Definitions

Race

•A social construct. There is no biological basis for race, in fact there is more genetic variation (about 85%) within any given ethnic group than between ethnic groups. In fact, there are no characteristics, no traits, not even one gene that turns up in all members of one so called race yet is absent from others.

•Race was created as a social construct to divide people in order to prevent the majority of people from rising up against those with wealth and power. It has been woven into the very fabric of our society. While it is not a biological reality, it has a very real and profound social reality and impact on the lives of people of color.

Racism

•Racism came before Race.

•Our system of structuring opportunity and assigning value based on the social interpretation of how one looks ("race").

•It unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources. –Camara Jones, Phylon 2003

Antiracism

•"Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably." -NAC International Perspectives: Women and Global Solidarity

•"To be antiracist is to think nothing is behaviorally wrong or right-inferior or superior-with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races.

•To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do." *Ibram X. Kendi,* *How to Be an Antiracist*

The Four Dimensions of Racism

Structural

- Multiple institutions collectively upholding racist policies and practices, i.e. society

Institutional

- The unfair policies, practices and procedures of particular institutions and systems that routinely produce racially inequitable outcomes for people of color and advantages for white people. These can be conscious or unconscious.

Interpersonal

- Individual acts of discrimination and prejudice, stereotypes, hate unconscious and conscious

Internalized

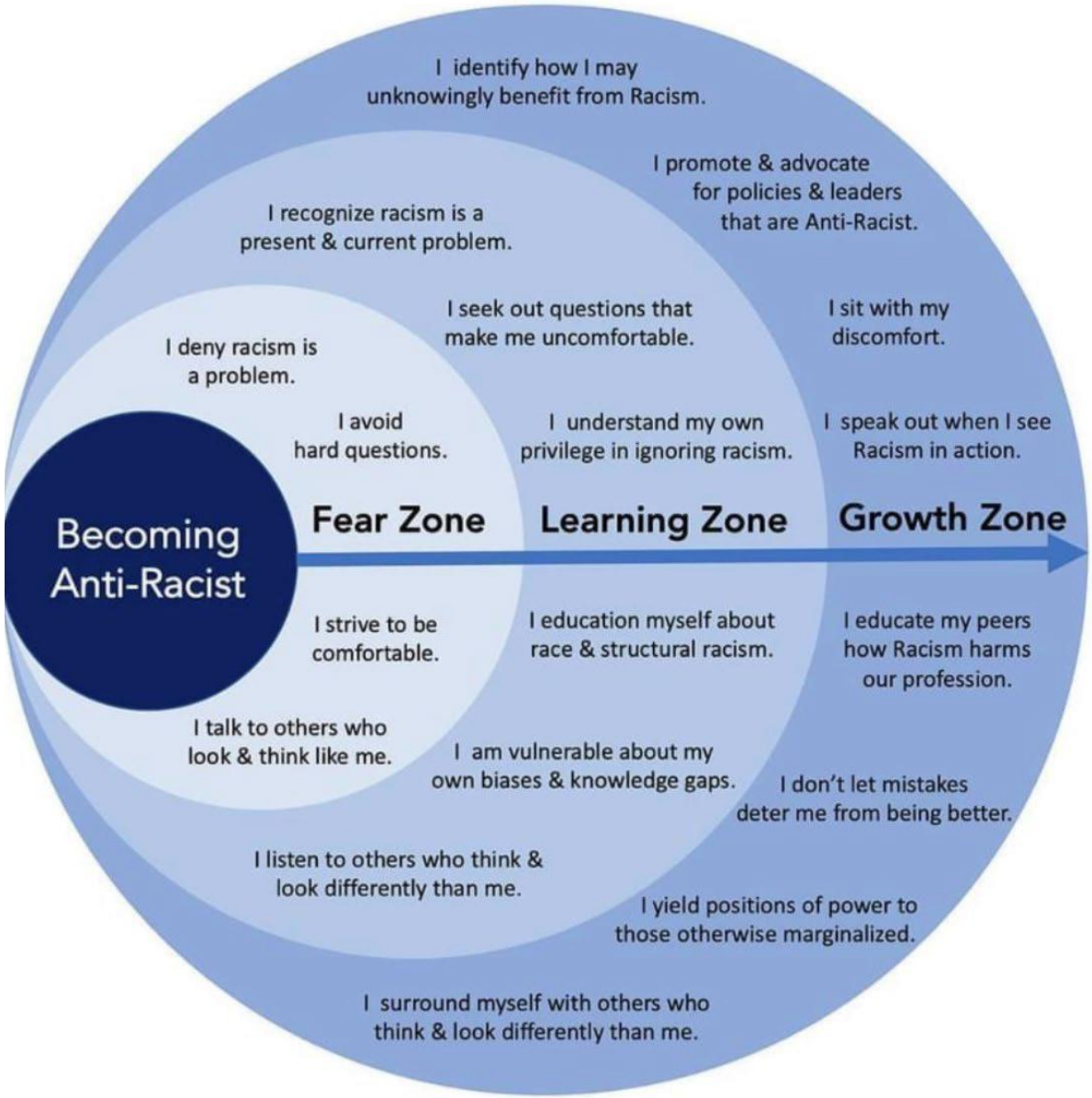
- The process by which people of color adopt racially prejudiced attitudes and behaviors that lead to discrimination and stereotyping of their own racial group. A form of systematic oppression where people and communities of color unconsciously support white privilege and power.

Overt White Supremacy (Socially Unacceptable)

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

Covert White Supremacy (Socially Acceptable)

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


I identify how I may unknowingly benefit from Racism.
I promote & advocate for policies & leaders that are Anti-Racist.
I recognize racism is a present & current problem.
I seek out questions that make me uncomfortable.
I sit with my discomfort.
I deny racism is a problem.
I avoid hard questions.
I understand my own privilege in ignoring racism.
I speak out when I see Racism in action.
Becoming Anti-Racist
Fear Zone
Learning Zone
Growth Zone
I strive to be comfortable.
I education myself about race & structural racism.
I educate my peers how Racism harms our profession.
I talk to others who look & think like me.
I am vulnerable about my own biases & knowledge gaps.
I don't let mistakes deter me from being better.
I listen to others who think & look differently than me.
I yield positions of power to those otherwise marginalized.
I surround myself with others who think & look differently than me.

White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh)

Reflection/Discussion Questions

How did your parents/family talk to you (or not) about whiteness, privilege, and racism?

What fears arise when you think about addressing and examining racism?

In what ways have guilt and shame stopped you from engaging in anti-racism work?

What are your values and does your relationship with anti-racism reflect those values?

How to be Antiracist

Ibram X. Kendi, Ph.D

1. Understand the definition of racist
2. Stop saying “I’m not racist”
3. Identify racial inequities and disparities

4. Confront the racist ideas you've held or continue to hold

5. Understand how your antiracism needs to be intersectional

6. Champion antiracist ideas and policies

https://mashable.com/article/how-to-be-antiracist/

Transforming from an Ally to a Co-Conspirator

Power
What are 2-3 areas you have decision-making authority over?
•What day-to-day responsibilities do you decide how to execute?
•What are important areas of your control where you can make decisions that do not require any approval?

Priorities
What one area can you focus on as a priority for fighting racial inequities?

•What opportunities (within your scope of power) do you have to make sure the policies, procedures, and practices (both written and unwritten) are unbiased?

Probe
What information, data, and/or resources do you need?
•Why is this priority important? Why is it urgent?
•What are the root causes of the racial inequities involved?
•What more do you need to know to effectively fight for this issue?

Privilege
How, specifically, can you leverage your privilege to make this change happen?
•How can you leverage your race, identity, relationships to achieve this priority?
•What unique advantages, networks, and/or resources do you have that can help you achieve this priority?

People
Who do you need to make this happen?
•What colleagues, families, students, and stakeholders must be involved?
•Who can you help you find and connect with the people you need?
•Who can give you outside perspectives on who you are not including that needs to be included?

Problems
What roadblock, pushback and challenges can you anticipate and plan to overcome?
•What and who are the financial, policy/procedure/people-based, and structural, barriers that will make this challenging?
•How can you address these challenges without compromising your priority?

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Creating Space for this Work

1. Create and/or seek out "Brave Spaces" to explore the role of power in your work
You create brave spaces when you:
•Speak your truth and listen deeply to the truth that others speak
•Learn the truth about historical trauma and accept its impact on yourself and those you serve
•Understand and honor your own experience and the experiences of others in equal measure

•Bring your vulnerability to the table and create the space for others to be vulnerable
•Invite yourself to make mistakes and be generous with the mistakes of others
•Acknowledge the limits of expertise —an expert frame can shut down learning
•Hold yourself and others accountable to practices that affirm diversity and inclusion

2. Understand The Role of Power
Within the brave space created, consider as a policy maker or health professional, a program, policy initiative, or other effort that you are working on to improve the physical, social and economic conditions of communities and ask the following:
•What is the problem I'm trying to solve?
•What decisions, policies, and practices have historically contributed to the problem? What is the root cause of the problem?
•What is the formal and informal, the visible and invisible, decision-making or governance structure shaping the problem?
•What would it look like if the problem is solved?
•Who consistently benefits from the problem not being solved?
•Who consistently suffers from the problem not being solved?
•Are the people most affected by this problem represented in the decision-making process?
•In seeking data, what sources of data are considered legitimate, and by whom? Are there credible sources that are being suppressed or dismissed because the power structure has deemed them unreliable?

3. Analyze and Challenge Privilege: Privilege is the accumulation of benefits of special rights, often over time, to a certain group. Think about your work and your role in your community of practice and ask:
•What are the areas of life in which you hold privilege?
•Despite your work to change outcomes, what remains the same?
•Despite changes in the wider professional or sociopolitical context, what remains the same?
•What are the cycles, actions, and processes we repeat regardless of the outcome?

- Does a new protocol or procedure worsen or help existing disparities?
- Privilege often shows itself when the status quo is challenged. When such a challenge is presented, and conflict ensues, ask yourself:
    - Who or what is blamed for the conflict in the narrative describing the challenge?
    - Who or what is sacrificed to resolve the conflict?
    - Are there any patterns that you can observe?
    - If the problem was “resolved”, did the group or process return to the norm or status quo?
    - Who or what restores things to what they were before the conflict?

Continuum on Becoming an Anti-Racist, Multicultural Institution

MONOCULTURAL →		MULTICULTURAL →		ANTI-RACIST →	ANTI-RACIST MULTICULTURAL
Racial and Cultural Differences Seen as Defects		**Tolerant of Racial and Cultural Differences**		**Racial and Cultural Differences Seen as Assets**	
1. Exclusive A Segregated Institution	**2. Passive** A "Club" Institution	**3. Symbolic Change** A Multicultural Institution	**4. Identity Change** An Anti-Racist Institution	**5. Structural Change** A Transforming Institution	**6. Fully Inclusive** A Transformed Institution in a Transformed Society
• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.	• Tolerant of a limited number of People of Color with "proper" perspective and credentials • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life • Often declares, "We don't have a problem."	• Makes official policy pronouncements regarding multicultural diversity • Sees itself as "non-racist" institution with open doors to People of Color • Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. But . . . • "Not those who make waves" • Little or no contextual change in culture, policies and decision-making • Is still relatively unaware of continuing patterns of privilege, paternalism and control	• Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage But . . . • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	• Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles • Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	• Future vision of an institution and wider community that has overcome systemic racism • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices • Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression

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Use an Equity Tool

These questions can help you begin your race equity impact assessment

- Are all racial and ethnic groups that are affected by the policy, practice or decision at the table?
- How will the proposed policy, practice or decision affect each group?
- How will the proposed policy, practice or decision be perceived by each group?
- Does the policy, practice or decision worsen or ignore existing disparities?
- Based on the above responses, what revisions are needed in the policy, practice or decision under discussion?