


ON A SCALE OF CAT, HOW ARE
YOU FEELING TODAY?

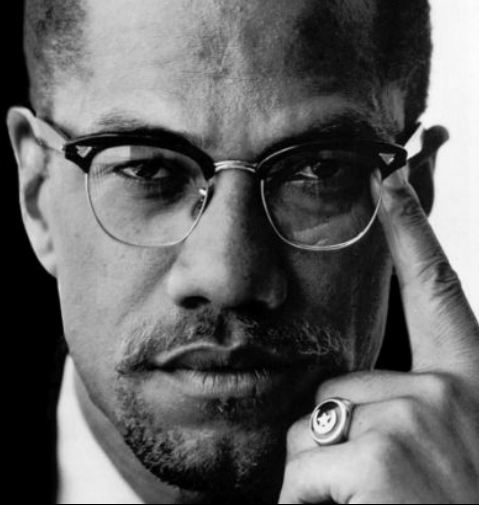


 meowed

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The Chat



**‘We Can’t Lead Where
We Won’t Go’**

**A Map to Becoming an
Anti-Racist Leader at ISS**

GOALS AND OUTCOMES

Session 1

To develop an understanding of race

Session 2

To develop an understanding of racism

Session 3

To recognize bias, racial microaggressions, and white privilege

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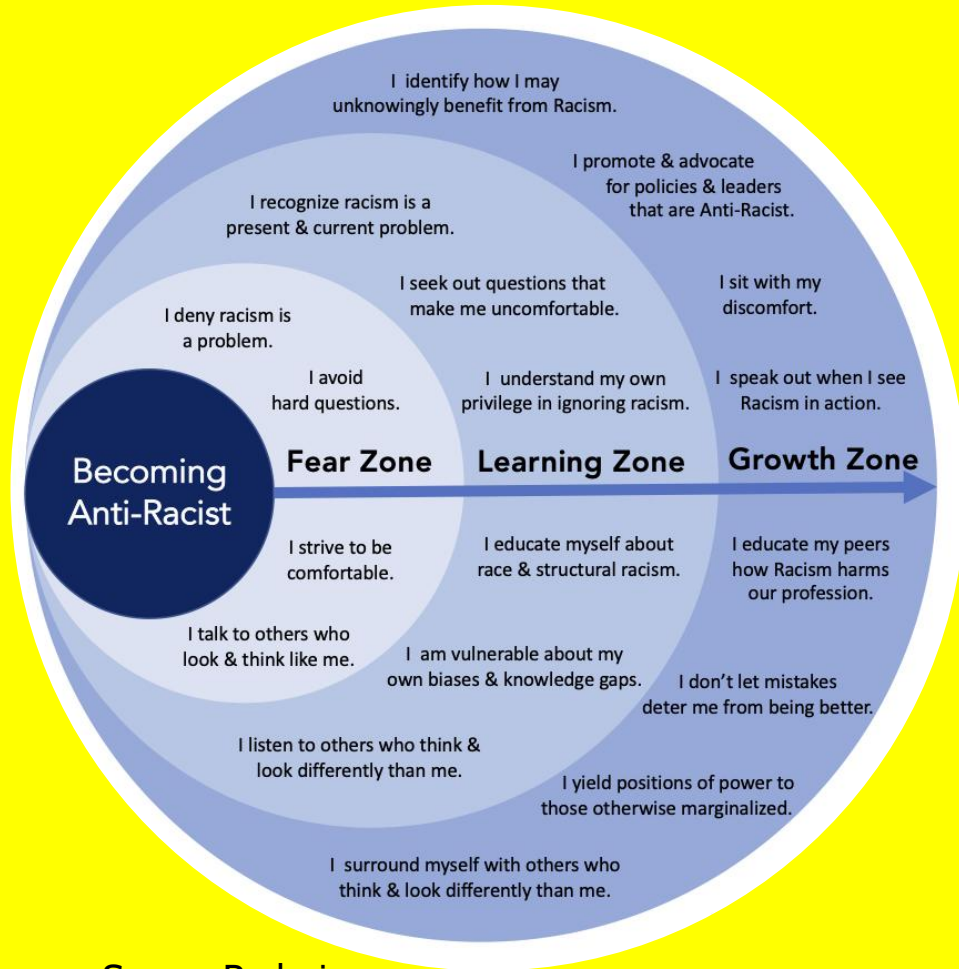


3

**Bias & Racial
Microaggressions**

Bias & Racial Microaggressions

What	Why	How
<p>To explore and reflect on bias and racial microaggressions</p>	<p>While our intent is to be unbiased, sometimes our unconscious minds get in the way.</p> <p>It is important to name our biases so that we can then engage in corrective strategies.</p>	<ul style="list-style-type: none">● Introduction of Bias● Racial Microaggressions● Racial Autobiographies● Debrief



GROUND RULES:

- **Comfort Zone:** be vulnerable by giving more than you are taking
- **Fear Zone:** be raggedy, make mistakes, and take risks
- **Learning Zone:** recognize that each of us is learning to be anti-racist
- **Growth Zone:** aspire and set goals to be anti-racist

4A's DISCUSSION

1. What **Assumptions** does the video hold?
2. What do you **Agree** with in the video?
3. What do you want to **Argue** with in the video?
4. What parts of the video inspire you to take **Action**?



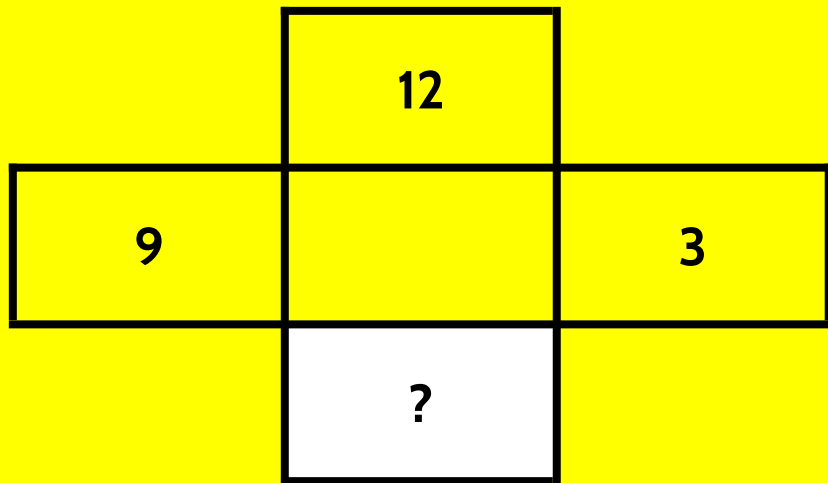


**What
number
comes
next?**

12	3	?	9
----	---	---	---

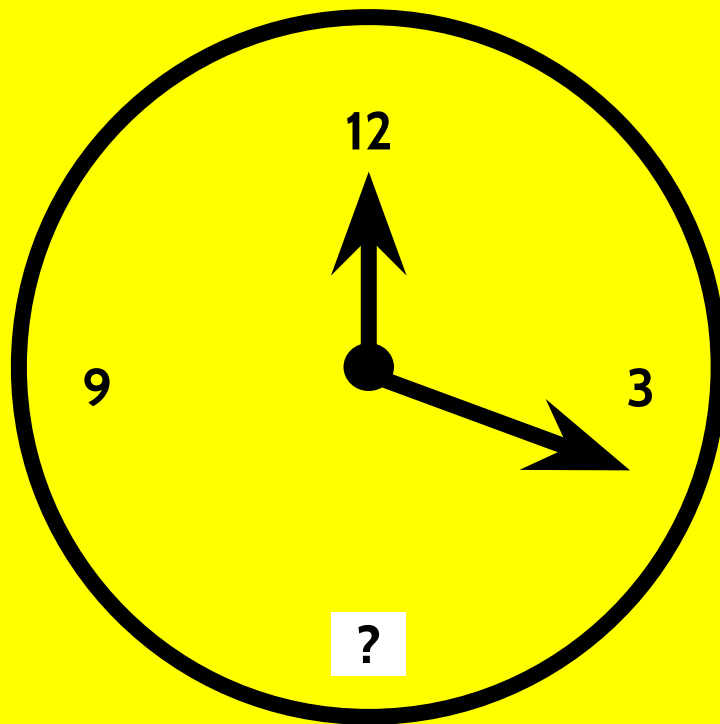


What
number
comes
next?





What
number
comes
next?



Schema - Jean Piaget (1928)

- Mental Scaffold
- Categorize and retrieves information
- Not fixed; adapted in response to new experiences





**What
number
comes
next?**

12	3	?	9
----	---	---	---

Bias

- Mental shortcuts when categorizing information
- We all have bias
- Can create an unfair advantage or disadvantage for others

Individual assumes their respective culture is central to the reality perceived by others

Individual experiences other cultures as equally complex but different constructions of reality

BIAS

ANTI-BIAS

Denial

Defense

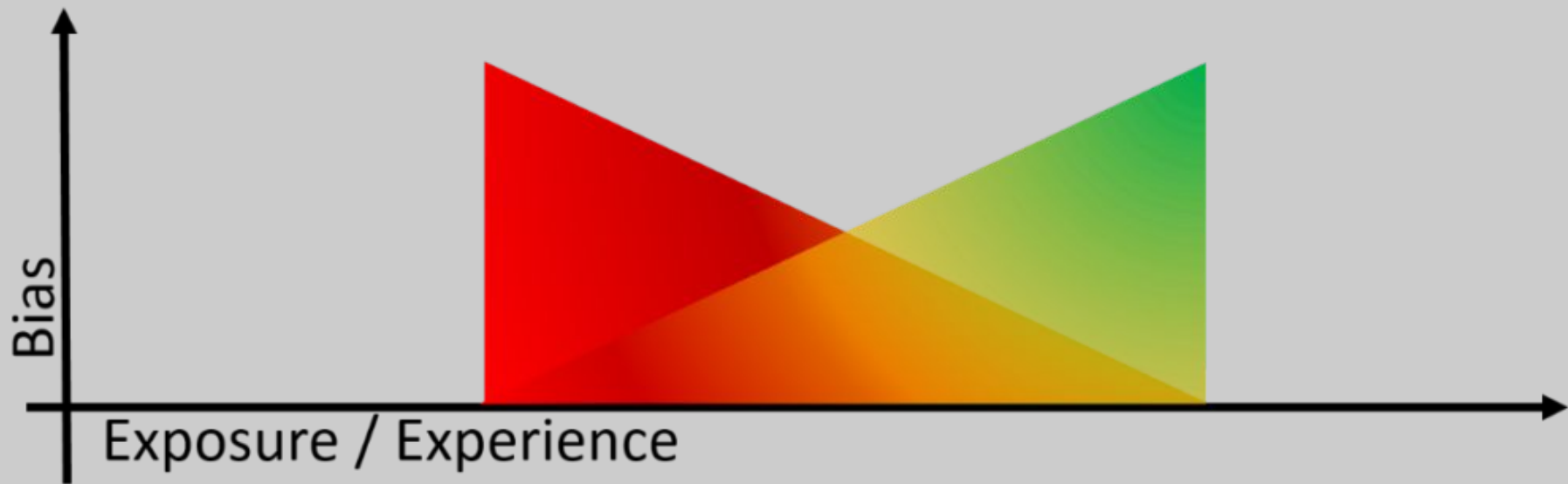
Minimization

Acceptance

Adaptation

Integration

Dr. Milton Bennett's Cultural Competence Continuum



Women

What words come to mind?



Managers Use More Positive Words to Describe Men in Performance Reviews and More Negative Ones to Describe Women

Words used to describe men

Analytical	
Competent	
Athletic	
Dependable	Arrogant
Confident	
Versatile	
Articulate	
Level-headed	
	Irresponsible
Logical	
Practical	

POSITIVE

NEGATIVE

IN DESCENDING ORDER
OF RELATIVE FREQUENCY

Words used to describe women

Compassionate	
	Inept
Enthusiastic	Selfish
Energetic	Frivolous
	Passive
Organized	Scattered
	Opportunistic
	Gossip
	Excitable
	Vain
	Panicky
	Temperamental
	Indecisive

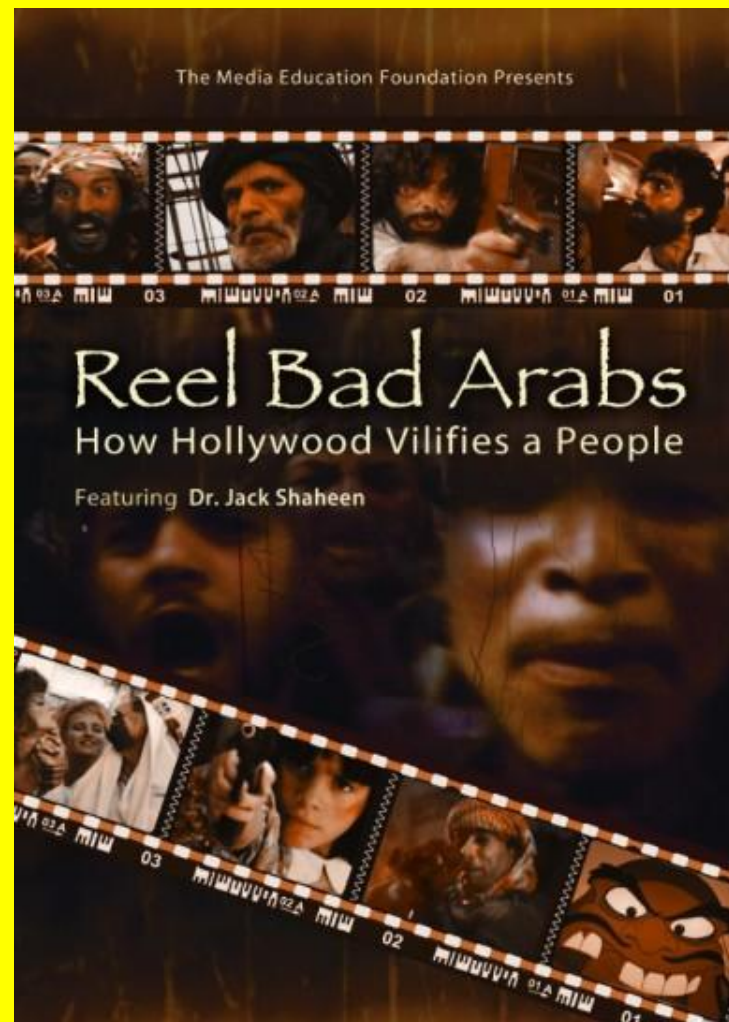
POSITIVE

NEGATIVE

Terrorist

What images come to mind?





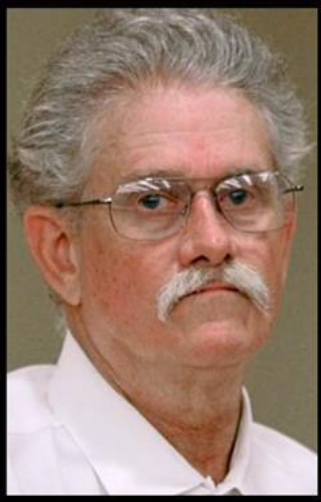
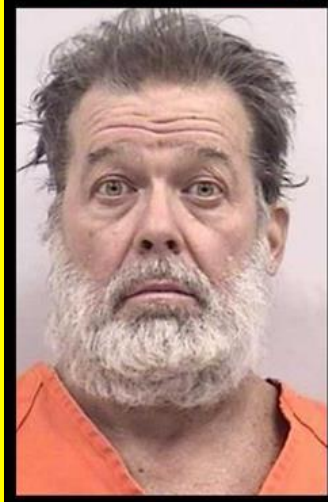
**Omar Alnatour, Contributor**

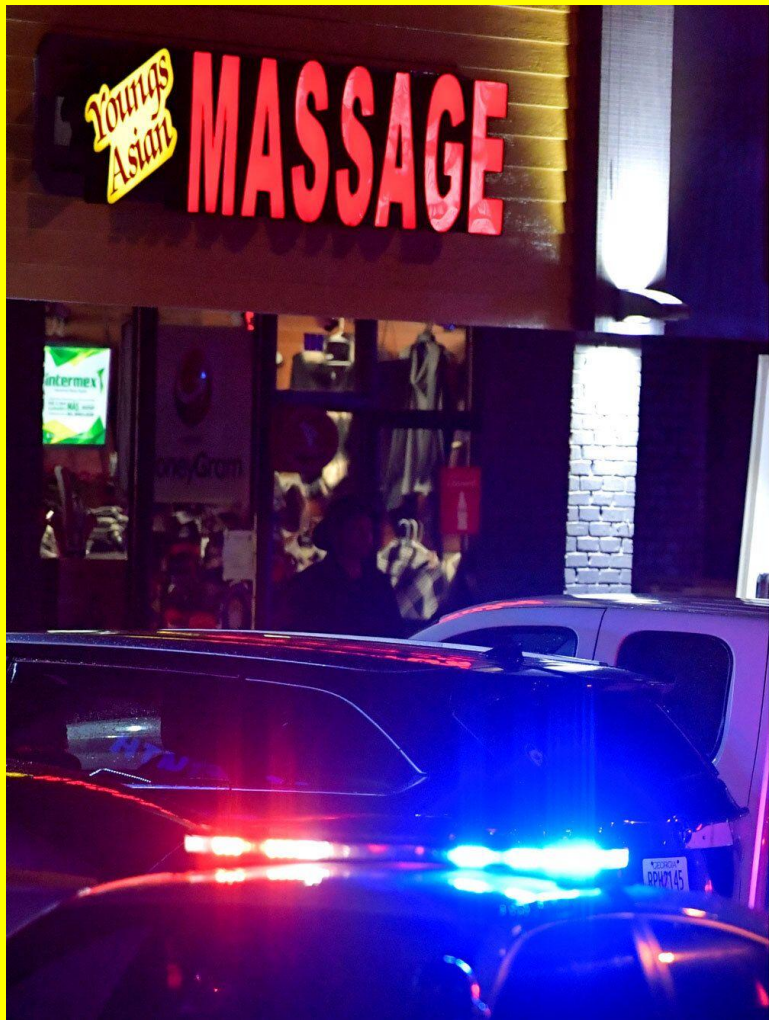
American. Muslim. Medical Student. Humanitarian.

Muslims Are Not Terrorists: A Factual Look at Terrorism and Islam

12/09/2015 01:27 pm ET | Updated Dec 09, 2016







Are your kids too young to talk about race?

Nope. Silence about race can reinforce racism by letting children draw their own conclusions.

0-1 year

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers.

Kelly et al, 2005

2 years

Children as young as 2 use race to reason about people's behaviors.

Hirschfeld, 2008

2.5 years

By 30 months, most children use race to choose playmates.

Katz & Kofkin, 1997

4-5 years

Expressions of racial prejudice often peak at ages 4 and 5.

Aboud, 2008

5 years

Black and latinx children in research settings show no preference toward their own groups, as compared to white children at this age, who are more likely to be strongly biased in favor of whiteness.

Dunham et al, 2008

5 years

By kindergarten, children show many of the same racial attitudes held by adults in our culture. They have already learned to associate some groups with higher status than others.

Kinzler, 2016

5-7 years

Explicit conversations with 5-7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week.

Bronson & Merryman, 2009

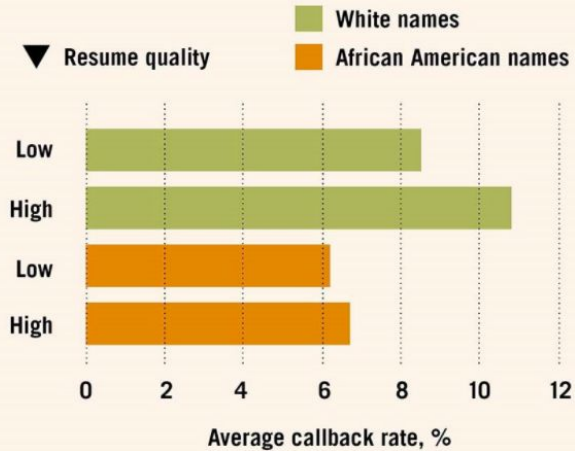
Adapted from work by the Children's Community School.

More info at childrenscommunityschool.org/social-justice-resources/

Design provided by prettygooddesign.org

Racism in a resume

Job applicants with African American-sounding names got fewer callbacks.



Source: Bertrand and Mullainathan, 2004

The screenshot shows the top portion of a Harvard Business School article. The header includes the Harvard Business School logo and the text 'HARVARD BUSINESS SCHOOL'. Below the header is a teal banner with the text 'WORKING KNOWLEDGE' and 'Business Research for Business Leaders'. On the right side of the banner is a '20 YEARS' anniversary logo. Below the banner is a navigation menu with 'Topics', 'Sections', 'Browse All', and 'COVID-19 Business Impact Center'. The main title of the article is 'Minorities Who 'Whiten' Job Resumes Get More Interviews'. Below the title is the date '17 MAY 2017' and the author 'by Dina Gerdeman'. The main text of the article begins with 'African American and Asian job applicants who mask their race on resumes seem to have better success getting job interviews, according to research by Katherine DeCelles and colleagues.' A partial image of a person's hands is visible on the right side of the article.

Economic Policy

Whites earn more than blacks – even on eBay

The
ECONOMIC
JOURNAL

Feature Article

The Visible Hand: Race and Online Market Outcomes

Jennifer L. Doleac [✉](#), Luke C.D. SteinFirst published: 24 August 2013 | <https://doi.org/10.1111/ecoj.12082> | Citations: 86

We are grateful to B. Douglas Bernheim, Nicholas Bloom, Caroline Hoxby, Jörn-Steffen Pischke and several referees for useful advice and guidance, and have also benefited from conversations with participants in several Stanford seminars, the San Francisco Federal Reserve Bank's Applied Micro Summer Conference and the University of Chicago Experimental Economics Lunch. Brandon Wall made important contributions to our experimental design and piloting. We appreciate the generous support of the George P. Shultz Dissertation Support Fund.

[Read the full text >](#)

PDF

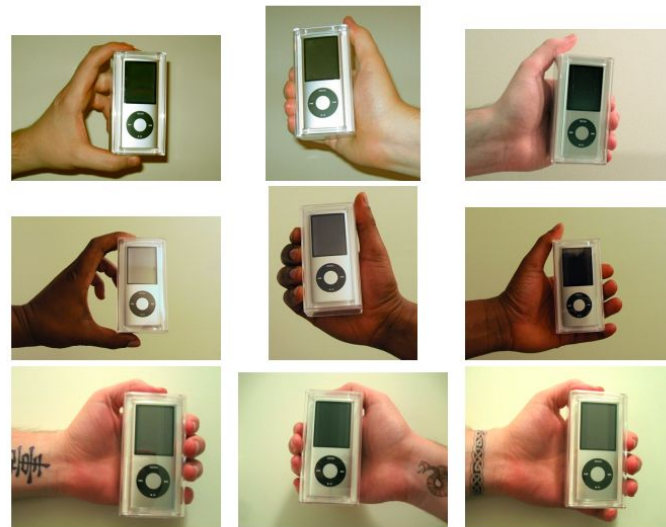


TOOLS



SHARE

Figure 1: Advertisement photographs



Note: These photographs have been slightly scaled down from the size included in our advertisements.

The Unbearable Whiteness of Milk: Food Oppression and the USDA

Andrea Freeman*

Introduction	1251
I. Food Oppression.....	1254
II. Milk Does a Body Good?.....	1257
III. Structural and Cultural Analysis of the USDA's Promotion	
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1. Challenges Facing the USDA as a Multi-Role Agency.....	1263
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3. The Whiteness of Food Culture.....	1274
C. Fast Food and Food Deserts	1276
Conclusion: Legal Strategies	1277



Ethnicity / Geographic Region	% With Lactose Intolerance	Ethnicity / Geographic Region	% With Lactose Intolerance
1. East Asian	90-100% ¹	10. Latino/Hispanic (North America)	51% ²
2. Indigenous (North America)	80-100% ³	11. Indian (Northern India)	30% ¹
3. Central Asian	80% ¹	12. Anglo (North America)	21% ²
4. African American (North America)	75% ²	13. Italian (Italy)	20-70% ¹
5. African (Africa)	70-90% ¹	14. French (Northern France)	17% ¹
6. Indian (Southern India)	70% ¹	15. Finnish (Finland)	17% ¹
7. French (Southern France)	65% ¹	16. Austrian (Austria)	15-20% ¹
8. Ashkenazi Jew (North America)	60-80% ³	17. German (Germany)	15% ¹
9. Balkans Region	55% ¹	18. British (U.K.)	5-15% ¹

Sources:

1. Michael de Vrese★★★★ "Probiotics: Compensation for Lactase Insufficiency," *American Journal of Clinical Nutrition*, Feb., 2001
2. Nevin S. Scrimshaw, MD★★★★ "The Acceptability of Milk and Milk Products in Populations with a High Prevalence of Lactose Intolerance," *American Journal of Clinical Nutrition*, Oct., 1988
3. National Institute of Child Health and Human Development ★ "Lactose Intolerance: Information for Health Care Providers," NIH Publication No. 05-5303B, Jan., 2006



Why Are All The
Black Kids
Sitting Together
in the Cafeteria?

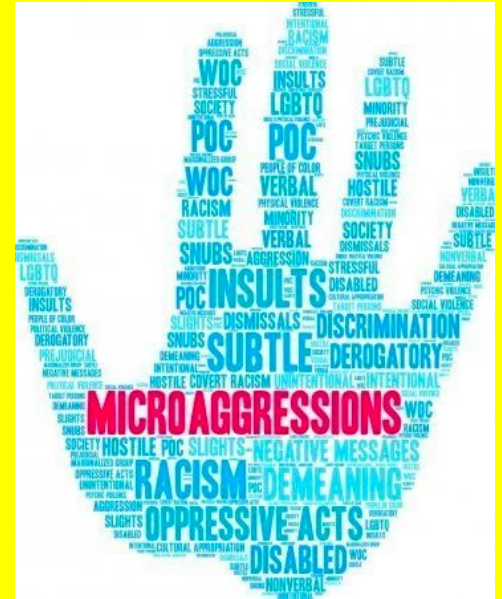
Cultural racism and by extension racial bias are “...the images and **messages** that affirm the **assumed superiority of whites and the assumed inferiority of people of color** [...it] is like smog in the air. **Sometimes** it is so thick it is **visible**, **other times** it is **less apparent**, but always, day in and day out, we are breathing it in.”

Dr. Beverly Daniel Tatum



Microaggressions: An Outgrowth of Bias

- Daily slights or insults, whether intentional or unintentional
- Communicates hostile, derogatory, or negative messages
- Can also be subtle insults delivered through dismissive looks, gestures and tones





WE MEAN MICROAGGRESSIONS.

BREAKOUT DISCUSSION:

What message is each
microaggression sending?

Self-Managed Conversation

IDENTIFY VOLUNTEERS FOR THE FOLLOWING ROLES:

Speaker: shares summary of conversation with full assembly.	Time Keeper: ensures that group is aware of the time available to discuss.	Conversation Steward: ensures everyone has the opportunity to speak and listen.
Scribe: records group work, as needed or desired.	Participants: actively engage with the questions who also makes space for others to speak.	Other Roles: as needed.

Theme	Microaggression	Group Exploration
<p>1. Alien in own land</p> <p>When people of color are assumed to be foreign-born</p>	<p>“Where are you from?”</p> <p>“Where were you born?”</p> <p>“You speak good English.”</p> <p>A person asking an Asian American to teach them words in their native language.</p>	<p>?</p>
<p>2. Ascription of Intelligence</p> <p>Assigning intelligence to a person of color on the basis of their race</p>	<p>“You are so articulate.”</p> <p>Asking an Asian person to help with a Math or Science problem.</p>	

Adapted from: Wing et. al (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist, 62, 4, 271-286

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Theme	Microaggression	Group Exploration
<p>3. Color Blindness</p> <p>Statements that indicate that a white person does not want to acknowledge race</p>	<p>“When I look at you, I don’t see color.”</p> <p>“There is only one race, the human race.”</p>	<p>?</p>
<p>4. Criminality – assumption of criminal status</p> <p>A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.</p>	<p>A white man or woman clutching their purse or checking their wallet as a Black or brown person approaches or passes.</p> <p>A store owner following a customer of color around the store.</p>	

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Theme	Microaggression	Group Exploration
<p>5. Denial of individual racism</p> <p>A statement made when white people deny their racial biases</p>	<p>“I’m not a racist. I have several Black friends.”</p> <p>“As a woman, I know what you go through as a racial minority.”</p>	<p>?</p>
<p>6. Myth of meritocracy</p> <p>Statements which assert that race does not play a role in life successes</p>	<p>“I believe the most qualified person should get the job.”</p> <p>“Everyone can succeed in this society, if they work hard enough.”</p>	

Theme	Microaggression	Group Exploration
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Theme	Microaggression	Group Exploration
<p>7. Pathologizing cultural values / communication styles</p> <p>The notion that the values and communication styles of the dominant / white culture are ideal</p>	<p>Asking a Black person: “Why do you have to be so loud / animated? Just calm down.”</p> <p>To an Asian person: Why are you so quiet? Be more verbal. Speak up more.”</p>	<p>?</p>
<p>8. Second-class citizen</p> <p>Occurs when a white person is given preferential treatment as a consumer over a person of color</p>	<p>Person of color mistaken for a service worker</p> <p>Being ignored at a store counter as attention is given to the white customer behind you.</p>	

Theme	Microaggression	Group Exploration
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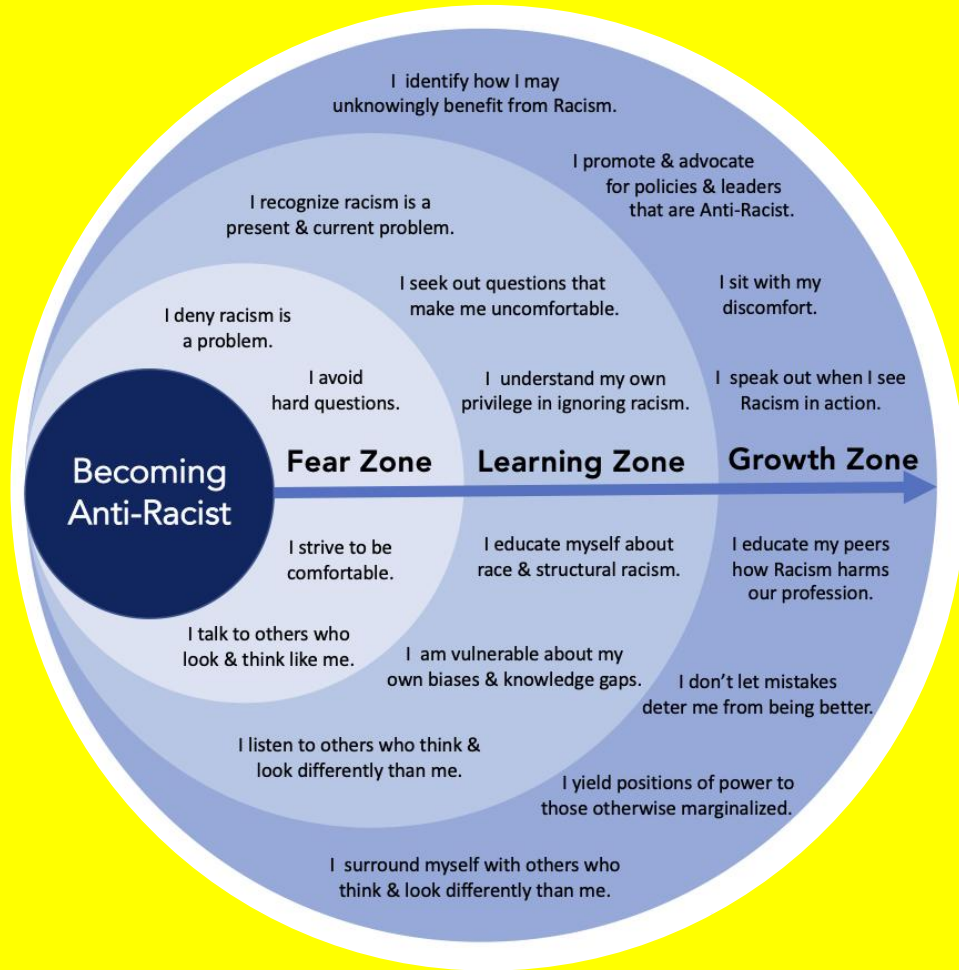
Bias Reduction Strategies

	Inaction	Short-term Anti-Bias	Long-term Anti-Bias	Teacher Leader
1. Name bias and consider unbiased alternatives <i>(Monteith, 1993)</i>				
2. Use counterstories to challenge bias <i>(Blair et al., 2001)</i>				
3. Inquire into different realities outside of biases <i>(Brewer, 1988; Fiske & Neuberg, 1990)</i>				
4. Explore the perspectives of those impacted by bias <i>(Galinsky & Moskowitz, 2000)</i>				
5. Engage with those impacted by bias <i>(Pettigrew & Tropp, 2006)</i>				

Racial Autobiography

Let the questions guide, not constrain, your reflections. Welcome all memories and ideas.

- What's the most **important** image, encounter, whatever, you've had regarding the **bias & microaggressions** we've explored?
- Have you felt **unsafe** because of **bias & microaggressions**?
- Have you felt **less powerful** because of **bias & microaggressions**?
- Have you felt **more powerful** because **bias & microaggressions**?



Become Anti-Racist

In light of this session, what should I...

- Start doing...
- Stop doing...
- Do less of...
- Do more of...



4

**Unpacking White
Privilege**

Unpacking White Privilege

What	Why	How
<p>To explore and unpack white privilege</p>	<p>Seeing injustice as individual acts of meanness, and not invisible systems conferring dominance & marginalization, keeps us from creating a democratic society. By recognizing and naming white privilege on an institutional level, we can better address problems of injustice.</p>	<ul style="list-style-type: none">● Introduction● Why Does Privilege Make People So Angry?● Unpacking White Privilege● Debrief

critical race theory

CRT identifies that the power structures in this country are based on white privilege and white supremacy, which perpetuates the marginalization of people of color.

There are five major components or tenets of CRT:

1. The notion that racism is ordinary and not aberrational
2. The idea of an interest convergence
3. The social construction of race
4. The idea of storytelling and counter-storytelling
5. The notion that whites have actually been recipients of civil rights legislation

"Counter-storytelling"

Critical race theorists argue that counter-storytelling, as a method of telling the stories of those people whose experiences are not often told may be a useful mechanism to challenge and change racial dominance.

Counter-stories can help promote social justice by putting a human face to the experiences of often-marginalized groups. This promotes their sense of social, political and cultural cohesion and teaches others about their social realities.

critical race theory

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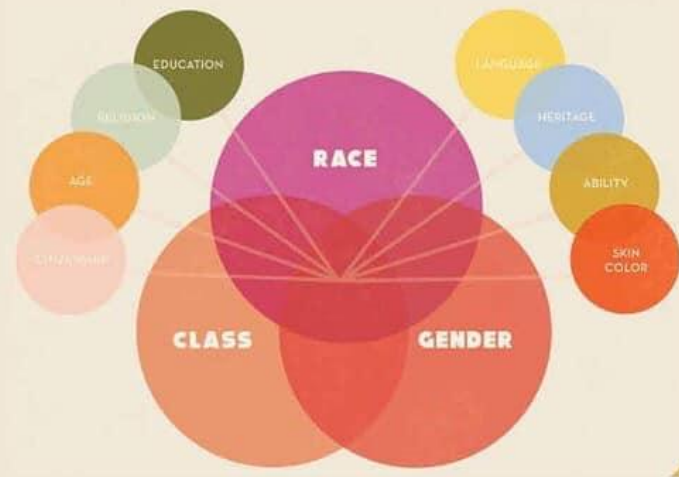
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intersectionality is a critical race theory.



Dr. Kimberlé Crenshaw coined the term **intersectionality** to show how racial hierarchies *intersect* with other social hierarchies like class and gender to produce different kinds of (mis)treatment by our legal systems for Black women than Black men or white women, for example.

The Trump administration has instructed federal agencies to end racial sensitivity trainings that address topics like white privilege and critical race theory, calling them "divisive, anti-American propaganda."

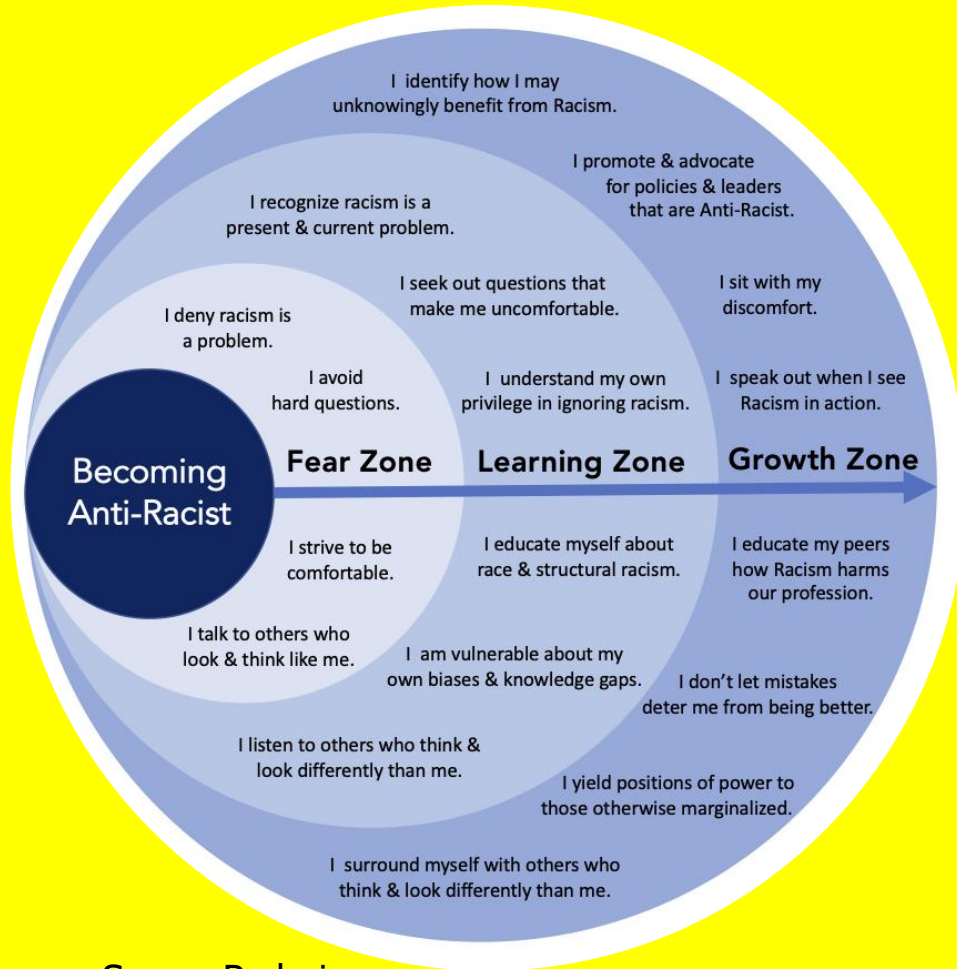
Trump's White House says critical race theory is anti-American. Here's the truth.

Whether or not he knows it, Trump already has those who are learned in critical race theory working for federal agencies. And we are all better for it.



— President Donald Trump arrives at an event to discuss environmental policies in Jupiter, Fla., on Sept. 8, 2020. John Raoux / AP

Source: NPR.org, NBCNews



GROUND RULES:

- **Comfort Zone:** be vulnerable by giving more than you are taking
- **Fear Zone:** be raggedy, make mistakes, and take risks
- **Learning Zone:** recognize that each of us is learning to be anti-racist
- **Growth Zone:** aspire and set goals to be anti-racist

DISCUSS

1. What **Assumptions** does the video hold?
2. What do you **Agree** with in the video?
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Self-Managed Conversation

IDENTIFY VOLUNTEERS FOR THE FOLLOWING ROLES:

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Why Might People React This Way?

1. DENIAL: a defensive reaction that denies the existence of privileged identities.

- *“That privilege does not exist.”*
- *“That privilege doesn’t relate to me.”*

2. DEFLECTION: a defensive reaction that shifts the focus of the privileged identity toward another less threatening source.

- *“It’s not about X privilege, it’s about...”*
- *“It’s not my fault.”*

3. MINIMIZATION: a defensive reaction that lessens the issues surrounding privilege.

- *“It’s not that big a deal.”*
- *“It might be a problem for some people, but it’s not that important to me.”*

4. RATIONALIZATION: a defensive reaction that generates logical or rational explanations for the privileged identity.

- *“The reason why this privilege exists...”*
- *“The reason I operate from this position...”*

5. INTELLECTUALIZATION: a defensive reaction that attempts to explain the privileged identity as a data point or with academic theories.

- *“Here are outside sources that explain that privilege.”*
- *“Professor Y says that privilege...”*

6. FALSE ENVY: a defensive reaction that compliments or expresses affection toward a person or a feature of a person in an effort to understate one’s own privileged identity.

- *“I have this privilege, but look at all you have/get in spite of not having this privilege.”*
- *“Having this privilege is nice, but you are...”*

7. PRINCIPIUM: a defensive reaction that avoids exploration of privileged identities based on a religious or personal principle.

- *“Even though there’s privilege, everyone has the right to their own values.”*
- *“I may have this privilege, but these are my values.”*

8. BENEVOLENCE: a defensive reaction that uses an act of charity to minimize or counteract the existence of privileged identity.

- *“I have this privilege, but look at all I’ve done.”*
- *“This privilege exists, but there are so many people doing good.”*



Thread



BlackAzizaNANSi

@Freeyourmindkid

White people - What is the most outrageous thing that you've gotten away with as a white person that you know damn well a black or brown person would have never gotten away with?

[#MyWhitePrivilege](#)

11:57 AM · 30 Mar 19

618 Retweets 1,313 Likes



No Exoneration!
@judihayes

Replying to @tonyposnanski

I got pulled over for rolling a stop sign driving my husband's car with a loaded handgun in the glove box and no permit and got off with a warning [#MyWhitePrivilege](#)

7:52 PM · 30 Mar 19



Lazy Idaho Chick
@DotTheWonderDog

Replying to @Freeyourmindkid

[#MyWhitePrivilege](#)

Driving drunk, speeding, warrants out for my arrest, suspended license.... Told to switch places with my (also drunk) passenger and sent home.



Camp Kayio
@CampKayio

Replying to @Freeyourmindkid

[#MyWhitePrivilege](#) I spit in a cop's face when he tried to take out my lip piercing with his bare hands.

I survived. Got to keep my lip piercing. Was not beaten. Released within 24 hours.



Stacey Silins
@staceroo

Replying to @Freeyourmindkid

Lots of things. As a teen, my friend stole her grandma's car (no plates) and we got busted at a speed trap. Rather than pull over, she took off into a residential area with several police vehicles in pursuit.

Notice I'm still breathing and not incarcerated. [#MyWhitePrivilege](#)



They Call Me Billie 🌊
@itwitt2



In the 80s, I walked into a speakeasy looking for drugs. Did a few lines of coke just as the place got raided. I was one of a half a dozen young white females who was told to go home. Like it never happened, while 2 dozen black men and women were taken away. 😞

[#MyWhitePrivilege](#)



Molly
@itsmolly



Breaking into my own car with a slim jim. A cop even helped me. He never once asked to see ID or registration to verify that it was, in fact, my car. He might not have even asked if it WAS my car nor did I volunteer it, come to think of it. [#MyWhitePrivilege](#)



Alysaurus Rex 🦖🦖🦖
@Alysaurus_rawr

Replying to @Freeyourmindkid

I locked myself out of my condo, and I had to unlock the window and crawl in. A passing cop saw me struggling to open the window and, with no hesitation, jumped in to help me. He had no reason to believe it was my house. He said I didn't "look like a thief". #MyWhitePrivilege



Katy
@combat_hippie

Replying to @Freeyourmindkid and @davidmweissman

My grandmother took me to the airport the morning after she'd had a dinner party at work & forgot she had a kitchen knife in her purse. Security noticed it but shrugged it off and let her through WITH THE KNIFE. #MyWhitePrivilege

I STAND
WITH THE
WGA

Charlotte Clymer 🏳️‍🌈🌱 @cmclymer · 12h

Always been pretty tame, but here's a shitty anecdote: every six months over the last ten years living here in D.C., I get cop cars that pull up to me while I'm walking at night... to remind me it's an unsafe neighborhood (it's not) + to ask if I need a ride.

[#MyWhitePrivilege](#)

💬 118

↻ 479

❤️ 3,668



I STAND
WITH THE
WGA

Charlotte Clymer 🏳️‍🌈🌱 @cmclymer · 12h

That's unusual enough, right? What's sadder is that on more than a few occasions, there have been folks of color in a nearby proximity to me on the street who weren't asked if they needed a ride somewhere or to be "reminded" it's "unsafe" out here.



Kathy Bynum
@kat261952

Replying to [@tonyposnanski](#)

Years ago my license was expired. Cop pulled me over. Said can I see your drivers license. I said ok but it expired 5 years ago. He laughed a long time. Then let me go and said get a current drivers license.



Lorraine
@hotglueNgitter

Replying to [@tonyposnanski](#)

I literally drove frm Vermont 2 Los Angeles w/expired tags w/o getting pulled over 1 single time. 1 year b4 that, I was in the back of a tinted Lexus being driven by an Arab friend w/ our black friend next 2 him. We were stopped 2x's in 1 hour, in the same town, after midnight.



Peter Daou 
@peterdaou


Rightwing accounts are mocking
[#MyWhitePrivilege](#).

Let me help: When my wife [@leeladaou](#) first moved in, she was stopped in the lobby of our NYC apt. building and asked to prove she lived there. In the elevator, a white man asked which apartment she was going to clean. Get it now?



Alex Gros
@Ms_Gros

Replying to [@Freeyourmindkid](#)

I () was let across the border into the US (via car) WITHOUT a passport about 6 years ago. [#MyWhitePrivilege](#)

8:53 PM · 30 Mar 19

7 Retweets 48 Likes



Michelle™ [@mfrancis6231](#) · 1h

Replying to [@Ms_Gros](#) and [@Freeyourmindkid](#)
I was detained entering Canada & detained for extra screening. I had my passport.

Unpacking The
Invisible
Knapsack of
White Privilege



Directions: Make a copy and complete the [survey about White Privilege](#).

Indicate whether or not the statement is true for you in your home country and your host country. Indicate **T** if the statement is true for you. Indicate **F** if the statement is not true for you.

Adapted from Peggy McIntosh

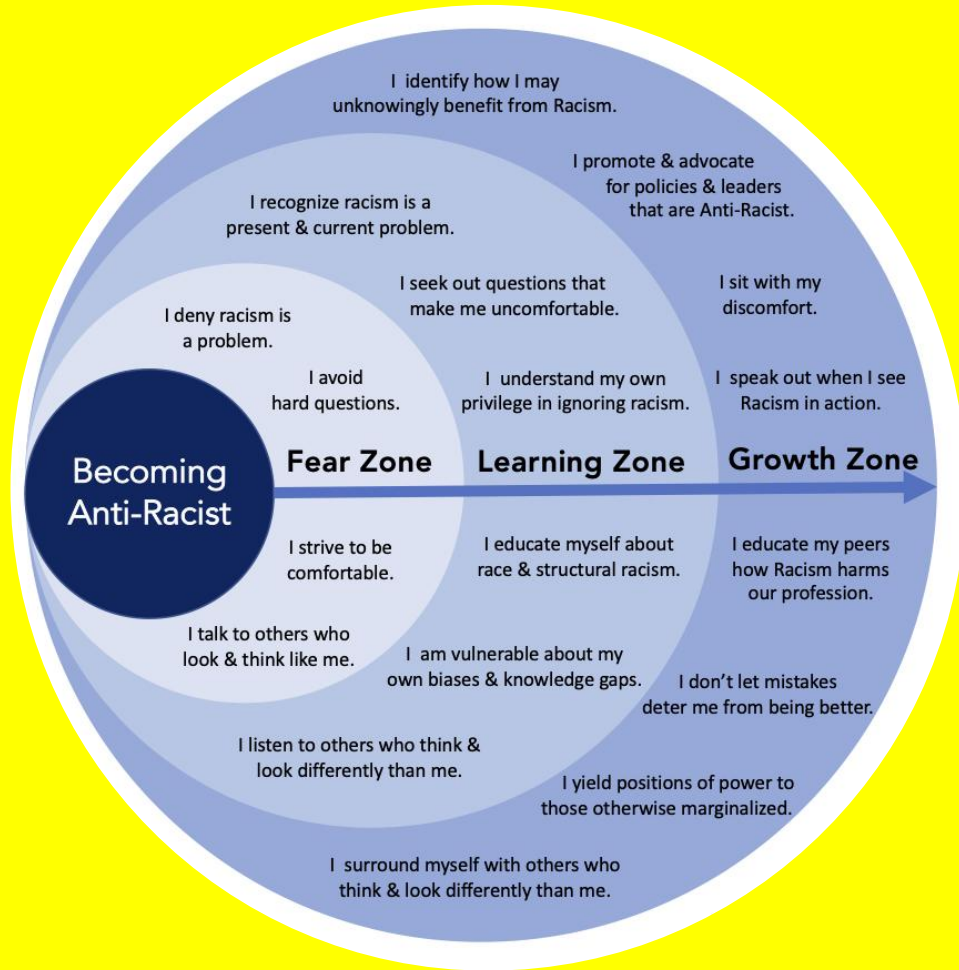
Self-Managed Conversation

IDENTIFY VOLUNTEERS FOR THE FOLLOWING ROLES:

Speaker: shares summary of conversation with full assembly.	Time Keeper: ensures that group is aware of the time available to discuss.	Conversation Steward: ensures everyone has the opportunity to speak and listen.
Scribe: records group work, as needed or desired.	Participants: actively engage with the questions who also makes space for others to speak.	Other Roles: as needed.

Unpacking White Privilege

- Can you identify some of the privileges you have?
- What statements were particularly striking or surprising to you? Why?
- What questions about privilege are raised for you?
- If we were making a White Privilege survey for ISS, what other statements would be on that list? Why?



Become Anti-Racist

In light of this session, what should I...

- Start doing...
- Stop doing...
- Do less of...
- Do more of...



1

Defining Race

Google "International School Services" search results page. Search bar contains "International School Services". Navigation links: All, News, Images, Maps, Videos, More, Settings, Tools.

About 111,000 results (0.56 seconds)

www.iss.edu

The Leader in International Education & School Services | ISS

ISS is the nonprofit leader in school services. Specializing in starting schools, teacher recruitment, leadership searches, school supply, and more.

Teacher Recruitment

The teacher recruitment ecosystem you need to be part of! ISS ...

International Job Fairs

Our international teacher job fairs can bring you closer to schools ...

International Administrative ...

International Administrative Postings. We work with search ...

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About

BY THE NUMBERS ISS, first nonprofit to place educators ...

Get an International Education ...

Get An International Education Job. Looking for an international ...

www.i-s-d.org | about-us | international-school-services

International School Services - International School of ...

International School Services. ISD is managed by International Schools Services (ISS). ISS has been involved in international education since 1955 and is a non- ...

www.searchassociates.com

Teach Abroad: International Teaching Jobs | Search Associates

Teach Overseas: Search Associates is the leading recruiting agency for international teachers.

International Schools Services



Nonprofit organization

iss.edu

Founded in 1955, International Schools Services was created as a nonprofit organization dedicated to assisting the international and American schools that were proliferating at that time. Wikipedia

Founded: 1955

Headquarters location: Princeton, New Jersey, United States

People also search for

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Association of America...



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**“Injustice
anywhere is
a threat to
justice
everywhere”**

**-Dr. Martin
Luther King
Jr.**



“I want a slim American nose and blonde hair...”



Photos of double eyelid surgery before and after

Photos courtesy of 99% Invisible (<https://99percentinvisible.org/episode/double-standards/>)

Dr. Ralph Millard's Occidentalization Surgery

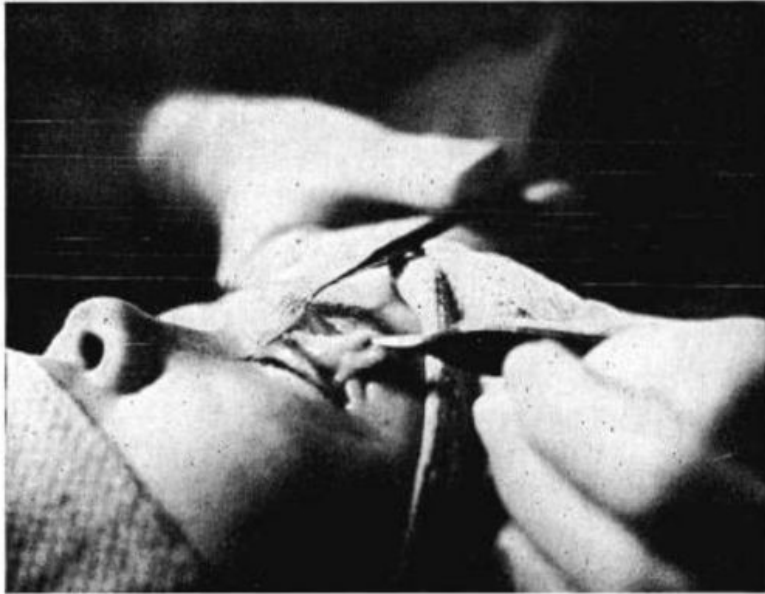


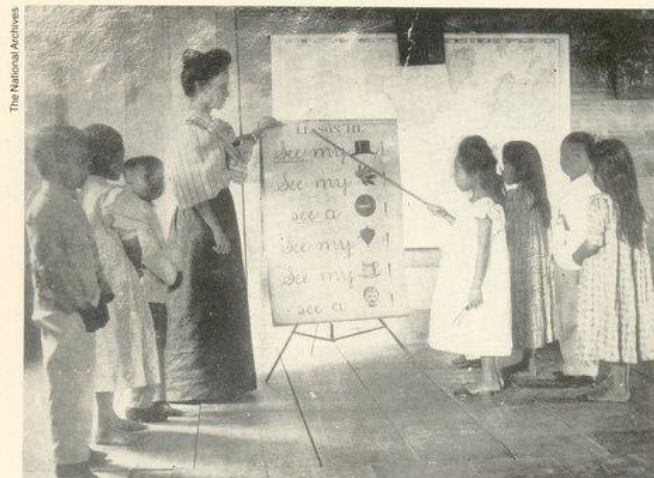
FIG. 13. Removing the oriental supraorbital fat.



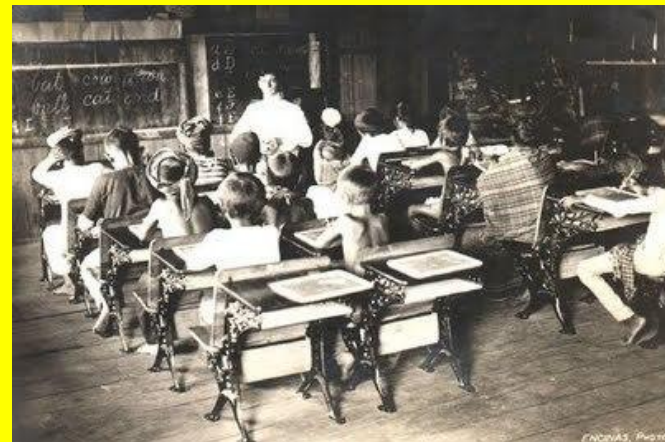
FIG. 14A. Note the flat nose and hooded eyes of the Korean interpreter.
FIG. 14B. After cartilage to nose and plastic to eyelids the interpreter was mistaken for Mexican or Italian. He became a Christian and hopes to travel to the United States to study for the ministry.



Americanization of Children in SE Asia



Courtesy of The National Archives of Philippines



*From the Philippine Islands and far East photograph albums.
Courtesy of Duke University*



Forced Assimilation of Aboriginal Children in Australia



Photograph: School, Mornington Island, 1950.

Courtesy of the State Library of Queensland and the community of Mornington Island.



Cultural Genocide of Aboriginal Children in Canada

The New York Times

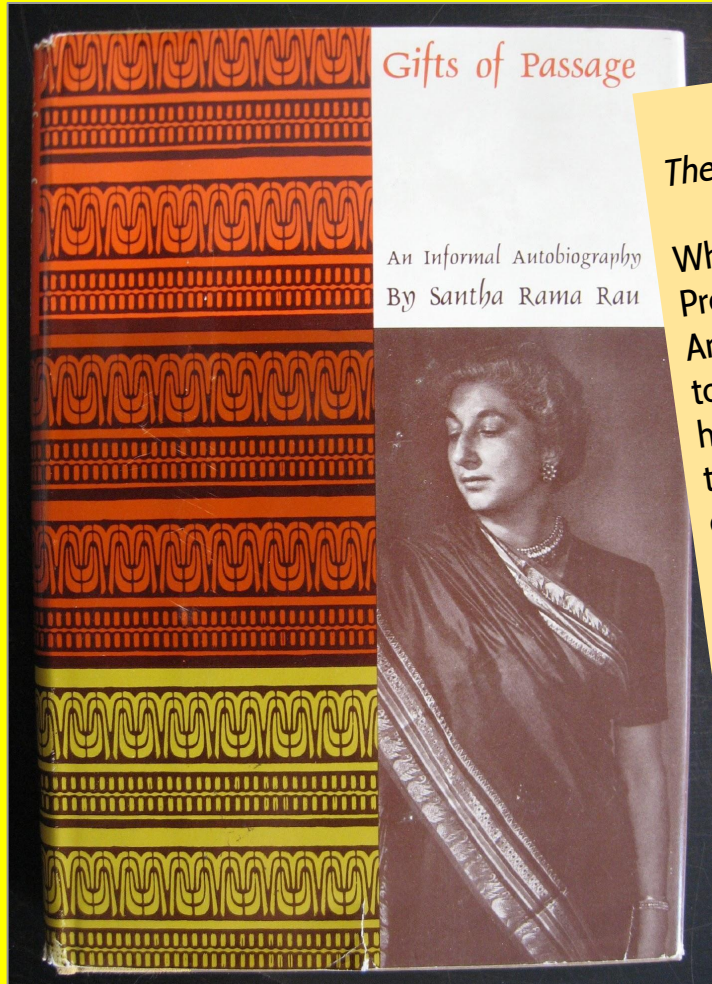
Canada's Forced Schooling of Aboriginal Children Was 'Cultural Genocide,' Report Finds



Aboriginal Canadians were forced to attend boarding schools like this one in the Northwest Territories, shown around 1936. Library and Archive of Canada



Anglicized Names of Indian Children



The New Yorker, March 17, 1951 P. 26

When the writer was, 5 1/2 and her sister Premila was 8, they were sent to an Anglo-Indian school in the provincial Indian town where they lived. The English headmistress at once changed their names to Pamela and Cynthia because it was easier for her. Young Santha felt like someone with a dual-personality - she had a detached concern in the actions of "Cynthia" but no responsibility. That is why when her sister angrily decided they should leave the school because her teacher said that Indian children cheated, Santha was not upset by it. She understood it but she was not really particularly interested in it.



White Savior Complex in Africa



German Missionaries in Southwest Africa c. 1910
Courtesy of Robert Lohmeyer Bildarchiv Preußischer Kulturbesitz



UNE ÉCOLE DE VILLAGE SOUS LA DIRECTION D'UN SOUS-OFFICIER FRANÇAIS (HAUT-SÉNÉGAL-NIGER). — CLICHÉ FORTIER.

French Colonial School in West Africa c. 1910
Courtesy of Schomburg Center for Research in Black Culture



Awarding Diplomas of Whiteness in the Americas

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RACE

American Indian Boarding Schools Haunt Many

[+ PLAYLIST](#)

[DOWNLOAD](#)

[EMBED](#)

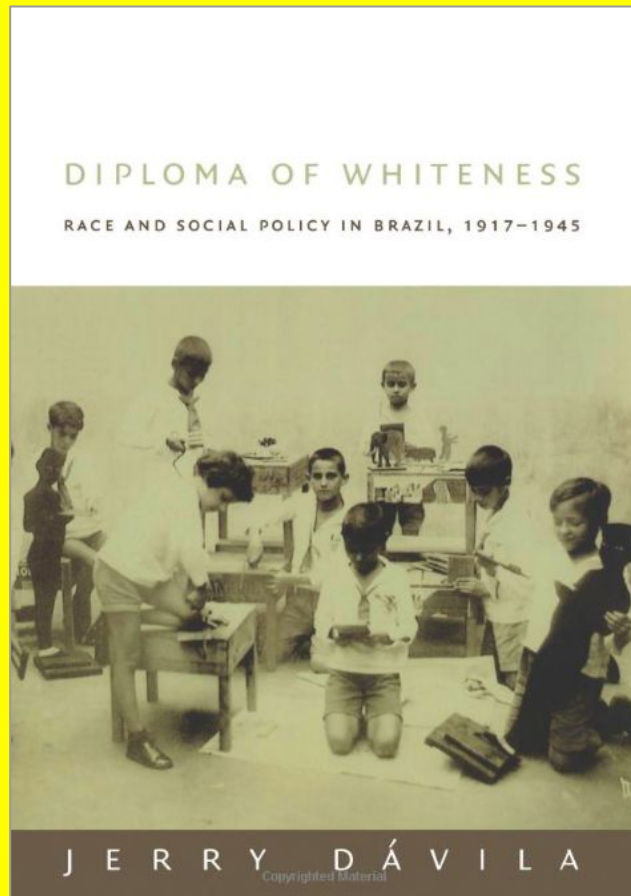
[TRANSCRIPT](#)

[CHARLA BEAR](#)

May 12, 2008 · 12:01 AM ET
Heard on Morning Edition



Courtesy of John N. Choate/Dickinson College Archives & Special Collections



[Home](#) > What ISS will do now

"Like fighting an addiction, being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination."

– Ibram X. Kendi, How to Be an Antiracist

We can do better and we must do better.

Let this be a catalytic moment where we acknowledge and address the systemic prejudices and biases in ourselves, in schools and in organizations around the world. We believe in the dignity of all, the benefit of cross-cultural perspectives, and the power of diverse, inclusive, equitable and just communities. Together, not apart, we can make a world of difference.

So Now What?

GOALS AND OUTCOMES

Session 1

To develop an understanding of how race and racism

Session 2

To recognize bias, racial microaggressions, and white privilege

Session 3

To explore how racism is not just individual or institutional, but also reflects ideology

GOALS AND OUTCOMES

Session 1

To develop an understanding of how race and racism

Session 2

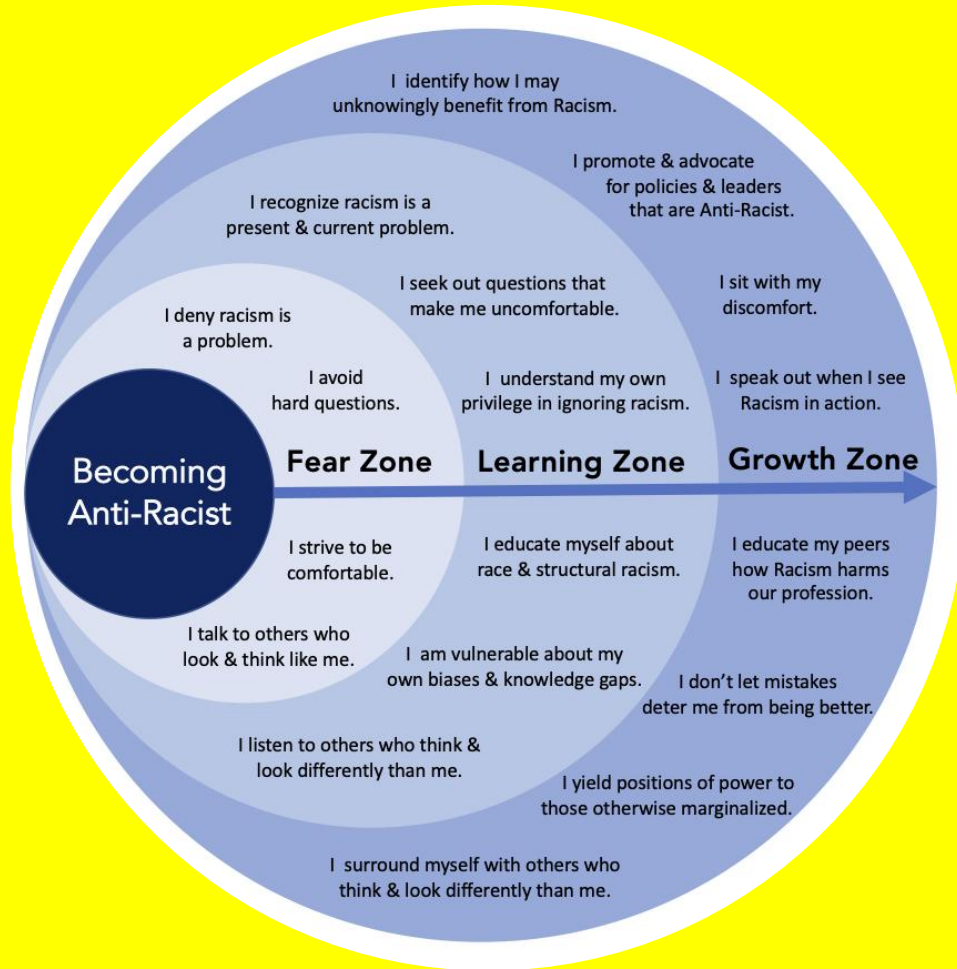
To recognize bias, racial microaggressions, and white privilege

Session 3

To explore how racism is not just individual or institutional, but also reflects ideology

Defining Race & Racism

What	Why	How
<p>To develop an understanding of race and racism</p>	<p>If we are to work effectively towards racial justice, it is important that community members have an understanding of key concepts related to race and racism.</p>	<ul style="list-style-type: none">● Introduction● Making Sense of Race● Racism Concept Bridge● Closing Reflection



GROUND RULES:

- **Comfort Zone:** be vulnerable by giving more than you are taking
- **Fear Zone:** be raggedy, make mistakes, and take risks
- **Learning Zone:** recognize that each of us is learning to be anti-racist
- **Growth Zone:** aspire and set goals to be anti-racist

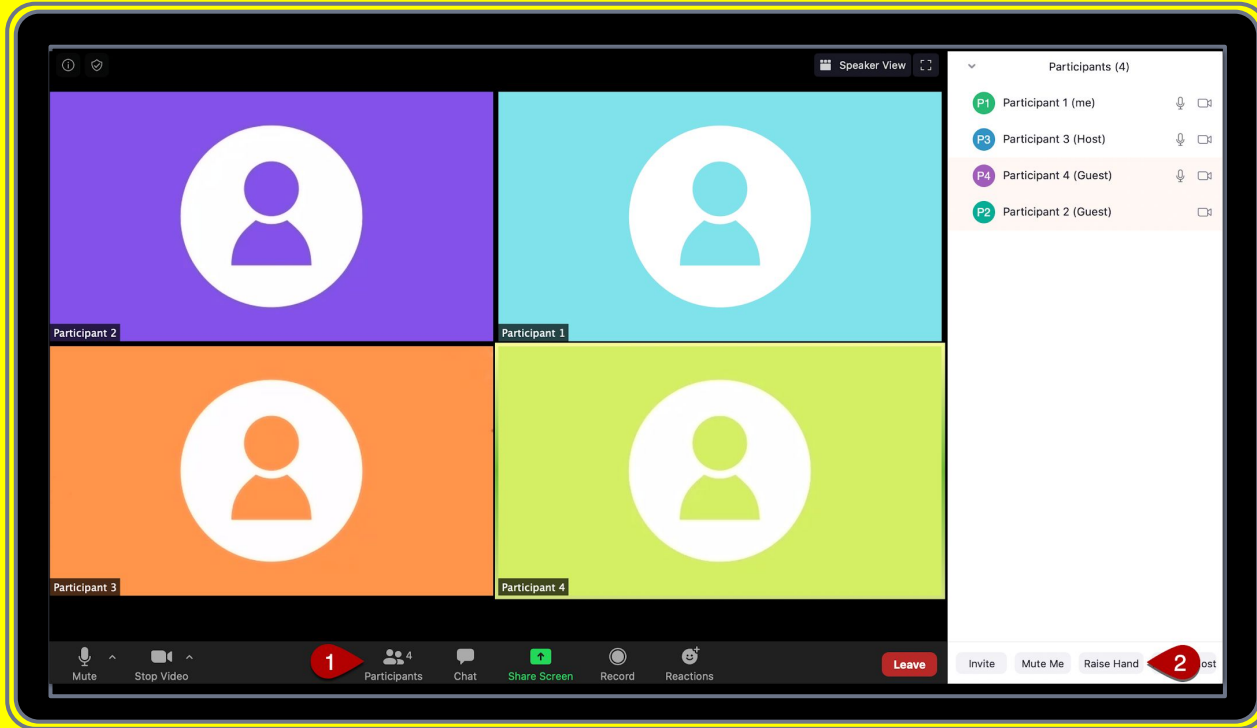
How did you first learn about race or racial difference?

PROCESS

- 1st person talk 1 minute. No interrupting. Only listen.
- 2nd person talk 1 minute. No interrupting. Only listen.
- Ask questions and/or share responses during 60 sec. countdown.

Not talking about gender, religion, class, etc. unless talking about it through an intersectional lens.

How to 'Raise Hand' on Zoom





The Origin of Race in the USA

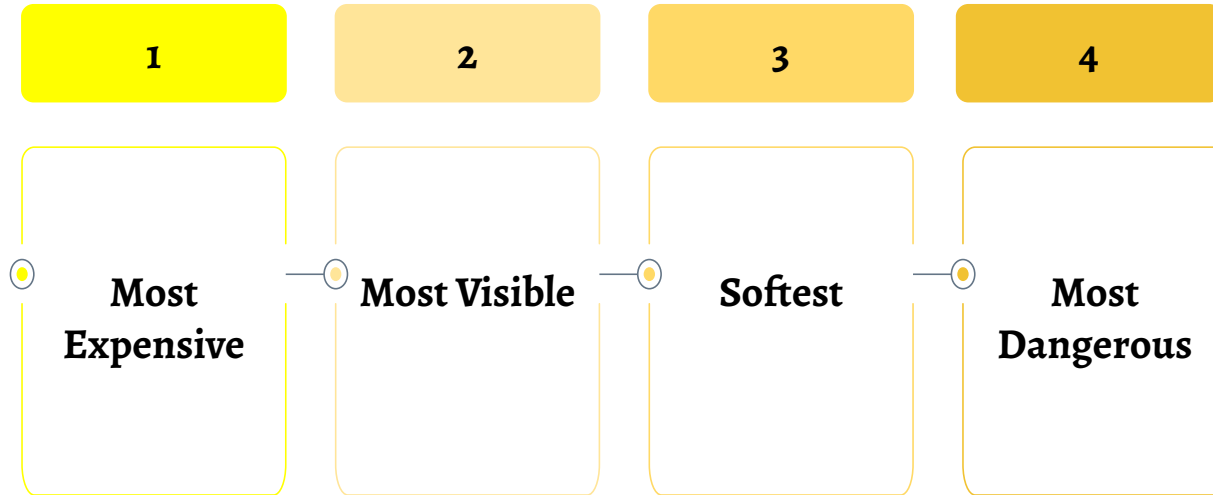


Making Sense of Race

After viewing 'The Origins of Race in the USA'
discuss the following with your group:

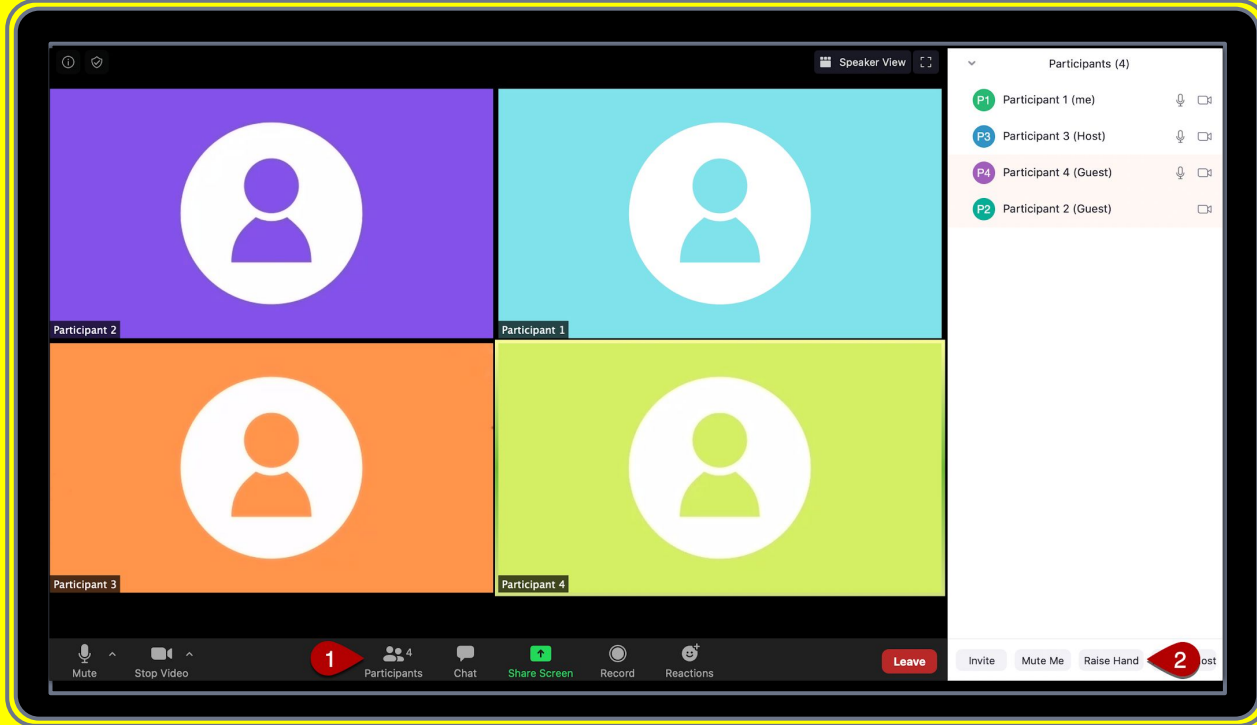
- | |
|---|
| 1. What animal is race? |
| 2. What shape is race? |
| 3. Imagine that shape moving around: what is its mode of locomotion? |
| 4. Give the worst, most biased, distorted definitions of race you can give. |
| 5. What place is race? |
| 6. What color is race? |

Superlative Sort: sort the 11 definitions according to the categories below and explain why you categorized them this way.



Constraint: Human creativity benefits from constraints. Place no more than three in each category.

How to 'Raise Hand' on Zoom





Closing Reflection

In light of my work today, at ISS what should I...

- Start doing...
- Stop doing...
- Do less of...
- Do more of...



1. What patterns / connections might exist between these images?
2. Which image do you think represents ISS?
3. Which image represents your current mood?

A



B



C



D



GOALS AND OUTCOMES

Session 1

To develop an understanding of race and racism

Session 2

To recognize bias, racial microaggressions, and white privilege

Session 3

To explore how racism is not just individual or institutional, but also reflects ideology

GOALS AND OUTCOMES

Session 1

To develop an understanding of race ~~and racism~~

Session 2

To recognize bias, racial microaggressions, and white privilege

Session 3

To explore how racism is not just individual or institutional, but also reflects ideology

GOALS AND OUTCOMES

Session 1

To develop an understanding of race

Session 2

To develop an understanding of racism

Session 3

To recognize bias, racial microaggressions, and white privilege

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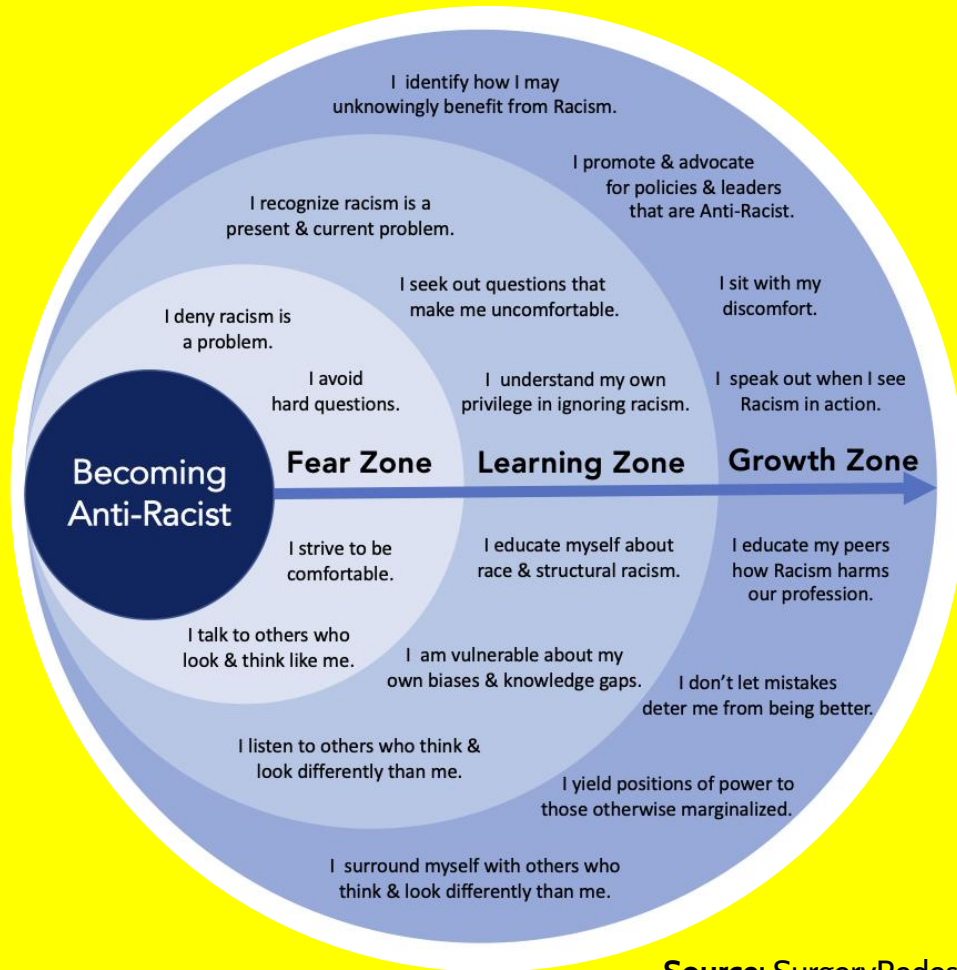


2

**Defining Key Concepts of
Racism**

Defining Key Concepts of Racism

What	Why	How
To develop an understanding of racism	If we are to work effectively towards racial justice, it is important that community members have an understanding of key concepts related to racism.	<ul style="list-style-type: none">● Introduction● Concept Bridge● Connecting Concepts to ISS● Racial Autobiography● Closing Reflection



GROUND RULES:

- **Comfort Zone:** be vulnerable by giving more than you are taking
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critical race theory

CRT identifies that the power structures in this country are based on white privilege and white supremacy, which perpetuates the marginalization of people of color.

There are five major components or tenets of CRT:

1. The notion that racism is ordinary and not aberrational
2. The idea of an interest convergence
3. The social construction of race
4. The idea of storytelling and counter-storytelling
5. The notion that whites have actually been recipients of civil rights legislation

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5. The notion that whites have actually been recipients of civil rights legislation

The New York Times Magazine

The 1619 Project

1. Our society is not free of or unshaped by the four-hundred-year-old presence of racism.
2. In a racist society, the absence of racism in our personal and professional lives would be far more remarkable than the presence of racism.

“

In a society where racism exists, it is not enough to be non-racist. For real transformation to occur, one has to actively challenge discrimination in all its forms.

Shakil Choudhury (2015)

Deep Diversity: Overcoming Us vs. Them

Polling the Group about Racism...

F O U R T H E D I T I O N

Racism *without* Racists

COLOR-BLIND RACISM AND THE PERSISTENCE
OF RACIAL INEQUALITY IN AMERICA

EDUARDO BONILLA-SILVA

“One reason why, in general terms, whites and people of color cannot agree on racial matters is because they conceive terms such as ‘racism’ very differently.

Where as for most whites racism is prejudice, for most people of color racism is systemic or institutionalized.”

Regarding “Key Terms: Race, Racial Structure, and Racial Ideology” (P. 8)

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Methodology of Believing

Doubting Game

Believing Game

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- We should test ideas by subjecting them to the discipline of doubt.

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Methodology of Believing

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- It's a valuable and necessary methodology for good thinking

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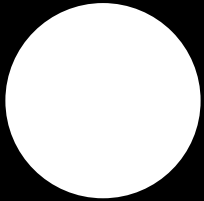
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Believing Game

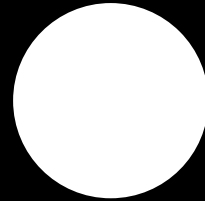
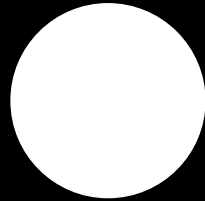
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Taking Perspective

SECOND PERSON
"We are..."



THIRD PERSON
"People are..."



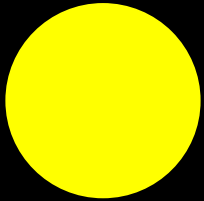
FIRST PERSON
"I am..."

FARTHER

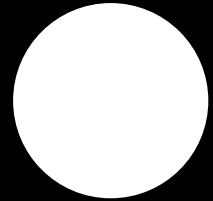
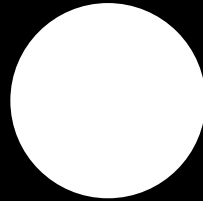
CLOSER

Taking Perspective

SECOND PERSON
"We are..."



THIRD PERSON
"People are..."



FIRST PERSON
"I am..."

FARTHER

CLOSER

1. PREJUDICE

An attitude based on limited information, often on stereotypes. Prejudice is usually, but not always, negative; positive and negative prejudices alike, especially when directed toward oppressed people, are damaging because they deny the individuality of the person. In some cases, the prejudices of oppressed people (“you can’t trust the police”) are necessary for survival. No one is free of prejudice.

Examples: Women are emotional. Asians are good at math.

2. OPPRESSION

Oppression = Power + Prejudice. The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Oppression exists when the following 4 conditions are found:

- the oppressor group has the power to define reality for themselves and others,
- the target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them),
- genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and,
- members of both the oppressor and target groups are socialized to play their roles as normal and correct.

3. SOCIAL & INSTITUTIONAL POWER

- access to resources
- the ability to influence others
- access to decision-makers to get what you want done
- the ability to define reality for yourself and others

4. SYSTEM

- an interlocking set of parts that together make a whole
- an established way of doing something, such that things get done that way regularly and are assumed to be the 'normal' way things get done
- runs by itself; does not require planning or initiative by a person or group

5. ADVANTAGE / PRIVILEGE

A leg up, a gain, a benefit

6. WHITE SUPREMACY

The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

7. RACISM

- Racism = race prejudice + social and institutional power
- Racism = a system of advantage based on race
- Racism = a system of oppression based on race
- Racism = a white supremacy system

Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the major institutions of society. By this definition, only white people can be racist in U.S. society, because only white people as a group have that power.



Building Bridges to Make Sense of Racism (1/2)

Building Bridges to Make Sense of Racism

This is a 'connections' exercise. How do you move from one key concept to another? You can do this on the basis of something in common between shared key concepts. The task is to arrange a 'bridge' between key concepts. But before we do this, read '7 Key Concepts of Racism' on the next page.

PROTOCOL

1. From the seven 'Key Concepts of Racism' select two concepts. These two concepts are going to form the two ends of the bridge.
2. Now arrange the remaining five words to form the bridge. Each concept must connect to the concept on each side of it, so you move smoothly along the bridge from one end to the other.
3. For each link in the bridge, describe clearly the basis of the linkage. Why does this concept lead on to the next?

Experiment with your group to get as sound a bridge as you can.



Building Bridges to Make Sense of Racism

EXAMPLE

I will demonstrate using a set of random concepts:
PANTS; PASSWORD; COMMITTEE; ASPIRIN; COFFIN.

Immediate thoughts:

...choice of bridge ends: ASPIRIN and COFFIN
...ASPIRIN to COMMITTEE: involving headaches
...COMMITTEE to PANTS: usually male-dominated
...PANTS to PASSWORD: recognition amongst men
...PASSWORD to COFFIN: death gives everyone the password to the next life

Further thoughts:

...bridge ends: COMMITTEE and ASPIRIN
...COMMITTEE and COFFIN: lots of dead-weights in a committee
...COFFIN and PANTS: the need to cover up
...PANTS to PASSWORD: special windows for use
...PASSWORD to ASPIRIN: to unlock inflammatory responses

Group 1

Prejudice - Certain people are deemed as more capable those in power choose people that think like them and perpetuate the prejudice

Social and institutional power - Having social and institutional power creates/fosters an environment that gives power, privilege and advantage to the perceived dominant group

Advantage and Privilege - continues the system that perpetuated the advantage of those on 'top' ... very few are willing to give up individual privilege for the good of the whole as power is viewed as something limited i.e. if I give it up that is \$ out of my own pocket

Systems built to maintain system

Oppression Taking the imbalanced system

White Supremacy

Racism

Group 2 -

-

Group 3:

System ← (2 way bridge) → Social and institutional power

Social & Institutional Power ← (2 way bridge) → Advantage / Privilege

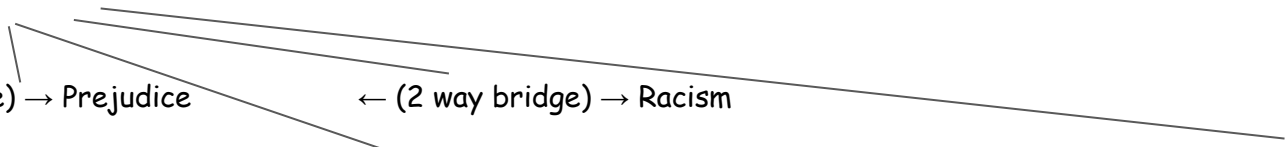
Advantage / Privilege

← (2 way bridge) → Prejudice

← (2 way bridge) → Racism

← (2 way bridge) → Oppression

← (2 way bridge) → White Supremacy



Group 4

SOCIAL and INSTITUTIONAL POWER to ADVANTAGE / PRIVILEGE

PREJUDICE

SYSTEM

WHITE SUPREMACY

RACISM

OPPRESSION

Group 5 -

7 Key Concepts of Racism

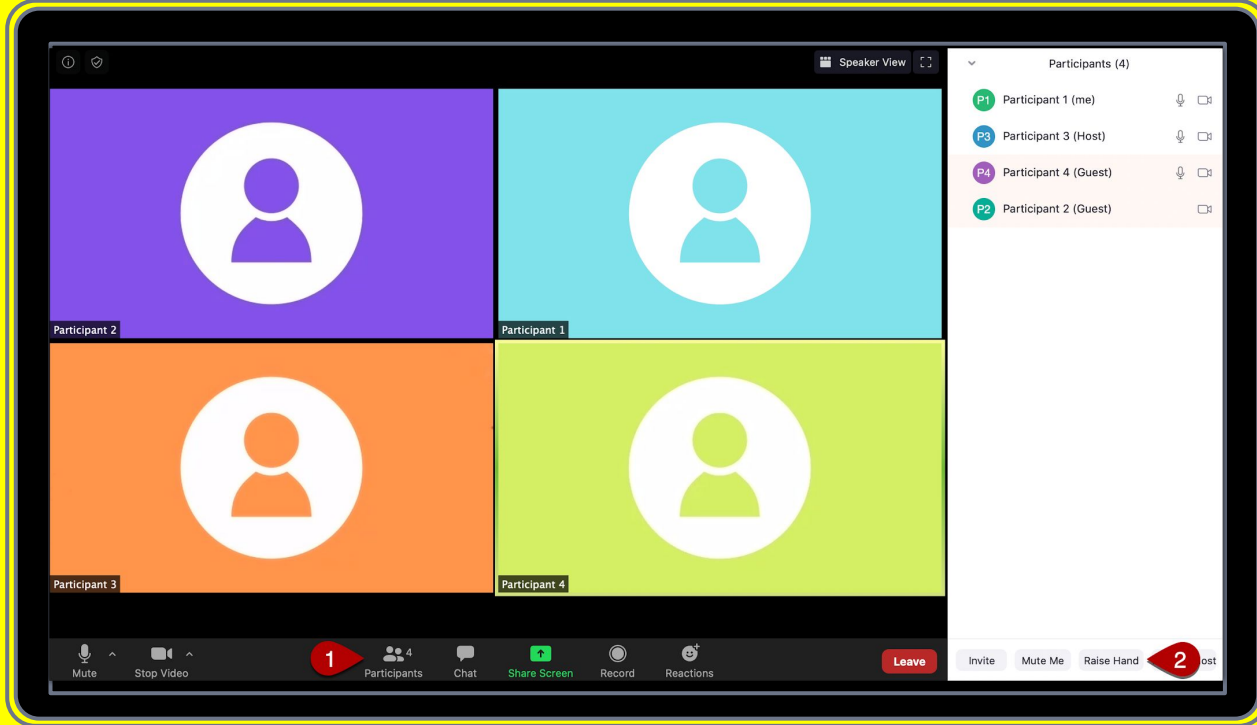
I. PREJUDICE: Oppression, Social & Institutional power, system, advantage/*privilege*, *white supremacy*, *Racism*

- Prejudices to system = personal views - people who hold those views build systems
- System to social/institutional power = a group of people are in power of that system and act on those views -
- Social/institutional power to oppression = those in power use the system to maintain that oppression & keep it in place
- Oppression to advantage/*privilege*

Group 6

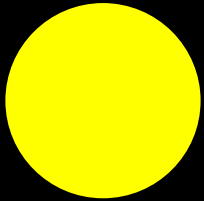
- Prejudice, Oppression, Social and Institutional Power, System, Advantage/Privilege, White Supremacy, Racism
- Initial Thoughts
 - Racism in the middle
 - Systematic in the beginning - racism at the end
 - Racism in the end of the bridge as it is all encompassing of the other 6 concepts
 - The order of linking could be based on any
- Second thoughts
 - Oppression at the end of the bridge because it is the result of the other key concepts
 - **Prejudice** _____ Advantage/Privilege _____ Social/Institutional Power _____ White Supremacy _____ System _____ Racism _____ **Oppression**
 -

How to 'Raise Hand' on Zoom

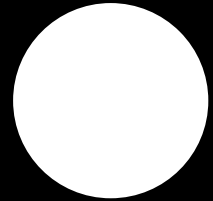
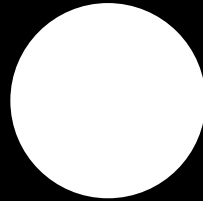


Taking Perspective

SECOND PERSON
"We are..."



THIRD PERSON
"People are..."



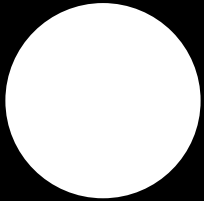
FIRST PERSON
"I am..."

FARTHER

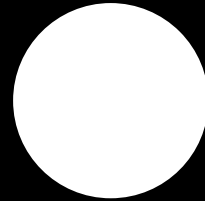
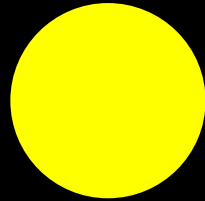
CLOSER

Taking Perspective

SECOND PERSON
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THIRD PERSON
"People are..."



FIRST PERSON
"I am..."

FARTHER

CLOSER

Connecting Concepts to ISS

Concept	Why ISS Should Care	How it Might Show Up at ISS
1. PREJUDICE		
2. OPPRESSION		
3. SOCIAL & INSTITUTIONAL POWER		
4. SYSTEM		
5. ADVANTAGE / PRIVILEGE		
6. WHITE SUPREMACY		
7. RACISM		

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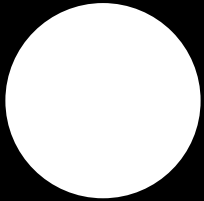
Self-Managed Conversation

IDENTIFY VOLUNTEERS FOR THE FOLLOWING ROLES:

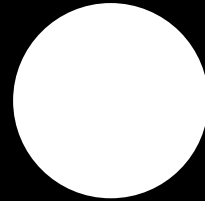
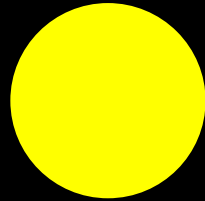
Speaker: shares summary of conversation with full assembly.	Time Keeper: ensures that group is aware of the time available to discuss.	Conversation Steward: ensures everyone has the opportunity to speak and listen.
Scribe: records group work, as needed or desired.	Participants: actively engage with the questions who also makes space for others to speak.	Other Roles: as needed.

Taking Perspective

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"We are..."



THIRD PERSON
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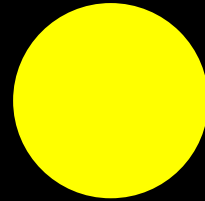
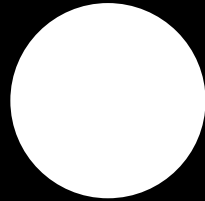
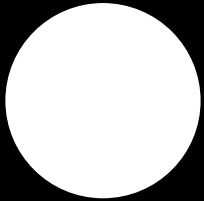
FIRST PERSON
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FARTHER

CLOSER

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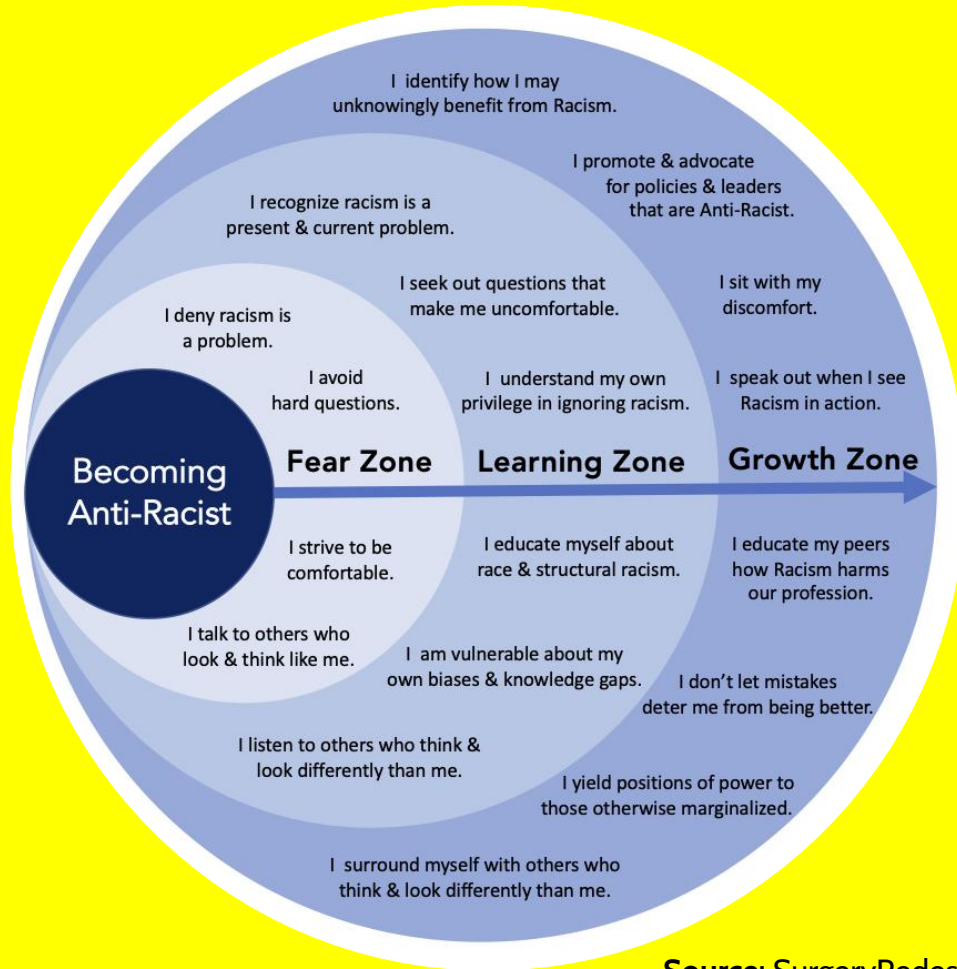
CLOSER

Racial Autobiography

Let the questions guide, not constrain, your reflections. Welcome all memories and ideas.

- What's the most **important** image, encounter, whatever, you've had regarding **ONE** racism concept we've explored?
- Have you felt **unsafe** because of it?
- Have you felt **less powerful** because of it?
- Have you felt **more powerful** by it?

Concepts: prejudice, oppression, social & institutional power, system, advantage / privilege, white supremacy, racism



Closing Reflection

In light of my work today, at ISS what should I...

- Start doing...
- Stop doing...
- Do less of...
- Do more of...