



SoJACs Resources

Books:

- Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*.
- Anderson, C. (2016). *White rage: The unspoken truth of our racial divide*.
- Baldwin, J. (1963). *The fire next time*.
- Bonilla-Silva, E. (2016). *Racism without racists: Color-blind racism and the persistence of racial inequality in America (5th Ed.)*. Lanham, MD: Rowman & Littlefield.
- Burrell, T. (2010). *Brainwashed: Challenging the myth of black inferiority*.
- Coates, T. (2015). *Between the world and me*.
- Davis, A.Y. (1983). *Women, Race, & Class*.
- DiAngelo, R. (2018). *White fragility: Why it's so hard for White people to talk about racism*.
- Gillespie-McRae, E. (2018). *Mothers of massive resistance: White women and the politics of white supremacy*.
- Guthrie, R. V. (2004). *Even the rat was white: A historical view of psychology (2nd ed.)*. Pearson Education.
- Hill, M. L. (2017). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. New York: Atria Books
- Hooks, B. (2012). *Where we stand: Class matters*.
- Kendi, I. X. (2017). *Stamped from the beginning: The definitive history of racist ideas in America*
- Kendi, I. X. (2019). *How to be an anti-racist*.
- Kozol, J. (2006). *The shame of the nation: The restoration of apartheid schooling in America*.

- Loewen, J. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*.
- Love, B. (2019). *We want to do more than survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Boston, MA: Beacon Books.
- Lynch, W. (2008). *The whillie lynch letter and the making of a slave*.
- Menakem, R. (2017). *My grandmother's hands: Radicalized trauma and the pathway to mending our hearts and bodies*.
- Mills, C. (1997). *The racial contract*.
- Moore, D. (2018). *No ashes in the fire: Coming of age Black and free in America*.
- Morris, M. (2016). *Pushout: The criminalization of black girls in schools*.
- Muhammad, K. G. (2010). *The condemnation of Blackness: Race, crime, and the making of modern urban America*.
- Oluo, I. (2018). *So you want to talk about race*.
- Roberts, D. (1998). *Killing the black body: race, reproduction, and the meaning of liberty*.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America* (good overview of redlining and research on government policies at all levels to deny people who are Black opportunities to live in different neighborhoods with jobs, good schools.)
- Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. Movie now available on Netflix.
- Tatum, B. D. (1997). "Why are all the black kids sitting together in the cafeteria?" Basic Books.
- Toldson, A. (2019). *No BS (Bad Stats): Black people need people who believe in Black people enough not to believe every bad thing they hear about Black people*.
- Toporek, R., & Ahluwalia, M. K. (2020). *Taking action: Creating social change through strength, solidarity, strategy, and sustainability*.
- Washington, H.A. (2008). *Medical apartheid: The dark history of medical experimentation on black americans from colonial times to the present*.
- Weincek, H. (2000). *The Hairstons: An American family in black and white*
- West, C. (1994). *Race Matters*.

Articles:

- Coates, T. (2014). *The Case for Reparations*. The Atlantic.
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Hall, W. J. et al. (2015). Implicit racial/ethnic bias among health care

professionals and its influence on health care outcomes: A systematic review. *American Journal of Public Health*, 105(12): e60–e76. Published online 2015 December. doi: 10.2105/AJPH.2015.302903 -- Full text link:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4638275/?fbclid=IwAR1KRsfOQzG KLBVQSUqf0jQmhW8lwXmFJw39reJ4DZQhCDX2ew AKPdocBg>

- King, M.L. (1963). Letter from a Birmingham Jail. Retrieved from: <https://www.theatlantic.com/magazine/archive/2018/02/letter-from-birmingham-jail/552461/>
- <https://edition.cnn.com/2020/06/07/health/white-fragility-robin-diangelo-wellness/index.html>
- <https://www.forbes.com/sites/juliawuench/2020/06/02/first-listen-then-learn-anti-racism-resources-for-white-people/#2021ee9a16ee>

Blogs:

- <https://dividednolonger.com/>
- <https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4?fbclid=IwAR1c4FqLZ 2w8aglYD73fR5Zoh2Q-R5FYbgGJVN4im0wwLy1xFw8B1K15QY>

Podcasts:

- <https://www.npr.org/2020/06/09/873375416/there-is-no-neutral-nice-white-people-can-still-be-complicit-in-a-racist-society> - A recent NPR discussion with the author of *White Fragility* who unpacks “Nice White People” syndrome.
- <https://www.npr.org/2020/06/03/869046127/american-police> - A recent NPR talk with Dr. Khalil Gibran Muhammad, a professor at the Harvard Kennedy School and author of *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. This hour discussion on the American police highlights the origins of policing in America that is based on white supremacy
- 20 minutes for adults who want to talk to their kids about race: <https://www.npr.org/2019/04/24/716700866/talking-race-with-young-children?fbclid=IwAR262i36JkNreR2IYg0pPPHDPL9u6iyHSVkMV2vrR3Ehdl-1oG-OZIXKMrY>

Youtube Videos:

- On the Eurocentric View:
 - <https://www.youtube.com/watch?v=nCw640XRET8>
- An Overview of Critical Race Theory:
 - https://www.youtube.com/watch?v=z-SffJkUt_U

- Intersectionality – Kimberle Crenshaw:
 - https://www.youtube.com/watch?v=z-SffJkUt_U
- Privilege/Class/Social Inequalities Explained in a \$100 Race:
 - <https://www.youtube.com/watch?v=4K5fbQ1-zps>
- Dr. Joy DeGruy Leary: Post Traumatic Slave Disorder
 - https://www.youtube.com/watch?v=BGjSday7f_8

Netflix:

- 13th
- Disclosure
- Paris is Burning
- Marsha P. Johnson

Other Films:

- How to Survive a Plague
- The Color of Fear
- The Mask You Live
- Crash

Online Resources:

- <https://blacklivesmatter.com/>
- <https://www.obama.org/anguish-and-action>
- <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>
- <http://www.nymbp.org/uploads/2/6/6/0/26609299/whiteprivilege.pdf>
- <https://www.shutdownstem.com>
- <https://linktr.ee/NationalResourcesList>
- https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirlTwCTugSfKie5Fs/preview?pru=AAABcnb5mB8*DxXs7K_umbRHIS1kzEln3g
- <https://www.constructivewhiteconversations.org/>
- <https://www.tolerance.org/professional-development/white-antiracism-living-the-legacy>
- <https://www.centerffs.org/cultural-competence-training-center>
- <https://www.familyconnectionsny.org/what-we-do/help-for-other-agencies/>
- <http://cultureconnectionsny.org/>
- <http://blackyouthproject.com>
- <https://usdac.us/>

- <https://www.pisab.org>

Legal Resources:

- <https://www.congress.gov/>
- <https://legiscan.com/NJ>
- <https://legiscan.com/>
- <https://www.counseling.org/government-affairs/public-policy>
- https://www.washingtonpost.com/outlook/white-antiracist-allyship-book-clubs/2020/06/11/9edcc766-abf5-11ea-94d2-d7bc43b26bf9_story.html

Resources for Challenging Oppression:

- 75 Things White People can do to for Racial Justice:
 - <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>
- 21 Day Challenge:
 - <https://www.eddiemoorejnr.com/21daychallenge>
- 10 Things You Should Know About White Privilege:
 - <https://www.sbs.com.au/nitv/article/2016/10/13/10-things-you-should-know-about-white-privilege>
- 100 Ways to be a White Ally:
 - https://www.vice.com/en_us/article/ne95dm/how-to-be-a-white-ally-to-people-of-color
- 11 Step Guide to Understanding Race, Racism, and White Privilege:
 - <http://citizenshipandsocialjustice.com/2017/10/14/11-step-guide-to-understanding-race-racism-and-white-privilege/>

Resources from the Website of Robin DiAngelo (author of White Fragility):

- <https://robindiangelo.com/resources/>

Resources from S.A.I.G.E.:

To Donate (non-comprehensive list):

- [The Black Lives Matter Movement](#)
 - The BLM movement, founded in 2013 after George Zimmerman was acquitted of all charges in the killing of Trayvon Martin, is a multinational organization that combats white supremacy through demonstrations, petitions, and online organizing. You can donate [here](#).
- [Reclaim the Block](#)
 - Reclaim the Block organizes the Minneapolis community and council members to move funds from the hands of the police to other areas covered by the city's budget. "We organize around policies that strengthen community-led safety initiatives and reduce reliance on police departments," the organization says in its mission statement. You can donate [here](#) to help those on the field protesting.
- [BEAM](#)
 - BEAM is an organization working to "remove the barriers that Black people experience getting access to or staying connected with emotional health care and healing," according to its mission statement. Support programs that address mental health and healing in Black communities with a one-time donation [here](#), or a monthly contribution [here](#).
- [The National Association of Black Journalists](#)
 - Help support Black journalists and media professions by [donating](#) to America's largest group for journalists of color. The organization promotes media diversity and supports workers who have been laid off or struggle to find employment.

To Contact

Contact your elected representatives: <https://www.usa.gov/elected-officials>

Resources for Kids:

- www.theconsciouskid.org

Racism is a *system* that encompasses economic, political, social, and cultural structures, actions, and beliefs that *institutionalize* and *perpetuate* an unequal distribution of privileges, resources and power between White people and people of Color. This system is historic, normalized, taken for granted, deeply embedded, and works to the benefit of whites and to the disadvantage of people of color (Hilliard, 1992).

Basic Tenets of Anti-racist Education

- Racism exists today, in both traditional and modern forms
- All members of this society have been socialized to participate in it
- All white people benefit from racism, *regardless of intentions*; intentions are irrelevant.
- No one here chose to be socialized into racism (so no one is “bad”). But no one is neutral – to not *act* against racism is to support racism.
- Racism must be continually identified, analyzed and challenged; *no one is ever done*
- The question is not “*did* racism take place”? but rather “*how did* racism manifest in that situation?”
- The racial status quo is comfortable for most whites. Therefore, anything that maintains white comfort is suspect. If you are white, practice sitting with and building your stamina for racial discomfort.

Common White Patterns that obscure and protect racism

- Preference for racial segregation / isolation. Lack of a sense of loss about segregation / isolation
- Lack of understanding about what racism is
- Seeing ourselves as individuals, outside of racial socialization
- Not understanding that we bring our group’s history with us; history matters
- Cultural appropriation
- Assuming everyone is having/can have our experience
- Lack of racial humility / unwillingness to listen
- Lack of authentic interest in the perspectives of people of color
- Inability to sustain long-term relationships with people of color
- Believing we can be exempt from the power of racial socialization (because we have good intentions, experience another oppression, know some people of color, or took a class or workshop)
- Taboos on talking directly about race and racism
- Wanting to jump over the hard personal work and get to “solutions”
- Confusing “not agreeing” with not understanding
- Need to maintain white solidarity / save face / look good
- Guilt which paralyzes or is an excuse for inaction
- Defensiveness about any suggestion that we are connected to racism
- A focus on intentions over impact

Dominant Frame: Racism as Either / Or (Trepagnier, 2007).

Racist = Bad

Not Racist = Good

Ignorant	Progressive
Bigoted	Educated
Prejudiced	Well-intentioned
Mean	Open-minded
Old	Young
Southern	Northern

Antiracist Frame: Racism as Ever-Present



More racist

Less racist

(“Less racist” is not a fixed location based on good intentions, self-image, or past actions. It is continually strived for through on-going and demonstrated practice, and ultimately determined by peoples of Color.)

Robin DiAngelo, 2012

Antiracist Checklist for Whites adapted from Dr. John Raible’s (2009) checklist for antiracist white allies.

Part 1

- _____ I demonstrate knowledge and awareness of the issues of racism.
- _____ I continually educate myself about racism and multicultural issues.
- _____ I recognize my own limitations in doing antiracist work.
- _____ I raise issues about racism over and over, both in public and in private.
- _____ I realize “it’s not about me.” I avoid personalizing racial issues as they are raised in conversation.
- _____ I can identify racism as it is happening.
- _____ At meetings, I make sure antiracism is part of the discussion.
- _____ I can strategize and work in coalition with diverse others to advance antiracist work.
- _____ I attend to group dynamics to ensure the participation of people of color.

- _____ I support and validate the comments and actions of people of color and other allies (but not paternalistically)
- _____ I strive to share power, especially with people from marginalized groups.
- _____ I take a personal interest in the lives and welfare of individuals of different races.
- _____ I use my position as a white “insider” to share information with people of color that they may not have access to.
- _____ I hold high expectations for people of color and for white people.
- _____ I reach out to initiate personal contact with people of different races.
- _____ I listen carefully so that I am more likely to understand the needs of people from marginalized groups.
- _____ I understand enough about people of color’s perspectives that when relevant, I can share these perspectives when people of color are not present.
- _____ I can accept leadership from people of color as well as from white people.
- _____ I work side by side with people of different races on tasks, projects, and actions.
- _____ I debrief with people of color to give and get “reality checks” and affirmations after meetings and interactions.
- _____ I readily accept—with no explanations or “proof” necessary—a person of color’s position or perception.
- _____ I can be present emotionally when individuals need to express feelings about racism.
- _____ I discuss race and racism with both whites and people of color, and in these discussions I take people of color’s perspectives seriously.
- _____ I take risks in relating to people across lines of difference.
- _____ I demonstrate shared values with people from various communities, for example, impatience with the pace of change, anger at injustice, etc.
- _____ I know the private lives of families and friends who are people from different backgrounds.
- _____ I can relax, socialize, and feel at ease with people of color and with whites.

Part 2

The following are some **problem areas** where individuals sometimes get stuck. These were developed specifically for white individuals. Do any of these apply to you?

- _____ I am not clear on the labels people of color prefer to use to identify themselves.
- _____ When people of color point out racism as it is happening, I feel personally attacked.
- _____ I rely on people of color for education about my own (and institutional) racism.

_____ I use meeting time to establish my antiracist credentials (e.g., recounting stories about how I “marched in the Sixties” or about how many friends of color I have).

_____ It is important to me to point out examples of “reverse racism” when I see them.

_____ I have been told I act in a racist manner without knowing it.

_____ I speak for people of color and attempt to explain their positions.

_____ I view myself as a mediator between people of color and other whites.

_____ I see my role as interpreting the behavior of people of color for other whites.

_____ I prefer to spend time and energy dealing with my personal feelings and issues rather than moving the antiracist agenda forward.

_____ I intellectualize about the struggle rather than live it daily.

_____ I wait for people of color to raise white people’s awareness.

_____ I know fewer than five individual peers of color intimately (i.e., adults, not children, or family members, or employees, or co-workers).

While a checklist may seem simplistic, many will find that these guidelines are very difficult to put into action and take on-going commitment and practice. We will make mistakes but cannot give up.

Dr. Raible explains his list by stating, “The main goal is to develop relationships of solidarity, mutuality, and trust, rooted in a praxis of intentional antiracist thought, action, and reflection. When I observe people consistently taking the above steps (in Part 1), I recognize that they ‘get it’ when it comes to race and racism.”