

Monthly Bulletin

November – Racism/Anti-Racism

Welcome

Welcome to the NCCJ Monthly Bulletin! November's topic is Racism/Anti-Racism. The Monthly Bulletin is meant to help us all continue our education and have easy access to information and activities that can be used in clubs, classes and companies; as well as, just shared with friends and family. Each Bulletin will have sections on: definitions, videos, articles, handouts, resources, upcoming NCCJ events, important dates in history, statistics, and questions to ponder. We hope you find this informative and helpful. 😊

Definitions

Race: A social construct that artificially divides people into distinct groups based on characteristics such as: physical appearance (particularly skin color), ancestral heritage, cultural affiliation, cultural history, ethnic classifications and the social, economic and political needs of society at a given period of time. Racial categories include ethnic groups.

Ethnicity: A social construct which divides people into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interest, history and ancestral geographical base. Examples are: Irish, Jewish, Italian, Haitian, African, Puerto Rican, Mexican, Chinese, Japanese, Indian, etc.

Racism: The systematic subordination of members of target/oppressed racial groups who have relatively little social power (People of Color) in the United States, by members of the agent/privilege racial group who have relatively more social power (White people). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.

White Privilege: The concrete benefits of access to resources and social rewards and the power to shape the norms and values of society, which Whites receive, unconsciously or consciously, by virtue of their skin color in a racist society. Examples include: the ability to be unaware of race, the ability to live and work among people of the same racial group as their own, the security of not being pulled over by the police for being a suspicious person, the expectation that they speak for themselves and not for their entire race, the ability to have a job or promotion attributed to their skills and background and not affirmative action (McIntosh, 1992).

Individual racism: The beliefs, attitudes and actions of individuals that support or perpetuate racism. Individual racisms can occur at both an unconscious and conscious level, and can be both active and passive (see definitions below). Examples include telling a racist joke, using a racial epithet or believing in the inherent superiority of White people.

Active racism: Actions which have as their stated or explicit goals the maintenance of the systems of racism and the oppression of those in the targeted/oppressed racial groups. People who participate in active racism advocate the continued subjugation of members of the targeted/oppressed groups and protections of "the rights" of members of the agent/privilege group. These goals are often supported by a belief in the inferiority of People of Color and the superiority of White people, culture and values.

Passive racism: Beliefs, attitudes and actions that contribute to the maintenance of racism, without openly advocating violence or oppression. The conscious and unconscious maintenance of attitudes, beliefs and behaviors that support the system of racism, racial prejudice and racial domination. It is also not taking action when you hear or witness bias and/or discrimination.

Institutional racism: The network of institutional structures, policies and practices that create advantages and benefits for White people, and discrimination, oppression and disadvantages for people from targeted/oppressed racial groups. The advantages created for White people are often invisible to them, or are considered “rights” available to everyone as opposed to “privileges” awarded to only some individuals and groups.

Definitions were provided from Teaching for Diversity and Social Justice Edited by Maurianne Adams, Lee Anne Bell, Pat Griffin, SJTI Learning institute, and work from multiple work groups including Seattle University’s Residential Life Social Justice Workgroup.

Videos

- ABC 20/20 What Would You Do Racism In America- <http://www.youtube.com/watch?v=eLXCCqY-l>
- Stopped, Frisked, and Speaking out- <http://vimeo.com/37414572#>
- TEDxHampshireCollege – Jay Smooth – How I Learned to Stop Worrying and Love Discussing Race- <http://www.youtube.com/watch?v=MbdxeFcQtaU>
- 1700% Project: Mistaken for Muslim- <http://www.youtube.com/watch?v=viQl-p5oyHM>
- Standards of Beauty Effects on Asians- <http://www.youtube.com/watch?v=7GdNnBCaocl>

Articles/Handouts

- White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh- see PDF
- How to be an Anti-Racist Parent- see PDF
- Immigration Myths and Facts Behind the Fallacies- <http://www.uschamber.com/sites/default/files/issues/immigration/files/14484immigrationmythfacts.pdf>
- Distancing Behaviors- <http://www.pcc.edu/resources/illumination/documents/distancing-behaviors-anti-racism-handout.pdf>

Upcoming NCCJ Events

Youth Gathering

Watch a movie, talk about Racism, find out what others are doing at their schools and eat pizza!

Sunday, November 17, 2013

1:00pm

NCCJ Office (820A Prospect Hill Road, Windsor CT 06095)

Statistics

Education

- Nationally: 52% of Black males who entered ninth grade in the 2006-07 school years graduated in four years. That compared with 78% of white, non-Latino males and 58% of Latino males.
- In MA: in 2008, White students graduated at a rate 18% higher than Black students and 28% higher than Hispanic/Latino students.
- In CT: the graduation rate of Hispanic/Latino students (68.6%) is 22.7% lower than that of White students (91.3%); the corresponding gap between Black/African American students (73 %) and their White counterparts is 18.3%.

Incarceration:

- In 2011, 2.3 million people were incarcerated in the United States, making the U.S. the highest documented incarceration rates in the world. The United States makes up only 5% of the total world population, in 2011 it made up 25% of the worlds incarcerated population. To put this in another perspective China has a population 4 times greater than the United States and comes in second with 14% of the their population incarcerated.
- In the last 20 years, women of color have become the fastest growing segment of the prison population.
- Although Black Americans make up only 12.7% of the U.S. population, they make up 48.2% of adults in federal, state or local prisons and jails.
- Latinos represent just 11.1% of the U.S. population, yet are 18.6% of the U.S. prison population.
- On average, 1 in 25 adult Native Americans is under the jurisdiction of the nation's criminal justice system – more than twice the number of White adults in the system.

Citations:

- *U.S. Department of Justice. Educational Database Online (2012). Incarceration in the United States.*
http://www.onlineeducation.net/incarceration_usa
- <http://collectivesun.wordpress.com/the-facts/women-in-prison/>
- <http://www.publiceye.org/defendingjustice/pdfs/factsheets/10-Fact%20Sheet%20-%20System%20as%20Racist.pdf>
- <http://www.citizensforpublicschools.org/achievement-gap/>
- http://www.huffingtonpost.com/2012/09/19/black-male-hs-graduation- n_1896490.html
- <http://ctbythenumbers.info/2013/08/15/achievement-gap-persists-despite-progress-reflected-in-high-school-graduation-rates/>

Just a Glimpse into Important U.S. Racial History

1800s

- **Civilization Act of 1819:** The Civilization Act of 1819 was meant to assimilate Native Americans into Westernized Culture. The slogan used during this time was “Kill the Indian Save the Man” The law provided the U.S. government funds to subsidize Protestant missionary educations in order to convert Native Americans to Christianity . Over 100,000 natives were forced into schools.

- **1848 Treaty of Guadalupe:** In 1848 the U.S. defeats Mexico and “purchases” for \$15 million over one-third of the Mexican nation. Mexicans are given the right to become U.S. citizens if they decide to stay. However, Congress refused to pass Article X, which stipulated the protection of the ancestral land of Mexican people. Instead, Congress requires them to prove, in U.S. courts, speaking English, with U.S. lawyers, that they have legitimate titles of their land.
- **Fugitive Law of 1850:** Fugitive Slave Law allowed federal marshal and the enlisted White people to assist in the capturing of runaway slaves. It also made it possible for a Black person to be captured as a slave solely on the sworn statement of a White person with no right to challenge the claim in court.
- **1882 Chinese Exclusion Act:** First time ever US Congress prohibits a specific group from migrating into the country. This law restricted Chinese immigration for 10 years. It was renewed in 1892, made permanent in 1902, and was not repealed until 1943. Chinese immigration to the United States declined from 39,500 in 1882 to only 10 in 1887.

1900s

- **1942 Executive Order 9066:** Executive Order 9066 legally ordering the evacuation and mass incarceration of 120,000 persons of Japanese ancestry, and anyone who was Asian and/or seemed to be a threat. These were US citizens and some even fought in the war for the US.
- **1953 Operation Wetback:** Operation Wetback in 1953 was the systematic police sweeps and ID checks of “Mexican looking” people. INS removed 1 million undocumented immigrants, mainly Mexican. Sound familiar?
- **1960 Student Non-Violent Coordinating Committee (SNCC):** SNCC was young people (of all races) coming together to non-violently stand up for the civil rights movement. SNCC played a major role in the sit-ins and freedom rides, a leading role in the 1963 March on Washington, Mississippi Freedom Summer, and the Mississippi Freedom Democratic Party. SNCC's major contribution was in its field work, organizing voter registration drives all over the South, especially in Georgia, Alabama, and Mississippi.
- **1992 Rodney King Riots:** The riots started on April 29, 1992 after a trial jury acquitted four Los Angeles Police Department officers of assault and use of excessive force. The white officers were videotaped beating an African-American named Rodney King following a high-speed police pursuit. Thousands of people throughout the metropolitan area in Los Angeles rioted over six days following the announcement of the verdict.

Recent History 2000s

- **2001 Patriot Act:** The Patriot Act passed by Congress with virtually no debate, giving the federal government the power to detain suspected “terrorist” for an unlimited time period without access to legal representation. Over 1000 Arab, Muslim, and South Asian men are detained in secret locations.
- **March 2003:** FBI Created an Arab American Advisory Committee after hate crime against people perceived to be “Arab” or “Muslim” **increased by 1700%**
- **2010 SB 1070:** Arizona Anti-Immigration Laws at the time of passage SB 1070 was the broadest and strictest anti-illegal immigration measure in recent U.S. history. The Arizona Act made it a state misdemeanor crime for an “alien” to be in Arizona without carrying the required

documents, required that state law enforcement officers attempt to determine an individual's immigration status during a "lawful stop, detention or arrest", or during a "lawful contact" not specific to any activity when there is reasonable suspicion that the individual is an illegal immigrant. The law barred state or local officials or agencies from restricting enforcement of federal immigration laws, and imposed penalties on those sheltering, hiring and transporting "unregistered aliens."

- **June 2013: (Voters Right Act) Shelby County, Alabama versus Holder, Attorney General, Et. Al:** The Supreme Court effectively struck down the heart of the Voting Rights Act of 1965 by a 5-to-4 vote, freeing nine states, mostly in the South, to change their election laws without advance federal approval. The court divided along ideological lines, and the two sides drew sharply different lessons from the history of the civil rights movement and the nation's progress in rooting out racial discrimination in voting. At the core of the disagreement was whether racial minorities continued to face barriers to voting in states with a history of discrimination.

Resources

- National Urban Leagues: <http://nul.iamempowered.com/>
- NAACP: <http://www.naACP.org/>
- American Civil Liberty Union: <https://www.aclu.org/>
- ColorLines (News for Action): <http://colorlines.com/>
- CT Anti-Racist Alliance: <http://www.stamfordasks.org/ctara>
- White Privilege Conference: <http://www.whiteprivilegeconference.com/>
- Anti-Racist Alliance: <http://www.antiracistalliance.com/>

Questions to Further Ponder

1. When were you first aware of racial differences? What were the messages you received about people from different races? Was the information positive or negative? If you received negative messages, or stereotypes, have you changed your perspective?
2. Are you comfortable interrupting bias actions? Are you comfortable stopping a racist joke? Are you comfortable hearing that your joke is racist? If you are not comfortable what skills do you need to sharpen?