

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 ONE- or TWO-word expression of ONE Value for

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 Shawandasse Tula (Shawnee) and Muskoke (Muscogee) 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.



Why we are here: NEA's Framework For Change p. 8



Logistics to Remember

Questions to Ask
Bathroom
Materials
Food
Room Temperature
Karla as a Resource
Travel
Vouchers



3 Day Agenda



Days 1 and 2

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

Day 3

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

6



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) p. 7

- 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 p. 7

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 p. 6 and added Handout



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



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 a UniServ Director 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 preferred pronoun 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.



Introductions

Community and relationships are important.

Please share

Name

Pronouns

State You Work In

Core Value Leading Your Work



Community Agreements Pg 2

Awareness and Self-Knowledge

Listen for Understanding

Be Gracious

Stay Engaged

Be Open and Suspend Judgment

Say "I"- tell your truth

Seek Discomfort

Reach for Empathy

Expect non- Resolution and non-Closure



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 and ultimately challenge them.

Modified ADL

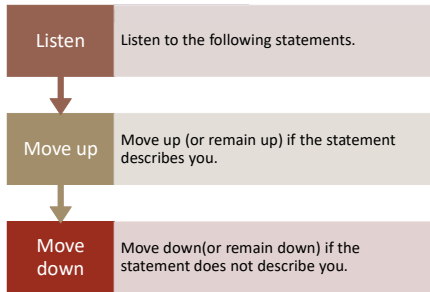


LaQuita

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!

- How did you feel when you heard the statements?
- How did it feel to move into the circle, and how did it feel to be left on the outside?
- Did anything surprise you? Did you notice anything new or different about yourself or the group?
- What have you learned from this activity?
- How does this relate to your work as a UniServ?



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



Key Points



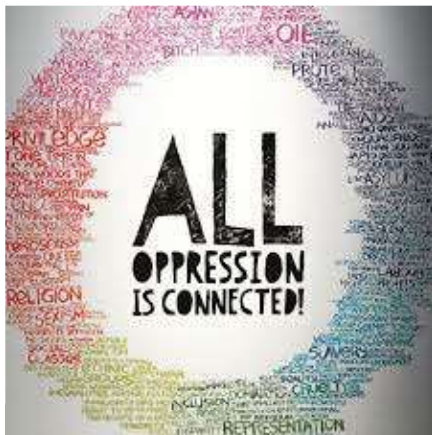
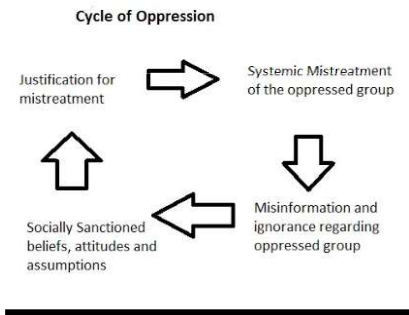
We all have a unique relationship to power and privilege.

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

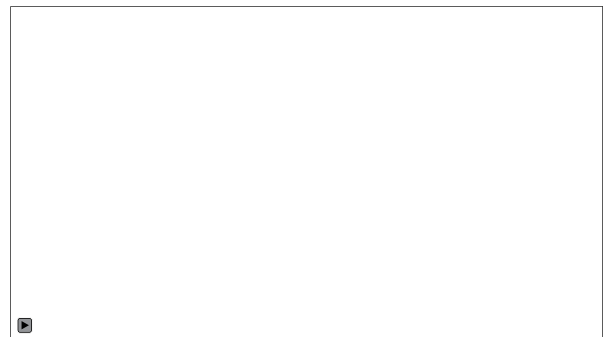
Salina



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)



- Audre Lorde



Break



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, school teachers, civic leaders, regular citizens) from acknowledging the humanity of these children and preventing this atrocity?



Natasha

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

Types of Oppression Handout p. 109

Handout –

At your table, do your assigned categories, and determine if you can describe how to be an agent of oppression – using privilege AND how you experience oppression.

Debrief – 5 mins

- How does it feel to have or not have certain privileges?
- Did you become aware of any privileges you had not previously considered?

Key Points



“isms”

Most people do not question why things are considered morally good or evil, rather uncritically, and largely unconsciously, they adopt the “value judgements of good and evil” dominant within their society. –Nietzsche

Please question, don’t simply adopt.



Jessica

What words
matter?



Important Vocabulary for our Work

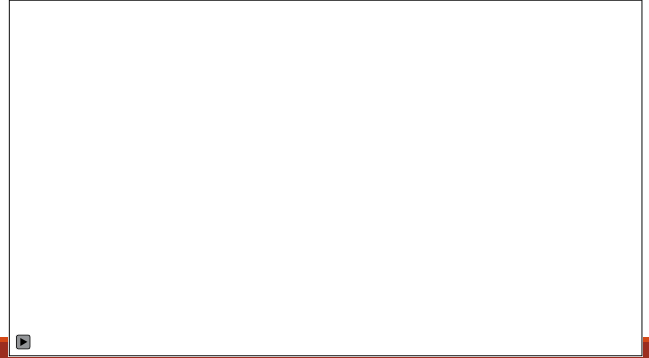
5 minutes to Complete when I say begin.

Match each word with the definition in your envelope

Shout out “GO Sports Ball!” when your team is done



Key Definitions – p. 19

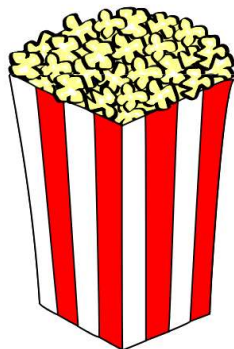


Three Quick Thoughts

How is the definition of race different from nationality and ethnicity?

Why do you think this gets confused?

10 Things about Race p. 16



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

IS

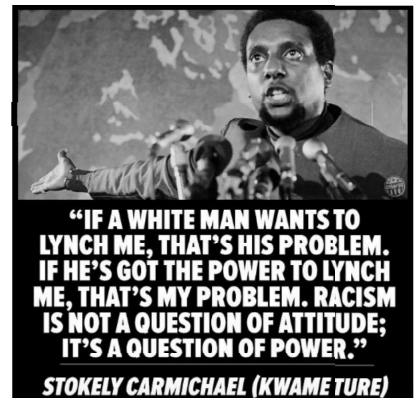
PREJUDICE + INSTITUTIONAL POWER



Table Talking

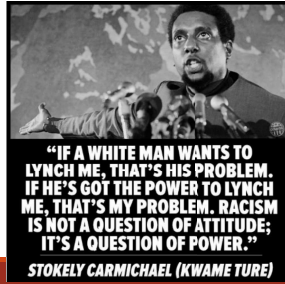
How does a confident and intentional knowledge of the terms we covered help you in your work?

What does this quote about power mean to your work in advancing racial justice?



Tell us about your talking

What did you hear or say that you think needs to be shared out to the larger group?



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



Ben and Ellen

Expressions of Racism



Let's Add to Our Definition of Racism

Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Source: Oxford Dictionary

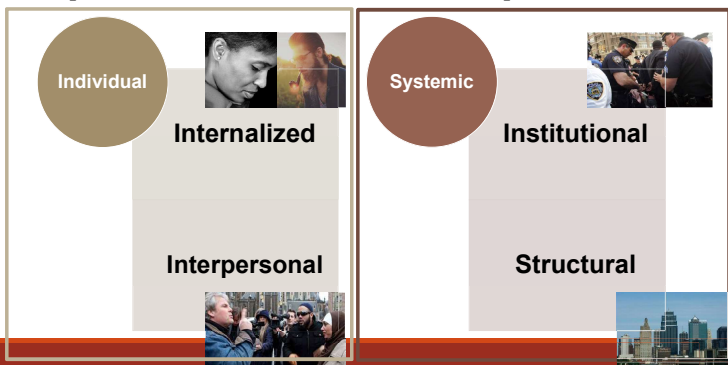
Historically rooted system of power hierarchies based on race—infused in our institutions, policies and culture.

Racism isn't limited to individual acts of prejudice, either deliberate or accidental. They are built into systems and institutions that shape our lives.

Source: Race Forward 2018



Expressions of Racism p. 9-13

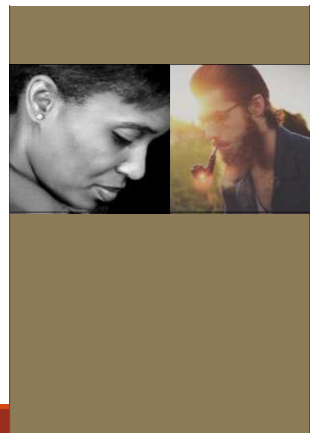


Internalized Racism

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.

Source: Race Forward 2018



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 2015

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 2015

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 2015

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.



Expressions of Racism Exercise p. 9-13

Applying your new knowledge:

- We are going count off by 8's
- There are 8 Scenarios
- Your team will be responsible for providing a 2 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

One Minute Report Outs

Share...

2 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. A majority 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.



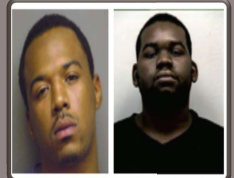
What is the expression of racism?

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 of 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 #: 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.



Shelly

Looking for Expressions of Racism



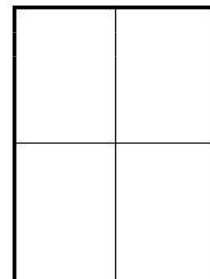
Group Chart Work

Count off by 4 – Need P. 14-15

Your group number is your scenario – go to that chart

Divide your chart into the four levels of expressions of racism

Imagine all the possible ways that racism could be expressed in each of the levels.



What Must be Amplified?

What are some of the most key items you identified at each level?

What did your team struggle with?

What is something that is entirely new for you?

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.

Natasha

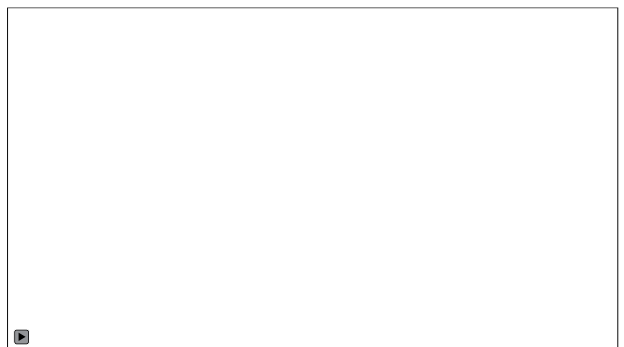
Systems of Oppression



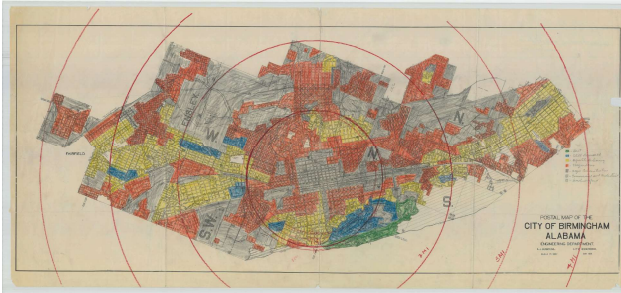
Housing as a System of Oppression

**What does race have to do with
where you live and the type of
house you live in?**

How has redlining affected the opportunity for children to learn?



1933 - Birmingham, Alabama
redlining maps show discrimination



Debrief

Why are we including an economic lesson in a training about racial justice?

How do these systems of wealth, income, and housing impact your work?

Key Points



The systems of income and wealth have been intentionally built to shift power and opportunity away from those in the lowest Quintiles to those in the top. This is further compounded when you look at the intersection of race and income.

Collective action (people power) has led a number of institutional solutions in the past and could do so again.

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.



Quintile Walk



What characterizes these two time periods in America?

Politics, Events, Union

1947-1979

1980-2014



Directions for 1947-1979 (10% Steps)

Lowest 12 Steps Forward +116%
Second 10 Steps Forward +100%
Middle 11 Steps Forward +111%

Fourth 11.5 Steps Forward +114%
Highest 10 Steps Forward +99%
Top 5% 8.5 Steps Forward +86%



Directions for 1980-2014 (5% Step)

Lowest 2 1/2 steps backward – 12% \$0 - 29,100
Second 1/2 step forward +3% \$29,101 - 52,697
Middle 2 steps forward +12% \$52,698 - 82,032
Fourth 5 steps forward +26% \$82,033 - 129,006
Highest 10 1/2 steps forward +54% \$129,007 & higher



Top 5% and Top 1%

Top 5% 15 1/2 steps forward +78% \$230,030 and up
 Top 1% 37 steps forward +185% \$423,090 and up



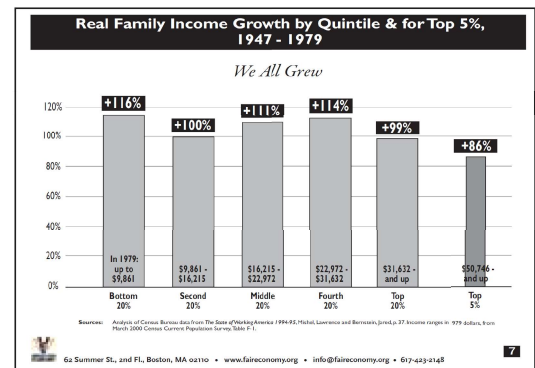
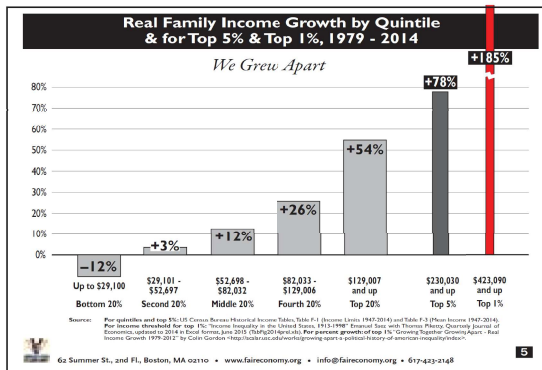
Questions for Consideration

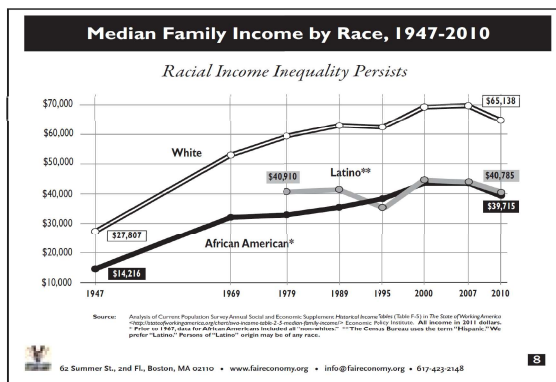
In which quintile do most of your members live?

In which quintile do you live?

In which quintile do the policy makers live? The business owners?

Why would anyone want to prevent the equitable distribution of wealth?





Key Points



The systems of income and wealth have been intentionally built to shift power and opportunity away from those in the lowest Quintiles to those in the top. This is further compounded when you look at the intersection of race and income.

Collective action (people power) has led a number of institutional solutions in the past and could do so again.

Natasha and Ellen

Shifting Perspectives



Dandelions...



NBC and Gucci



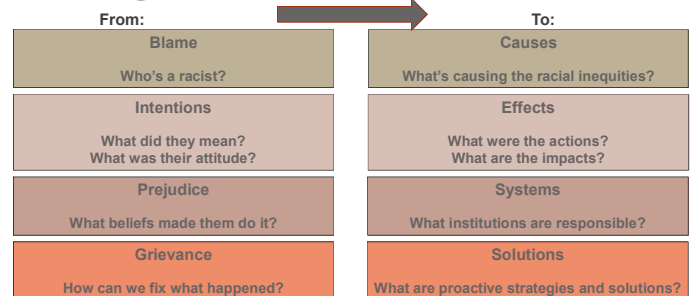
Shifting Perspective p. 17

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)?



Asking Different Questions p.17



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.

Environmental Justice



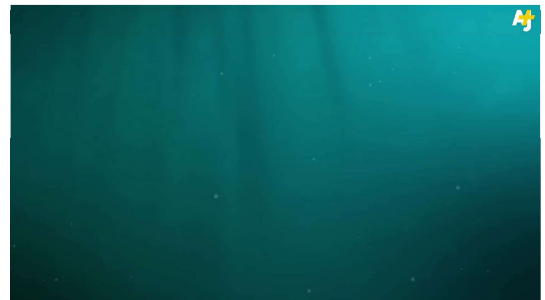
Three Quick Thoughts

What do you think we mean when we say climate justice?

What do you think race has to do with climate justice?



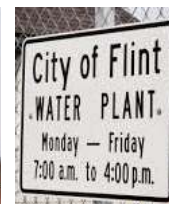
Environmental Racism Explained Pg. 215-233



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

2 minutes to look at the pictures around the room, select one that speaks to you the most

3 per picture

5 minutes to explain

why you chose the image and

how your image relates to environmental racism.



Activity – Types of Environmental Racism

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

Question: How is (your term) impacting 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.

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.



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



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 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.



To ACT on Organizing around environmental racism and climate change

Ask Different Questions:

What are the current environmental justice and climate change priorities in your union and/or labor council?

What steps can you take to support these priorities?

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 be impacted, are less prepared for extreme weather, less likely to be insured and have fewer financial resources to recover after events.

Restorative Practice Starting Point p.28-92





Opening Quote

"Everything the power of the world does is done in a circle. The sky is round, and I have heard that the Earth is round like a ball and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same and both are round. Even the seasons form a great circle in their changing and always come back again to where they were."

Chief Black Elk, Holy Man of the Oglala Sioux

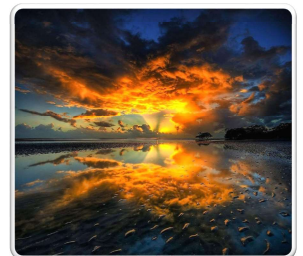
Day One Closing



Personal Reflection

Take a few minutes to reflect on today's learning experience.

- What affirmed your understanding?
- **What challenged your understanding?**
- What questions might you still have?



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?



Final Food for Thought



THE FOLLOWING ARE EXTRAS

What is a Racial Justice Culture?

A Racial Justice Culture shifts the internal power structure and dilutes the presence of dominant culture within organizations. It gives a larger voice and role to people of color and their lived experiences, both in daily operations and in broader strategic and decision making contexts. The benefits of a Racial Justice Culture show up outside of the organization as well, in more culturally responsive programs and services.

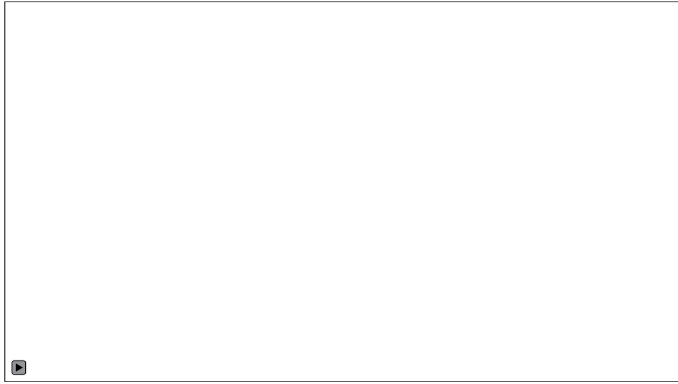


**How is Race Constructed
in the United States?**



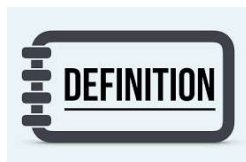
**Why is it always
about Race ?**





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



INSTITUTIONAL POWER

The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.



Defining Racism

RACISM

IS

PREJUDICE + INSTITUTIONAL POWER



Breakout Time – 15 Minutes

You are going to be sent off to Zoom Rooms in trios or quads. Each team will be asked to watch/rewatch ONE of the videos that was provided as part of your resource package. Take the 5 to 6 minutes to rewatch on your own screens - then use the 9 to 10 minutes left to answer the question below.

How does an understanding the construction of race in what we now call the United States of America help you in your work within your organization?

What is my relationship to privilege?



Privilege Survey Breakout 10 Minutes Page

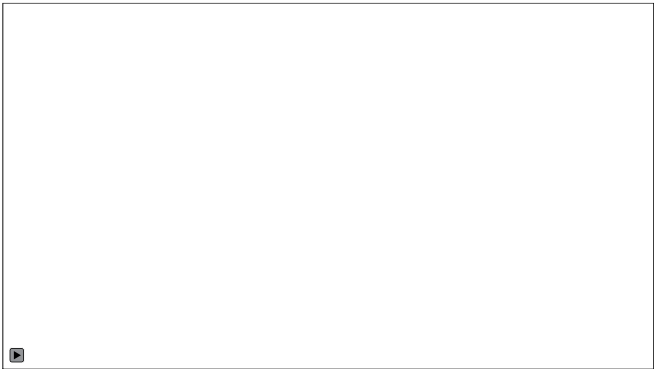
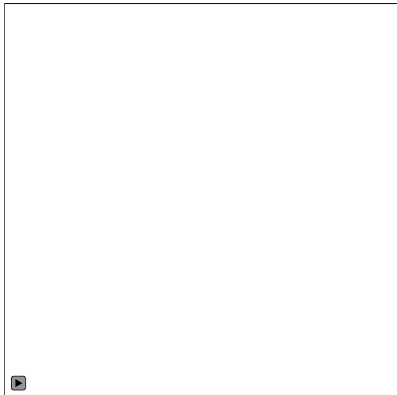
Breakout Rooms 3 people per room

Need Page 6 in your resource guide – Privilege Survey

IN your rooms take 10 to discuss:

- What did you learn as a result of this survey that you had not thought about before?
- What are three privileges that you had not thought about much – why do you not have to think about them?

Understanding Privilege



Key Points

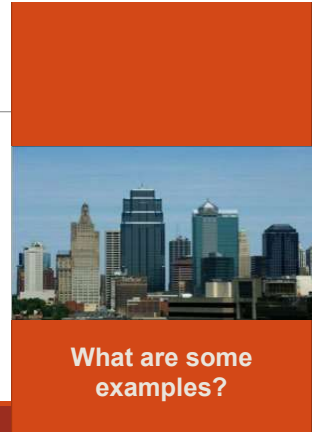


Privilege is a set of unearned benefits given to people who fit into a specific social group.

Structural Racism

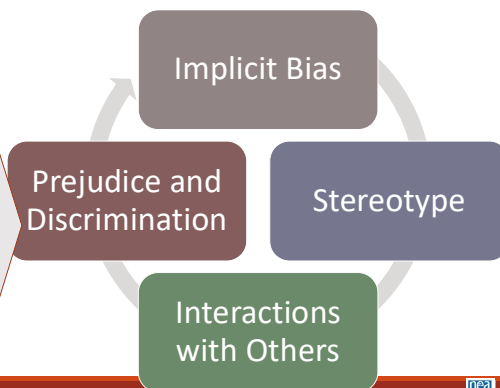
Structural racism is racial bias *across institutions and society*. It's the cumulative and compounded effects of an array of factors that systematically privilege white people and disadvantage people of color.

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

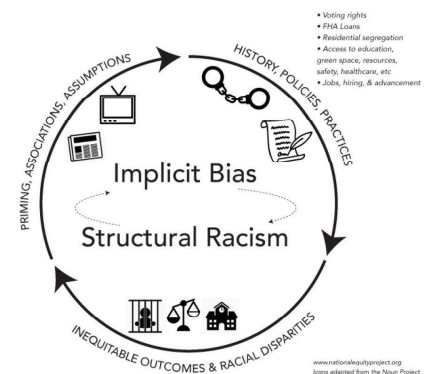


Cycle of Racism

Systemic Racism begins here AND it supports the societal norms that continue to influence our Implicit Biases



Cycle of Racism Pg. 34



Key Points



Anti-racist work must focus on more than individual change. It must deconstruct the systems that build and support the individuals.



Key Points



Different individuals experience their unique identities, privileges, and oppressions in different ways within the same setting.

Intersectional understanding is important because we are not in charge of how others experience their identities – WE CAN ACCEPT and EMPATHIZE

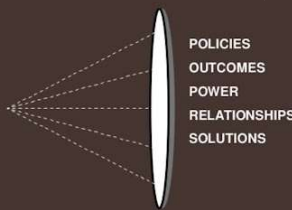
Our oppressions and privileges are reinforced by the American cultural norms



Angel's Story Viewed through your Systems of Racial Equity Lens

Using a Racial Equity Lens

The metaphor of a *lens* allows us to see our contexts in new and revealing ways.



#FacingRace14



Key Ideas from the past ...



Race is a socially and emotionally constructed concept that intersects with many other forms of oppression
White supremacy culture IS the dominant culture we experience in the United States

Two people can have totally different understandings of the same reality

The three most prevalent forms of racism are bias, stereotypes, microaggressions.



How Implicit Bias is Built



Associated Press AP • Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after getting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

RECOMMEND THIS PHOTO - Recommended Photos
Average (138 votes)
★★★★★

2:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

RECOMMEND THIS PHOTO - Recommended Photos
Average (211 votes)
★★★★★

RELATED

- Katrina's Effects, at a Glance AP - Tue Aug 30, 1:26 PM ET

Hurricanes & Tropical Storms

What do you see?





Chief Sitting Bull



Chief Joseph



Louis Sockalexis



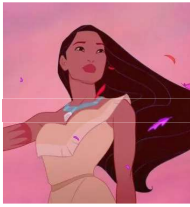
Geronimo

Why don't we see these?

What do you see?



What do
you see?



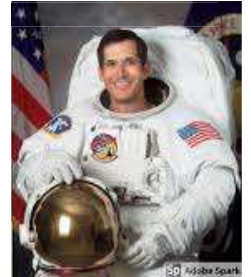
What do you see?



Geo Neptune- Penobscot



Jason Mamoia- Native Hawaiian



John Herrington - Chocktaw



What do you see?



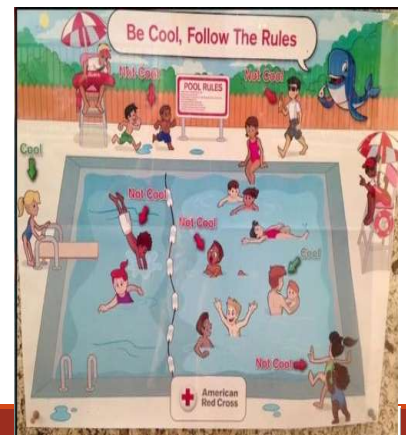
Joy Harjo - Muskogee



Audra Simpson - Mohawk



What do
you see?

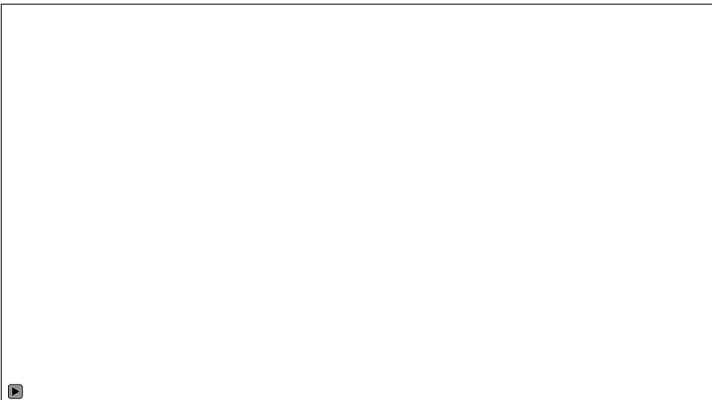
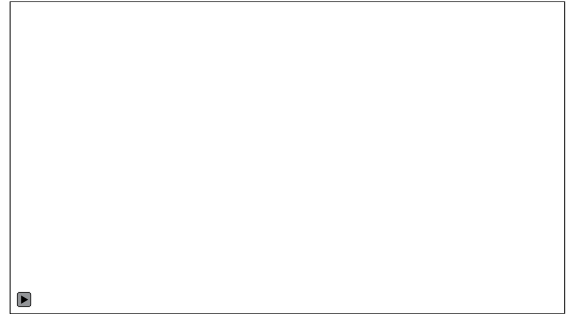


Key Point



Our lenses are shaped by the experiences and information we take in.

Stereotypes Defined Page



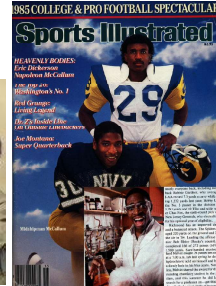
Common Stereotypes

- Indians all have black hair, tan skin and brown eyes.
- Indians are all full bloods.
- All Indians have an “Indian name.”
- Indians get a free ride from the government.
- Indians were conquered because they were inferior.
- Indians were warlike and treacherous.
- Indians did not value or empower women.
- Indians are a vanished race.
- Indians are confined to reservations, live in tepees, wear braids, and ride horses

Unpacking Stereotypes



Unpacking Stereotypes



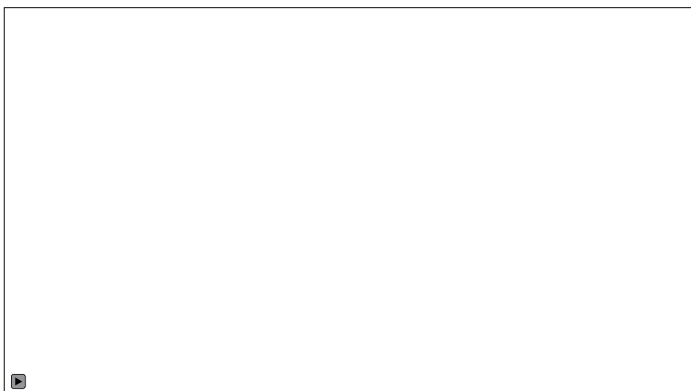
Key Ideas

Stereotypes are oversimplified beliefs about a particular group of people.



When we apply these to individuals we are not seeing the full complexity of all their other identities.

Stereotypes are short-cut assumptions fed by our biases that can have debilitating consequences on others.



Microaggression Stress

1. **Biological and physical effects**
 - Accumulative small changes/stress could be additive--equal to the effect of a major catastrophic trauma.
2. **Emotional effects**
 - "Isms" affect emotional well-being, psychological adjustment, and mental health.
3. **Cognitive effects**
 - Try to make meaning of incidents
 - Disrupted cognitive processing (decreased focus and productivity)
 - Stereotype threat (identity/disengage from interests/under-perform)
4. **Behavioral effects**
 - Hypervigilance /skepticism (suspiciousness toward majority group)
 - Forced compliance (surviving or being co-opted)
 - Rage and anger
 - Fatigue and hopelessness
 - Adaptation to adversity (functional survival skills)

From Sue, D. W. (2010). Microaggressions in Everyday Life: Race Gender and Sexual Orientation. Hoboken, NJ: Wiley.

Good News About Implicit Bias, Stereotypes, and Microaggressions

- Awareness is the first step to counteracting implicit bias
- Forming strong significant relationships with people who are different from us can rewire our decision making pathways
- Being mindful as we make decisions – what am I basing this assumption and decision on ?
- Our brains are malleable, just like society and we can intentionally unlearn implicit associations– gradually through various debiasing techniques.

Overt White Supremacy (Socially Unacceptable)

Lynching
Hate Crimes
Blackface The N-word
Swastikas Neo-Nazis Burning Crosses
Racist Jokes Racial Slurs KKK

Calling the Police on Black People White Silence Colorblindness
White Parents Self-Segregating Neighborhoods & Schools
Eurocentric Curriculum White Savior Complex Spiritual Bypassing
Education Funding from Property Taxes Discriminatory Lending
Mass Incarceration Respectability Politics Tone Policing
Racist Mascots Not Believing Experiences of BIPOC Paternalism
"Make America Great Again" Blaming the Victim Hiring Discrimination
"You don't sound Black" "Don't Blame Me, I Never Owned Slaves" Bootstrap Theory
School-to-Prison Pipeline Police Murdering BIPOC Virtuous Victim Narrative
Higher Infant & Maternal Mortality Rate for BIPOC "But What About Me?" "All Lives Matter"
BIPOC as Halloween Costumes Racial Profiling Denial of White Privilege
Prioritizing White Voices as Experts Treating Kids of Color as Adults Inequitable Healthcare
Assuming Good Intentions Are Enough Not Challenging Racist Jokes Cultural Appropriation
Eurocentric Beauty Standards Anti-Immigration Policies Considering AAVE "Uneducated"
Denial of Racism Tokenism English-Only Initiatives Self-Appointed White Ally
Exceptionalism Fearing People of Color Police Brutality Fetishizing BIPOC Meritocracy Myth
"You're So Articulate" Celebration of Columbus Day Claiming Reverse-Racism Paternalism
Weaponized Whiteness Expecting BIPOC to Teach White People Believing We Are "Post-Racial"
"But We're All One Big Human Family" / "There's Only One Human Race" Housing Discrimination

Covert White Supremacy (Socially Acceptable)

What is White Privilege?

