



Catalyst Circle

Bringing racial equity into focus for St. Louis



Racial Equity:

A reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin.

We operate in our world and live our lives unaware of many things happening around us – until there is a catalytic event. For St. Louis, for many people in St. Louis, the catalytic event to put racial equity at the forefront was the shooting of Michael Brown.

Throughout its history, St. Louis has long wrestled with race relations. Today, through the diligent work of the Ferguson Commission, we can better understand our role in making our community more equitable. The goal of this work, undertaken by individuals, small groups, and organizations throughout St. Louis, is to raise the level of understanding and identify a path toward racial equity.

Racial equity can come through system-wide policy changes. **It can also come through YOU.** By having potentially difficult conversations about race with your friends and family, we can all play a part in stemming the tide of racism. No longer being comfortable remaining a bystander to our community's racial inequities, this work will equip you to engage in those conversations, to share insights from a mismatched history, to radically listen to those who are different from you, and to become an individual catalyst for change in our community.

Why does this matter to you? To our community? Racial equity provides each of us with individual enrichment and exposes us to diversity of thought, making us each more knowledgeable and effective members of our community. For St. Louis, should our community truly experience racial equity, it means upwards of \$14 billion* added to our local economy.

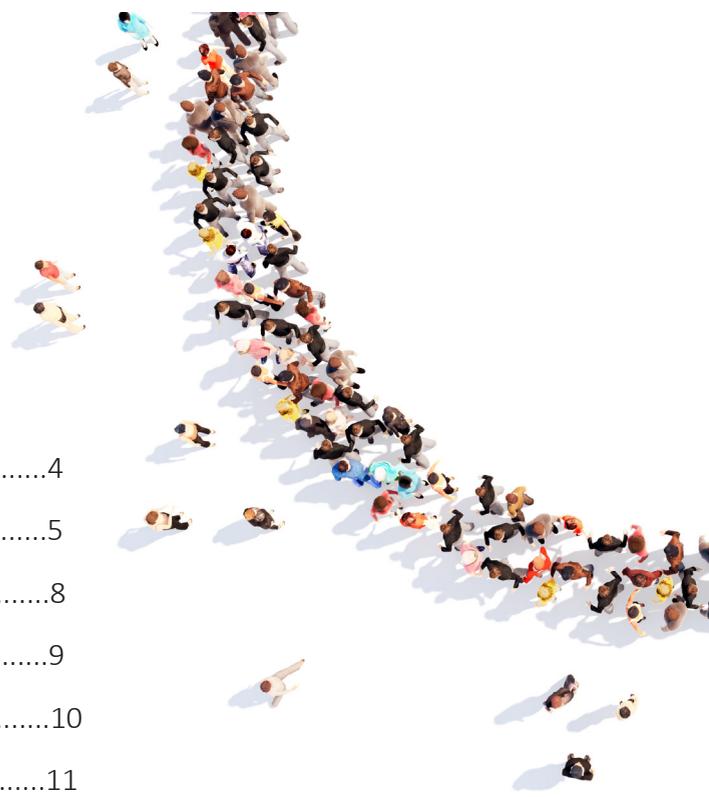
* https://pprc.umsl.edu/pprc.umsl.edu/data/stl_equity_assessment_may2015.pdf, p.15

For the St. Louis Region, in 2012 the economy would have been \$13.56 billion larger if there had been no racial gaps in income.

The information and data in this assessment was provided by PolicyLink and PERE, who runs the National Equity Atlas.

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Welcome to the Catalyst Circle.

Following a familiar book club format, the Catalyst Circle toolkit guides individuals, meeting in a small group over the course of twelve meetings, through a curriculum focused on bringing racial equity into focus.

Why focus on racial issues, particularly the disparity between black and white?

But don't All Lives Matter? Why is there a need to say Black Lives Matter? All lives do in fact matter. However, when the ability to predict the trajectory of someone's life based on the color of their skin is a signal of a larger problem. There is a long and deep historical bias of blacks in this country. Until this disparity is addressed and reversed, racial equity is unachievable.

If we can focus on the group who is experiencing the largest disparity, then hopefully we can apply those lessons learned to the groups who are also experiencing disparities.

The expectation is that participants will commit to the learning, engage respectfully with the group, and remain open to the thoughts, feelings, and actions of fellow Catalyst Circle participants.

The Catalyst Circle toolkit focuses on the systemic injustices faced by blacks in this country. The works and resources compiled in this toolkit are intended to shine a light on these oppressions. The focus of the Catalyst Circle in addressing racial equity is to put blacks at the center. However, as you take this journey it is important to remember that even though the focus is on black people, biases and oppressions do not end there. Many groups suffer under the systemic oppression created through policies that disenfranchise.

At the end of Meeting 12 with your Catalyst Circle, the next step is up to you. You may choose to pursue additional learning or training available via a number of local experts or organizations (see p. 18 for Additional Learning and Immersion Experience). You may wish to volunteer with an organization tackling one of the Calls to Action found in the Ferguson Commission's report. Regardless, you will walk forward with a firmer understanding of the racial inequities in our community and an ability to identify inequities when they appear. The goal of the Catalyst Circle is to prepare you to begin to stem the tide, no longer content to be a bystander.



“Black”/“African American” and “White”/“Caucasian” are being used throughout this toolkit interchangeably.



Introduction

The work you are about to embark on is not easy and it won't be quick.

Learning takes time.

Remember to be patient and forgiving of yourself and your Catalyst Circle participants.

No berating ourselves for what wasn't known. What is important today is that we are taking the necessary steps to increase our level of knowledge, compassion, and understanding. Respect yourself and respect each other. Appreciate that this is a learning journey that we are embarking upon together. You will mess up. You will know more today and the next day and the next.

This is where it all begins!

Catalyst Circle Formation

1. **Catalyst Circle Composition.** The ideal group size is 10 to 12 participants who have expressed an interest in learning about racial equity. Your group should form organically, and may include a mix of friends from various races or not.
2. **Facilitator(s).** It is strongly recommended that you engage a facilitator to participate in your Catalyst Circle meetings. To assist in finding a facilitator, there are several resources listed on page 18, under "Additional Training & Facilitation Resources."
3. **Recommended Logistics.** It is recommended that Catalyst Circles meet monthly and allow for two hours for each meeting. Your meeting schedule is ultimately up to you, to proceed at a pace that works well for your group. The meeting location may be decided by your group. It may be at one person's home, rotated at the homes of all participants, or hosted at a community gathering place, such as a public library.
4. **Set ground rules and expectations for the group.** See examples below, which should apply to each meeting.

Expectations

- This is a Judgment Free Zone
- Maintain communication and speak from your experience only, refrain from generalizations. Speak from the "I" and your personal perspectives only
- Embrace difficult conversations
- Understand your role during the conversation – this is a group learning opportunity, be respectful and allow time for each other's contributions
- Be present, invested, and available
- Take time to validate expressed emotion



- Understand reflecting and processing is a different form of coping
- Take the time you need when you need it
- Challenge one another by choice/ Support one another by choice (this isn't group therapy)
- We are committing to twelve meetings

Expectations Afterwards

- Continue the conversation
 - Continue to challenge and support
 - Prepare to engage in difficult conversations
 - Check in with group members
 - Set the tone for building a cohesive and civil team
5. **Introduction of Members.** What brought you here? What do you hope to learn from this experience?
 6. **Learning Methods and Curriculum.** Set forth within each meeting description are suggestions for an article, a book and a video. Your group chooses which learning methods to pursue. You can select all articles, all books, or all videos – or a combination of all three. Each meeting also notes additional learning opportunities and identifies specific cultural resources and dining and entertainment destinations to explore and experience.
 7. **How to check in with peers after the meeting.** Please take the time to speak with someone from the group that you may not know and exchange information to create a space for continued support outside of this conversation. Establishing an exclusive line of communication for the group to use during the Catalyst Circle may be helpful.

Suggested conversational questions:

- How did you feel about today's event?
- How can I support you?
- How do you feel?
- What do you need from me moving forward?



Working through Difficult Conversations

The following information is based on the seven steps to crucial conversations from the book “**Crucial Conversations: Tools for Talking When the Stakes Are High**” and may be beneficial to maintaining clear, open, and constructive conversation through the course of your Catalyst Circle.

1) Start with the heart

Where you come from dictates where you will get to. How we discuss something is often the real issue rather than what we are discussing. Thus we need to be in the right place ourselves and create the right space for the other person. So first we need to manage our emotions and mindset.

2) Stay in dialogue

The key to crucial conversations is to always stay in dialogue. If the lines of communication go down, then there is no hope for effective learning. Only when we are talking can we get all the relevant information out in the open and this requires a two-way flow of information.

3) Make it safe

We need to make a person feel ‘safe’ The safer they feel, the more likely they are to open up. The greater their fear the more likely they will either close down or fight back. Closing down can take one of three forms: masking (where we pretend to agree/be listening etc); avoiding (distraction techniques); and withdrawing.

4) Don’t get hooked by emotion (or hook them)

Crucial conversations are highly charged emotionally (and emotions are contagious). So how do we stay out of emotion? The first step to controlling our emotions is to name it – is it anger? frustration? hurt? ashamed? (We need to hone our ability to distinguish different emotions.)

5) Agree to mutual respect

If I perceive one thing and you perceive another, we need to approach the conversation from a position of mutual respect. The key to a successful conversation is a foundation of respect.

6) Separate facts from story

It’s critical to separate fact from opinion as they are very different. So, first one states only what is irrefutable evidence – *i.e.* what seen or heard (and not the meaning created from it). A hotel receipt is fact – the husband having an affair is only opinion at this stage. Facts are a safe place to start as it’s a shared basis of agreement and less likely to be as stained in emotion as opinion is. If the conversation starts to drift off-track later on, always bring it back to areas of common agreement (*e.g.* facts and/or shared purpose).

7) Agree to return to the commitment

Hopefully through a shared consensus, we can now explore options for improving how our conversations work within the Circle.

Agree to the ground rules of the conversation *before* the conversation.

Crucial Conversations Tools for Talking When Stakes Are High, Second Edition:
Edition 2. Kerry Patterson Joseph Grenny Ron McMillan Al Switzler, 2011

History of Race

Context, timeline of how race has played out in our history

Article

Black History: Facts, Information And Articles About Black History In The United States

Historynet.com (<http://www.historynet.com/black-history>)

Book

Lies My Teacher Told Me

(464 pgs)

James W. Loewen, 2007

This updated and revised edition of the American Book Award-winner and national bestseller revitalizes the truth of America's history, explores how myths continue to be perpetrated, and includes a new chapter on 9/11 and the Iraq War.

Americans have lost touch with their history, and in *Lies My Teacher Told Me* Professor James Loewen shows why. After surveying eighteen leading high school American history texts, he has concluded that not one does a decent job of making history interesting or memorable. Marred by an embarrassing combination of blind patriotism, mindless optimism, sheer misinformation, and outright lies, these books omit almost all the ambiguity, passion, conflict, and drama from our past.

Video

Racism: A History

3-part series (total run time 2 hr 56 min), available via YouTube (2007)

A documentary which explores the impact of racism on a global scale, as part of the season of programs marking the 200th anniversary of the abolition of slavery.

Additional Learning

Article

- *Historical Development of Institutional Racism*, Robette Ann Dias, 2013

Books

- *Parting the Waters*, Taylor Branch, 1989
- *The Fire Next Time*, James Baldwin, 1992
- *Welcome to Braggsville*, T. Geronimo Johnson, 2015
- *Race Matters*, Cornel West, 1994
- *Faces at the Bottom of the Well: The Permanence of Racism*, Derrick A. Bell, 1993
- *Black Skin, White Masks*, Frantz Fanon, 2008
- *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, Claude M. Steele, 2010
- *Post Traumatic Slave Syndrome*, Degruy, 2005

Videos

- *Race – The Power of an Illusion*, 2003
- *4 Little Girls*, 1997

Immersion Experience

1 in Civil Rights, The African American Freedom Struggle in St. Louis

Missouri History Museum



Introducing White Privilege

Article

Climbing the White Escalator
Betsy Leondar-Wright, 2004

(2 pgs)

Book

Waking Up White, and Finding Myself in the Store of Race
Debby Irving, 2014

(288 pgs)

For twenty-five years, Debby Irving sensed inexplicable racial tensions in her personal and professional relationships. As a colleague and neighbor, she worried about offending people she dearly wanted to befriend. As an arts administrator, she didn't understand why her diversity efforts lacked traction. As a teacher, she found her best efforts to reach out to students and families of color left her wondering what she was missing. Then, in 2009, one "aha!" moment launched an adventure of discovery and insight that drastically shifted her worldview and upended her life plan. In *Waking Up White*, Irving tells her often cringe-worthy story with such openness that readers will turn every page rooting for her-and ultimately for all of us.

Video

Is Racism Over Yet?

https://www.youtube.com/watch?v=h_hx30zOi9I (Laci Green, 2015) (run time 6 min 19 sec)

Additional Learning

Book

- *White Like Me*, Tim Wise, 2011

Immersion Experience

Old Courthouse

11 North 4th Street St. Louis, MO 63102

Explore a significant part of U.S. history when you visit the Old Courthouse, which was built between 1839 and 1862. Tour this architectural masterpiece with restored courtrooms and experience a time and place where Dred and Harriet Scott sued for their freedom and Virginia Minor fought for women's right to vote. Through special exhibits, learn about St. Louis' role in early settlers' movement into western America.

<http://www.gatewayarch.com/experience/old-courthouse.aspx>

877-982-1410

White Privilege, Continued

Article

White Privilege: Unpacking the Invisible Knapsack of White Privilege

Peggy McIntosh, 1988

(2 pgs)

This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies"

Book

Witnessing Whiteness

(268 pgs)

Shelly Toluck, 2010

Witnessing Whiteness invites readers to consider what it means to be white, describes and critiques strategies used to avoid race issues, and identifies the detrimental effect of avoiding race on cross-race collaborations. The author illustrates how racial discomfort leads white people toward poor relationships with people of color. Questioning the implications our history has for personal lives and social institutions, the book considers political, economic, socio-cultural, and legal histories that shaped the meanings associated with whiteness. For book discussion groups and workshop plans, please visit www.witnessingwhiteness.com.

Video

White Privilege, Explained

The Washington Post, 2016 (run time 3 min 22 sec)

https://www.washingtonpost.com/video/national/white-privilege-explained/2016/01/16/0173cba6-bbbc-11e5-85cd-5ad59bc19432_video.html

Christine Emba and Karen Attiah of The Washington Post's opinions section explain what "white privilege" means, how it originated and how it manifests in America.

Additional Learning

Books

- *Negroland: A Memoir*, Margo Jefferson, 2016
- *Why Are All the Black Kids Sitting Together in the Cafeteria?* Beverly Daniel Tatum, 2003

Immersion Experience

National Blues Museum

615 Washington Avenue St. Louis, MO 63101

With distinct roots in centuries-old African-American culture, the Blues has always been about those feelings the word itself conjures up: feelings of sadness and solitude, and of being impacted by forces outside of one's control. The Museum highlights the history of the Blues and its impact on American culture in the United States.

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

314-925-0016



Structure of Racism in Education

Article

Not Separate but Not Equal: Education in the United States

(http://racism.org/index.php?option=com_content&view=article&id=1167:education02-3&catid=49&Itemid=172, 2002)

Excerpted from: Rebecca L. Case, Not Separate but Not Equal: How Should the United States Address Its International Obligations to Eradicate Racial Discrimination in the Public Education System?, 21 Penn State International Law Review 205-226, 215-226 (Fall 2002)

Book

Deculturalization and the Struggle of Equality

(192 pgs)

Joel Spring, 2013

Deculturalization and the Struggle for Equality is a brief history of school policies affecting dominated groups in the United States. In seven concise chapters, the text looks at the educational, legal, and social construction of race and racism, with a focus on educational practices related to deculturalization, segregation, and the civil rights movement.

Video

FOCUS St. Louis Impact Fellows: Eliminating Out-of-School Suspensions

Caleb Wylde, 2016 (run time 5 min 15 sec)

<https://www.youtube.com/watch?v=dao6IBSMUbs&feature=youtu.be>

Firsthand stories from local students negatively impacted by out-of-school suspensions are shared, while bringing to light the devastating data pointing to disparities in how Black students are disciplined. This video was produced by the Youth at the Center working group of the inaugural class of the FOCUS St. Louis Impact Fellows program.

Additional Learning

Books

- *Unending Struggle: The Long Road to an Equal Education in St. Louis*, Susan Uchitelle, 2004
- *The Short and Tragic Life of Robert Peace*, Jeff Hobbs, 2015
- *Stepping over the Color Line: African-American Students in White Suburban Schools*, Amy Stuart Wells, 1999
- *Power, Privilege, and Difference* Allan G. Johnson, 2006
- *What if all the Kids are White?*, Derman-Sparks & Ramsey, 2011

Immersion Experience

Katherine Dunham Museum

1005 Pennsylvania Avenue East St. Louis, IL 62201

The Katherine Dunham Museum houses Miss Dunham's outstanding collection of symbolic and functional art, including more than 250 African and Caribbean art objects from more than 50 countries.

<http://kdcah.org/museum/>

618-795-5970





Structure of Racism in Residential Choice

Article

Affluent and Black, and Still Trapped by Segregation

John Eligon & Robert Gebeloff, NY Times 08-16-2016

http://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?_r=0

Book

Saving the Neighborhood:

(304 pgs)

Racially Restrictive Covenants, Law, and Social Norms

Richard R. W. Brooks, Carol M. Rose, 2013

Saving the Neighborhood tells the charged, still controversial story of the rise and fall of racially restrictive covenants in America, and offers rare insight into the ways legal and social norms reinforce one another, acting with pernicious efficacy to codify and perpetuate intolerance.

The early 1900s saw an unprecedented migration of African Americans leaving the rural South in search of better work and equal citizenship. In reaction, many white communities instituted property agreements—covenants—designed to limit ownership and residency according to race. Restrictive covenants quickly became a powerful legal guarantor of segregation, their authority facing serious challenge only in 1948, when the Supreme Court declared them legally unenforceable in *Shelley v. Kraemer*. Although the ruling was a shock to courts that had upheld covenants for decades, it failed to end their influence. In this incisive study, Richard Brooks and Carol Rose unpack why.

Video

RACE – THE POWER OF AN ILLUSION: The Genesis of Discriminatory Housing Policies, Episode 3

California Newsreel, 2003 (run time 29 min 18 sec)

It illustrates how government policies and private practices helped create the segregated suburbs and the racial wealth gap.

Additional Learning

Books

- *Negroland: A Memoir*, Margo Jefferson, 2016
- *Why Are All the Black Kids Sitting Together in the Cafeteria?*, Beverly Daniel Tatum, 2003

Immersion Experience

Griot Museum of Black History

2505 St. Louis Avenue St. Louis, MO 63106

The Griot uses life-size wax figures, other art, artifacts, and memorabilia to interpret the stories of African Americans with a regional connection who have contributed to our country's development.

<http://www.thegriotmuseum.com/>

314-241-7057



Structure of Racism in Health Care

Article

“Systemic racism and U.S. health care”

Joe Feagin, Zinobia Bennefield, Department of Sociology, Texas A&M University, 2013
https://www.researchgate.net/publication/260129550_Systemic_racism_and_US_health_care

Book

For the Sake of All **Jason Purnell, 2015**

(77 pgs)

A report on the health and well-being of African Americans in St. Louis and why it matters for everyone.

Video

A doctor’s memoirs – Black Men in a White Coat

PBS News Hour, 2015 (run time 6 min 27 sec)

https://www.youtube.com/watch?v=6TJa3_FOLdw

In medical school, Dr. Damon Tweedy says he learned about health problems being more common in the black community, but he didn’t hear the reasons why. In “Black Man in a White Coat,” Tweedy examines racial disparities in medicine, for both patients and medical professionals.

Additional Learning

Articles

- “Unconscious” Racial Bias Among Doctors Linked To Poor Communication With Patients, Dissatisfaction With Care” Medicine, Johns Hopkins. Medical News Today. MediLexicon, Intl., 16 Mar. 2012. <http://www.medicalnewstoday.com/releases/242975.php>

Books

- *The Immortal Life of Henrietta Lacks*, Rebecca Skloot, 2011
- *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Dorothy Roberts, 1998

Immersion Experience

Mary Meachum Freedom Crossing

4500 East Prairie Avenue St. Louis, MO 63106

In the early morning hours of May 21, 1855, a small group of runaway slaves and their guides crossed the Mississippi River from St. Louis, attempting to reach a route to freedom through Illinois. Accompanying them was Mary Meachum, a free woman of color, the widow of a prominent black clergyman.

<https://www.visitmo.com/mary-meachum-freedom-crossing-and-rest-area.aspx>

314-584-6703



Mid-point Check in

Time for Reflection!

This is hard work and sometimes the discussions can get intense, or downright emotional. This is a good time to pause and take stock in what you have accomplished so far in your individual learning and as a group.

Depending on conversations thus far and your group's dynamics, you may wish to visit one of the restaurants on the cultural immersion list to celebrate progress to-date and discuss the questions below. Your group is also welcome to continue meet at your regular location. Regardless of where you meet, this is a good time to check in with one another and discuss the learning to-date by following the discussion outline below.

Break out into smaller groups of 2-3 to work through your answers to the following questions. We will reassemble after 15-20 minutes to talk about what was discussed in these smaller groups.

- What has been most surprising?
- What emotion has been most prevalent for you?
- How has this group supported your learning?
- In what ways has the group dynamic been positive?
- Are there opportunities for the group to improve?
- How have you grown as an individual and a group?
- Do you notice any differences in you since you began this program?

For those interested in an additional discussion piece, the following article may be of interest.

Racial Bias, Even When We Have Good Intentions

http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?_r=1NY

The deaths of African-Americans at the hands of the police in Ferguson, Mo., in Cleveland and on Staten Island have reignited a debate about race. Some argue that these events are isolated and that racism is a thing of the past. Others contend that they are merely the tip of the iceberg, highlighting that skin color still has a huge effect on how people are treated.



Structure of Racism in Criminal Justice

Article

INFOGRAPHIC: Racism in the Criminal Justice System
<http://www.arrestrecords.com/infographic-racism-in-the-criminal-justice-system/>, 2014

Book

The New Jim Crow (336 pgs)
Michelle Alexander, 2012

Once in a great while a book comes along that changes the way we see the world and helps to fuel a nationwide social movement. *The New Jim Crow* is such a book. Praised by Harvard Law professor Lani Guinier as “brave and bold,” this book directly challenges the notion that the election of Barack Obama signals a new era of colorblindness. With dazzling candor, legal scholar Michelle Alexander argues that “we have not ended racial caste in America; we have merely redesigned it.” By targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control—relegating millions to a permanent second-class status—even as it formally adheres to the principle of colorblindness. In the words of Benjamin Todd Jealous, president and CEO of the NAACP, this book is a “call to action.”

Video

The Central Park Five
 2012 (run time 1 hr 59 min) available via Netflix
 A film from award-winning filmmaker Ken Burns, tells the story of the five black and Latino teenagers from Harlem who were wrongly convicted of raping a white woman in New York City’s Central Park in 1989. The film chronicles The Central Park Jogger case, for the first time from the perspective of these five teenagers whose lives were upended by this miscarriage of justice.

Additional Learning

Articles

- *Reducing Racial Disparity in the Criminal Justice System: A Manual for Practitioners and Policymakers*, The Sentencing Project, 2008

Videos

- *Murder on a Sunday Morning*, 2001
- *Impact Of The Media On The Justice System: “The Central Park Five,”* available via Netflix
- *Racial Profiling: “Crisis Of Distrust: Police And Community In Toronto,”* available via YouTube
- *Police Brutality: “No Justice, No Peace,”* available via YouTube
- *“These Streets Are Watching,”* available via YouTube
- *13th*, Ava DuVernay, 2016, available on Netflix

Immersion Experience

Delmar Boulevard is seen as a significant dividing line between racial and socioeconomic communities in St. Louis, so much so that it is often referred to as the “Delmar Divide.” Starting at Delmar and I-170 in University City, drive the Delmar Divide to Tucker Boulevard in downtown St. Louis. What do you see?





Structure of Racism in Economic Opportunity

Article

Being Poor, Black, and American: The Impact of Political, Economic, and Cultural Forces

William Julius Wilson, American Educator, v35 n1 p10-23, 46 Spr 2011

<http://files.eric.ed.gov/fulltext/EJ920512.pdf>

In this article, the author provides a political, economic, and cultural framework for understanding the emergence and persistence of concentrated urban poverty. He pays particular attention to poor inner-city black neighborhoods, which have the highest levels of concentrated poverty. He concludes this article by suggesting a new agenda for America’s ghetto poor.

Book

Invisible Man

(581 pgs)

Ralph Ellison, 1995

Invisible Man is a milestone in American literature, a book that has continued to engage readers since its appearance in 1952. A first novel by an unknown writer, it remained on the bestseller list for sixteen weeks, won the National Book Award for fiction, and established Ralph Ellison as one of the key writers of the century. The nameless narrator of the novel describes growing up in a black community in the South, attending a Negro college from which he is expelled, moving to New York and becoming the chief spokesman of the Harlem branch of “the Brotherhood”, and retreating amid violence and confusion to the basement lair of the Invisible Man he imagines himself to be. The book is a passionate and witty tour de force of style, strongly influenced by T.S. Eliot’s *The Waste Land*, Joyce, and Dostoevsky.

Video

Racism In The Media: “The Modern Racist Paradigm”

<https://www.youtube.com/watch?v=1L2uzjWv4hl> (run time 1 hr 15 min 10 sec)

This is a well researched documentary that exposes the “White” Media’s long-term agenda to standardize Caucasian people as the “social norm” for general society.

Additional Learning

Article

- *What Has Economics to Say About Racial Discrimination?*

Books

- *Slavery by Another Name*, Douglas A. Blackmon, 2009
- *Race, Liberalism, and Economics*, David Colander, Robert E. Prasch, and Falguni A. Sheth, editors, 2006

Videos

- *Shopping While Black*
- *Two Lives of Jasmine* (For the Sake of All Video)

Immersion Experience

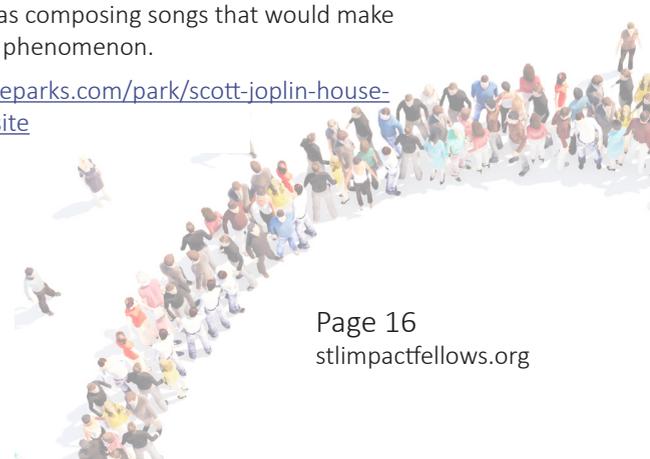
Scott Joplin State Historic Site

2658 Delmar Boulevard St. Louis, MO 63103

An authentic player piano fills the air with Scott Joplin melodies as you walk through the modest flat on Delmar Boulevard that Joplin and his wife Belle lived in during their time in St. Louis. Lit by gaslight, the home is furnished, as it would have been in 1902 when Joplin was composing songs that would make him a national phenomenon.

<https://mostateparks.com/park/scott-joplin-house-state-historic-site>

314-340-5790



Race in St. Louis

Article

Black Archipelago: Politics and Civic Life in the Jim Crow City
Joseph Heathcott, 2005

The relationship between segregation, black political experience, and civic culture in urban America is neither simple nor straightforward. This paper examines the development of a rich and varied black civic life in St. Louis during the first half of the twentieth century amid a climate of deepening racial hostility.

Book

Ferguson Fault Lines: The Race Quake That Rocked a Nation (251 pgs)
Kimberly Jade Norwood, 2016

In almost every highly publicized case of police using deadly force and killing unarmed individuals, the person killed was an African American male. These incidents have caused dramatic erosion in public confidence in the justice system and America’s promise of equal treatment under the law. Minority communities lack confidence in our judicial system.

First, we must recognize our own biases. We all have them. No one is exempt. The biggest challenge, however, is to figure out what we do once we recognize them. For those working in the justice system, from police to prosecutors and judges, and yes, even public defenders, the consequences have broad, far-reaching, and sometimes even fatal consequences.

Video

Bob’s Tour “Understanding What We See”

Jun Bae, 2015 (run time 74 min)

<https://vimeo.com/168274057> Password: taleoftocities

In its portrait of a white man with a black son, the film provides an intimate look at Hansman and his insights into segregated St. Louis. The film follows Hansman as he takes his students on an unusual bus tour of our racially divided city — including Ferguson and the deliberately vanished neighborhood of Mill Creek Valley — offering an informative history of African-Americans in St. Louis.

Additional Learning

Article

- *A Preservation Plan for St. Louis, Part I: Historic Contexts, 8 - The African-American Experience*, <https://www.stlouis-mo.gov/government/departments/planning/cultural-resources/preservation-plan/Part-I-African-American-Experience.cfm>

Book

- *Discovering African American St. Louis, A Guide to Historic Sites*, John A. Wright, 2002
- *Mapping Decline*, Colin Gordon, 2009

Video

- *The Pruitt-Igoe Myth*, 2011 <http://www.pruitt-igoe.com/>

Immersion Experience

1 in Civil Rights, The African American Freedom Struggle in St. Louis

Missouri History Museum

Or, if you visited the exhibit during Meeting 2, visit:

Vaughn Cultural Center

3701 Grandel Square St. Louis, MO 63108

<https://www.ulstl.com/vaughn-cultural-center/>

314-615-3631



Wrap Up and Call to Action

Report

You have taken the first steps in a journey to changing the tides of oppression, by simply recognizing that there is a system in place that consistently targets those of the black race. Your next steps are up to you, though we highly suggest that you continue being a catalyst. Remember though, the importance of intersectionality and that black people are not the only ones that suffer under the systems of our society. There are a series of marginalized groups that move in a different world than those that have privilege due to their skin color, gender, sexual identity, social economic status, ability, etc. For this reason, this work is continuous.

Forward through Ferguson: A Path Toward Racial Equity

ForwardthroughFerguson.org

Welcome to the Ferguson Commission’s report. We hope this innovative report format serves as an engagement tool, wrapping each signature priority with related policy calls to action, national model examples, context and history, day-to-day implications, as well as other necessary tools and information.

Excerpts from the ‘Letter from the Co-Chairs,’ Ferguson Commission

This report is presented with an understanding that it reveals difficult, uncomfortable truths about this region we call home. It should be read with an understanding that there are ways to address these issues, and that there are people of goodwill who want to address these issues. Perhaps most importantly, addressing these significant challenges will take all of us working together to find common ground. This is our opportunity to realize that we don’t have to see eye to eye to walk arm in arm.

...

So often throughout this process, friends, family, neighbors and colleagues, knowing of the work of the Commission, have asked, “What can I do?” Well, there is something for all of us to do.

...

We have attempted to identify specific things you can do—to learn more, to act, to voice your support or dissent, and to find ways you can join to be part of the solution. We hope that as more and more people read and engage with the report, the number of ways to connect, and the number of things you can do, will grow.

...

Because for St. Louis to get better, to become more fair, to become more equitable, to become more just, it will take all of us. We can do this. We can be better.

Additional Training & Facilitation Resources

Anti-Bias, AntiRacist (ABAR) Education, Crossroads Antiracism Organizing & Training, <http://crossroadsantiracism.org>, 708-503-0804

Diversity Awareness Partnership, dapstl.org, 314-246-3146

National Conference for Community and Justice of Metropolitan St. Louis (NCCJ St. Louis), nccjstl.org, 314-432-2525

YWCA Eliminating Racism Empowering Women, <http://www.ywcastlouis.org>, 314-531-1115

Anti-defamation League, <http://stlouis.adl.org/>, 314-721-1270

Racial Equity Learning Exchange, <http://www.khatibwaheed.com/>, 314-721-0557

U.S. Bancorp Community Development Corporation, <https://www.usbank.com/commercial-business/tax-credit-financing/>, Claire Schell, Asst VP Diversity, Equity & Inclusion 314-335-2600

Crossroads College Prep, <http://crossroadscollegeprep.org/>, 314-367-8085

City Garden Montessori, <http://www.citygardenschool.org/>, 314-664-7646

International Institute, <https://www.iistl.org/>, 314-773-9090

The organizations listed above will be happy to help you with your next step in bringing racial equity into focus for St. Louis – whether that is additional training, volunteering or organizing. Best wishes for great impact.

Get Involved





Additional Learning

Articles

- *A Preservation Plan for St. Louis, Part I: Historic Contexts, 8 - The African-American Experience* (<https://www.stlouis-mo.gov/government/departments/planning/cultural-resources/preservation-plan/Part-I-African-American-Experience.cfm>)
- *Affluent and Black, and Still Trapped by Segregation*, John Eligon & Robert Gebeloff, 2016 (<http://www.kolumnmagazine.com/2016/08/25/affluent-black-still-trapped-segregation/>)
- *Being Poor, Black, and American: The Impact of Political, Economic, and Cultural Forces*, William Julius Wilson, 2011 (<http://files.eric.ed.gov/fulltext/EJ920512.pdf>)
- *Black Archipelago: Politics and Civic Life in the Jim Crow City*, Joseph Heathcott, 2005 (<http://users.clas.ufl.edu/davidson/Jim%20Crow%20America%20Spring%202016/Jim%20Crow%20America%20course%20readings/Week%208%20Urban%20living/Heathcott%202005%20jim%20crow%20in%20st%20louis.pdf>)
- *Black History: Facts, Information And Articles About Black History In The United States*, Historynet.com (<http://www.historynet.com/black-history>)
- *Climbing the White Escalator*, Betsy Leondar-Wright, 2004 (<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnc3cGNYMjAxNHxneDo3MGI2YzYzY2NhNTE1Y2Vm>)
- *Historical Development Of Institutional Racism*, Robette Ann Dias, 2013, (<http://www.crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads%20Historical%20Development%20of%20Racism.pdf>)
- INFOGRAPHIC: *Racism in the Criminal Justice System*, ArrestRecords.com, 2014 (<http://www.arrestrecords.com/infographic-racism-in-the-criminal-justice-system>)
- *Not Separate but Not Equal: Education in the United States*, Rebecca L. Case, 2002 (http://www.racism.org/index.php?option=com_content&view=article&id=1167:education02-3&catid=49&Itemid=172)
- *Reducing Racial Disparity in the Criminal Justice System: A Manual for Practitioners and Policymakers*, The Sentencing Project, 2008 (<http://www.sentencingproject.org/wp-content/uploads/2016/01/Reducing-Racial-Disparity-in-the-Criminal-Justice-System-A-Manual-for-Practitioners-and-Policymakers.pdf>)
- *Systemic racism and U.S. Health Care*, Joe Feagin, Zinobia Bennefield, 2013 (https://www.researchgate.net/publication/260129550_Systemic_racism_and_US_health_care)
- *"Unconscious" Racial Bias Among Doctors Linked To Poor Communication With Parents, Dissatisfaction With Care*, Medicine, John Hopkins, 2012 (<http://www.medicalnewstoday.com/releases/242975.php>)
- *What Has Economics to Say About Racial Discrimination?*, Kenneth J. Arrow, 1998 (<http://www.rochester.edu/college/psc/clarke/214/Arrow98.pdf>)
- *White Privilege: Unpacking the Invisible Knapsack of White Privilege*, Peggy McIntosh, 1988 (<https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>)

Books*

- *Ain't I A Woman: Black Women and Feminism*, Bell Hooks, 1981, 220 pgs
- *American Apartheid*, Douglas Massey and Nancy Denton, 1998, 312 pgs
- *Beloved*, Toni Morrison, 1987, 321 pgs
- *Between the World and Me*, Ta-Nehisi Coates, 2015, 176 pgs
- *Black Skin, White Masks*, Frantz Fanon, 2008, 206 pgs
- *The Bluest Eye*, Toni Morrison, 1970, 224 pgs
- *Citizen: An American Lyric*, Claudia Rankine, 2014, 160 pgs
- *Deculturalization and the Struggle of Equality*, Joel Spring, 2013, 192 pgs
- *Discovering African American St. Louis, A Guide to Historic Sites*, John A. Wright, 2002, 197 pgs
- *Faces at the Bottom of the Well: The Permanence of Racism*, Derrick A. Bell, 1993, 222 pgs
- *Ferguson Fault Lines: The Race Quake That Rocked a Nation*, Kimberly Jade Norwood, 2016, 251 pgs
- *Fire in the Heart: How White Activists Embrace Racial Justice*, Mark R. Warren, 2010, 320 pgs
- *The Fire Next Time*, James Baldwin, 1992, 128 pgs
- *For the Sake of All*, Jason Purnell, 2015, 77 pgs
- *The Immortal Life of Henrietta Lacks*, Rebecca Skloot, 2011, 381 pgs
- *Invisible Man*, Ralph Ellison, 1995, 581 pgs
- *Just Mercy: A Story of Justice and Redemption*, Brian Stevenson, 2014, 368 pgs
- *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Dorothy Roberts, 1998, 384 pgs
- *Lies My Teacher Told Me*, James W. Loewen, 2007, 464 pgs

* Many of the books listed here may be found at the St. Louis County Library. Most may also be purchased through Amazon at: <http://a.co/342YkmX>



Additional Learning, continued

- *Living with Racism: The Black Middle-Class Experience*, Joe R. Feagin and Melvin P. Sikes, 1995, 416 pgs
- *Mapping Decline*, Colin Gordon, 2009, 304 pgs
- *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*, Harriet A. Washington, 2008, 528 pgs
- *Negroland: A Memoir*, Margo Jefferson, 2016, 272 pgs
- *The New Jim Crow*, Michelle Alexander, 2012, 336 pgs
- *Parting the Waters*, Taylor Branch, 1989, 1088 pgs
- *Post-Traumatic Slave Syndrome*, Joy DeGruy, 2005, 235 pgs
- *Power, Privilege, and Difference*, Allan G. Johnson, 2006, 392 pgs
- *Race Matters*, Cornel West, 1994, 159 pgs
- *Race, Liberalism, and Economics*, David Colander, Robert E. Prasch and Falguni A. Sheth editors, 2006, 344 pgs
- *Saving the Neighborhood: Racially Restrictive Covenants, Law, and Social Norms*, Richard R. W. Brooks and Carol M. Rose, 2013, 304 pgs
- *The Sellout: A Novel*, Paul Beatty, 2015, 304 pgs
- *The Short and Tragic Life of Robert Peace*, Jeff Hobbs, 2015, 432 pgs
- *Slavery by Another Name*, Douglas A. Blackmon, 2009, 496 pgs
- *Small Great Things: A Novel*, Jodi Picoult, 2016, 480 pgs
- *Stepping over the Color Line: African-American Students in White Suburban Schools*, Amy Stuart Wells, 1999
- *Their Eyes Were Watching God*, Zora Neale Hurston, 1937, 219 pgs
- *To Kill A Mockingbird*, Harper Lee, 1988, 384 pgs
- *Unending Struggle: The Long Road to an Equal Education in St. Louis*, Susan Uchitelle, 2004, 288 pgs
- *Waking Up White, and Finding Myself in the Store of Race*, Debby Irving, 2014, 288 pgs
- *The Warmth of Other Suns*, Isabel Wilkerson, 2011, 622 pgs
- *Welcome to Braggsville*, T. Geronimo Johnson, 2015, 400 pgs
- *What if all the Kids are White?*, Derman-Sparks & Ramsey, 2011, p16 pgs
- *When Affirmative Action Was White*, Ira Katznelson, 2005, 272 pgs
- *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, Claude M. Steele, 2010, 256 pgs
- *White Like Me*, Tim Wise, 2011, 208 pgs
- *Why Are All the Black Kids Sitting Together in the Cafeteria?*, Beverly Daniel Tatum, 2003, 294 pgs
- *Witnessing Whiteness*, Shelly Toluck, 2010, 268 pgs

Videos

- 4 Little Girls, Link, Spike Lee, 1997 (run time 1 hr 42 min)
- 13th, available via Netflix, (Ava DuVernay, 2016) (run time 1 hr 40 min)
- A doctor's memoirs - Black Men in a White Coat, https://www.youtube.com/watch?v=6TJa3_FOLdw, (PBS Newshour, 2015) (run time 6 min 7 sec)
- Bob's Tour: Understanding What We See (2015) (run time 74 min)
- The Central Park Five, Link, (Ken Burns, 2012) (run time 1 hr 59 min)
- The Delmar Divide <https://www.youtube.com/watch?v=veDFnZlBo0A> (Chad Maxwell, 2014) (run time 4 min 6 sec)
- FOCUS St. Louis Impact Fellows: Eliminating Out-of-School Suspensions, <https://www.youtube.com/watch?v=dao6IBSMUbs&feature=youtu.be>, (Caleb Wylde, 2016) (run time 5 min 15 sec)
- Is Racism Over Yet?, https://www.youtube.com/watch?v=h_hx30zOi9I, (Lacie Green, 2015) (run time 6 min 19 sec)
- Murder on a Sunday Morning, <http://www.imdb.com/title/tt0307197/>, (2000) (run time 51 min)
- Police Accountability: These Streets Are Watching <https://www.youtube.com/watch?v=sxIRL3QCari> (Jacob Crawford, 2010) (run time 53 min 29 sec)
- Police Brutality: No Justice, No Peace <https://www.youtube.com/watch?v=MShuWFO1-MM> (Liberation News, 2013) (run time 32 min 33 sec)
- Race - The Power of an Illusion, https://www.youtube.com/watch?v=B7_YHur3G9g, 3-part series, California Newsreel, 2003, (Posted by Eliabe Ribeiro Vidal) (run time 2 hr 48min)
- Racial Profiling: Crisis Of Distrust: Police And Community In Toronto (<https://www.youtube.com/watch?v=u627BsqA5BM>) (Policing Literacy Initiative Production, 2014) (run time 29 min 15 sec)
- Racism: A History, <https://www.youtube.com/watch?v=efl6T8lovqY>, 3-part series, 2007, (Posted by Bifutake)



- Takebifu) (run time 2 hr 56 min)
- Two Lives of Jasmine <https://forthesakeofall.org/2014/06/23/jasmine/> (For the Sake of All Report by Nine Network, 2014) (run time 3 min 33 sec)
- The Pruitt-Igoe Myth, <http://www.pruitt-igoe.com> (2011)
- What Would You Do? Shopping While Black 2 <https://www.youtube.com/watch?v=hhM7Gzlt3sU> (ABC News, 2010) (run time 8 min 40 sec)
- White Privilege, Explained, <http://wapo.st/1Rs3c3W>, (The Washington Post, 2016) (run time 3 min 22 sec)

Podcasts

- St. Louis History in Black and White, St. Louis Public Radio, <http://www.stlpublicradio.org/programs/black-white/>
- This American Life, St. Louis Public Radio, <http://news.stlpublicradio.org/content/american-life-kwmu>
- We Live Here, St. Louis Public Radio, <http://www.welivehere.show> or <http://news.stlpublicradio.org/term/we-live-here#stream/0>

Additional Immersion Activities

- 10th Street Gallery, <http://www.10thstreetgallery.com/>, 314-436-1806
- African Arts Festival, <http://www.stlafricanartsfest.com/>
- The Black Rep, <http://www.theblackrep.org/>, 314-534-3810
- Festival of Nations, International Institute, <http://www.festivalofnationsstl.org/>
- George Washington Carver Garden, Missouri Botanical Garden, <http://www.missouribotanicalgarden.org/media/fact-pages/carver-garden.aspx>, 314-577-5100
- Griot Museum of Black History, <http://www.thegriotmuseum.com>, 314-241-7057
- Hispanic Festival, <http://www.hispanicfestivalstl.com/>, 314-837-6100
- Holocaust Museum, <http://hmlc.org/>, 314-432-0200
- Jazz at the Bistro, <http://www.jazzstl.org/jazz-at-the-bistro/>
- Katherine Dunham Museum, <http://kdcah.org/museum/>, 618-795-5970
- Mary Meachum Freedom Crossing, <https://www.visitmo.com/mary-meachum-freedom-crossing-and-rest-area.aspx>, 314-584-6703
- Maya Angelou Birth Home, http://www.stlamerican.com/entertainment/living_it/st-louis-city-names-maya-angelou-s-birthplace-a-landmark/article_101fb374-8172-11e5-95bc-b3cbd77b1632.html
- Missouri History Museum, <http://www.mohistory.org/>, 314-7464599
- National Blues Museum, <https://www.nationalbluesmuseum.org>, 314-925-0016
- Old Courthouse, <http://www.gatewayarch.com/experience/old-courthouse.aspx>, 877-982-1410
- Saint Louis Art Museum, <http://www.slam.org/>, 314-721-0072
- Scott Joplin State Historic Site, <https://mostateparks.com/park/scott-joplin-house-state-historic-site>, 314-340-5790
- Soul of America, St. Louis Black History Sites, <http://legacy.soulofamerica.com/st-louis-historic-sites.phtml>
- St. Louis Sites Significant to Black History, <http://explorestlouis.com/press-release/many-st-louis-sites-significant-in-black-history/>
- St. Louis Walk of Fame, <http://www.stlouiswalkoffame.org/foreward.html>
- Troy's Jazz Room, <http://www.troysjazzgallery.com/>, 314-932-1121
- Vaughn Cultural Center, <https://www.ulstl.com/vaughn-cultural-center/>, 314-615-3631

Restaurants

- Goodie Goodie Diner, 5900 Natural Bridge Ave, St. Louis MO 63120 www.goodygoodydiner.com
- Gulf Shores Restaurant and Grill, 12528 Olive Blvd, Creve Coeur, MO 63141 <http://gulfshoresrestaurantand-grill.com/>
- SweetArt Bakeshop, 2203 S 39th St., St. Louis MO 63110 www.sweetartstl.com
- Sweetie Pie's The Upper Crust, 3643 Delmar Blvd St. Louis MO 63108 www.sweetiepieskitchen.com
- The Kitchen Sink, 626 N 6th St., St. Louis MO 63101 <http://thekitchensink.letseat.at/>



Key Terms

This is a list of carefully researched and thoughtfully discussed definitions for key social justice terms. It is by no means a comprehensive list, but it is a good place to start.

Ableism: A system of oppression that includes discrimination and social prejudice against people with intellectual, emotional, and physical disabilities, their exclusion, and the valuing of people and groups that do not have disabilities.

Ageism: A system of oppression that works against the young and the old and values individuals in their 30s to 50s.

Ally: a person who is a member of an advantaged social group who takes a stand against oppression, works to eliminate oppressive attitudes and beliefs in themselves and their communities, and works to interrogate and understand their privilege.

Classism: The institutional, cultural, societal, and individual beliefs and practices that assign value to people based in their socio-economic class. Here, members of more privileged socio-economic classes are seen as having a greater value.

Collusion: Thinking and acting in ways that support dominant systems of power, privilege, and oppression. Both privileged and oppressed groups can collude with oppression.

Cultural Representations: Cultural representations refer to popular stereotypes, images, frames and narratives that are socialized and reinforced by media, language and other forms of mass communication and “common sense.” Cultural representations can be positive or negative, but from the perspective of the dismantling structural racism analysis, too often cultural representations depict people of color in ways that are dehumanizing, perpetuate inaccurate stereotypes, and have the overall effect of allowing unfair treatment within the society as a whole to seem fair, or ‘natural.’

Discrimination: When members of a more powerful group behave unjustly or cruelly to members of a less powerful group (Qkit: LGBTQ Residence Hall Programming Toolkit, UC Riverside)

Diversity: Diversity has come to refer to the various backgrounds and races that comprise a community, nation or other grouping. In many cases the term diversity does not just acknowledge the existence of diversity of background, race, gender, religion, sexual orientation and so on, but implies an appreciation of these differences. The structural racism perspective can be distinguished from a diversity perspective in that structural racism takes direct account of the striking disparities in well-being and opportunity areas that come along with being a member of a particular group and works to identify ways in which these disparities can be eliminated.

Ethnicity: Ethnicity refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on. Race, on the other hand, describes categories assigned to demographic groups based mostly on observable physical characteristics, like skin color, hair texture and eye shape.

Gender: Socially constructed roles, behaviors, activities, and attributes that a given society deems masculine or feminine. This social construct is often linked to and confused with the biological construct of sex.

Horizontal Oppression: When people from targeted groups believe, act on, or enforce dominant systems of oppression against other members of targeted groups.

Internalized Oppression: the fear and self-hatred of one’s own identity or identity group. Internalized oppression is learned and is based in the acceptance of oppressive stereotypes, attitudes, and beliefs about one’s own identity group.

Intersectionality: A feminist sociological model and/or lens for critical analysis that focuses on the intersections of multiple, mutually-reinforcing systems of oppression, power, and privilege. Intersectional theorists look at how the individual experience is impacted by multiple axes of oppression and privilege. Variables include, but are not limited to: race, gender, ethnicity, religion ability, education, sexual orientation, sexuality, gender identity, gender expression, class, first language, citizenship, and age. (J. Beal 2011)

Key Terms, continued

Institutional Racism: Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices can significantly disadvantage workers of color.

Individual Racism: Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate or bias based on race.

National Values: National values are behaviors and characteristics that we as members of a society are taught to value and enact. Fairness, equal treatment, individual responsibility, and meritocracy are examples of some key national values in the United States. When looking at national values through a structural racism lens, however, we can see that there are certain values that have allowed structural racism to exist in ways that are hard to detect. This is because these national values are referred to in ways that ignore historical realities. Two examples of such national values are ‘personal responsibility’ and ‘individualism,’ which convey the idea that people control their fates regardless of social position, and that individual behaviors and choices alone determine material outcomes.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

- Oppression denotes structural and material constraints that significantly shape a person’s life chances and sense of possibility.
- Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.
- Oppression resides not only in external social institutions and norms but also within the human psyche as well.
- Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically. (Adams, Bell, and Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.)

Power: the ability to get what you want (The GLSEN Jumpstart Guide: Examining Power, Privilege, and Oppression).

Prejudice: A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics. (Institute for Democratic Renewal and Project Change Anti-Racism Initiative. *A Community Builder’s Tool Kit*. Claremont, CA: Claremont Graduate University.)

Privilege: A group of unearned cultural, legal, social, and institutional rights extended to a group based on their social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. Some people who can “pass” as members of the privileged group might have access to some levels of privilege (J. Beal 2009).

Progress & Retrenchment: This term refers to the pattern in which progress is made through the passage of legislation, court rulings and other formal mechanisms that aim to promote racial equality. *Brown v. Board of Education* and the Fair Housing Act are two prime examples of such progress. But retrenchment refers to the ways in which this progress is very often challenged, neutralized or undermined. In many cases after a measure is enacted that can be counted as progress, significant backlashes—retrenchment—develop in key public policy areas. Some examples include the gradual erosion of affirmative action programs, practices among real estate professionals that maintain segregated neighborhoods, and failure on the part of local governments to enforce equity oriented policies such as inclusionary zoning laws.

Key Terms, continued

Racial Equity: Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society's benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society's benefits or burdens just because of the color of their skin. This is in contrast to the current state of affairs in which a person of color is more likely to live in poverty, be imprisoned, drop out of high school, be unemployed and experience poor health outcomes like diabetes, heart disease, depression and other potentially fatal diseases. Racial equity holds society to a higher standard. It demands that we pay attention not just to individual-level discrimination, but to overall social outcomes.

Racism: oppression against individuals or groups based on their actual or perceived racial identity.

Religious Oppression: oppression against individuals or groups based on their religious beliefs and practices.

- **Islamophobia:** the irrational fear or hatred of Islam, Muslims, Islamic traditions and practices, and, more broadly, those who appear to be Muslim.
- **Anti-Semitism:** the systematic discrimination against and oppression of Jews, Judaism, and Jewish culture and traditions.

Sexism: a system of oppression that privileges men, subordinates women, and devalues practices associated with women.

Sexual Orientation: a person's sexual and emotional attractions, not necessarily dependent on behavior. Terms associated with sexual orientation include: gay, lesbian, bisexual, pansexual, heterosexual, and more!

Social Justice: a process and a goal. A commitment to a socially just world and the committed actions to make that world a reality. Or, "The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure... Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live." (Teaching for Diversity and Social Justice)

Structural Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Systemic Racism: In many ways "systemic racism" and "structural racism" are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural and social psychological aspects of our currently racialized society.

White Privilege: The concrete benefits of access to resources and social rewards and the power to share the norms and values of society that Whites receive, tacitly or explicitly, by virtue of their position in a racist society. (Teaching for Diversity and Social Justice, Second Edition, Routledge, 2007)

Xenophobia: the fear and hatred of that which is perceived to be foreign or strange.

Key terms courtesy of Suffolk University Boston and Aspen Institute