

Anti-Racist Workshop

11/12/2020

“...and Justice for All” 2020-2021

**An Alpha Chi Educational Event Series on
Seeking Racial Equity**



Alpha Chi— Founded in 1922 on the tenets of Truth and Character, Alpha Chi recognizes scholarly excellence and encourages creativity, research, and collaboration among the disciplines. It is dedicated to making scholarship effective for good.

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Anti-Racism Education Resource List

This collated list provides selected resources including articles, videos, podcasts, books, and guides about histories of racism and oppression primarily in the United States. These resources are meant to enhance opportunities for individuals and groups to provide further enrichment and education on anti-racism. [**Note:** This list is not exhaustive and will be updated periodically.]

Anti-racism work requires sustained, proactive education and engagement as well as systemic, intentional efforts at micro- and macro-levels. We encourage you to use this specific resource in tandem with other resources available across NYU and other personal and professional networks.

Articles

- [The 1619 Project \(all the articles\) | The New York Times Magazine](#)
- [The Combahee River Collective Statement](#)
- Elijah Anderson, "[The White Space](#)"
- Ta-Nehisi Coates, "[The Case for Reparations](#)"
- Robin DiAngelo, "[Nothing to Add: The Role of White Silence in Racial Discussions](#)" and "[White Fragility](#)"
- Cheryl Harris, "[Whiteness as Property](#)"
- Camara Phyllis Jones, "[Levels of Racism: A Theoretic Framework and a Gardener's Tale](#)"
- Ibram X. Kendi, "[A History of Race and Racism in America, in 24 Chapters](#)"
- Peggy McIntosh, "[White Privilege: Unpacking the Invisible Knapsack](#)"
- National Equity Project, "[Lens of Systemic Oppression](#)" and "[Implicit Bias and Structural Racialization](#)"
- Devah Pager and Bruce Western, "[Identifying Discrimination at Work: The Use of Field Experiments](#)"
- William L. Patterson, "[We Charge Genocide](#)"
- Kaitlin Smith, "[Bearing Witness: The Death of George Floyd](#)"
- Bryan Stevenson, "[On the Frustration Behind the George Floyd Protests](#)"

Videos

- Kimberlé Crenshaw, "[The Urgency of Intersectionality](#)"
- William A. Darity Jr., "[How Do We Span the Racial Wealth Gap?](#)"
- Mellody Hobson, "[Color Blind or Color Brave?](#)"
- Bryan Stevenson, "[There's a Direct Line From Lynching to George Floyd](#)"



Podcasts

- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Ear Hustle](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)
- [Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)

Guides

- Ascend Pan-Asian Leaders, [COVID-19 Resource](#)
- Diversity Best Practices, [Upstanding Against Racism](#)
- Smithsonian National Museum of African American History and Culture, [“Talking About Race: Being Antiracist”](#)

Books

- Mumia Abu-Jamal, [Have Black Lives Ever Mattered?](#)
- Carol Anderson, [White Rage: The Unspoken Truth of Our Racial Divide](#)
- Maya Angelou, [I Know Why the Caged Bird Sings](#)
- Michelle Alexander, [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#)
- James Baldwin, [The Fire Next Time](#)
- Moustafa Bayoumi, [How Does it Feel to be a Problem? Being Young and Arab in America](#)
- Aime Cesaire, [Discourse on Colonialism](#)
- Brittney Cooper, [Eloquent Rage: A Black Feminist Discovers Her Superpower](#)
- Dolly Chugh, [The Person You Mean To Be: How Good People Fight Bias](#)
- Ta-Nehisi Coates, [Between the World and Me](#)
- Patricia Hill Collins, [Black Feminist Thought](#)
- Kimberly McClain DaCosta, [Making Multiracials: State, Family, and Market in the Redrawing of the Color Line](#)
- Angela Davis, [Policing the Black Man](#)
- Matthew Desmond, [Evicted](#)
- Robin DiAngelo, [White Fragility: Why It's So Hard for White People to Talk About Racism](#)
- W.E.B Du Bois, [The Souls of Black Folk](#)
- Roxane Dunbar-Ortiz, [An Indigenous Peoples' History of the United States](#)
- Frantz Fanon, [Black Skin, White Masks](#)



- Anthony Greenwald and Mahzarin Banaji, [*Blindspot: Hidden Biases of Good People*](#)
- Alan H. Goodman, Yolanda T. Moses, and Joseph L. Jones, [*Race: Are We So Different?*](#)
- Zora Neale Hurston, [*Their Eyes Were Watching God*](#)
- Allan G. Johnson, [*Privilege, Power, and Difference*](#)
- Ira Katznelson, [*When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*](#)
- Ibram X. Kendi, [*How To Be An Antiracist*](#)
- Patrisse Khan-Cullors and Asha Bandele, [*When They Call You a Terrorist: A Black Lives Matter Memoir*](#)
- Kiese Laymon, [*Heavy: An American Memoir*](#)
- Audre Lorde, [*Sister Outsider*](#)
- Janet Mock, [*Redefining Realness*](#)
- Darnell Moore, [*No Ashes in the Fire*](#)
- Cherrie Moraga and Gloria Anzaldúa, eds. [*This Bridge Called My Back: Writings by Radical Women of Color*](#)
- Toni Morrison, [*The Bluest Eye*](#) and [*The Source of Self-Regard*](#)
- Abdias do Nascimento, [*Brazil: Mixture or Massacre: Essays in the Genocide of a Black People*](#)
- Ijeoma Oluo, [*So You Want to Talk About Race*](#)
- Paul Ortiz, [*An African-American and Latinx History of the United States*](#)
- Richard Rothstein, [*The Color of Law*](#)
- Layla F. Saad, [*Me and White Supremacy*](#)
- Bryan Stevenson, [*Just Mercy*](#)
- Derald Wing Sue, [*Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*](#)
- Jesmyn Ward, ed. [*The Fire This Time*](#)
- Isabel Wilkerson, [*The Warmth of Other Suns*](#)
- Malcolm X and Alex Haley, [*The Autobiography of Malcolm X*](#)

Other Collated Lists

- [#BlackLivesMatter](#), NYU Press
- [24 Books For White People To Read Beyond Black History Month](#)
- Ibram X. Kendi, [An Antiracist Reading List](#) (**access through NYU Libraries**)

Adapted from [the document](#) compiled by Sarah Sophie Flicker and Alyssa Klein in May 2020.

White Privilege: Unpacking the Invisible Knapsack By Peggy McIntosh

This article is now considered a 'classic' by anti-racist educators. It has been used in workshops and classes throughout the United States and Canada for many years. While people of color have described for years how whites benefit from unearned privileges, this is one of the first articles written by a white person on the topics.

It is suggested that participants read the article and discuss it. Participants can then write a list of additional ways in which whites are privileged in their own school and community setting. Or participants can be asked to keep a diary for the following week of white privilege that they notice (and in some cases challenge) in their daily lives. These can be shared and discussed the following week.

Through work to bring materials from Women's Studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials, which amount to taboos, surround the subject of advantages, which men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege, which was similarly denied and protected. As a white person, I realized I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Describing white privilege makes one newly accountable. As we in Women's Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "Having described it what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are justly seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us."

I decided to try to work on myself at least by identifying some of the daily effects of white privilege on my life. I have chosen those conditions which I think in my case *attach somewhat more to skin-color privilege* than to class, religion, ethnic status, or geographical location, though of course all these other factors are intricately intertwined. As far as I can see, my African American co-workers, friends and acquaintances with whom I come into daily or frequent contact in this particular time, place and line of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.

2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area, which I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
10. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of my financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to "the person in charge," I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having coworkers on the job suspect that I got it because of race.
23. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the place I have chosen.
24. I can be sure that if I need legal or medical help my race will not work against me.
25. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible backpack of white privilege, I have listed conditions of daily experience which I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions which were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I

was among those who could control the turf. *My skin color was an asset for any move I was educated to want to make.* I could think of myself as belonging in major ways, and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

For this reason, the word "privilege" now seems to be misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work to systematically over empower certain groups. Such privilege simply *confers dominance* because of one's race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systematically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages which we can work to spread, and negative types of advantages which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as a privilege for a few. Ideally it is an *unearned entitlement*. At present, since only a few have it, it is an *unearned advantage* for them. This paper results from a process of coming to see that some of the power which I originally saw as attendant on being a human being in the U.S. consisted in *unearned advantage* and *conferred dominance*.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them or whether we will get truly distressed, even outraged about unearned race advantage and conferred dominance and if so, what will we do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most of our white students in the U.S. think that racism doesn't affect them because they are not people of color, they do not see "whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism and heterosexism are not the same, the advantaging associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the Combahee River Collective Statement of 1977 continues to remind us eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms which we can see and embedded forms which as a member of the dominant group one is not taught to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in the invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. (But) a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these

taboo subjects. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power, and serves to keep power in the hands of the same groups that have most of it already.

Though systemic change takes many decades there are pressing questions for me and I imagine for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage and whether we will use any of our arbitrarily-awarded power to reconstruct power systems on a broader base.

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Beyond *Celebrating Diversity*: 20 Things I Will Do to Be an Equitable Educator

1. I will learn to pronounce each student's name correctly. Students should never feel the need to shorten or change their names to make it easier for me or anyone else to pronounce them.
2. I will step out of my comfort zone by building a process for continually assessing, reflecting upon, and challenging my biases, prejudices, and socializations and how they influence my expectations for, and relationships with, each student, family, and colleague.
3. I will review all learning materials, ensuring that they are free of bias whether in implicit or explicit forms. When I find bias in required materials I will encourage students to recognize and analyze it.
4. I will learn and teach about the ways people in the subject areas I teach have used their knowledge to advocate for either justice or injustice.
5. I will reject deficit ideology—the temptation to identify the problem of outcome disparities (such as test scores) as *existing within* rather than as *pressing upon* marginalized communities. I will remember that such disparities do not result from supposed deficiencies in marginalized communities, but instead are symptoms of structural educational and social conditions. This means I must find solutions to these problems that focus, not on “fixing” marginalized communities, but on fixing the conditions and practices that marginalize communities.
6. I will teach about issues like racism, sexism, poverty, and heterosexism. Despite false perceptions that younger students are not “ready” for these conversations, I will begin doing so at the youngest ages. Students from marginalized communities already are experiencing these problems and witnessing their families experiencing them.
7. I will understand the relationship between *intent* and *impact*. Often, particularly when I'm in a situation in which I experience privilege, I have the luxury of referring and responding only to what I intended, regardless of the impact I've had. I must take responsibility for and learn from my impact because most individual-level oppression is unintentional. But unintentional oppression hurts just as much as intentional oppression.
8. I will reject the myth of color-blindness. As uncomfortable as it may be to admit, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than when I'm in a room full of people who are very different from me. I must be open and honest about this reality, because those shifts inevitably inform the experiences of the people with whom I interact. In addition, color-blindness denies people validation of their whole person.
9. I will keep in mind that some students do not enjoy the same level of access to educational materials and resources, such as computers and the Internet, as other students. I will be thoughtful about how I assign homework.

10. I will build coalitions with educators who are different from me in terms of race, sexual orientation, gender, religion, home language, class, (dis)ability, and other identities. These can be valuable relationships for feedback and collaborative problem-solving. At the same time, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity through which I experience privilege, I must not rely on people from marginalized groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).
11. I will improve my skills as a facilitator so that, when issues such as racism or heterosexism arise in the classroom, I can take advantage of the resulting educational opportunities.
12. I will elicit anonymous feedback from students and, when I do, I will model a willingness to be changed by their presence to the same extent they are changed by mine.
13. I will not *essentialize* students from identity groups different from my own. Despite the popularity of workshops and literature that suggest that we need to know only one dimension of a student's identity in order to know her learning needs, culture, and proclivities, such a presumption is dangerously simplistic. There is no such thing as a singular, predictable "culture of poverty" or Asian "learning style." One's racial identity is not a reasonable predictor of her interests or gifts. I will refuse these simplifications.
14. I will offer an integrated equity-based curriculum, not just during special months or celebrations, but all year, every day.
15. I will understand inequity, not just as an interpersonal issue, but as a systemic issue. Although I might not consider the fight against global sexism or world poverty as within my purview, part of understanding students is understanding the ways conditions and inequities within the education system affect them.
16. I will encourage students to think critically and ask critical questions about all of the information they receive, including the information they receive from me.
17. I will challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that might be contributing to their disengagement before blaming their behavior or effort.
18. I will work to ensure that students from marginalized communities are not placed unjustly into lower academic tracks. I will fight to get them into gifted and talented programs. Better yet, considering that three decades of research demonstrate that tracking benefits only the five percent of highest achievers, I will fight tracking altogether.
19. I will advocate for equity for *all* underrepresented or marginalized students. Equity is not a game of choice; if I am to claim that I am committed to equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot fight effectively for racial equity while I fail to confront gender inequity. And I can never be a real advocate for gender equity if I duck the responsibility for ensuring equity for lesbian, gay, bisexual, transgender, and queer students. When I find myself justifying my inattention to any group of marginalized people due to the worldview or value system into which I was socialized, I know it is time to reevaluate that worldview or value system.
20. I will celebrate myself as an educator. I can and should also celebrate every moment I spend in critical self-reflection about my teaching, however challenging it may be, because it makes me a more equitable educator. And *that* is something to celebrate!



Using an Inclusion Lens in Crisis Management: Creating Equitable and Inclusive Policies, Practices, and Procedures

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For complimentary access to Kathy's books and other resources:

Free Resources and Future Events

www.drkathyobear.com/events

www.drkathyobear.com/resources

(Group Identity Cards template)

...But I'm NOT Racist! Tools for Well-Meaning Whites

www.drkathyobear.com/imnotracist

www.drkathyobear.com/racebook

(Supplemental resources, including Book Club Guide)

***In It For The Long Haul: Overcoming Burnout
and Passion Fatigue as Social Justice Change Agents***

www.drkathyobear.com/selfcarebook www.drkathyobear.com/selfcare

Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:

<https://drkathyobear.com/wp-content/uploads/2016/01/Turn-the-Tide-Kathy-Obear.pdf>

www.drkathyobear.com/book-worksheets

www.drkathyobear.com/book-gift

(Animated video and outline for a Lunch & Learn)

Engagement Guidelines

1. OPEN AND HONEST COMMUNICATION
2. ANTICIPATE YOUR IMPACT ON OTHERS BEFORE YOU SPEAK
3. PARTICIPATE FULLY (COMFORT ZONE +1); EXPECT DISCOMFORT IF LEARNING
4. SPEAK FROM PERSONAL EXPERIENCE
5. LISTEN RESPECTFULLY; LISTEN TO LEARN
6. SEEK TO UNDERSTAND; EXPECT DISAGREEMENT & LISTEN HARDER
7. SHARE AIR TIME: MOVE IN, MOVE OUT
8. BE FULLY PRESENT
9. BE OPEN TO NEW PERSPECTIVES
10. EXPLORE IMPACT; ACKNOWLEDGE INTENT
11. EXPECT PEOPLE TO LEARN AND GROW; DON'T FREEZE-FRAME OTHERS
12. TAKE RISKS; LEAN INTO DISCOMFORT; BE BRAVE; ENGAGE
13. RESPECT AND MAINTAIN CONFIDENTIALITY
14. NOTICE/DESCRIBE WHAT YOU SEE HAPPENING IN THE GROUP, IN YOU
15. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
16. TRUST THAT DIALOGUE WILL TAKE US TO DEEPER LEVELS OF UNDERSTANDING AND ACCEPTANCE
17. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON'T BE FINISHED

Meeting & Classroom Guidelines ~ Your Intentions & Guidelines

- To create environments where everyone feels heard, involved, supported, and respected
- To create productive and engaging environments for the open and respectful exchange of ideas, perspectives, and opinions
- To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations
- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Speak and act in ways that do not disrupt or interfere with the learning or work of others.
- Explore controversial issues through open dialogue and respectful deliberation.
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors from other students

Panning/Observing Group Dynamics with an Inclusion Lens

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? And how many from various groups?
2. Who is talking?
3. Who is quiet? Who doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted, or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when does the tone and energy of the conversation shift and change?
12. How much airtime do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. “Tracking™”

Analyze and revise all policies, practices, products, programs, and services with an Equity & Inclusion Lens

1. **Start by gathering a group of people to create a long list** of current policies, programs, services, and practices...
 - That MIGHT be improved by analyzing & revising with an Equity & Inclusion Lens to meet the needs of the full breadth of those you serve.
 - Continue to share the list with an expanding group of people to collect additional ideas.
2. **Choose one policy, protocol, practice, or service to analyze.**
3. **Get clarity on the PROCESS for policy revision, WHO can make this decision and WHAT information may help them decide.**
4. **Gather a demographically diverse group with some stake in the process and who has knowledge about it.**
5. **Use this question to get an initial analysis from group members:**

- How Equitable & Inclusive is this Policy, Program, Protocol, Practice or Service?

Scale 0-10:

0 = not at all ----- 10 = completely

- Then ask them to reflect and share:
 - What group identity lenses were you using as you answered?
 - How might staff and clients from various other identity groups possibly answer this question?
6. **Use the Group Identity Cards to identify:**
 - a. What were possible productive intentions when this practice, policy, etc., was created?
 - b. By group membership, who probably had their needs met back then?
 - c. Today, by group membership, who probably gets their needs met?
 - d. What groups may not have their needs met?
 - e. What groups may face extra barriers, hurdles, and obstacles?
 - f. What groups might be unintentionally, negatively impacted by this policy, practice, or service? This decision?

7. Consider each of the Group Identity Cards as the group explores:

- How Equitable & Inclusive is this Policy, Program, Protocol, Practice or Service?

Scale 0-10:

0 = not at all ----- 10 = completely

- Make different columns of group identities to reflect the group's current perspectives, by group membership:
 - Definitely get their needs met
 - Some needs are probably met
 - May face many barriers and obstacles
 - May experience negative impact

8. Notice which groups most individuals do not know enough about to place in a column.

9. Gather more data and new perspectives from those who have knowledge, experience, and competence in these areas of diversity.

10. Research practices and policies at peer and aspiring organizations.

11. Ask the Analyzing Group to identify a wide range of possible revisions.

12. Take this data and more broadly to gather additional insights of possible gaps and negative impact as well as recommended revisions:

- a. Meet with other constituency groups
- b. Invite people who see possibilities, are innovative and systemic thinkers

13. Develop a proposal of recommendations for the person(s) who has the power to make revisions.

Group Identities: Differences That Make a Difference: a Partial List

1. Age
2. Care Giver Status
3. Criminal Background
4. Customer-facing/Back office
5. Disability Identity
6. Educational Background
7. Ethnicity/Culture
8. Family Make-up (of origin, current members)
9. Food Availability/Security
10. Gender Identity (cisgender, transgender)
11. Gender Presentation
12. Geographic Region
13. Health Status
14. Housing Status
15. Immigration Status
16. Language Proficiency/Use of English/ "Accents"
17. Mental Health Status
18. Nationality/Citizenship
19. Political Affiliation
20. Position & Level in the Organizational Hierarchy; Faculty/Staff/Administrators
21. Race/Racialized Identity, Settler/Indigenous Identity
22. Refugee Status
23. Relationship with Addiction
24. Relationship/Marital Status
25. Religion/Spirituality/Ways of Knowing
26. Revenue producing/not revenue producing
27. Sex assigned at birth (male, female, intersex)
28. Sexual Orientation/Sexuality
29. Size/Appearance/Athleticism
30. Skin Color
31. Socio-Economic Class (of origin; current)
32. Survivor Status
33. Transportation Status
34. Veteran/Military Status
35. Work Style (extroverts or introverts; results or process oriented)
36. Years of Experience (in the field, organization)

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial; Indigenous Peoples
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer
President, Vice Presidents, Directors, Managers, Supervisors	5. Hierarchical Level	Direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Proficiency	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Relational Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years in organization, field	17. Years of experience	New; little experience in organization, field
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; family with foster youth or adopted children...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker

Group Identity Cards: Ways to Use Them with Team Members

How to create “sets” of Group Identity Cards:

1. Revise the suggested categories of difference to best reflect your organizational context (for access to current template: www.drkathyobear.com/resources).
2. Print off the pages with cards, single-sided.
3. On to bright-colored stock paper (I prefer yellow, orange, pink, blue).
4. Cut each 6+-pages, with all the different cards, into a “set” of 36+ different cards (keep any blank ones in each set).
5. Fasten with a rubber band or clip.
6. I recommend that each participant has their own set of Group Identity Cards to use in trainings, planning meetings, etc.

Ways to Use Group Identity Cards

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up**.
- b. Have them share stories, reflections, and insights in groups of 3-4.

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings.

3. What is on your “screen?”

- a. Ask participants to make 3 piles or groupings of cards:
 - i. Areas of diversity that you most often think about, are “on your screen”.
 - ii. Those that you sometimes consider and think about.
 - iii. Those you most often do not consider or think about.
- b. Share in groups of 2-3
- c. Large group debrief

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings.

6. Next steps in your professional development:

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don’t know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debrief

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally, can recognize them in the moment, but struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debrief

9. Beginning to analyze current policies, practices, services, and programs with an Inclusion Lens

- a. Identify a practice, policy, program, or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; And/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be
 - iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. In meetings
 - ii. In your office area
 - iii. On Facebook, Pinterest, Instagram
 - iv. As you interacted on campus

11. Conducting an Environmental Scan

- a. Divide up the 22 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to use each card as a “lens” through which to observe, scan, and experience the unit to begin assessing how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
 - vii. Have people share their evidence and observations in staff meetings or at a retreat

Developed by Kathy Obear, *Center for Transformation and Change*

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This is a working document for scaffolding anti-racism resources. The goal is to facilitate growth for white folks to become allies, and eventually accomplices for anti-racist work. These resources have been ordered in an attempt to make them more accessible. We will continue to add resources. UPDATED 06/12/20

Looking for immediate action steps? Click here: [Resources for Accountability and Actions for Black Lives](#)

Please note: if you wish to compensate us for this work, please donate to one of the following organizations: [Unicorn Riot](#) or [The Okra Project](#), or [Project Motherpath](#).* After you're done, send us a screenshot of the receipt if you'd like - scaffoldedantiracismresources@gmail.com

Documents containing resources used in this list:

[Anti-racism Resources for White People](#) (Sarah Sophie Flicker, Alyssa Klein - May 2020)

[Summary of the Stages of Identity Development](#) -- this document includes white identity development models, as well as models for people of color

[A Race Is a Nice Thing to Have](#) - provides the framework for white identity development (Janet E. Helms)

A link to this document was shared on June 11, 2020 and was attached to the image below. This image was not created by the authors of this scaffolded document and the creators of the image were not cited.

This image can be found in the reintegration section of this document. An earlier partial attribution has been updated to include the necessary citation additions, which are listed here: [Safehouse Progressive Alliance for Nonviolence](#) (2005). Adapted: [Ellen Tuzzolo](#) (2016); [Mary Julia Cooksey Cordero](#) (2019); [The Conscious Kid](#) (2020)



Stage of white identity development (Helms) and their corresponding beliefs/thoughts/actions	Resources *When purchasing books, please purchase directly from authors or local bookstores.	What to do next?
<p>CONTACT</p> <ul style="list-style-type: none"> • “I don’t see color.” • “Talking about race brings disunity.” • Belief that racism is caused by talking about race. • Belief that you aren’t racist if you don’t purposely or consciously act in racist ways. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. White Privilege: Unpacking the Invisible Knapsack (Peggy McIntonsh) <p>Podcasts:</p> <ol style="list-style-type: none"> 1. Whistling Vivaldi (NPR) <p>Videos:</p> <ol style="list-style-type: none"> 1. "I'm Still Here," by Austin Channing Brown (Art of the Sermon) 2. "White Awake" by Daniel Hill (FSP Chicago) <p>Articles:</p>	<p>Educating yourself is important -- utilize resources about racial inequality and biases.</p> <p>Reject the desire to ask Black folks, Indigineous folks or people of</p>

<p>How folks move from this stage: by being confronted with active racism or real-world experiences that highlight their whiteness.</p>	<ol style="list-style-type: none"> 1. "Walking While Black" (Garnette Cadogan) <p><i>Books:</i></p> <ol style="list-style-type: none"> 1. Why Are All the Black Kids Sitting Together in the Cafeteria (Beverly Tatum) 2. I'm Still Here (Austin Channing Brown) 3. Whistling Vivaldi (Claude Steel) 4. White Awake (Daniel Hill) 	<p>color (BIPOC) to explain racism for you. Instead, find resources created by BIPOC to help educate yourself, or offer to financially compensate BIPOC folks who are educating you!</p>
<p>DISINTEGRATION</p> <ul style="list-style-type: none"> • "I feel bad for being white." • May feel like you're stuck. <p>How folks move from this stage: by participating in anti-racist work.</p> <p>*Big caution for this stage: be aware that sitting in guilt or shame might move us to the <i>reintegration</i> stage.</p>	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Racial Bias Test (Harvard) -- this will help you understand what your biases might be <p><i>Videos:</i></p> <ol style="list-style-type: none"> 1. "Why Are White People So Bad at Talking About Race?" - short video summarizing the book by Robin DiAngelo 	<p>Do not let guilt (<i>white guilt</i>) or shame stop you from doing anti-racist work.</p> <p>Find a way to do the work of anti-racism. Some examples might include attending a training, joining an allies group, participating in a protest. Keep working to grow, instead of settling into shame, and ask folks how you can grow.</p>
<p>REINTEGRATION</p> <ul style="list-style-type: none"> • "It's not my fault I'm white." • "I have a black friend/child/relative, etc." • May notice yourself feeling defensive when talking about race. <p>How do folks move past this stage? By combating these</p>	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Look over the graph below and reflect on your past, current thoughts/beliefs, and implications of these convictions. 	<p>Remember that moving forward is important. <i>It might be helpful to revisit some of the previous resources</i> to help remind you of why this work is important.</p> <p>Continue to find a way to</p>

feelings of defensiveness, shame or superiority.



[image source: [Safehouse Progressive Alliance for Nonviolence](#) (2005). Adapted: [Ellen Tuzzolo](#) (2016); Mary Julia Cooksey Cordero ([@jewelspewels](#)) (2019); [The Conscious Kid](#) (2020)]

Podcasts:

1. ["Side Effects of White Women"](#) (Small Doses with Amanda Seales)
2. ["Well Meaning White People"](#) (Smartest Person in the Room)

Articles:

3. ["The Uses of Anger: Women Responding to Racism"](#) (Audre Lorde)
4. ["When Feminism is White Supremacy in Heels"](#) (Rachel Elizabeth Cargle)

Books:

1. [Me and White Supremacy](#) by Layla F Saad

Videos:

1. ["Bloomberg and The Legacy of Stop-and-Frisk"](#) (The Daily Show)

participate. Some examples might include attending a training, joining an allies group, participating in a protest. Keep working to grow, instead of settling into shame.

PSEUDO-INDEPENDENCE

- "How can I be white and anti-racist?"
- Belief that privilege is not based on merit, but on bias & racism.

Podcasts:

1. ["A Decade on Watching Black People Die"](#) (Code Switch)
2. ["How to Be an Antiracist"](#) (Brené Brown + Ibram X. Kendi)

Books:

1. [So You Want to Talk About Race](#) by Ijeoma Oluo

Begin having difficult conversations with white friends and family about racism and inequality.

<ul style="list-style-type: none"> • Rely on BIPOC to address racism. • Might affirm or seek to comfort the BIPOC who is addressing racism. 	<ol style="list-style-type: none"> 2. Why I No Longer Talk to White People about Race by Reni Eddo-Loge 3. The Fire This Time by Jesmyn Ward <p><i>Documentary:</i></p> <ol style="list-style-type: none"> 1. 13th (Ava DuVernay) <p><i>Poem</i></p> <ol style="list-style-type: none"> 1. White Privilege (Kyla Lacey) <p><i>Videos</i></p> <ol style="list-style-type: none"> 1. How We Can Win (David Jones) 	<p>Begin to think about how you might use your privilege to support anti-racist work.</p>
<p>IMMERSION</p> <ul style="list-style-type: none"> • Begins to work against systems of oppression, rather than seeing racism as individual actions. • Is able to embrace their own white identity & what their whiteness means, while also working alongside BIPOC • Works actively to be anti-racist. 	<p><i>Activities:</i></p> <p><u>Reflective Journal Prompts</u></p> <ol style="list-style-type: none"> a. Think about the country that you live in. What are some of the national racial stereotypes--spoken and unspoken, historic and modern--associated with Black women? Black men? b. How do you see colorism at work in this country? How do you see colorism at work in your own prejudicial thoughts? c. How have you expected Black women to serve or soothe you? d. How have you reacted in the presence of Black women who are unapologetic in their confidence, self-expression, boundaries, and refusal to submit to the white gaze? <p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. Kaepernick (Still Processing) 2. White Lies (NPR) <p><i>Articles:</i></p> <ol style="list-style-type: none"> 1. "The Case for Reparations" (Ta-Nehisi Coates) 2. "Why Seeing Yourself Represented on Screen Is So Important" (Kimberley Lawson) 3. 75 Things White People Can Do for Racial Justice 4. Resources for White People to Learn and Talk About Race and Racism <p><i>Books:</i></p>	<p>Complete the journal prompts and consider completing some of the action items laid out in these resources!</p>

	<ol style="list-style-type: none"> 1. The New Jim Crow by Michelle Alexander 2. How to be An Antiracist by Ibram Kendi 3. The Fire Next Time by James Baldwin <p>Video:</p> <ol style="list-style-type: none"> 1. 5 Tips for Being an Ally <p>Movies:</p> <ol style="list-style-type: none"> 1. The New Negro 	
<p>AUTONOMY</p> <ul style="list-style-type: none"> • Embodied anti-racism: being willing to step in the way of racism when possible, engage in protests • Has done the work to recognize their own identity, so that they can effectively be anti-racist. • Recognizes that growth is continual, and they might need to revisit previous stages. 	<p><i>Activities:</i></p> <p>Answer these questions (written by Nii Addo Abrahams, M.A., M. Div. / Twitter & Instagram @ nickyflash)</p> <ul style="list-style-type: none"> • Does your solidarity last longer than a news cycle? • Does your solidarity make you lose sleep at night? • Does your solidarity put you in danger? • Does your solidarity cost you relationships? • Does your solidarity take away time from other things you could be doing? • Does your solidarity change the way you spend your money? • Does your solidarity make you a disruptive presence in white spaces? • Does your solidarity challenge your country's values? • Does your solidarity make you think you're not racist? • Does your solidarity change how you read your Bible? • Does your solidarity change how you preach? • Does your solidarity happen when no one is looking? • Does your solidarity ever cause you to speak out when no one wants to listen? • Does your solidarity ever cause you to shut up when you want to say something? • Does your solidarity change the way you vote? 	

	<ul style="list-style-type: none"> • Does your solidarity cause you to denounce our current president? • Does your solidarity include cis-het Black women? • Does your solidarity include Black queer and trans folks? • Does your solidarity make you suspicious of predominantly white institutions? • Does your solidarity cause you to believe in costly reparations? • Does your solidarity assuage your white guilt? • Does your solidarity have room for Black rage? <p><i>Online resources:</i> Racial Equity Tools</p> <p><i>Book:</i> The End of Policing (Alex Vitale)</p>	
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Social media accounts to follow in any stage:

<p>Instagram: @wokebrownfem @nowhitesaviours @theimtiredproject @rachel.cargle @advancementproject @britthawthorne @indyamoore @wearyourvoice @ckyourprivilege @alokvmenon @theunapologeticallybrownseries @austinchanning @theconsciousskid @antiracismctr @_nickyflash_ @heyqueenyoucute @brandonkgood</p>	<p>Twitter: @clintsmithIII @keeangayamahtta @Drlbram @MsPackyetti @JBouie @thearmchaircom @RevJacquiLewis @drchanequa @ava @YNPierce @esglaude @jemelehill @_nickyflash_ @nhannahjones @professorcrunk @divafeminist</p>	
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For those who want to be a better anti-racist in thier faith traditions

Christian resources:
[The Color of Compromise: The Truth about the American Church's Complicity in Racism](#)
(Jemar Tisby)
[Dear Church: A Love Letter from a Black Preacher to the Whitest Denomination in the U.S.](#)
(Lenny Duncan)

[Disunity in Christ](#) (Christena Cleveland)
[The Cross and the Lynching Tree](#) (James Cone)
[Reconciliation Blues](#) (Edward Gilbreath)
[Tears We Cannot Stop: A Sermon to White America](#) (Michael Eric Dyson)
[Trouble I've Seen](#) (Drew G. I. Hart)
[I Bring the Voices of My People: A Womanist Vision for Racial Reconciliation](#) (Chanequa Walker-Barnes)
[Dear White Christians](#) (Jennifer Harvey)
[Divided by Faith](#) (Michael Emerson and Christian Smith)

***We are thankful for all of you who have shared links from your faith traditions. The shared links below have been suggested for addition.**

Jewish resources:

[Jewish Racial Justice Resources](#)

Islamic resources:

[Muslim Anti-Racism Collaborative](#)
[Race & Racism](#) (Muslim Anti-Racism Collaborative)
[Anti-Racism Guide for White Muslims](#)

Buddhist resources:

[Radical Dharma](#)
[Angel Kyodo Williams](#)
[Lama Rod Owens](#)
[Ruth King](#)

If you'd prefer to read a novel:

1. Angie Thomas's [The Hate You Give](#)
2. Chimamanda Ngozi Adichie's [Americanah](#)
3. Yaa Gyasi's [Homegoing](#)
4. Toni Morrison's [Beloved](#)
5. James Baldwin's [Go Tell It On the Mountain](#)

Podcast recommendations:

1. [White Lies](#) by NPR
2. [The 1619 Project](#) by the New York Times
3. [Uncivil](#) by Gimlet Media
4. [Pass the Mic](#) by The Witness Podcast Radio
5. [Seeing White](#) by Scene On Radio

For those in education:

1. [Anti-Racist Educator Self-Questionnaire and Rubric](#)
2. [Anti-Racist Student Self-Questionnaire](#)
3. ["Collectors, Nightlights, and Allies, Oh My!"](#) (Marisela Martinez-Cola, JD/PhD)

Accessible resources for the youth:

[Antiracist Baby](#) (Ibram X. Kendi)

[*This Book is Antiracist*](#) (Tiffany Jewell)
[Crossover Series](#) (Kwame Alexander)

Young Adult Literature:

[*Dear Martin*](#) by Nic Stone

[*All American Boys*](#) by Jason Reynolds and Brendan Kiely

[*I am Alfonso Jones*](#) by Tony Medina

Middle grades;

[*A Good Kind of Trouble*](#) by Lisa Moore Ramée

[*Ghost Boys*](#) by Jewell Parker Rhodes

[*New Kid*](#) by Jerry Craft

Resources for parents:

[*Raising White Kids*](#) (Jen Harvey) -- article here: ['Raising White Kids' Author On How White Parents Can Talk About Race](#)

[Books to Teach White Children and Teens How to Undo Racism and White Supremacy](#)

Document created by:

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Nikki Zimmermann, M. Div candidate (2021)

Bailie Gregory, M. Div, M.S. Ed.

Articles:

The Black Experience

10 (Often Painful) Truths About Being Black in America:

<http://www.alternet.org/culture/10-often-painful-truths-about-being-black-america>

Pedagogy of the oppressed

https://selforganizedseminar.files.wordpress.com/2011/08/freire_pedagogy_oppressed1.pdf

Black People Aren't Making Things Up: The Science Behind 'Racial Battle' :

<http://thinkprogress.org/health/2015/06/19/3671873/no-more-white-denial/>

A Letter From a Black Scholar:

<http://thepraxisblog.tumblr.com/post/119944588303/a-letter-from-a-black-scholar>

The black radical tradition:

<https://libcom.org/library/black-radical-tradition>

Afro-Latino: A deeply rooted identity among U.S. Hispanics:

<http://www.pewresearch.org/fact-tank/2016/03/01/afro-latino-a-deeply-rooted-identity-among-u-s-hispanics/>

An Open Letter to Black African Immigrants

http://www.huffingtonpost.com/nadege-seppou/open-letter-to-african-immigrants_b_8925614.html

Why We Wear our Crowns: The Passion of Audre Lorde

<http://blavity.com/wwwoc-audre-lorde/>

Racist graffiti under investigation at Jackson State:

<http://www.clarionledger.com/story/news/local/2016/03/15/racial-graffitti-under-investigation-jackson-state/81825356/>

Black at Higher Education

<http://www.hrpub.org/download/201308/ujer.2013.010207.pdf>

Retaining Minority Students in Higher Education: A Framework for Success

<http://www.educationalp>

"An Examination of the African American Experience of Everyday Discrimination and Symptoms of Psychological Distress"

https://deepblue.lib.umich.edu/bitstream/handle/2027.42/64279/An_examination_of_the_?sequence=1

The Financial Consequences of saying "Black" vs. "African-American"

<http://www.theatlantic.com/business/archive/2014/12/the-financial-consequences-of-saying-black-vs-african-american/383999/>

10 Things Black People Should Conceal And Carry by Keno Evol

<https://revolution-news.com/10-things-black-people-should-conceal-and-carry/>

Gender:

'Angry black woman' stereotype harms careers

<http://www.nbcnews.com/video/the-grio/54307904#54307904>

My Feminism Is Black, Intersectional, and Womanist – And I Refuse to Be Left Out of the Movement:

<http://everydayfeminism.com/2015/05/black-womanist-feminism/>

Black Women Deserve Elite Educations Too:

<http://www.forharriet.com/2015/04/black-women-deserve-elite-educations-too.html#axzz43wa99X4b>

4 Reasons It's Oppressive to Discuss Gender and Sexuality Without Naming Race:

<http://everydayfeminism.com/2016/03/gender-sexuality-without-race/>

Study Shows Women and Minorities Are Punished for Speaking Up About Workplace Diversity:

<http://jezebel.com/study-shows-women-and-minorities-are-punished-for-speak-1766927323>

When Greeting Others:

http://qmunity.ca/wp-content/uploads/2015/12/Gender-Inclusivity-Sheet_PNG-socialmediaDO-NOT-SHARE-ON-QWALL-YET.png

Black Female Millennial College Students: Dating Dilemmas and Identity Development

<http://files.eric.ed.gov/fulltext/EJ832223.pdf>

Powerlessness and Anger in African American Women: The Intersection of Race and Gender

[http://www.ijhssnet.com/journals/Vol. 1 No. 7 \[Special Issue June 2011\]/1.pdf](http://www.ijhssnet.com/journals/Vol. 1 No. 7 [Special Issue June 2011]/1.pdf)

African American Women in the Workplace: Relationships Between Job Conditions, Racial Bias at Work, and Job Quality

<https://steinhardt.nyu.edu/scmsAdmin/uploads/002/720/African%20American%20women%20in%20the%20workplace.pdf>

Dear Ms Educated Black Woman

http://www.faithindreams.com/Dear%20Ms%20Educated%20Black%20Woman%20_3%20Chapters.pdf

"All the Single Ladies:" Single College-Educated Black Women's Perceptions of Marriage and Intimate Relationships

<http://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1298&context=etds>

Asian Americans

"Why does racism against Asians go ignored and unpunished in the United States?"

<https://www.quora.com/Why-does-racism-against-Asians-go-ignored-and-unpunished-in-the-United-States>

Trans*:

The Loud Silence When Trans Women of Color Are Killed:

<http://mic.com/articles/124132/the-loud-silence-when-trans-women-of-color-are-killed>

Black, Trans and Proud:

<http://nbcj.org/black-trans-and-proud>

State of Emergency Continues for Trans Women of Color:

http://www.huffingtonpost.com/addison-rose-vincent/the-state-of-emergency-co_b_7981580.html

Poverty:

Millions of black students attend public schools that are highly segregated by race and by income:

<http://www.urban.org/urban-wire/millions-black-students-attend-public-schools-are-highly-segregated-race-and-income>

Sexuality:

5 Ways It's Hard to Be Queer and Black in the Workplace:

<http://www.blackgirldangerous.org/2016/03/5-ways-its-hard-to-be-queer-and-black-in-the-workplace/>

6 ways allies still marginalize people of color — and what to do instead:

<https://mashable.com/2016/02/27/people-of-color-marginalization/>

10 Often Painful Truths About Being in Black America

https://www.salon.com/2015/10/09/10_often_painful_truths_about_being_black_in_america_partner/

Racial Battle Fatigue:

<https://www.counseling.org/news/aca-blogs/aca-counseling-corner/aca-member-blogs/2015/02/18/racial-battle-fatigue>

‘Racial Battle Fatigue’ Seems to Fuel Anxiety Disorder Among African-Americans:

psychcentral.com/news/2011/03/04/racial-battle-fatigue-seems-to-fuel-anxiety-disorder-among-african-americans/24132.html

A Look into the Souls of Black #SAPros:

<https://studentaffairscollective.org/a-look-into-the-souls-of-black-sapros/>

Feeling Like A Tourist: Being Black In New England:

<http://www.npr.org/2011/09/15/140467269/feeling-like-a-tourist-being-black-in-new-england>

The covert racism that is holding back black academics:

<http://theconversation.com/the-covert-racism-that-is-holding-back-black-academics-51178>

Black Workers Really Do Need to Be Twice as Good:

<http://www.theatlantic.com/business/archive/2015/10/why-black-workers-really-do-need-to-be-twice-as-good/409276/>

4 Reasons Why Being Pro-Black Isn't the Same as Being Anti-White:

<http://everydayfeminism.com/2015/11/pro-black-isnt-anti-white/>

Working While Black:

<http://www.goldenhighered.com/working-while-black/>

Why Aren't More African Americans Opening Up About Their Mental Health? :

http://www.theroot.com/articles/culture/2016/02/why_aren_t_more_african_americans_opening_up_about_their_mental_health.html

Wearing My Afro Is Always a Political Act:

<https://newrepublic.com/article/122515/wearing-my-afro-always-political-act>

The Dehumanization of Black Children: Tamir Rice, Kalief Browder and Dajerria Becton

http://www.huffingtonpost.com/alexandros-orphanides/the-dehumanization-of-black-children_b_7581404.html

<http://mashable.com/2016/02/27/people-of-color-marginalization/#NDWQKSSeCmq4>

5 College Search Tips for LGBTQ Students of Color:

<https://www.noodle.com/articles/5-college-search-tips-for-lgbtq-students-of-color>

Badass Black Queer Women Paved the Way for the Mizzou Movement:

<http://www.autostraddle.com/badass-black-queer-women-paved-the-way-for-the-mizzou-movement-315857/>

Able Bodiedness:

National Black Disability Coalition

<http://www.blackdisability.org/>

Black, Disabled, and Proud: College Students with Disabilities

<http://www.blackdisabledandproud.org/ally>

Microaggressions:

This Is the Perfect Illustration of Why Microaggressions Hurt:

<http://everydayfeminism.com/2015/10/why-microaggressions-hurt/>

How to Ask Someone About Their Ethnicity Without Being an Asshole

<http://jezebel.com/how-to-ask-someone-about-their-ethnicity-without-being-758679070>

“Racial Microaggressions in Everyday Life”

<http://www.consumerstar.org/resources/pdf/RacialMicroaggressions.pdf>

Respectability Politics:

You Call It Professionalism; I Call It Oppression in a Three-Piece Suit:

<http://everydayfeminism.com/2015/02/professionalism-and-oppression/>

No, We Won't Calm Down – Tone Policing Is Just Another Way to Protect Privilege

<http://everydayfeminism.com/2015/02/professionalism-and-oppression/http://everydayfeminism.com/2015/12/tone-policing-and-privilege/>

The Subtle Linguistics of Polite White Supremacy:

<https://medium.com/@YawoBrown/the-subtle-linguistics-of-polite-white-supremacy-3f83c907ffff#.jhn9g5uff>

Student Activism:

4 Popular Complaints About Campus Activism That Are Totally Misguided:

<http://everydayfeminism.com/2016/03/campus-activist-myths/>

The Mental and Academic Costs of Campus Activism:

http://chronicle.com/article/The-MentalAcademic-Costs/235711/?key=6xUTXlnE624LdTh1MLydkbMf04B6r_nPNXARUVog-SHLblpwY09majQyNWFFtkHcXNGdU5XNTNpcy1XTTgwbFk0Xy1mVORYZVI4

The Cost of Balancing Academia and Racism:

<http://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/>

UNLV students confront administrators with diversity demands:

<http://www.reviewjournal.com/news/education/unlv-students-confront-administrators-diversity-demands>

#BlackOnCampus: Black Students Share Their Experiences With Racism at Predominantly White Institutions:

http://www.theroot.com/blogs/the_grapevine/2015/11/_blackoncampus_black_students_share_their_experiences_with_racism_at_predominantly.html

Fighting Godzilla: Tackling racism on campus:

<https://medium.com/voices-on-campus/fighting-godzilla-tackling-racism-on-campus-2497105bda65#.p23jghiif>

Black Liberation on Campus, 2015?:

<https://viewpointmag.com/2015/11/12/black-liberation-on-campus-2015/>

Diversity:

The D Word: When Words Lose/Lost Meaning:

<http://www.goldenhighered.com/the-d-word-when-words-lose-lost-meaning/>

America's Extreme Need for More Black Male Educators:

<http://www.ebony.com/news-views/black-male-teachers#axzz41xrw1gmA>

10 Things NEVER to say to a black coworker

<http://www.diversityinc.com/things-not-to-say/10-things-never-to-say-to-a-black-coworker/>

16 Thought-Provoking Social Justice Blogs On Tumblr:

http://www.huffingtonpost.com/entry/16-thought-provoking-social-justice-blogs-on-tumblr_us_562f8638e4b06317990f591d

Diversifying a Discipline:

http://chronicle.com/article/Diversifying-a-Discipline/235851/?key=AbOleQX_HBxiKkanXmqfjLtrUj1Zhrddu11JnEVmzA5pUDIMLV9DR2R2VkdQNIhsWVF0bkd6VWx2N0ppWjRGNEQ2bXgtc3JJRFVN

What Goes Through Your Mind: On Nice Parties & Casual Racism:
<http://the-toast.net/2016/01/05/what-goes-through-your-mind-casual-racism/>

White Washing/Colorism

Nina Simone's Face: <http://www.theatlantic.com/entertainment/archive/2016/03/nina-simone-face/472107/>

Allyship:

I, Racist:
http://www.huffingtonpost.com/john-metta/i-racist_b_7770652.html?utm_hp_ref=black-voices&

Why "Well-Meaning" White People are the worst:
verysmartbrothas.com/why-well-meaning-white-people-like-wtae-tvs-wendy-bell-the-white-privilege-turducken-are-the-worst/

10 Ways White Liberals Perpetuate Racism:
http://www.huffingtonpost.com/george-sachs-psyd/10-ways-white-liberals-pe_b_8068136.html

When You Become the Oppressive "Ally": Asians, Anti-Blackness, and Accountability:
<http://www.blackgirldangerous.org/2015/02/become-oppressive-ally-asians-anti-blackness-accountability/>

On Power & Privilege Denial, and "Hurt Feelings" in Social Justice Work:
www.notesfromanaspiringhumanitarian.com/2016/03/02/on-power-privilege-denial-and-hurt-feelings-in-social-justice-work/

Showing Up for Racial Justice in Student Affairs:
<http://aaronhood.net/showing-up-for-racial-justice-in-student-affairs/>

How To Be A Better Ally: An Open Letter To White Folks:
<http://www.buzzfeed.com/anotherround/how-to-be-a-better-ally-an-open-letter-to-white-folks#.gwpBXM83W>

18 Books Every White Ally Should Read:
<http://www.bustle.com/articles/144531-18-books-every-white-ally-should-read>

7 Reasons Why Your Two Week Trip To Haiti Doesn't Matter: Calling Bull on "Service Trips":
<http://almost.thedoctorschannel.com/14323-2/>

Becoming an Anti-Racist White Ally: How a White Affinity Group Can Help:
<https://www.racialequitytools.org/resourcefiles/whiteaffinitygroup.pdf>

White Privilege/ White Supremacy:

US Higher-Education System Perpetuates White Privilege, Report Says
<http://chronicle.com/article/US-Higher-Education-System/140631/>

Explaining White Privilege to a Broke White Person:
http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html

The Ultimate White Privilege Statistics & Data Post: <http://www.jbwttucker.com/ultimate-white-privilege-statistics/>

10 Defensive Reactions to White Privilege That Make No Damn Sense – But Are Super Common:
<http://everydayfeminism.com/2016/01/reactions-white-privilege/>

Congrats! You Recognize Your Privilege...And?:
<http://kinfolkcollective.com/2016/02/02/congrats-you-recognize-your-privilegeand/>

White Fragility Is Racial Violence

http://www.huffingtonpost.com/amelia-shroyer/white-fragility-is-racial_b_8151054.html

10 Quotes That Perfectly Explain Racism To People Who Claim They're Colorblind:

<http://atlantablackstar.com/2014/07/20/10-quotes-perfectly-explain-racism-people-claim-theyre-colorblind/>

Why White Parents Won't Choose Black Schools:

http://www.huffingtonpost.com/abby-norman2/why-white-parents-wont-ch_b_8294908.html

"On Being White... and other lies" - James Baldwin

http://www.csworkshop.org/pdfs/CARC/Family_Herstories/2_On_Being_White.PDF

"When White Women Cry: How White Women's Tears Oppress Women of Color"

<http://files.eric.ed.gov/fulltext/EJ899418.pdf>

"Unveiling White Privilege" - Larasa Report

<http://files.eric.ed.gov/fulltext/ED395085.pdf>

"The Hidden Curriculum of Whiteness: White Teachers, White Territory, and White Community"

<http://files.eric.ed.gov/fulltext/ED434168.pdf>

"What Do You Mean By Whiteness?: A Professor, Four Doctoral Students, and a Student Affairs Administrator Exploring Whiteness"

<http://files.eric.ed.gov/fulltext/EJ899389.pdf>

3 Reasons We Cannot Cater to White Friends Who Say 'I'm Not Racist'

<https://everydayfeminism.com/2016/03/white-friends-im-not-racist/>

White Fragility by Robin DiAngelo

<http://libjournal.uncg.edu/ijcp/article/viewFile/249/116>

White Silence by Robin DiAngelo

<http://www.wpcjournal.com/article/view/10100>

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh:

<https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

White Supremacy Culture by Tema Okun:

https://collectiveliberation.org/wp-content/uploads/2013/01/White_Supremacy_Culture_Okun.pdf

Strategies for in Anti-Racist Work:

Interrupting Bias: Calling Out vs. Calling In:

http://www.racialequityvtnea.org/wp-content/uploads/2018/09/Interrupting-Bias_-_Calling-Out-vs.-Calling-In-REVISED-Aug-2018-1.pdf

Sensible Responses to White Nonsense:

<http://www.meta-activism.org/sensible-responses-to-white-nonsense/>

What did you just say? Responses to racist comments collect from the field:

<https://drive.google.com/file/d/18Nrtmq4XU8mqyj8tuzY-EXZoFMeDvbDx/view?usp=sharing>

State Violence

Can't we figure out how to arrest people without killing them? By City Pages Readers

<http://www.citypages.com/news/cant-we-figure-out-how-to-arrest-people-without-killing-them-8168192>

A Brief History of Slavery and the Origins of American Policing Written by Victor E. Kappeler, Ph.D.

<http://plsonline.eku.edu/insideloook/brief-history-slavery-and-origins-american-policing>

[Oof_2007-Spring_p5.pdf](#)

<https://www.slideshare.net/mkempland/self-authorship-college-student-learning-and-development>

Books:

(Shop local if you can)

Free books on race, gender, sexuality and class that are bound to get you woke:

tyreebp.com/2016/01/14/free-books-on-race-gender-sexuality-and-class-that-are-bound-to-get-you-woke/

The Souls of Black Folks - W.E.B. Du Bois:

http://www.wwnorton.com/college/history/give-me-liberty4/docs/WEBDuBois-Souls_of_Black_Folk-1903.pdf

Black Skin, White Masks - Frantz Fanon (Details the psychological effects of colonization on Black men and women, as well as the oppressors):

http://monoskop.org/images/a/a5/Fanon_Frantz_Black_Skin_White_Masks_1986.pdf

The Warmth of Other Suns: The Epic Story of America's Great Migration by Isabel Wilkerson:

https://www.amazon.com/dp/0679763880/ref=cm_sw_r_tw_dp_U_x_xlk2EbPSR4V7D

A Spectacular Secret: Lynching in American Life and Literature by Jacqueline Goldsby:

<https://www.amazon.com/Spectacular-Secret-Lynching-American-Literature/dp/0226301389>

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander:

<https://www.amazon.com/New-Jim-Crow-Incarceration-Colorblindness/dp/1595586431>

So You Want to Talk About Race by Ijeoma Oluo:

<https://www.amazon.com/You-Want-Talk-About-Race/dp/1580056776>

Born a Crime: Stories from a South African Childhood by Trevor Noah:

<https://www.amazon.com/Born-Crime-Stories-African-Childhood-ebook/dp/B01DHWACVY>

How To Be An Antiracist by Ibram X. Kendi:

<https://www.amazon.com/How-Be-Antiracist-Ibram-Kendi/dp/0525509283>

White Fragility by Robin DiAngelo:

<https://www.amazon.com/White-Fragility-People-About-Racism/dp/0807047414>

Biased by Dr. Jennifer Eberhardt:

<https://www.amazon.com/Biased-Uncovering-Hidden-Prejudice-Shapes-ebook/dp/B07DH89ZDY>

Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy by David Zuchino:

<https://www.amazon.com/Wilmingtons-Lie-Murderous-White-Supremacy-ebook/dp/B07YBK3S7V>

Raising White Kids: Bringing Up Children In A Racially Unjust America by Jennifer Harvey:

<https://www.amazon.com/Raising-White-Kids-Bringing-Children/dp/1501856421>

Waking Up White by Debby Irving:

<https://www.amazon.com/Waking-White-Finding-Myself-Story/dp/0991331303>

Citizen: An American Lyric by Claudia Rankine:

<https://www.amazon.com/Citizen-American-Lyric-Claudia-Rankine/dp/1555976905>

Brutal Imagination by Cornelius Eady:

<https://www.amazon.com/Brutal-Imagination-Poems-Cornelius-Eady/dp/0399147209>

Videos:

Short Videos:

What Is White Privilege? Here's What People On The Street Have To Say:

<https://www.youtube.com/watch?v=aQK8H0z-irM>

Black Privilege:

<https://www.youtube.com/watch?v=7rYL83kHQ8Y&feature=youtu.be>

What Being Black is like on a College Campus:

<https://www.youtube.com/watch?v=itRQ7DVOWps>

History Reconsidered:

http://www.huffingtonpost.com/entry/poet-perfectly-breaks-down-the-erasure-of-black-people-in-us-history_us_56f54554e4b014d3fe22dc9a

3 Ways to Speak English:

https://www.youtube.com/watch?v=k9fmJ5xQ_mc

A Black Girl Was Asked Why She 'Talks White' You Won't Expect Her Answer:

<https://www.youtube.com/watch?v=ShrWgdHEwHs>

White Guilt or Responsibility?

https://www.youtube.com/watch?v=XhOh_EGe41Y

Post Traumatic Slave Disorder:

https://www.youtube.com/watch?v=BGjSday7f_8

Color of Fear:

<https://www.youtube.com/watch?v=2nmhAJYxFT4&feature=youtu.be>

White Like Me:

<https://www.youtube.com/watch?v=T6SL-iCp-Y4>

Are you racist? 'No' isn't a good enough answer:

<https://www.youtube.com/watch?v=jm5DWa2bpb8>

Jane Elliot:

<https://www.youtube.com/watch?v=w7SCgNjPMq4>

"Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities" Lecture

<https://www.youtube.com/watch?v=O2q6hMJGoL4>

The Unequal Opportunity Race:

https://www.youtube.com/watch?v=vX_Vzl-r8NY

Online Dating When You're a Person of Color:

<https://www.facebook.com/BuzzFeed/videos/10154361962190329/>

Black Female Voices: Who is Listening - A public dialogue between bell hooks + Melissa Harris-Perry

<https://www.youtube.com/watch?v=5OmgqXao1ng>

No Fats, No Femmes:

<https://www.youtube.com/watch?v=-pQjey5Mmuw>

What is Pretty?

<https://www.youtube.com/watch?v=IHht-JAxdUU>

Black Feminism & the Movement for Black Lives: <https://www.youtube.com/watch?v=eV3nnFheQRo&feature=youtu.be>

An Interview with the founders of Black Lives Matter:

https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Grim - Do You Hear Us? - Extended:

<https://www.youtube.com/watch?v=WiyPXQDIG7s>

Marley Dias talks Institutional Racism:

<https://www.youtube.com/watch?v=4M-5V8uUtKA&feature=youtu.be>

What Does it Mean to be White?:

<http://www.seattlechannel.org/misc-video?videoid=x23029>

Dr. Robin DiAngelo discusses 'White Fragility:'

<https://www.youtube.com/watch?v=45ey4jgoxeU>

Movies:

The Hate U Give (Adaptation from YA Novel):

https://www.amazon.com/gp/video/detail/B07J1GNNN1/ref=atv_dp_share_cu_r

Just Mercy:

https://www.amazon.com/gp/video/detail/B082YJ8THX/ref=atv_dp_share_cu_r

1965 Debate James Baldwin v William F. Buckley:

<https://www.youtube.com/watch?v=oFeoS41xe7w>

When They See Us:

<https://www.netflix.com/title/80200549>

Selma:

https://www.amazon.com/gp/video/detail/B00S0X4HK8/ref=atv_dp_share_cu_r

Documentaries:

Concerned Student 1950:

<http://www.colorlines.com/articles/watch-concerned-student-1950-new-doc-mizzou-students-about-being-blackoncampus>

White People (Official Documentary) :

https://www.youtube.com/watch?v=_zjj1PmJcRM

Holler If You Hear Me: Black and Gay in the Church:

www.bet.com/video/celebrity/2015/holler-if-you-hear-me/holler-if-you-hear-me-black-and-gay-in-the-church-full-doc.html

America Inside Out with Katie Couric: S1 E1 "Re-Righting History:"

<https://www.nationalgeographic.com/tv/shows/america-inside-out-with-katie-couric/episode-guide/season-01/episode-01-righting-history/vdka10906929>

Becoming:

<https://www.netflix.com/title/81122487>

13th:

<https://www.youtube.com/watch?v=krfcq5pF8u8>

I am Not Your Negro:

<https://www.youtube.com/watch?v=rNUYdgIyaPM>

Let it Fall (Trailer):

<https://www.youtube.com/watch?v=6JGY-GjzKp4>

Race: The Power of an Illusion

Episode 1 - The Difference Between Us

<http://www.dailymotion.com/video/x3zfck8>

Episode 2 - The Story We Tell

<http://bit.ly/1pC6NAO> (pt 1)

<http://bit.ly/21L67VZ> (pt 2)

<http://bit.ly/1pC6SV0> (pt 3)

<http://bit.ly/1UiaKrs> (pt 4)

Episode 3 - The House We Live In

TBD

Podcasts:

Soul Food, Sex, and Space (Interview with Nikki Giovanni)

<http://www.onbeing.org/program/nikki-giovanni-soul-food-sex-and-space/8501>

How to be a Better White Ally ([Another Round Podcast](#))

<http://www.buzzfeed.com/anotherround/how-to-be-a-better-ally-an-open-letter-to-white-folks>

Intersections by New Republic:

<https://soundcloud.com/intersection-tnr>

Code Switch by NPR:

<https://www.npr.org/podcasts/510312/codeswitch>

Jemele Hill is Unbothered (Spotify):

<https://open.spotify.com/show/1SXD1U55jqbK9HHoPvdbsw?si=EP5O07u3Ru-EKr7Y1G62NA>

Scene On Radio Season 2 Seeing White:

<http://www.sceneonradio.org/tag/season-2/>

Can We Overcome Racial Bias? 'Biased' Author Says To Start By Acknowledging It (NPR):

<https://www.npr.org/2019/03/28/705113639/can-we-overcome-racial-bias-biased-author-says-to-start-by-acknowledging-it>

Hear To Slay - "The black feminist podcast of your dreams:"

<https://www.heartoslay.com/>

Still Processing (Apple Podcast):

<https://podcasts.apple.com/us/podcast/still-processing/id1151436460>

Protest Resources:

Bail Funds:

National Bail Fund Network: <https://www.communityjusticeexchange.org/nbfn-directory>

The Bail Project: <https://bailproject.org/>

Freedom Fund (LGBTQ): <https://www.lgbtqfund.org/>

NAACP Legal Defense and Educational Fund (LDF):

https://org2.salsalabs.com/o/6857/p/salsa/donation/common/public/?donate_page_KEY=15780&_ga=2.209233111.496632409.1590767838-1184367471.1590767838

Petitions:

Justice for Tony McDade: <https://secure.everyaction.com/BAMRHpdpAUS8Rle7I00UrA2>

Demand Justice for Tony McDade: <https://actionnetwork.org/letters/demand-justice-for-tony-mcdade>

Justice for Ahmaud Arbery! I Run with Maud!:

<https://www.change.org/p/district-attorney-tom-durden-justice-for-ahmaud-arbery-i-run-with-maud>

#JusticeforAhmaud: District Attorneys George Barnhill & Jackie Johnson must be REMOVED from office:

<https://act.colorofchange.org/sign/demand-justice-ahmaud>

#JusticeForBre: <https://action.justiceforbreonna.org/sign/BreonnaWasEssential/>

#JusticeforBre: Police officers who killed Breonna Taylor must be FIRED:

https://sign.moveon.org/petitions/justiceforbre-police-officers-who-killed-breonna-taylor-must-be-fired?bucket=&source=twitter-share-button&utm_campaign=&utm_source=twitter&share=e57b02c1-bd0f-497f-8365-f51d6114576f

#JusticeforFloyd: Demand the officers who killed George Floyd are charged with murder:

https://act.colorofchange.org/sign/justiceforfloyd_george_floyd_minneapolis/?source=dm_sms_optin_5-26-20

BLM #DefundThePolice: <https://blacklivesmatter.com/defundthepolice/>

Organizations and Campaigns:

BLM:

<https://blacklivesmatter.com/>

National Police Accountability Project:

<https://www.nlg-npap.org/>

Campaign Zero:

<https://www.joincampaignzero.org/>

A Long Walk Home:

<http://www.alongwalkhome.org/index.php>

Color of Change:

<https://colorofchange.org/>

Black Youth Project 100: <https://www.byp100.org/>

Unicorn Riot: <https://unicornriot.ninja/>

Centro de Trabajadores Unidos en la Lucha: <https://ctul.net/>

Black Table Arts: <http://www.blacktablearts.com/>

Minnesota:

Minnesota Voice: <https://www.givemn.org/organization/Minnesota-Voice>

Reclaim the Block: <https://www.reclaimtheblock.org/>

We Love Lake Street: <https://www.welovelakestreet.com/>

The Minneapolis Foundation:

<https://giving.onecause.com/public/02ad4737-2285-4ad2-91c6-95cd66b423bf/fundraisers/c60e5030-69ce-4853-8b11-4727da5054ad/donate>

ABEP: Pimento Relief Fund: <https://abepmpls.org/pimento-relief-fund>

Public Goods - A Mutual Aid Project for Minneapolis Public Housing Residents:

<https://actionnetwork.org/fundraising/public-goods/>

Black Vision Collective: <https://www.blackvisionsmn.org/>

Native American Organizations:

MIGIZI: <https://www.migizi.org/>

AIM: <http://www.aim-ic.org/> (Based in Minneapolis)

Health Care:

Black Emotional And Mental Health (BEAM): <https://www.beam.community/bvtn>

Mobile Outreach and Outdoor Drop-In (MOODI) (*Within Minnesota*): <https://www.givemn.org/story/Mxmjeg>

North Star Health Collective: <https://www.northstarhealthcollective.org/>

Chapter 16 Development of Self Authorship

We present and examine two important constructive -developmental theories-those of robert kegan and marcia baxter magolda

Self authorship theory is holistic epistemological /cognitive -a branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge interpersonal/relational intrapersonal/psychosocial

“The internal capacity to define one’s beliefs, identity, and social relations” (Baxter Magolda, 2008, p.269)

- Kegan’s theory of the evolution of consciousness

Growth involves movement through five progressively more complex ways of knowing

- Are there successive layers of social maturity (e.g., appreciation of the social world and of emotions and how to manage them) that people experience as they develop?
- If so, what are those successive layers of social maturity?
- What sorts of problems arise when you get stuck in a particular stage of social maturity and fail to mature further?

These first two questions are addressed in "The Evolving Self", while the third question is addressed in Kegan's follow-up book, "In Over Our Heads".

What Kegan has to say in "The Evolving Self" can be summarized (I think) in this manner:

- Social maturity does evolve or develop in successive layers just as does cognitive maturity, progressing from the most simple understanding to more and more complex understandings of the social world.
- More simple appreciations of the social world

<https://studentdevelopmenttheory.wordpress.com/self-authorship-and-transitions/>

1. Kegan's Orders of Consciousness
2. Baxter Magolda's Journey Toward Self-Authorship provide a helpful framework for understanding how students approach the college admission process.
3. Baxter Magolda (2004) differs from Kegan by recognizing two distinct phases of self-authorship, beginning with becoming the author of one's own life and moving toward internal foundation, which does not occur until after age 30
4. The promotion of self-authorship entails a fundamental shift in how we imagine and structure the whole undergraduate experience.
5. What is missing in today's higher education students intellectual growth, why ?
6. How a student development professional can bring self authorship can be the center of higher education?
7. What are the ways a student development professional can use learning partnership models to help in their transition through college.

<https://tech4teach.appstate.edu/teaching-learning/learning/your-students/self-authorship-theory>

<https://www.aacu.org/publications-research/periodicals/engaged-learning-enabling-self-authorship-and-effective-practice>

<https://www2.gwu.edu/~fellows/GTAP/Online%20Makeup/T-L%20Presentation%20Readings/The%20Journey%2>

Thank you!

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