

Learning How to be Anti-Racist 9/30/20

Slides and materials from the discussion held on 9/30/20

COMMUNITY EXPECTATIONS

- 1) Please change your name in Zoom to include your pronouns.
- 2) Prepare to get uncomfortable and lean into that.
- 3) Use the “raise hand” feature if you would like to speak next.
- 4) Assume good intentions when others are speaking and take a breath before responding.
- 5) Use “I” statements and speak from your own experiences.

Learning How to be Anti-Racist

Final Assessment

Question -

Does being able to identify the characteristics of white supremacy or the types of racism lead to the elimination or reduction of structural and interpersonal racism?

“It is hard to impact those who might gain from your many insights when there is a steady, underlying hostility... If the goal is to reach the widest audience possible, tone matters.” This response to a Black woman’s comment about racism is an example of:

- Perfectionism (0%)
- **Tone Policing (81.3%)**
- Worship of the Written Word (6.3%)
- White Savior Complex (12.5%)

“I did not give my community money, but rather, I gave them my time and the knowledge of how to empower themselves to accomplish what they needed.” This statement, made by a white woman describing her stay in Zambia, is an example of:

- **White Savior Complex (68.8%)**
- Virtue Signaling (12.5%)
- Bootstrap Theory (6.3%)
- Equity (12.5%)

“What happened to George Floyd was tragic, but what happens to Black people in America is their own business. You must stop protesting and stay home. Keep your head down before you get hurt.” This statement, made by Vietnamese parents to their son, is an example of:

- **Fear of Open Conflict (87.5%)**
- Respectability Politics (12.5%)
- Microaggressions (0%)
- Objectivity (0%)

“To understand me, to accept me, understand that I know that I am a white person, but whites are not my race, I am not a member. You spoke of educating “your own”. Myself, I have no “your own”, your own is a separatist term, sometimes a possession term in terms of owning women and men. I own no one.” This comment from a white man is an example of:

- Reverse-Racism (12.5%)
- Equality (6.3%)
- Anti-Racism (18.8%)
- **White Fragility (62.5%)**

“Those people are different, they’re inferior. Look at the way they live – all of the black-on-black crime. They’re a bunch of crackheads!” This comment, made by a Mexican man about Black people, is an example of:

- Meritocracy Myth (0%)
- Bootstrap Theory (0%)
- **Anti-Black Racism (100%)**
- Microaggressions (0%)

“People are acting of their own level awareness, yet the consciousness of many is undeveloped for myriad reasons; cultural, societal, mental, or physical hinderances all set limits on the mental play ground of the mind. Hence, ideologies collide, things are taken for granted, not the least of all is the life and the souls who bought in to the false reality they face themselves with. The #1 thing we can all have is a greater awareness of ourselves and our essential unity with everything else. If such were the case, our species would be much more harmonious and happy in nature, but such is the fate of our species. Perhaps you feel it, perhaps you know it?” This statement from a white man is an example of:

- White Savior Complex (12.5%)
- **Spiritual Bypassing (81.3%)**
- Tone Policing (6.3%)
- Fear of Open Conflict (0%)

A white woman's response to a Black woman's criticism of the selection of Kamala Harris as the Democratic Vice-Presidential candidate: "Seems like she could pick another year to bash liberals. We're all on the same team when it comes to getting Trump and his entourage out of office. Or at least we should be." This response is an example of:

- Individualism (0%)
- Right to Comfort (18.8%)
- Reverse-Racism (6.3%)
- **Either/Or Thinking (75%)**

“You make it seem like ‘white people; collectively have perfect lives, and black people are collectively suffering. Each soul comes into this world with their own challenges, opportunities, advantages, and disadvantages. Do you think Oprah would have made it as far as she did if she sat around hating on how many more opportunities white people had than her? No.” Using Oprah in this comment is an example of:

- **Tokenism (87.5%)**
- Colorism (0%)
- Perfectionism (0%)
- Objectivity (12.5%)

“You make it seem like ‘white people; collectively have perfect lives, and black people are collectively suffering. Each soul comes into this world with their own challenges, opportunities, advantages, and disadvantages. Do you think Oprah would have made it as far as she did if she sat around hating on how many more opportunities white people had than her? No.” Overall, the above comment is expressing:

- Reverse-Racism (0%)
- Microaggressions (12.5%)
- **Bootstrap Theory (87.5%)**
- Right to Comfort (0%)

“When it comes to getting an education, too many of our young people just can’t be bothered. Instead of dreaming of being a teacher or a lawyer or a business leader, they’re fantasizing about being a baller or a rapper.” This statement, made by a Black woman to young Black people, is an example of:

- Individualism (0%)
- **Respectability Politics (75%)**
- Tone Policing (25%)
- Diversity (0%)

“We’ve got no time for excuses... In today’s hyper-connected, hyper-competitive world, with a billion young people from China and India and Brazil entering the global workforce alongside you, nobody is going to give you anything you haven’t earned.” This statement, made by a Black man to young Black people, is an example of:

- Equity (6.3%)
- **Meritocracy Myth (87.5%)**
- Quantity Over Quality (6.3%)
- Power Hoarding (0%)

“Laziness is a trait in Blacks.” This comment, made by a white man, is an example of:

- Structural Racism (37.5%)
- Reverse-Racism (0%)
- **Interpersonal Racism (56.3%)**
- Discrimination (7.1%)

RACIAL WEALTH GAP

From @informxyourself

The absolute difference in wealth holdings between the median household among racial and ethnic groups.

The racial wealth gap has not improved over the last 50 years.

There is significant inequality in areas such as income, family wealth, lifetime earnings, homeownership, and student debt between different racial and ethnic groups in the US.

RACIAL WEALTH GAP

From @informxyourself

Income inequality directly affects wealth. Wealth refers to assets, not income. With less income, it is harder for Black Americans to build up assets, causing a lack of generational wealth.

The median wealth for White families is 7 times more than Black families and 5 times more than Latinx families.

Black and Latinx families are twice as likely to have zero assets compared to White families.

RACIAL WEALTH GAP

From @informxyourself

By their 60s, White people will have over 1.1 million more in average wealth than Black Americans. White families are also five times more likely to receive large gifts or inheritances than Black families.

Lower earnings create harder living conditions, barriers to saving money, and plunge generational wealth. Lifetime earnings directly affect a family's following generations, whether they inherit an abundance of wealth or lack thereof.

RACIAL WEALTH GAP

From @informxyourself

Home ownership establishes equity. Asset acquisition is an important factor in generating wealth.

Since Black families on average have less wealth and private resources, they are more likely to rely on loans to pay for their college education. 31% of Black families have student loan debt compared to 20% of White families, despite have lower college tuition rates for Black students than White students.

THE MATTHEW EFFECT or CUMULATIVE ADVANTAGE

The Matthew effect describes the phenomenon that in societies, the rich tend to get richer and the potent even more powerful. Cumulative advantage and success-breeds-success also both describe the fact that advantage tends to beget further advantage.

The concept today is in use to describe the general pattern of self-reinforcing inequality related to economic wealth, political power, prestige, knowledge or in fact any other scarce or valued resource.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4233686/>

THE MATTHEW EFFECT or CUMULATIVE ADVANTAGE

While originally developed by Merton to explain advancement in scientific careers, cumulative advantage is a general mechanism for inequality across any temporal process (e.g., life course, family generations) in which a favorable relative position becomes a resource that produces further relative gains.

Cumulative advantage as either an explicit or implicit inequality-generating process has pervaded the sociological literature for several decades. Aggregate data suggests that Cumulative Advantage is at work in many social domains.

Source: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.529.6139&rep=rep1&type=pdf>

REPARATIONS

KEY COMPONENTS

As defined by the International Center for Transitional Justice (ICTJ)

- Seek to **acknowledge** violations that were committed against a group of people
- To **repair** the damage done by these violations
- To identify the root causes of the violations to **prevent** them from occurring again in the future
- Generally issued by the government or group that is responsible for the violations

REPARATIONS

Examples

Source: [New York Times article](#)

- Indian Claims Commission
 - Created after WWII, dissolved 1978
 - Pay compensation to any federally recognized tribe for land that had been seized by the United States
 - Native Americans did not have direct control of the funds

REPARATIONS

Examples

Source: [New York Times article](#)

- Japanese American Evacuation Claims Act of 1948
 - Compensation for real and personal property lost
 - 1988 apology and \$20,000 to each survivor
- 1923 Rosewood Massacre
 - Compensation to survivors in 1994 - \$3,333.33

REPARATIONS

Examples

Source: [New York Times article](#)

- Victims of forced sterilizations
 - North Carolina in 2013 set up a fund for surviving victims
 - Denied claims to relatives of those who had died, or those sterilized by the county, not the state

REPARATIONS

Examples

Source: [New York Times article](#)

- “Midnight Crew”
 - Victims compensated in 2015
 - City financed a Torture Justice Center
 - Public memorial built
 - Included in public school curriculum

REPARATIONS

Examples

Source: [New York Times article](#)

- Georgetown University
 - Students voted to increase tuition by \$27.20
 - Fund to benefit descendants of 272 slaves sold to secure school's financial future

REPARATIONS

What it Looks Like

“Reparations are not about punishing white Americans, and white Americans are not the ones who would pay for them. It does not matter if your ancestors engaged in slavery or if you just immigrated here two weeks ago. Reparations are a societal obligation in a nation where our Constitution sanctioned slavery, Congress passed laws protecting it and our federal government initiated, condoned and practiced legal racial segregation and discrimination against black Americans until half a century ago. And so it is the federal government that pays.”

Nikole Hannah-Jones

REPARATIONS

Road Map

By William Darity Jr. and A. Kirsten Mullen

- Cash payments to any person who has documentation that he or she identified as a black person for at least 10 years before the beginning of any reparations process AND who can trace at least one ancestor back to American slavery

REPARATIONS

Road Map

By William Darity Jr. and A. Kirsten Mullen

- Should include a commitment to vigorously enforcing existing civil rights prohibitions against housing, educational and employment discrimination
- Should include targeted investments in government-constructed segregated black communities and the segregated schools that serve a disproportionate number of black children

REPARATIONS

Road Map

By William Darity Jr. and A. Kirsten Mullen

The goal of reparations?

Close the racial wealth gap.

LAND REPARATIONS FOR INDIGENOUS PEOPLES

From @refinery29

*Colonization got us into the climate crisis;
Indigenous sovereignty is the way out.*

Where We're At

From @refinery29

Sea levels are rising, wildfires are worsening, and hurricanes are getting more severe. Early in the pandemic, many joked that “we are the virus,” meaning that human impact is the real sickness on our planet, but that’s not exactly right – Indigenous Peoples have known for centuries how to have a healthier relationship with the land.

Capitalism Got Us Here

From @refinery29

According to ICA (Indigenous Climate Action),
“Because capitalism survives on a never-ending search for profit, a capitalist system cannot become ‘green.’” In other words, we cannot “buy and sell our way out of climate change.”

Case In Point: Wild Fires

From @refinery29

ICA tells us that when it comes to something like wildfires, Indigenous Peoples “have traditional knowledge around controlled burning,” – a practice that is starting to be accepted by non-Indigenous Peoples as the only way to prevent the giant fires we’re seeing in the west.

Case In Point: Biodiversity

From @refinery29

80% of the world's biodiversity is in Indigenous Peoples' territories*. The folks at ICA explain that "all species have a role to play, and depend on each other for survival." Plus, with more variety in our ecosystems, we have more to eat.

*Source: World Bank study *The Role Of Indigenous Peoples in Biodiversity Conservation*

Case In Point: Pipelines

From @refinery29

Indigenous Peoples have been fighting the construction of pipelines like the Dakota Access Pipeline for multiple reasons: one, they're a threat to the earth, people, and animals in the pipeline's path. And two, they represent an entrenchment of the fossil fuel industry, which has played a huge role in putting our climate in crisis. Both reasons pose a threat to Indigenous sovereignty.*

**Source: Indigenous Climate Action*

INDIGENOUS SOVEREIGNTY

From @refinery29

Is the idea that Indigenous Peoples must have the right to make decisions about their own well-being. When it comes to fighting for divestment from fossil fuel and other institutions like prisons and policing, the folks at ICA explain, “This work is especially important to us as Indigenous Peoples because it gives us a means to heal ourselves and what these oppressive institutions have done to our communities... It means energy and food sovereignty, shelter, clean water, good work, and a return to our Indigenous laws and governance.”

LAND REPARATIONS

From @refinery29

The returning of land to Indigenous Peoples, or land reparations, “acknowledges us as more than stakeholders, as our own nations, who should be respected as such. It gives us the power to take care of the land, as we had been for centuries, prior to colonization,” the folks at ICA say, stressing that land reparations should happen in tandem with reparations for Black and brown communities.

HOW CAN YOU HELP?

From @refinery29

- Amplify the voices of Indigenous organizations and Peoples all over the world via social media and by talking to people in your life.
- *Contribute financially if you can – these donations can be particularly important for people who work on the frontlines.*
- *Learn more! Social media is a great tool, and should be paired with longer form resources like books and documentaries by Indigenous Peoples.*
- *Show up to invitations and calls to action from Indigenous organizers.*

Keep in Mind

From @refinery29

“Indigenous Peoples are all over the world! Even if you think you know a lot about Indigenous Peoples, you can always learn more because there are thousands of cultures and so much diversity.

The environmental movement needs to be centered around climate justice, decolonization, and anti-capitalism. Anything else, and we’ll just further entrench the same systems of power that have gotten us to where we are now.”

- ICA

REPARATIONS

INDIVIDUAL LEVEL

- Take into consideration any cumulative advantage you may hold due to your race, gender, class, age, physical ability, education, citizenship status, etc.
- **Regularly** contribute your time and money in amounts that feel *generous* without creating hardship.

“Generous Amount”

From WP4BL

A truly generous amount is one that you can afford, but that may require having to cut back on things like dinners out, new clothes, an extra trip or vacation, or other non-essential things. That amount depends on what situation you're coming from, and ultimately, it's up to you to decide what to contribute. If it won't affect your day to day reality at all, considering increasing your contribution until it feels truly generous. A contribution should not be so much that you will struggle to pay for rent, food, transportation, and other basic needs.

Class Identity

The Sliding Scale

Class cannot be understood as an isolated experience, but is part of the complex interactions of race, gender, ability, privilege, sexuality, and the many identities we hold.

One challenge of a sliding scale is that people with more resources access often pay less than what they could. This doesn't (always) happen because people are greedy. The challenge is scale, scarcity experience, and comparison.

Everyone's bar is set differently for "enough."

Class Identity

The Sliding Scale

Scale: If someone has never had \$100 that isn't already budgeted for basic needs, they will likely treat \$20 in their wallet differently than folks who take \$200 out of the ATM whenever they need cash to spend on whatever. But if someone usually only has \$20 and suddenly has an extra \$200, they are also likely to relate to it differently than when it's a non-event in someone else's wallet. Scale.

Source: WB4BL

Class Identity

The Sliding Scale

Scarcity Experience: Folks who have experienced actual scarcity generally have a different relationship to what seems like extra money to them than folks who have experienced only the fear of scarcity.

Class Identity

The Sliding Scale

Comparison: Someone who makes \$40k/year might feel well off if they are used to being around folks who subsist on poverty wages and public assistance. However, that same person may see themselves as not having much to spare if they're used to being around lawyers or doctors who make upwards of \$1000k/year. Comparison.

Source: WB4BL

Class Identity

Definitions adapted from the Catalyst Project

Poor/ welfare class Family* income: \$0 - \$24,000; Net Wealth less than \$4,800; Life experience marked by things like: Substandard, unstable or inconsistent housing; Underemployed/underpaid, sometimes long-term use of public benefits; Chronic lack of health care, food, or other necessities; Little access to higher education; Debt from predatory lending services (cash advance, etc.), monthly bills, or emergencies; Sometimes raised with strong value on resource sharing and taking care of each other; Frequent involuntary moves, chaos, and disruption of life; Targeted for intervention by the state.

Class Identity

Definitions adapted from the Catalyst Project

Working class Family income: \$24,000-\$75,000 Net Wealth: \$4,800-\$170,000; Life experience marked by things like: Often little or no college education, in particular no BA from a four year college; Generally living paycheck to paycheck with little or no savings; Debt from education, medical bills, mortgages and credit card debt from day to day living expenses or emergencies; Rental housing, or one non-luxury home long saved for and lived in for decades; Housing sometimes unstable; Occupation often involves physical labor, service or care work for upper and middle-class people. Little control over pay, hours, or access to benefits.

Class Identity

Definitions adapted from the Catalyst Project

Middle class Family income: \$75,000 - \$121,000 Net Wealth: \$170,000 - \$500,000. Life experience marked by things like: College generally expected, may or may not complete Bachelor's degree; Homeownership or other generally stable and decent housing; Wealth is primarily in home and savings for education and retirement; Debt for people in this category is most often in mortgages, education or medical bills; Depends on wages/salaries to pay the bills. Often jobs with some benefits. More control over the hours and methods of work.

Class Identity

Definitions adapted from the Catalyst Project

Upper middle/ Managerial class Family income: \$121,000 - \$431,000 Net Wealth: \$500,000 - \$10,300,000. Life experience marked by things like: Life experience often marked by: Owning one or multiple homes, more likely to intentionally use a home as an investment to make money; Travel (including international); Education at elite private schools and elite/selective colleges, or at public universities without student loans; Wealth in home(s), retirement accounts, savings, and stock market; Often enough retirement savings to retire early, even if people choose to continue working; Many receive or pass down significant inheritances.

Class Identity

Definitions adapted from the Catalyst Project

Owning class Family income: Above \$431,000 Net Wealth: Above \$10,300,000; Life experience marked by things like: Most have enough income from assets/investments (stocks, bonds, etc.) that full-time work is optional; Education at elite/selective private schools and elite colleges without student loans; Receiving and/or passing down large inheritances; Luxuries, multiple homes and international travel; Social connections, status and financial knowledge to help the next generation remain wealthy; Positioned as political and economic decision-makers and central actors in shaping reality for self and others.

ACTION ITEM

You know what to do.