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PROJECT HISTORY

In the fall of 2017, a group of undergraduate students at Rice University constructed a qualitative research project analyzing how undergraduates felt about and engaged in interracial dating, marriage, and hookups within and outside the university as part of the course SOCI 381: Research Methods taught by Dr. Craig Considine. Inspired by The Princeton Review designating Rice University as the top university in the nation for ‘lots of race/class interaction’ in 2016, 2017, and 2018, this group aimed to explore the role race plays in students’ interactions, particularly romantic ones. Thus, this qualitative study analyzed experiences and perceptions of interracial dating and relationships among undergraduate students at Rice University.

Through a multi-layered sampling technique, over thirty students were split into three focus groups. The question guide facilitated semi-structured conversation surrounding the topics of socialization prior to Rice, attitudes and perceptions towards interracial dating, students’ experiences with engaging in interracial hookup or dating relationships, and levels of romantic interaction. After the analysis of focus group transcripts, several key findings arose, including that white male and Asian female pairings are perceived to be the most common interracial pairing and there is little, if any, discussion of interracial relationships among black students.

One year later, in the fall of 2018, the project continued. With Dr. Considine’s guidance, the focus shifted towards gathering quantitative data through survey distribution to bolster previous findings, as well as partnering with the Asian and Pacific American Student Alliance at Rice University (APASA) to organize a panel on cross-cultural allyship. The former component consisted of constructing a survey that structurally mirrored our focus group guide but also incorporated more specific questions that proposed future research topics, such as students’ levels of engagement in cross-cultural allyship.

The panel specifically highlighted cross-cultural allyship on campus and in the Houston community. Panelists broke down the Princeton Review’s ranking, using their unique perspectives on their cultural and allyship backgrounds to inform their recommendations of the best means of being an ally. The panel, unlike the previous research, focused solely on platonic relationships between minority student populations.

Continuing into the spring of 2019, the research project evolved further. Semi-structured interviews were conducted with individuals, some of whom spoke on the panel, from a variety of backgrounds with informed insights on fostering racial allyship. Insights gathered from these discussions, coupled with analyses of existing literature on teaching racial solidarity, guided the development of a toolkit that can be used to facilitate racial allyship trainings. Consisting of several sections, including key terms, training lesson plans, and notable individuals and organizations in this line of work, the toolkit is intended to serve as a comprehensive resource for all individuals interested in teaching or learning about racial allyship.

The content of this toolkit was revised throughout the academic semester, primarily through workshops hosted at Kinder High School for the Performing and Visual Arts in which lessons from the guide were taught to high school students who then provided feedback on the experience via surveys and focus groups. The final toolkit, thus, consists exclusively of vetted information approved by individuals of diverse backgrounds and knowledge pertaining to racial allyship.
PROJECT TIMELINE

**AUG. - SEPT. 2017**
---
Project focus selected, literature review, research methods established

---

**SEPT. - OCT. 2017**
---
Data collection & focus groups

---

**NOV. 2017**
---
Data analysis & department of sociology in-class presentation

---

**AUG. - SEPT. 2018**
---
Re-analyze data, additional literature review, & survey creation

---

**SEPT. - OCT. 2018**
---
Data analysis & panel planning

---

**NOV. 2018**
---
Panel & project presentation

---

**APRIL 2018**
---
Poster presentation at Rice Undergraduate Research Symposium (RURS)

---

**AUG. - SEPT. 2018**
---
Re-analyze data, additional literature review, & survey creation

---

**JAN. 2019**
---
Additional literature review & interview guide creation

---

**FEB. 2019**
---
Interviews & workshop development

---

**MARCH 2019**
---
Data analysis & racial allyship workshops with high school students

---

**APRIL 2019**
---
Toolkit finalized & final project presentation
WHY IS THIS TOOLKIT NECESSARY?

The United States is one of the most diverse nations in the world. Hundreds of thousands of immigrants hope to enter our country’s borders every year, often seeking to achieve the “American Dream.” The U.S. prides itself in its supposed tolerance and acceptance of people from all different backgrounds and cultures. However, our country’s history tells a different story; it is marred with express and discrete discrimination against a slew of racial and ethnic groups. More specifically, since the founding of our nation those without white skin have been systematically denied human rights, citizenship, school and job opportunities, and their humanity. Events and laws like African-American slavery, the Chinese Exclusion Act, Japanese internment camps, and the Trail of Tears are just some of the ways people of color have been victimized throughout the years.

Although it is important to remember the good and bad of history, a common modern-day misconception is that racism is a thing of the past. Through this allyship toolkit, we hope to shatter this falsehood and bring to light the reality of American life: People of color are still oppressed and silenced on a daily basis. One of the best ways to see this is through the lens of the criminal justice system: Although people of color make up about thirty percent of the U.S. population, they account for sixty percent of those imprisoned. Statistics show that implicit and explicit biases also affect minority wage trajectories, life expectancies, educational opportunities, and overall quality of life. With recent popular movements like #BlackLivesMatter and #MeToo, it is more important than ever to recognize the significance of intersectionality and to be able to understand how to be an effective ally. In this toolkit, you will find organizational resources, instructions on how to get involved, important people to follow, and guidelines on how to effectively teach race-based allyship to other people who may be interested.

Systemic racism and societal oppression cannot be dismantled overnight. Though it would take the efforts of millions of people to completely disassemble the discriminatory cultural structures of our nation, the fight starts with the individual. By reading this toolkit, you are taking the first step of many to promoting self-improvement of yourself/others and building movements for collective liberation. As the Declaration of Independence states, “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.” We hope you will join us on this journey to truly make this nation a land of opportunity, where someday everyone can enjoy equal opportunity and prosperity.
RACIAL INEQUALITIES IN THE U.S.

**Income & Wealth**
- 1 in 4 African Americans, 1 in 4 Native Americans, and 1 in 5 Hispanics are classified as poor. Comparatively, just 1 in 10 whites and 1 in 10 Asians are poor.
- In 2016, the median wealth for African American and Hispanic families was $17,600 and $20,700, respectively, compared to white families' median wealth of $171,000.

**Education**
- Only 57% of African American students have access to all of the math and science courses necessary for college readiness, compared to 81% of Asian American students and 71% of white students.
- African American students are three times more likely than white students to be suspended for the same infractions.

**Criminal Justice**
- People of color are significantly overrepresented in the U.S. prison system, making up more than 60% of the prison population.
- African Americans and whites use drugs at similar rates, but African Americans are incarcerated for drug charges at six times higher rates.

**Arts**
- In Billboard’s 2016 Power 100 ranking of the 100 most powerful people in the music industry, 96% are white.
- During the 2014-2015 Broadway season, African American actors were cast in 17% of roles, Latinx actors in 3%, Asian American actors in 9%, and all other minorities (including disabled actors) in less than 1%. White actors filled 70% of all roles.
ALLY WORKSHOP

Facilitating a Successful Race-Based Workshop of Your Own
FOREWORD

Facilitating a race-based allyship workshop is a wonderful way to encourage people to act as allies to people of other races and ethnicities. Use this guide to help facilitate your own workshop and to engage participants in activities that will get them thinking critically about where they stand as allies and how they can become better allies to others.

KEY OBJECTIVES OF THE WORKSHOP

This workshop has the following goals:

- To provide understanding about what an ally is
- To increase belief of why allies are important
- To encourage effective ally behavior
- To increase students' understanding of their own privilege

PREPARATION (PRE-WORKSHOP)

- Collect all the materials needed for the workshop, including projector, laptops, worksheets/handouts, and scratch paper.
- Pick someone to keep time during the meeting.
- Write the following definition of the word Ally on the white board - Ally: (n.) An ally is a member of a privileged group who takes a stand against oppression. An ally works to be a part of social change rather than being part of the oppression. **Keep this definition hidden until the "Introduction" section of the workshop.
- Try to arrange the chairs and desks in the area in the most inclusive way for easy discussion between participants.

WORKSHOP AGENDA

Time: 1 hour

1. Introduction (10 mins)
2. Privilege for Sale (20 mins)
3. Scenario Training (20 mins)
4. Closing (10 mins)

*If you have more or less time you can adjust these sections to offer more time for discussion.

HOW TO READ THE WORKSHOP

Each section lists the name of the activity, the time allotted for that exercise, and a list of the materials needed. The parts in italics are directions, actions or notes.

THE PARTS IN CAPITAL LETTERS ARE TO BE READ ALOUD TO THE GROUP.
INTRODUCTION

Introductions help participants to get to know each other and feel welcome in the space.

Duration: 10 minutes
Materials: Laptops, statistics hand-out

HELLO EVERYONE! WELCOME TO THE ALLYSHIP WORKSHOP. WE ARE SO EXCITED TO HAVE ALL OF YOU HERE. TODAY WE ARE GOING TO LEARN ABOUT HOW WE CAN USE OUR EXPERIENCES TO BECOME EFFECTIVE ALLIES TO OTHER RACES AND ETHNICITIES IN OUR SCHOOL AND COMMUNITY.

NOTE: You may already know one another, but it's good to have introductions as a way to welcome each other to the space and make participants comfortable with speaking in the group. The facilitator should stand in the front of the room so that everyone can see them. They should speak in a loud, clear, and confident voice so that everyone can hear them.

NOW LET'S GET STARTED WITH INTRODUCTIONS. LET'S GO AROUND THE ROOM AND SAY YOUR NAME, PREFERRED GENDER PRONOUNS (or PGP's), AND ONE WORD TO DESCRIBE HOW YOU ARE FEELING TO BE AT THIS WORKSHOP RIGHT NOW.

PGP'S ARE PRONOUNS THAT AN INDIVIDUAL PERSONALLY IDENTIFIES WITH. ASKING PGP'S IS A WAY TO RESPECT EACH PERSON'S UNIQUE IDENTITY. GENDER PRONOUNS CAN INCLUDE SHE/HER/HERS, HE/HIM/HIS, THEY/THEM/THEIRS, OR ALL OR NO PRONOUNS.

The facilitator should begin and then have the group continue clockwise around the room. This activity should go quickly with each participant answering with only a few words. The facilitator should encourage people to be brief if participants begin to give longer answers.

After introductions, the facilitator should write the Google Form pre-survey link on the white board and ask students to get out their laptops and fill out the survey. Tell students to be quick. While students are filling out the survey, pass out the statistics hand-out and ask students to glance over the facts after they are finished with the Google Form.
PRIVILEGE FOR SALE

This activity will help students understand the vast amount and variety of racial privileges.

Duration: 20 minutes
Materials: Scrap paper for money amounts for groups, participant handouts

WE’RE GOING TO TAKE AN OPPORTUNITY WITH THE NEXT ACTIVITY TO LOOK AT THE DIFFERENT TYPES OF PRIVILEGES, RIGHTS, AND EXPECTATIONS THAT CAN BE ATTACHED TO DIFFERENT MANIFESTATIONS OR UNDERSTANDINGS OF RACE RELATIONS. THIS ACTIVITY CAN OFTEN IMPACT PEOPLE QUITE DIFFERENTLY DEPENDING ON YOUR OWN RACE, CLASS, OR OTHER IDENTITIES - SO PLEASE JUST KEEP THAT IN MIND WHILE PEOPLE ARE SHARING. IN A MOMENT I’M GOING TO ASK YOU TO GET INTO GROUPS OF FOUR/FIVE AND I’M GOING TO COME AROUND WITH A LIST A PRIVILEGES FOR YOU TO LOOK AT AS A GROUP. FOR THE PURPOSES OF THIS ACTIVITY, NO MATTER WHAT YOUR IDENTITY, YOU DO NOT HAVE ANY OF THESE PRIVILEGES. YOUR GROUP WILL HAVE AN AMOUNT OF MONEY (WHICH I WILL GIVE TO YOU) IN ORDER TO COLLECTIVELY BUY PRIVILEGES FROM ME. AFTER I PASS OUT THE SHEETS I’LL COME AROUND WITH A NUMBER AMOUNT OF MONEY THAT YOUR GROUP HAS TO SPEND COLLECTIVELY ON PRIVILEGES. IF YOUR GROUP GETS $100 THAT MEANS COLLECTIVE YOU NEED TO DECIDE WHAT ONE PRIVILEGE YOU’RE GOING TO BUY. EACH PRIVILEGE COSTS $100.

Count participants off into groups of four/five. If you have an even number make one group of four. Pass out the privilege sheets and money amounts. Give participants approximately 5 minutes to pick privileges and let them know when they have two minutes left. Wrap up the activity and bring the participants back to process with the larger group.

Debrief/Process Questions:
1. What was it like to do this activity?
2. What questions did you all wrestle with when trying to make this decision as a group?
3. What struck you about the list?
4. Were there any items you didn’t totally understand or didn’t connect with at first?
5. What privileges stuck out to you, what kind of privileges were they?
6. What was the process like deciding as a group? What do you think the value of doing this in groups was?
7. Why do you think I gave you money to buy the privileges with rather than say like every privilege costs a token and you get a certain number of tokens as a group?
8. What are you taking away from this activity?
PRIVILEGE FOR SALE, CONT’D.

THIS ACTIVITY CAN WEIGH HEAVILY FOR SOME OF US, PARTICULARLY IF YOU FEEL THAT
OFTEN TIMES YOU DON’T HAVE ACCESS TO MANY OF THESE DIFFERENT PRIVILEGES. IT
IS IMPORTANT TO REMEMBER THAT PRIVILEGE COMES IN ALL DIFFERENT FORMS AND
THAT THERE ARE SOME WAYS THAT WE HAVE DIRECT CONTROL OVER WHAT
PRIVILEGES OTHERS MAY FEEL OR NOT FEEL AROUND US DEPENDING ON THE TYPES OF
ENVIRONMENTS WE CREATE AND THE TYPES OF ACTIONS WE TAKE.

NOTE: If you have co-facilitators, then if you
both have different things or focal points that
you get out of the activity then it would be
great to focus your wrap up and contributions
on those different things.

NOTE: Bring your style! This activity is very
adaptable and can easily be focused for the
group that you are working with. If you are
working with dancers you could talk about the
privilege of seeing most prima ballerinas look
like them. The more focused that you can make
the activity for the group you are working with
the better.

NOTE: It is not recommend to give more than
$800 to any one group and typically not over
$500. Often groups with more money take just
as long or longer to pick because they have
more choices to make. Typically, facilitators
should keep it between $100 (always giving
one group $100) and $500 but if there are
more than 5 groups facilitators may give a
group 600-800. However, facilitators can also
use the same amount twice.
PRIVILEGE FOR SALE

PLEASE EXAMINE THE FOLLOWING LIST OF PRIVILEGES WITH YOUR GROUP. EACH PRIVILEGE COSTS $100 TO PURCHASE AND YOUR FACILITATOR(S) WILL BE COMING AROUND SHORTLY WITH THE AMOUNT OF MONEY YOUR GROUP HAS TO SPEND.

1. Mainstream media routinely depict people of my race in a wide range of roles.
2. Children in my racial group do not need to be educated about systematic racism for their daily physical safety.
3. Not needing to worry about being denied a role or position because I did not “look the part.”
4. I can take a job without people thinking I was hired only because of my race.
5. I can do well in a challenging situation without being called a credit to my race.
6. I can go shopping without concern that store employees will monitor me because of my race.
7. Having government representatives that look like me.
8. I can be sure that if I need legal or medical help, my race will not work against me.
9. I am never asked to speak for all the people of my racial group.
10. Feeling like the color “nude” applied to my skin tone.
11. Being able to interact with law enforcement without fear of profiling.
12. I learned about my race in school, and it was accurately represented in history textbooks.
13. I can play the ‘colorblind card.’
15. Never having my citizenship status questioned.
17. I never have to wonder whether my significant other is with me solely because of race.
18. Being able to shop in the main aisles of a store rather than the smaller “ethnic” sections.
19. Seeing musical artists that look like me supported by the media.
20. I feel represented by the leaders in my art department.
21. Having teachers and mentors who have similar life experiences.
This activity will allow students to apply their understanding of allyship to specific scenarios and situations.

Duration: 20 minutes
Materials: Participant handouts

WE’RE GOING TO TAKE AN OPPORTUNITY WITH THE NEXT ACTIVITY TO LOOK AT AND ANALYZE THE DIFFERENT WAYS YOU ALL COULD REACT AND BE CHALLENGED IN YOUR POSITION AS ALLIES IN CERTAIN SCENARIOS AND SITUATIONS. MANY OF THESE SCENARIOS ARE BASED OFF OF REAL-LIFE EVENTS AND HISTORICAL HAPPENINGS.

Count participants off into groups of four/five. If you have an even number make one group of four. Pass out the scenario training sheets. Give participants approximately 5 minutes per scenario to read and discuss the questions. Let them know when they have two minutes left. Wrap up the activity and bring the participants back to process with the larger group.

NOTE: You may choose to debrief with the larger group after each scenario, or give a larger chunk of time for each group to discuss all four scenarios and then debrief with the larger group at the very end.

NOTE: If you are under time limitations, feel free to only go through certain situations and scenarios. Though it would be best to get through every scenario, it is not imperative. Consider allowing workshop participants to leave with the scenario training sheets if you run out of time to go through all of them so they can analyze the rest of the situations on their own time.
I. Hypothetical Scenarios

You are on the planning committee of a Multicultural Showcase taking place at your school. During the event, flags from many different regions and countries will be displayed, and one of the other committee members, who is white, says they want to showcase a Confederate flag as a symbol of southern culture and pride. Another committee member, who is black, states they are uncomfortable with this due to the Confederacy’s support of slavery, but the other student says they want to honor their family’s heritage.

a. How can a person’s background and experiences shape their view of the Confederate flag?
b. Should the Confederate flag be included in the Multicultural Showcase? Why or why not?
c. What would you say to the other students?

While at a busy restaurant, you notice a Hispanic couple that arrived before you still hasn’t been served. Thirty minutes later, they still don’t have their food, but your family and several groups that arrived after you have already finished eating. As you’re leaving, you overhear their server say to another server that he doesn’t want to serve them because they’re “clearly in this country illegally.”

a. What would you do after hearing this comment?
b. In what other settings could this stereotype affect the couple?
c. Do you think the server has the right to refuse service to this couple since it is a private business? Why or why not?

II. Pop Culture Scenarios

One of your friends, who is white, attends Coachella, and you see that she posted a picture of herself on Instagram in a Native American headdress. Among Natives, these headdresses, referred to as war bonnets, are symbols of great respect and honor that one must earn the right to wear. Your friend, however, simply bought hers on Etsy. When you ask her about this, she says she wasn’t making fun of the headdress and wore it because she appreciates Native American culture.

a. Do you think it was okay for your friend to wear the headdress? Why or why not?
b. Why do you think this could be offensive to Native Americans?
c. How are cultural appreciation and cultural appropriation different?
III. Historical Scenarios

In response to growing anti-Japanese sentiment in the United States and the Attack on Pearl Harbor, President Franklin D. Roosevelt issued Executive Order 9066 in 1942, forcing approximately 120,000 people of Japanese ancestry living in the Western United States to relocate to internment camps. These camps were overcrowded, unsafe, and had extremely poor living conditions, yet, sadly, many Americans overwhelmingly supported them. In fact, only one Western politician outspokenly opposed this inhumane policy: Governor Ralph Carr (R) of Colorado. Despite damage to his political career and many death threats, Governor Carr refused to support Japanese internment, saying, “The Japanese are protected by the same Constitution that protects us. An American citizen of Japanese descent has the same rights as any other citizen... If you harm them, you must first harm me.”

a. Why is it important to learn about historical events like Japanese-American internment?
b. Governor Carr’s opposition of Japanese-American internment is considered by many to have ruined his promising political career. What does this teach us about the potential challenges allies face in advocating for justice?

NOTE: You may choose to create your own scenarios or adapt these scenarios to your audience or your objectives. Just make sure the scenarios can lead to active and productive discussion among your participants.
CLOSING

When the workshop is over, it is necessary to provide the participants with a sense of accomplishment and closure.

Duration: 10 minutes  
Materials: Laptops, projector

BEFORE WE FINISH, WE HAVE A FEW MINUTES IF THERE ARE ANY QUESTIONS.

Take and answer questions from participants.

After answering everyone’s questions, ask students once again to take out their laptops and fill out the Google Form post-survey. Make sure to write the link on the white board for everyone to see and copy. This should not take long.

THANK YOU SO MUCH FOR PARTICIPATING TODAY! ALL OF YOU ARE ON YOUR WAY TO BEING GREAT ALLIES TO STUDENTS IN THIS SCHOOL. KEEP UP THIS IMPORTANT WORK! PLEASE FEEL FREE TO REACH OUT TO ANY OF US IN THE FUTURE ABOUT ANY QUESTIONS OR CONCERNS YOU MAY HAVE. THANKS AGAIN!

AND, BEFORE WE OFFICIALLY END THIS WORKSHOP, WE WANT TO LEAVE WITH THIS POWERFUL QUOTE FROM MARTIN LUTHER KING, JR.:

At this time, display this quote on the projector and read it out loud:

“I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro’s great stumbling block in his stride toward freedom is not the White Citizen’s Councillor or the Ku Klux Klanner, but the white moderate, who is more devoted to “order” than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: “I agree with you in the goal you seek, but I cannot agree with your methods of direct action”; who paternalistically believes he can set the timetable for another man’s freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a more convenient season.”

I URGE ALL OF YOU, INSTEAD OF WAITING FOR A MORE CONVENIENT SEASON, TO ACT NOW AND FIGHT FOR WHAT YOU BELIEVE IS RIGHT. THANK YOU!

NOTE: Be sure to provide contact information for your group or organization so people can keep in touch with you after the workshop.
SURVEY RESULTS

Students anonymously completed the same survey before and after the training to provide quantitative and qualitative feedback on the workshop's impact.

**PRE-WORKSHOP**

- **18.5%** think being an ally is somewhat to extremely difficult
- **39.5%** believe considering intersectionality while being an ally is very difficult
- **12.3%** do not see opportunities to be active allies in their daily lives

**POST-WORKSHOP**

- **33.8%** think being an ally is somewhat to extremely difficult
- **52.1%** believe considering intersectionality while being an ally is very difficult
- **5.6%** do not see opportunities to be active allies in their daily lives
TESTIMONIALS

"I really feel like the activities for this workshop were effective and interactive, which really helped us relate [them] to our experiences and lives."

"Thank you for this because, being a minority who has faced injustice, it gives me hope to see people trying and educating people on the injustices faced by minorities."

"I think both the [Privilege for Sale and Scenario] exercises were really effective in making people understand their own privilege and how others live their lives."
CRITICISMS

"The assumption was made that maybe we didn't know anything about [allyship], and it showed a little bit in the practices...[The workshop] underestimated our knowledge on allyship."

Improvement: Determine the audience's knowledge level before the workshops and tailor activities and discussions to this accordingly.

"More personal anecdotes would help connect with your audience more."

Improvement: Encourage workshop leaders to share their relevant personal experiences. This will personalize discussions and help embolden attendees to share their own experiences.

"I think [the workshop] was filled with more questions than answers, and, while that does explain the complexity of the problem, it doesn't get closer to an answer."

Improvement: Throughout the workshop, but particularly in the scenario activity, discuss actionable ways to be an ally in each situation.
GLOSSARY
OF KEY TERMS
ALLYSHIP

"An active, consistent, and arduous practice of unlearning and re-evaluating, in which a person of privilege seeks to operate in solidarity with a marginalized group of people." -The Anti-Oppression Network

ANTI-RACISM

"The active process of identifying and eliminating racism by changing systems, organization structures, policies and practices and attitudes, so that power is redistributed and shared equitably." -NAC International Perspectives

BIGOT

"A person who is obstinately or intolerantly devoted to one's own opinions and prejudices; especially: one who regards or treats the members of a group (as a racial or ethnic group) with hatred and intolerance." -The Atlantic

COLONIALISM

"A relationship in which one country is subject to the authority of another; a practice of domination, which involves the subjugation of one people to another, usually involving the settlement of citizens from the colonial power in the colony." -Margaret Kohn

COLORBLINDNESS

"Colorblindness is a racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This point of view encourages those who endorse this perspective to ignore the ongoing processes that maintain racial stratification in schools, neighborhoods, health care, and other social institutions." -The Atlantic

CULTURAL APPROPRIATION

"The unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society." -The Week
DISCRIMINATION

"The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. [In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business." -Devah Pager and Hana Shepherd

EQUALITY

"The goal of equality is to make sure that everyone has the same things to be successful. It is similar to equity in that it is seeking fairness for everyone, but it assumes that everyone starts equally as well. [This assumption] doesn't promote fairness." -The Society for Diversity

EQUITY

"Equity is trying to understand where people are coming from and to give them what they need to be successful. This means not necessarily giving everyone the exact same thing, but rather just what they need to live happily. This mentality is harder to grasp since initially it seems unfair. [It is harder to see] fairness in equity and giving people unequal amounts to help everyone succeed." -The Society for Diversity

IMPLICIT BIAS

"Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control." -The Kirwan Institute, The Ohio State University
INTERSECTIONALITY

"The theory of how different forms of oppression intersect and impact on people's lives." - National Union of Students

NON-RACISM

"Non-racism is a passive word/feeling that simply means one isn't a racist. It is a word that can be used to turn a blind eye to the racism in the world and allow one to not do anything to make racism actually go away." - The Next Family

ORIENTALISM

"[The acceptance in the West] of the basic distinction between East and West as the starting point for elaborate theories, epics, novels, social descriptions, and political accounts concerning the Orient, its people, customs, 'mind,' destiny and so on." - Edward Said in Orientalism

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." - Gabrielle David and Sean Frederick Forbes

PRIVILEGE

"Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it." - Kelly Fritsch, Clare O'Connor, and A.K. Thompson
Racialism

"A theory that race determines human traits and capacities; a belief in one's own group's superiority." - The Chronicle of Higher Education

Racism

"Racism is a theory of races hierarchy which argues that the superior race should be preserved and should dominate the others. Racism can also be an unfair attitude towards another ethnic group. Finally, racism can also be defined as a violent hostility against a social group." - United Nations Education, Scientific and Cultural Organization

Solidarity

"Solidarity is the feeling of reciprocal sympathy and responsibility amongst members of a group which promotes mutual support. As such it has subjective and emotional elements...solidarity is associated with 'love' and 'friendship.'" - Lawrence Wilde

White Privilege

"An invisible package of unearned assets that [white people] can count on cashing in each day...white privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks." - Peggy Macintosh

White Supremacy

"White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by white peoples and nations of the European continent, for the purpose of maintaining and defending a system of wealth, power, and privilege." - Elizabeth "Betita" Martinez
GLOSSARY OF KEY FIGURES
HEND AMRY

"Hend Amry is a Libyan-American writer, artist, and quick-witted Twitter commentator living in Doha, Qatar. Her writing has appeared on Voices of Africa and her tweets have been featured on Wired, Buzzfeed, Vox, and the Washington Post."

ROBIN DIANGELO

"Robin DiAngelo is an American academic, lecturer, and author working in the fields of critical discourse analysis and whiteness studies...She formerly served as a tenured professor of multicultural education at Westfield State University. DiAngelo has been a consultant and trainer for more than twenty years on issues of racial and social justice."

MICHAEL ERIC DYSON

"Dr. Michael Eric Dyson is a Georgetown University sociology professor, a New York Times contributing opinion writer, and a contributing editor of The New Republic, and of ESPN's The Undefeated website. He covers race, politics, religion, and culture."
Alicia Garza

“Alicia Garza is an activist and writer who now lives in Oakland, California. Although she has organized around issues related to health, student services, and rights for domestic workers,...she is best known as one of three founders of the Black Lives Matter movement.”

Blair Imani

“Blair Imani is a black queer American Muslim activist. She is the founder and executive director of Equality for HER, a nonprofit educational platform for feminine-identifying individuals. As a political journalist and commentator, she appeared on Fox News and MSNBC, and has guest lectured at Yale and Harvard Universities. She has written for the Huffington Post and VICE.”

Deray Mckesson

“DeRay Mckesson is a civil rights activist focused primarily on issues of innovation, equity and justice...As a leading voice in the Black Lives Matter Movement and a co-founder of Campaign Zero, DeRay connects individuals with knowledge and tools...that ensure equity.”
MIA MINGUS

"Mia Mingus is a writer, educator and community organizer for disability justice and transformative justice. She is a queer, physically-disabled, Korean transracial and transnational adoptee raised in the Caribbean. She works for community, interdependency and home for all of us, not just some of us."

CHERRIE MORAGA

"Cherrie Moraga is a playwright, poet, and essayist whose works received national recognition. She was recently awarded the 2007 United States Artists Rockefeller Fellowship for Literature,...a Theatre Communications Group Theatre Artist Residency Grant in 1996, the NEA’s Theatre Playwrights’ Fellowship in 1993, and two Fund for New American Plays Awards."

BRITTANY PACKNETT

"Brittany Packnett is a national leader at the intersection of culture and social change. Brittany serves as Vice President of National Community Alliances & Engagement for Teach For America and co-founder of Campaign Zero, a policy platform to end police violence."
BEVERLY DANIEL TATUM

"Beverly Daniel Tatum, president emerita of Spelman College,...is a clinical psychologist known for her expertise on race relations and leadership in higher education. Her years as the president of Spelman College were marked by innovation and growth and her visionary leadership was recognized in 2013 with the Carnegie Academic Leadership Award."

ALOK VAID-MENON

"As a performer and writer, Alok has questioned the alignment of gender with one's identity on a daily basis. Their work is dedicated to championing the same. From blogs that defy the endless stigmas of our society to performances that combine art and poetry, Alok's been an important voice in and for the community of trans people."

DAWUD WALID

"Dawud Walid is currently the Executive Director of the Michigan chapter of the Council on American-Islamic Relations (CAIR-MI), which is a chapter of America's largest advocacy and civil liberties organization for American Muslims and a member of the Michigan Muslim Community Council (MMCC) Imams Committee."
GLOSSARY
OF KEY ORGANIZATIONS
ANTI-DEFAMATION LEAGUE

"ADL is a global leader in exposing extremism and delivering anti-bias education, and it is a leading organization in training law enforcement. ADL is the first call when acts of anti-Semitism occur. ADL’s ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate."

BLACK LIVES MATTER

"The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on Black communities by the state and vigilantes."

COUNCIL ON AMERICAN-ISLAMIC RELATIONS

"The Council on American-Islamic Relations (CAIR) is a grassroots civil rights and advocacy group. CAIR is America's largest Muslim civil liberties organization, with regional offices nationwide. CAIR's national headquarters are on Capitol Hill in Washington D.C."
**EVERYDAY DEMOCRACY**

“Everyday Democracy works to strengthen democracy by making authentic engagement and public participation a permanent part of the way we work as a country. Since our founding in 1989, we have worked with hundreds of communities throughout the US...with a racial equity lens.”

**FACING HISTORY AND OURSELVES**

“Facing History and Ourselves is a nonprofit international educational and professional development organization. Our mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.”

**HOPE IN THE CITIES**

“Hope (HIC) in the Cities possesses a deep history of inter-racial trust, reflection, dialogue and action spanning 25 years...HIC has birthed a conceptual movement through honesty, empathy, intentional conversation, responsibility and truth-telling that is transforming how...the United States as a country challenges white privilege, structural racism and embedded histories of inequality.”
THE KNOTTED LINE

"The Knotted Line is an interactive...laboratory for exploring the historical relationship between freedom and confinement in the geographic area of the United States. With miniature paintings of over 50 historical moments, The Knotted Line asks: how is freedom measured? Just as importantly, The Knotted Line imagines a new world through the work of grassroots movements for self-determination."

RACE MATTERS INSTITUTE

"The Race Matters Institute works toward a more just and vibrant nation where every child, family and community thrives. For more than a decade we have helped government units, nonprofits, community-based and regional organizations, philanthropies, and state and national networks to become more race-informed and equity-focused in their work."

SEARCH FOR COMMON GROUND

"Search for Common Ground is an international non-profit aiming to end violent conflict. Our local teams engage all sides of a conflict, providing the tools needed to work together and find solutions that build up the community, instead of resorting to violence."
SHOWING UP FOR RACIAL JUSTICE

“SURJ is a national network of groups and individuals working to undermine white supremacy and to work toward racial justice. Through community organizing, mobilizing, and education, SURJ moves white people to act as part of a multi-racial majority for justice with passion and accountability.”

TEACHING TOLERANCE

"Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants."
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THE TEAM

Meet the brains behind this toolkit!

Jessica Huang
Sarah Tseggay
Craig Considine
REFERENCES


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