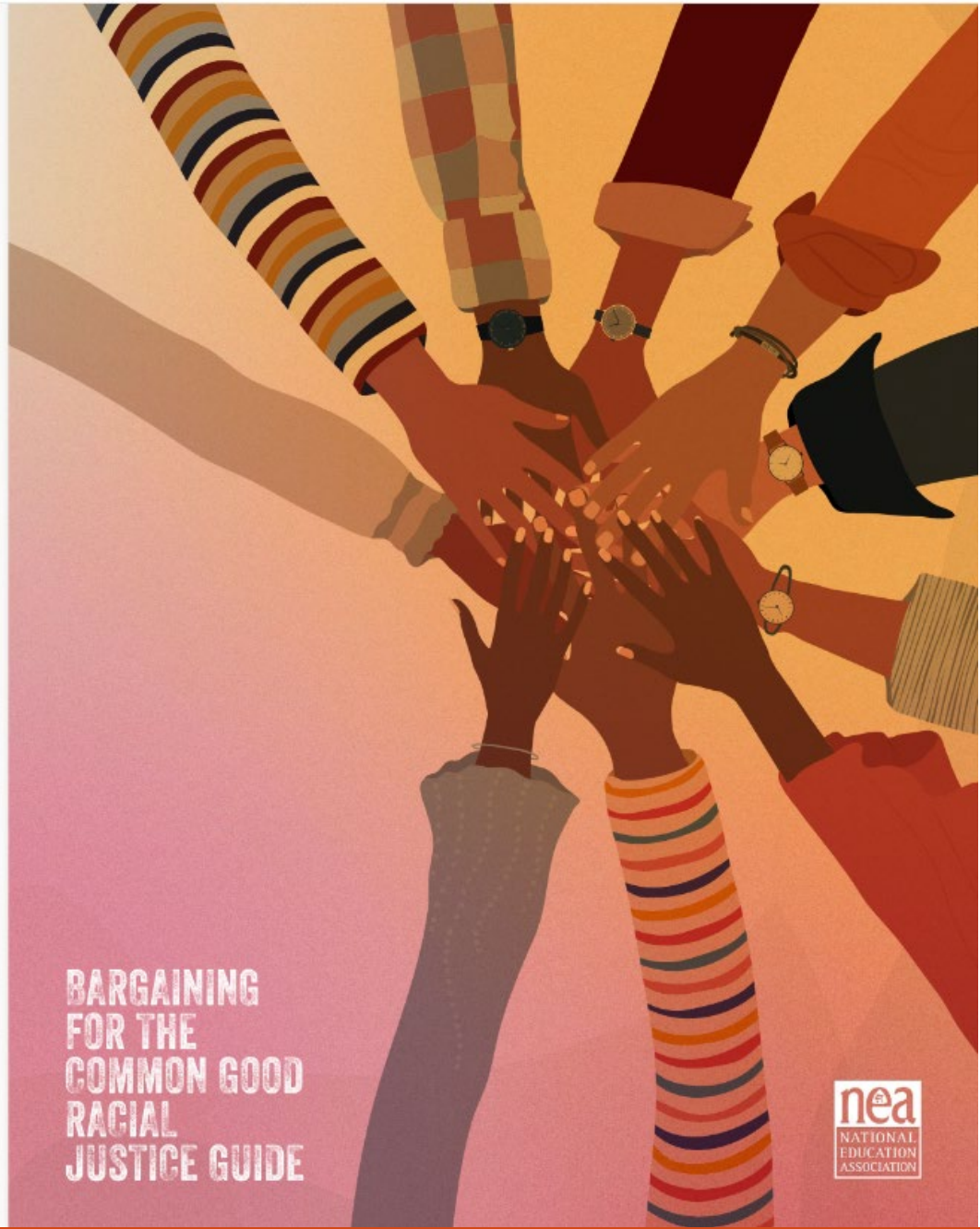


We have reflected...

Now: Share



- **At your table share one of the opportunities that allowed you to climb your ladder.**
- **Include how that opportunity relates to one of your privileges.**

An illustration of several hands of different skin tones (brown, tan, light skin) and wearing various patterned sleeves (stripes, plaid, solid colors) stacked together in a pyramid shape. The background is a gradient of warm colors from orange to pink. In the bottom left corner, the text 'BARGAINING FOR THE COMMON GOOD RACIAL JUSTICE GUIDE' is written in white. In the bottom right corner, the NEA logo is visible, consisting of the letters 'nea' in a stylized font above the words 'NATIONAL EDUCATION ASSOCIATION' in a smaller font.

Privilege: Turn to p. 104 of BCG – *Racial Justice Guide*

- A set of advantages systemically conferred on a particular person or group of people.
- White people are racially privileged, even when they are economically underprivileged.

Types of Oppression

Matrix of Oppression (pg. 20-21)

➤ Table Talk

- We will assign Oppression Categories for each table.
- At your table, discuss how individuals in our organization may (or do) use privilege and power to perpetuate oppression against members in your assigned category
- AND how these same individuals might instead intercept that oppression.



Types of Oppression-Activity Debrief Matrix of Oppression (pg. 20-21)

- What was challenging?
- What was easy?
- What is going to keep you up at night?

Key Points



Privilege and oppression go hand-in-hand: they are two sides of the same power relationship, and both sides of the equation must be understood and addressed.

People can be disadvantaged by one identity and privileged by another.

See “intersectionality” and “white supremacy.” See in additional resources.

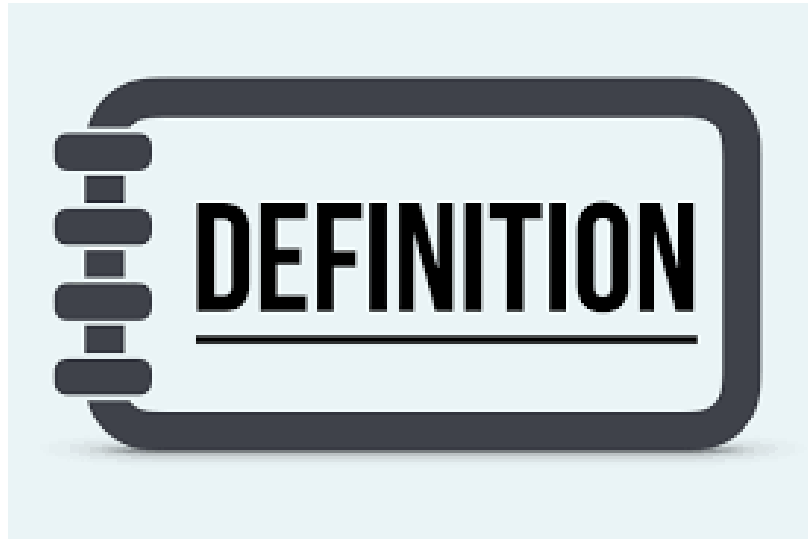
Matt and Albert

What words matter?



Defining Race

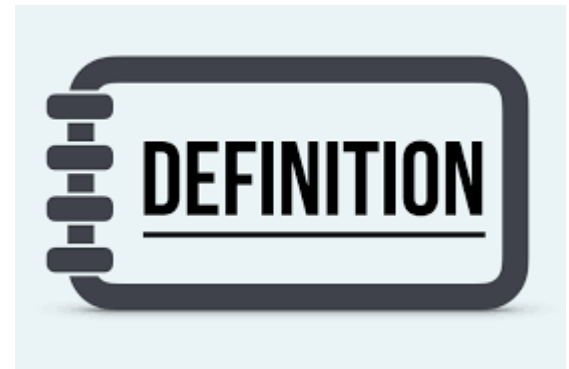
Race is not biological. Race is a powerful social construct that gives certain people more opportunity and advantages.



Defining Prejudice

According to Merriam-Webster:

Prejudice is injury or damage resulting from some judgment or action of another in disregard of one's rights *especially*: detriment to one's legal rights or claims.



Defining Racism

**RACISM =
PREJUDICE + INSTITUTIONAL POWER**

Terms on page 103-105 in PH and
in the "Additional Participant Resources"



Key Points: Race, Nationality, Ethnicity

- **Race:** A social construct that artificially divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin color) ancestral heritage, cultural affiliation, cultural history, ethnic classification
- **Nationality:** The status of belonging to a particular nation by origin, birth or naturalization
- **Ethnicity:** A social construct that artificially divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base



Race Science

In the late 1800's the pseudoscience called "race science" developed arguing that race is a biological category. It linked capability to race.

In 1925, using this as the basis, the Central Tube Company (Pittsburgh) created a table claiming to connect race to adaptability to plant work.

Table Talking

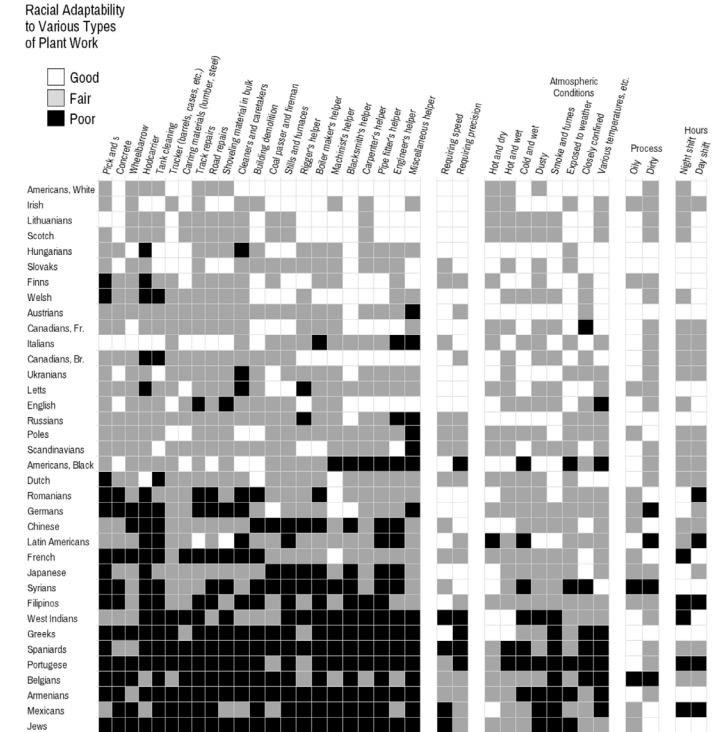
Page 4 of Participant Handout

Activity 6

1. Look for “White Americans” on the chart. What does this category tell us about who was white in 1925? Who is white today?
2. Do you see any legacies of this thinking in your work today? If so, how?
3. Bonus: If you were an organizer during this time, how would you use this data to organize your worksite?

An Example of “Race Science” Run Wild

Employment Fact Sheet of the Central Tube Company, Pittsburgh, 1925: “Racial Adaptability to Various Types of Plant Work”



Source: Image from Pittsburgh Urban League Archive, 1925. Reprinted in John Bodnar, Roger Simon, and Michael Weber, *Lives of Their Own: Blacks, Italians, and 1900-1960* (University of Illinois Press, 1983). Misspellings in original.

Key Points



In our society, people have been taught that we should not say the word, “race.”

Race is a construct developed to support oppression within a system of white supremacy.

Once you recognize the existence of oppression and understand how it operates, you can learn how to resist and challenge oppression in all forms.

Lunch



Matt and Albert

Expressions of Racism



Let's Add to Our Definition of Racism



An historically-rooted system of power hierarchies based on race —infused in our institutions, policies, and culture—that benefits white people and hurts people of color.

Racism isn't limited to individual acts of prejudice. Rather, the most damaging racism is built into systems and institutions that shape our lives.

Most coverage of race and racism is not “systemically aware,” meaning that it either focuses on racism at the level of an individuals’ speech or actions (Central Park birdwatcher incident May 25, 2020), dismisses systemic racism, or refers to racism in the past tense.

*Source: Bargaining for the Common Good Racial Justice Guide

Expressions of Racism p. 5 of "PH"

Individual



Internalized

Interpersonal



Systemic



Institutional

Structural



Internalized Racism

Internalized racism lies within individuals. These are private beliefs about race that reside *inside our minds*.

Examples: prejudice, xenophobia, internalized oppression and privilege, and biases (conscious and unconscious) about race influenced by the dominant culture.



Interpersonal Racism

Interpersonal racism occurs *between individuals*. Once we bring our private beliefs about race into our interactions with others, we are now in the interpersonal realm.

Examples: public expressions of prejudice, hate, bias and bigotry between individuals.

Source: Race Forward 2018



Institutional Racism

Institutional racism occurs *within institutions*. It involves discriminatory treatment, unfair policies and practices, and inequitable opportunities and impacts, based on race.

Examples: A school system that concentrates people of color in the most overcrowded, under-funded schools with the least experienced teachers.

Source: Race Forward 2018



Structural Racism

Structural racism is racial bias *across institutions and society*. It's the cumulative and compounded effects of an array of factors that systematically privilege white people and disadvantage people of color.

Examples: The “racial wealth divide”(where whites have many times the wealth of people of color) results from generations of discrimination and racial inequality.

Source: Race Forward 2018



Key Points

There are no hard and fast lines between the levels – and changing one can affect another.



While we believe that the individual is responsible for exploring personal bias ...

The way to effect change is by addressing institutionalized and structural racism – this is where injustice lives.

Expressions of Racism Exercise p. 6-9 of PH

Applying your new knowledge:

- 1. We are going count off by 8's**
- 2. There are 8 Scenarios**
- 3. Your team will be responsible for providing a two-sentence summary of the scenario, identifying the level of expression of racism – and providing “why” you came to this conclusion (total of one minute).**

Report and Debrief

1 Minute Report Outs

Please share...

- Two sentence summary
- What level did your group determine your scenario was at and why?

Understanding Expressions of Racism

Scenario #1: Racism in Medicine

Racism has influenced U.S. health care in the past and continues to do so today. The most shameful chapters in American history involve the U.S. government funding studies that allowed poor black men in Alabama to succumb to syphilis or Guatemalan prison inmates, mental health patients and soldiers to be afflicted with the disease and other sexually transmitted infections.

Government agencies also played a role in sterilizing black women in North Carolina, Puerto Rican women and Native American women.



What is the expression of racism?

Understanding Expressions of Racism

Scenario #2: Assault in Charlottesville

What is the
expression of
racism?



Understanding Expressions of Racism

Scenario #3: The Doll Test

In the 1940s, psychologists Kenneth and Mamie Clark designed and conducted a series of experiments known colloquially as “the doll tests” to study the psychological effects of segregation on African-American children.

Drs. Clark used four dolls, identical except for color, to test children’s racial perceptions. Their subjects, children between the ages of three to seven, were asked to identify both the race of the dolls and which color doll they prefer. Most of the children preferred the white doll and assigned positive characteristics to it. The Clarks concluded that “prejudice, discrimination, and segregation” created a feeling of inferiority among African-American children and damaged their self-esteem.



What is the expression of racism?

Understanding Expressions of Racism

Scenario #4: Looking Death Worthy

According to a 2006 report, *Looking Death Worthy*, defendants with the most stereotypically Black facial features (i.e. dark skin, large/full lips, etc.) served up to 8 months longer in prison for felonies than defendants who possessed the least stereotypical features.

In this same study, researchers investigated the role of race in capital sentencing, and in particular, whether the race of the defendant or victim influences the likelihood of a death sentence. The study concludes that in cases involving a White victim, the more stereotypically Black a defendant is perceived to be, the more likely that person is to be sentenced to death.



**What is the
expression of
racism?**

Understanding Expressions of Racism

Scenario #5: Biracial Boy Pushed Off Tape

Teenagers in New Hampshire taunted an 8-year-old biracial boy with racial slurs and then pushed him off a picnic table with a rope around his neck, injuring him, the boy's family said.

The child was treated at a hospital for cuts to his neck following the near-hanging Aug. 28 in Claremont, the boy's grandmother, Lorrie Slattery, [told the Valley News of West Lebanon, N.H.](#) He has since been released and has returned to school in Claremont...

... An expert on abuse who spoke to the boy at the hospital said he swung from his neck three times before being able to remove the rope, Slattery said. None of the teens came to his aid, she said.



**What is the
expression of
racism?**

Understanding Expressions of Racism

Scenario #6: The School-To-Prison Pipeline

A significant number of Chicago students are pushed into the path of juvenile and adult prisons as a result of harsh disciplinary policies and high stakes testing. By harsh disciplinary policies, we mean excessive security procedures and police involvement as well as the overuse of suspensions and expulsion for minor infractions. These policies feed the “School to Prison Pipeline”, sometimes also called the “Schoolhouse to Jailhouse Track”.

Research suggests that students of color, in particular African American students, are disproportionately impacted by these punitive policies...These zero tolerance policies involve the police in minor incidents and often lead to arrests, juvenile detention referrals, and even criminal charges and incarceration.



What is the expression of racism?

Understanding Expressions of Racism

Scenario #7: Woke Girls

Before school started every morning a 1st-grader student in my class, with very dark skin would visit me so I could apply cocoa butter lotion to his skin. I assumed it was just about the lotion, but when I tried to give him a bottle he could keep in his classroom, he cried and told me I was the only one who thought his skin was beautiful.

Just down the hall in the 3rd-grade ESL class, two Mexican American girls got into a fight. The cause? One girl called the other a “little Mexican girl.”...

...Besides modeling self-love and loving my students, I made an effort to fill my classroom library with books that would support my students to be who they already were. That was quite the challenge.



**What is the
expression of
racism?**

Understanding Expressions of Racism

Scenario #8: Doorway to a Better Life

A state government agency decides that low-income housing must be built, which will house low-income Blacks and Latinos. The agency fails to look for locations near jobs and important infrastructures, like schools, decent public transportation, and other services. In fact, it is built in a poor, mostly Black and Latino part of town. Often times the government locates the housing where it will have the least opposition. White neighborhoods tend to oppose public and affordable housing. Resources, whether public or private, often follow whites who flee urban problems for white suburbs

When the housing is built, the school district, already under-funded, has new residents too poor to contribute to its tax base. The local government spends its limited resources on transportation to connect largely white, well-to-do suburban commuters to their downtown jobs.

The public housing residents are left isolated, in under-funded schools, with no transportation to job centers. Whole communities of people of color lose opportunities for a good education, quality housing, living wage jobs, services and support-systems.

In this town, no one individual stands in front of the doorway to a better life and says, “No Blacks/Latinos/ Native Americans/Asians allowed.” Race, however, is the unspoken motivator behind a series of actions which lead to decisions about where to place the walls.



**What is the
expression of
racism?**

Key Points

1. There are no hard and fast lines between the levels – and changing one can affect another.

While we believe that the individual is responsible for exploring personal bias ...

2. The way to effect change is by addressing institutionalized and structural racism – this is where injustice lives.



Jackie and Scott

Looking for Expressions of Racism



Group Chart Work

Count off by 4 – Need P. 12-13

Angel's Story

Be prepared to fully answer questions #1 and #4, and share thoughts about #5

What Must be Amplified?

1. What are some of the most key items you identified at each level?
2. What did your team struggle with?
3. What is something that is entirely new for you?
4. What will you keep thinking about after this session is over?



Key Points



Oppression is always there.

We have to be intentional in looking for expressions of racism if we are going to redress them.

We have to recognize that we are likely unintentional contributors to the problem – and we have to choose to be intentional participants in the solution.

Ellen and Scott

Systems of Oppression



Systems of Income and Wealth

Two guiding questions:

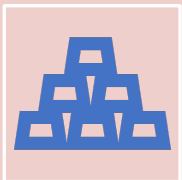
Are your members doing better financially than they were 10 years ago? What “signs” would you see that support your answer?

What is the difference between income and wealth?

Income and Wealth



Income is the revenue that a person can bring into their household.

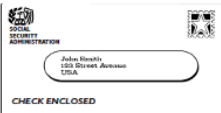


Wealth is anything that can be liquidated and/or passed from generation to generation - minus debt.



What is Per Capita Income?

- What is Per Capita Income?
- What do you think the Per Capita Income is in the US?
International Per Capita GDP Comparison

Examples of Income	
 Wages	 Gov't Benefits
 Savings Account Interest	 Stock Dividends
 Rental Income	 Capital Gain

Economic Exploration

What characterizes these two time periods in America?

Politics/Events/Union

1947-1979

1980-2014



Directions for 1947-1979 (10% Move)

- **Lowest:** 12 Steps/Pace Forward (+116%)
- **Second:** 10 Steps/Pace Forward (+100%)
- **Middle:** 11 Steps/Pace Forward (+111%)
- **Fourth:** 11.5 Steps/Pace Forward (+114%)
- **Highest:** 10 Steps/Pace Forward (+99%)
 - **Top 5%:** 8.5 Steps/Pace Forward (+86%)



Directions for 1980-2014 (5% Move)



- **Lowest:** 2 1/2 steps/paces **backward** (-12%; \$0 - 29,100)
- **Second:** 1/2 step/pace **forward** (+3%; \$29,101 - 52,697)
- **Middle:** 2 steps/paces **forward** (+12%; \$52,698 - 82,032)
- **Fourth:** 5 steps/paces **forward** (+26%; \$82,033 - 129,006)
- **Highest:** 10 1/2 steps/paces **forward** (+54%; \$129,007+)

Top 5% and Top 1%

- **Top 5%:** 15 1/2 steps/paces forward **(+78%)** \$230,030 and up
- **Top 1%:** 37 steps/paces forward **(+185%)** \$423,090 and up



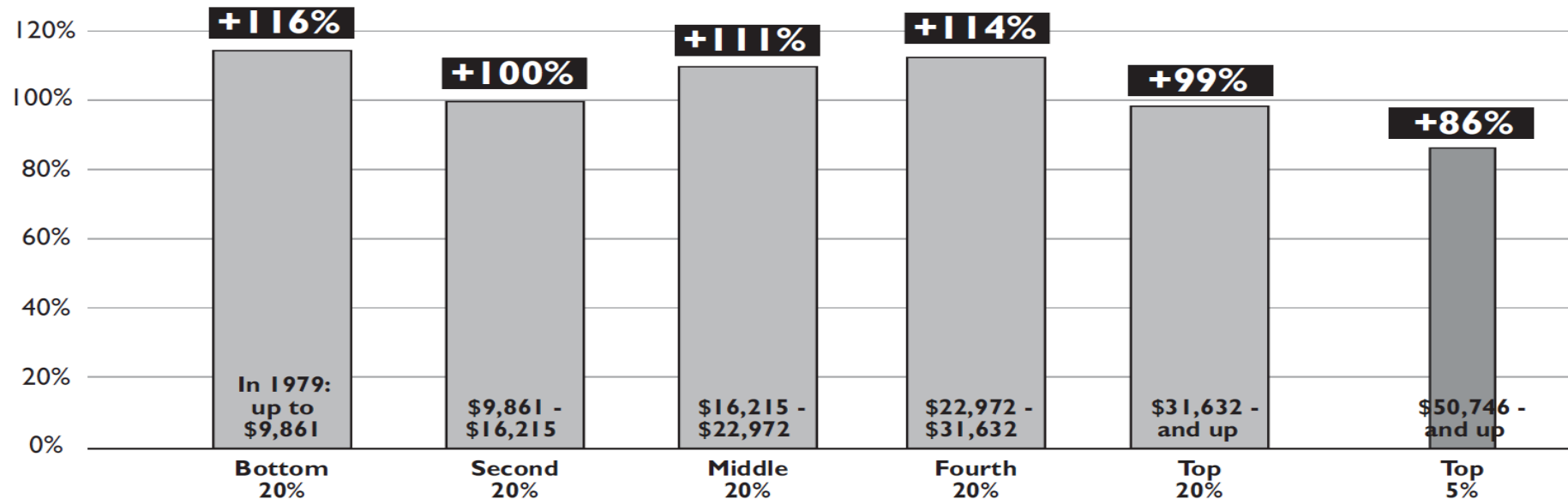
Questions for Consideration

- In which quintile do most of our members live?
- In which quintile do you live?
- In which quintile do the policy makers live?
And the business owners?
- Why would anyone want to prevent the equitable distribution of wealth?

Income: Growth by Quintile 1947-1979

Real Family Income Growth by Quintile & for Top 5%, 1947 - 1979

We All Grew



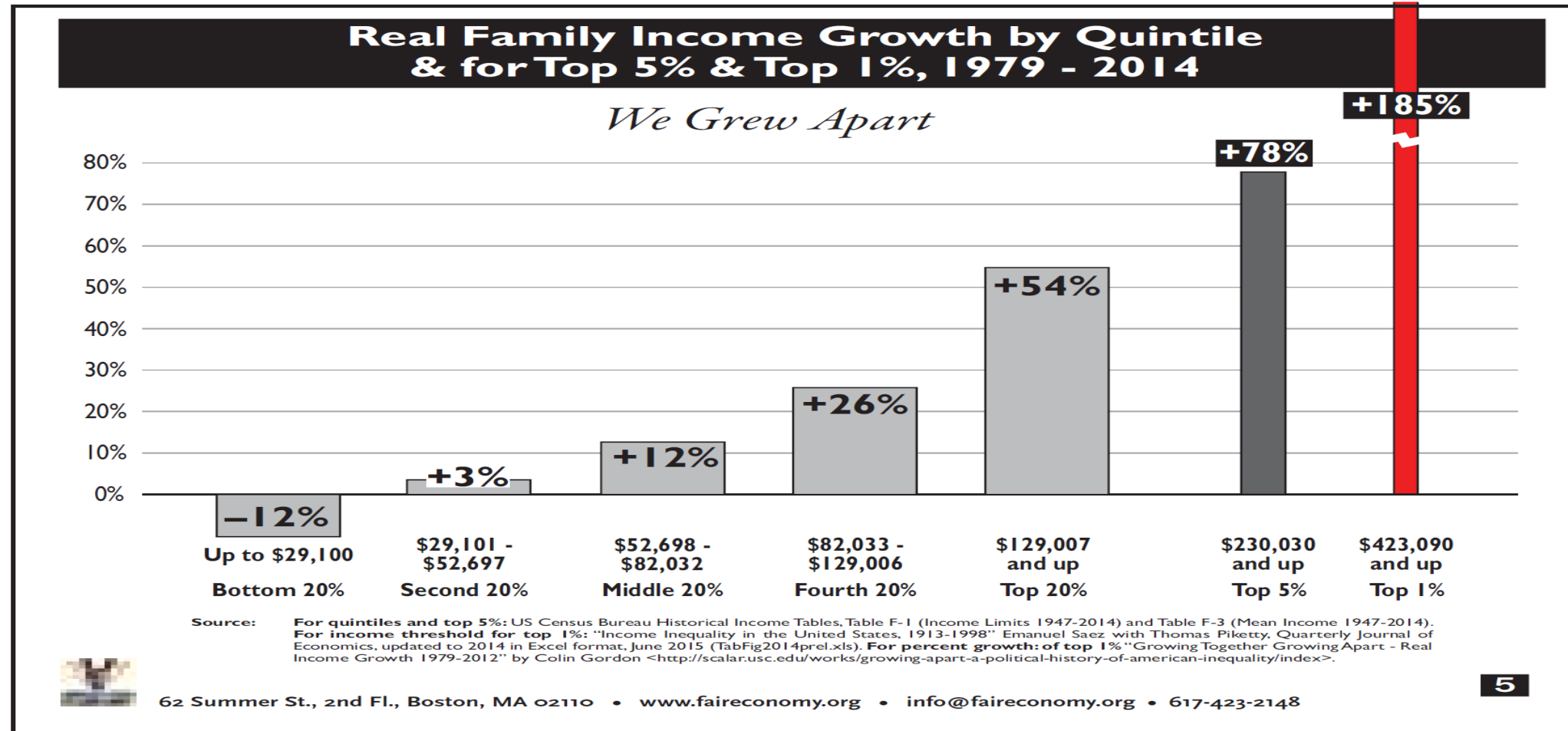
Sources: Analysis of Census Bureau data from *The State of Working America 1994-95*, Mishel, Lawrence and Bernstein, Jared, p. 37. Income ranges in 1979 dollars, from March 2000 Census Current Population Survey, Table F-1.



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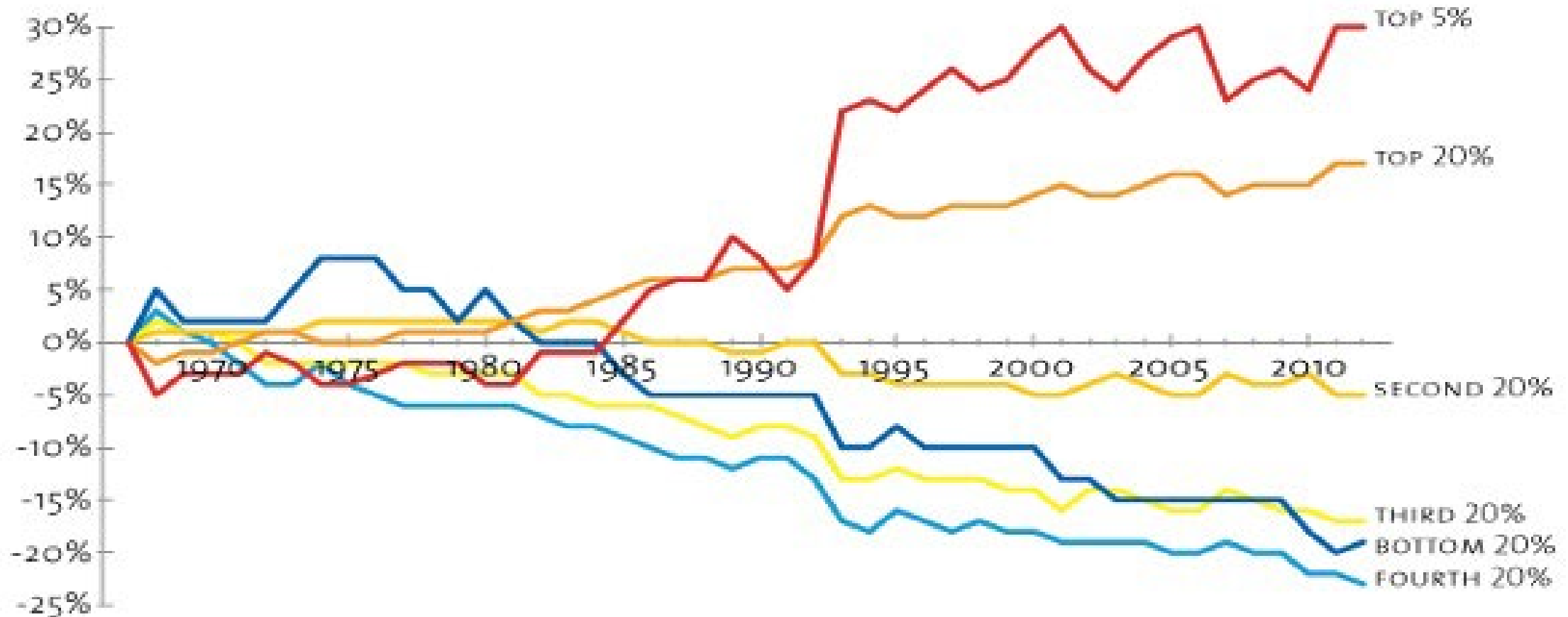
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Income: Growth by Quintile 1979-2014



Change in Share of Total Income, 1967-2012

relative to 1967, by percentile

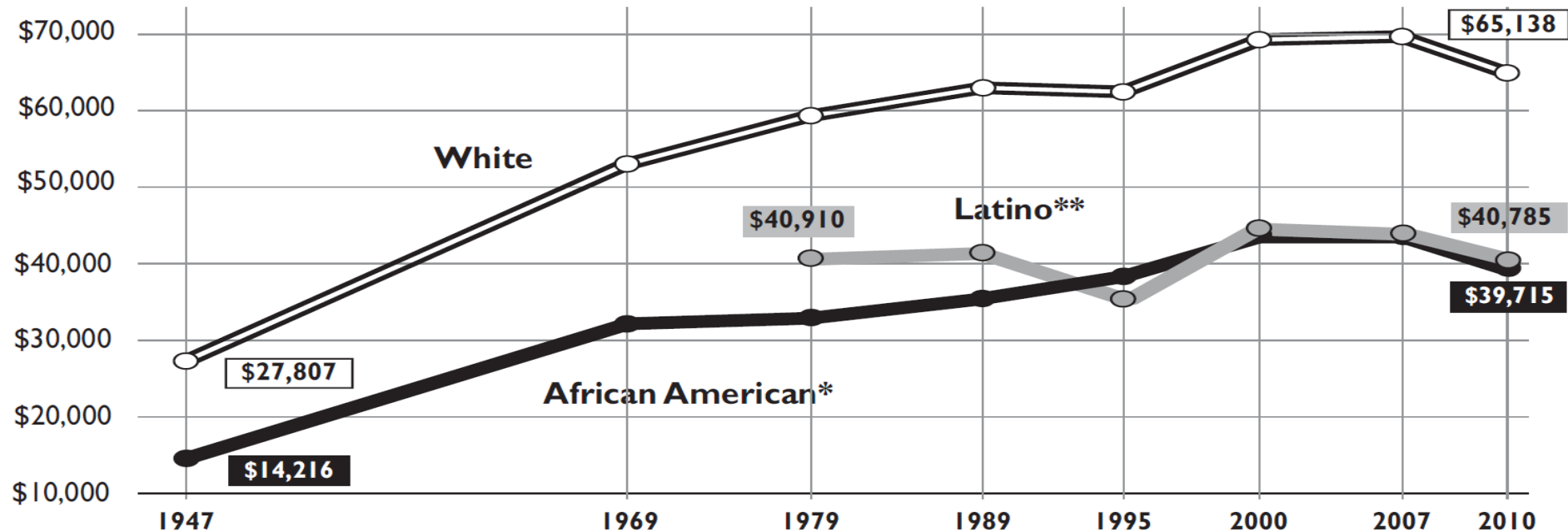


SOURCE: CENSUS BUREAU

Mother Jones

Median Family Income by Race, 1947-2010

Racial Income Inequality Persists

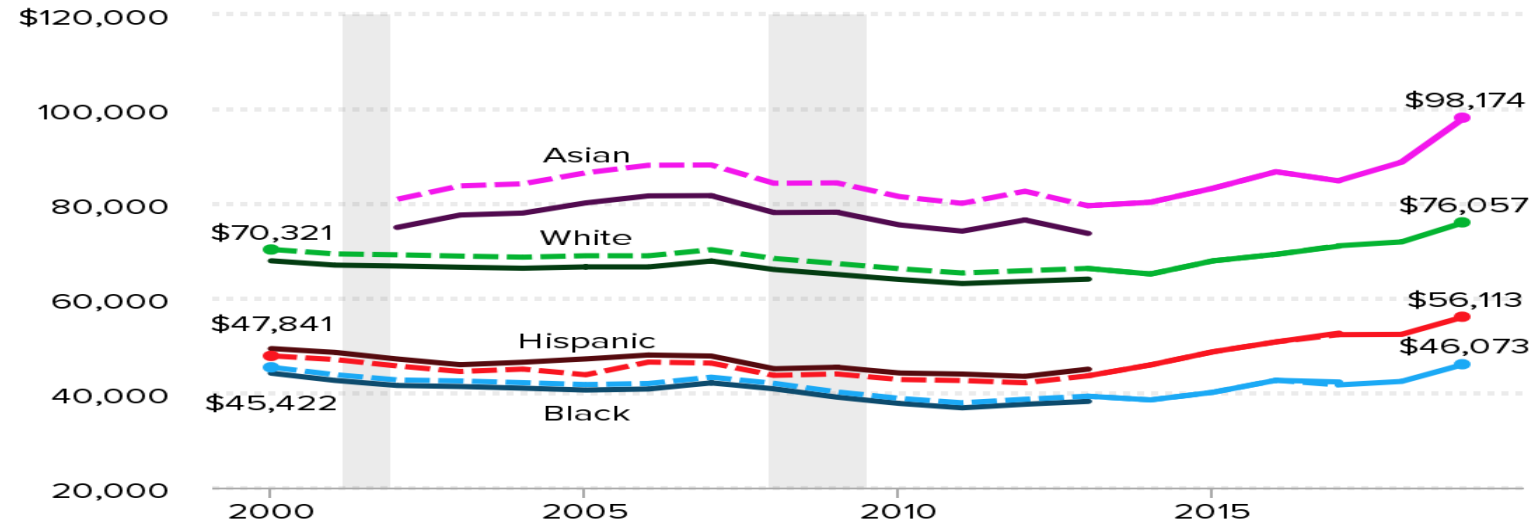


Source: Analysis of Current Population Survey Annual Social and Economic Supplement *Historical Income Tables* (Table F-5) in *The State of Working America* <<http://stateofworkingamerica.org/chart/swa-income-table-2-5-median-family-income/>> Economic Policy Institute. **All income in 2011 dollars.**
 * Prior to 1967, data for African Americans included all "non-whites." ** The Census Bureau uses the term "Hispanic." We prefer "Latino." Persons of "Latino" origin may be of any race.



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Real median household income by race and ethnicity, 2000–2019



Note: Because of a redesign in the CPS ASEC income questions in 2013, we imputed the historical series using the ratio of the old and new method in 2013. Solid lines are actual CPS ASEC data; dashed lines denote historical values imputed by applying the new methodology to past income trends. The break in the series in 2017 represents data from both the legacy CPS ASEC processing system and the updated CPS ASEC processing system. White refers to non-Hispanic whites, Black refers to Blacks alone or in combination, Asian refers to Asians alone, and Hispanic refers to Hispanics of any race. Comparable data are not available prior to 2002 for Asians. Shaded areas denote recessions.

Source: EPI analysis of Current Population Survey Annual Social and Economic Supplement Historical Poverty Tables (Table H-5 and H-9).

Economic Policy Institute

Key Points

- Systems have been intentionally built to shift power, income, wealth, and opportunity away from those in the lowest quintiles toward those in the top quintile.
- The impact is further compounded when you look at the intersection of race and income.
- Collective action (people power) has led to any number of institutional solutions in the past and could do so again.
- Changing Tax and Income Policy foundation to create wealth and counter structural racism.



Chad and Shelly

Shifting Perspectives





Dandelions...

NBC and Gucci



Shifting Perspective p. 18 and 7-10

Traditionally, we have placed more focus on *individual* and *group* acts of racism...

Why is it important to intensify our focus on systems (Racial Justice in Education, systemic racism, structural racism)?



E 478

Asking
different
questions
about the
Doll Tests –
p. 7

Asking Different Questions p.18

From:



To:

Blame

Who's a racist?

Intentions

What did they mean?
What was their attitude?

Prejudice

What beliefs made them do it?

Grievance

How can we fix what happened?

Causes

What's causing the racial inequities?

Effects

What were the actions?
What are the impacts?

Systems

What institutions are responsible?

Solutions

What are proactive strategies and solutions?

Source: Race Forward 2018

Key Points



Advocating for racial justice requires us to shift perspectives and ask a different, much deeper set of questions.

Real change relies upon us spending more time and energy on defining solutions.

Chad and Shelly

Environmental Justice



A Couple of Quick Thoughts

1. What do you think we mean when we say climate justice?
2. What do you think race has to do with climate justice?

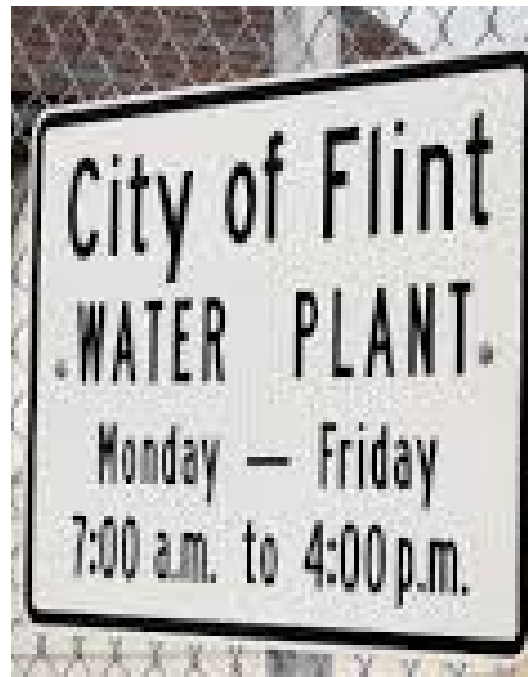


Environmental Racism Explained

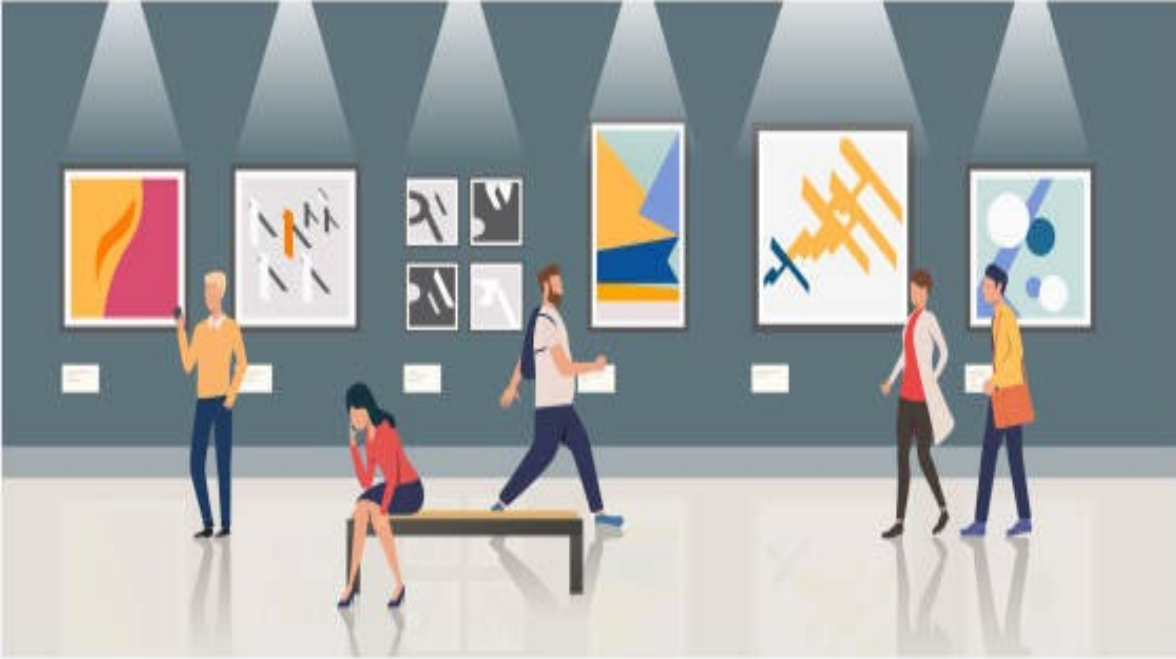
Environmental Injustice Defined

*When a group bears a **disproportionate share of the negative environmental consequences** resulting from industrial, municipal, and commercial operations or the execution of federal, state, local, and tribal programs and policies (U.S. EPA, 1998).*

What is the best predictor that a person will be disproportionately, negatively impacted by environmental consequences?



Picturing Climate Justice



Take two minutes to look at the pictures around the room, select one that speaks to you the most.

Three per picture

Five minutes to explain

1. Why did you choose the image?
2. How does your image relate to environmental racism?

Activity – Types of Environmental Racism

- 1) Air Pollution
- 2) Lack of access to Clean Water
- 3) Climate Migration/Climigration
- 4) Extreme Weather
- 5) Food Production
- 6) Gentrification
- 7) Toxins

Question: How does your picture, linked to one of these terms, impact Black, Brown and Indigenous communities in the United States? Think about your home, community, workplace and/or union.

Types of Environmental Racism

Air pollution

People of color and the poor in urban area, who are likely to lack health insurance, are exposed to elevated levels of air pollutants that may lead to greater health impacts from air pollution.

Lack of Access to Clean Water

Due to decrease funding on infrastructure and regulation, many communities of color are exposed to high level of contamination of their water sources. Lack of accountability leads to water pipes on low-income neighborhoods to be outdated and containing harmful substances.

Aging infrastructure is one of the root causes of poor indoor air quality in schools.

- Poor IAQ can trigger asthma attacks and absences. Asthma is a leading cause of school absence, leading to nearly 10.5 million missed school days per year.
- Research indicates that many students, particularly in low-income areas, do not have a quick-relief inhaler at school, leading to unplanned ER visits, hospital stays, and missed work/school days.
- Historical policies that resulted in the racial segregation of neighborhoods, workplaces, schools, and healthcare facilities continue to exacerbate asthma disparities today. Limiting resources and opportunities, access to healthcare, and increasing the risk of exposure to environmental triggers.

Types of Environmental Racism

Climate Migration (Climigration)

As temperature and sea levels have risen due to climate change, governments around the world are facing massive human displacement without any mechanism to address it.

Food Production

Low income families, who tend to be disproportionately people of color, are forced to spend a bigger proportion of their income on food than higher income families. Food chain contamination occurs through introduction of toxic substances into the environment

Food Justice

Food justice is fundamentally about racial justice, because in the United States, race and racism not only structure everyday experiences but also influence the (under) development of neighborhoods and the implementation of policies that disproportionately disenfranchise Black communities... The desire to 'bring good food' to Black communities [as a primary solution]... reinforces the belief that these communities have little or no investment in creating their own place-making strategies toward food self-sufficiency.

Ashante M Reese (2019)

Black Food Geographies: Race, SelfReliance, and Food Access in Washington, D. C.

Types of Environmental Racism

Extreme Weather

Extreme weather events, such as heatwaves, extreme cold, droughts and floods are expected to increase in frequency and intensity due to climate change. Due to increase in the temperature, there is increased risk in cardiovascular deaths (with risks higher for African Americans). Low-income urban neighborhoods and communities of color are particularly vulnerable to because they are often segregated in the inner city, where dark-colored materials, such as asphalt, used for construction absorb heat and do not allow it to dissipate at the same rate as soil, grass, forests, and other less industrial materials. As heatwaves increase, low income families and people of color are less likely to have access to air-conditioning leading to disproportionate risk of heat-related illness and death.

Types of Environmental Racism

Gentrification

Gentrification describes the movement of wealthier individuals and families (often White) into urban, working class neighborhoods. This results in an increase in property values and rents that often displaces low-income, black and brown inhabitants and businesses who are then forced to move to other neighborhoods where environmental degradation is worse.

Types of Environmental Racism

Toxins in the Community and Workplace

The communities beset by hazardous pollution and toxins tend to be poor and disproportionately black, brown and indigenous communities. Due to entrenched segregation, many hazardous waste and toxic facilities end up in these communities, leading residents to experience health and wellness problems. Research describes the analysis of all permitted industrial facilities across the United States show that polluters, including commercial hazardous waste facilities, disproportionately expose communities of color and low-income populations to chemical releases.

Integrating Racial Justice Solutions

- Without an intentional focus on understanding how race and other social factors play into exacerbating the poor conditions of public schools, we could see a continuation of negative outcomes.
- School districts serving primarily students of color receive less funding than districts serving a majority white student population.
- An aging infrastructure is one of the root causes of poor indoor air quality in schools.



To ACT on Organizing around environmental racism and climate change

Ask Different Questions

1. What are the current environmental justice and climate change priorities in your union and/or labor council?
2. What steps can you take to support these priorities?
3. What are some projects you want your union and/or labor council to undertake in addressing environmental racism?

Key Points



Black, brown, and indigenous people and their communities are more vulnerable to climate change because of the gap between the rich and the poor.

Climate change and environmental racism intensifies racial inequalities.

Low-income people are more likely to rent, are less prepared for extreme weather, less likely to be insured and have fewer financial resources to recover after events.

Ellen

Day One Closing



Leave One Word Behind

Thinking back to your core value that you shared earlier and today's experience:

What is one word that describes your spirit right now?

