

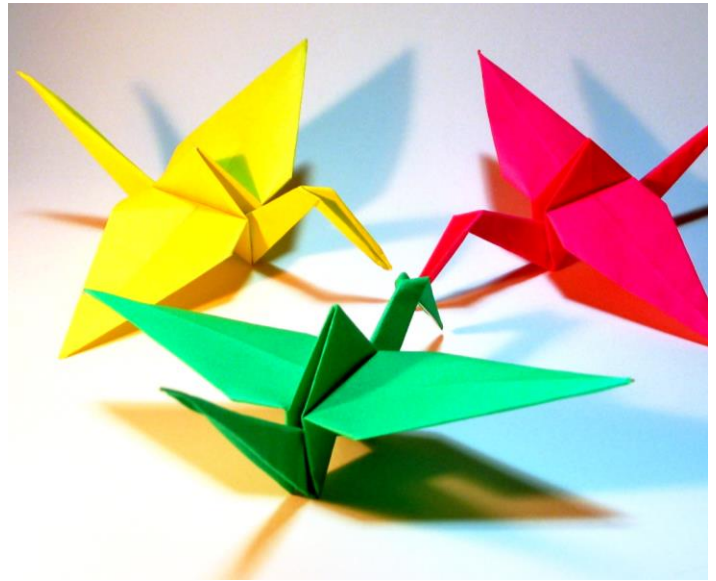
White People and Antiracist Work

Do white people have a role and/ or responsibility in anti-racist work? And what is anti-racist work anyway? Does guilt ever get in the way? What does being an effective ally look like? Join your peers and add your voice to the discussion as we tackle these provocative questions.

Presented by: Kim Catchpole

Questions

- Do white people have a role and/or responsibility in antiracist work?
- How would you define antiracist work?
- What are some of the barriers?
- How can white people overcome these barriers and be good allies?



Resources

- Kendall, Frances E. (2003). How to Be an Ally if You Are a Person with Privilege. <http://www.scn.org/friends/ally.html>
- Great activity/ discussion questions on white anti-racism <http://www.tolerance.org/supplement/white-anti-racism-living-legacy>
- White Anti-Racism: Living the Legacy – Activity from Teaching Tolerance. <http://www.tolerance.org/supplement/white-anti-racism-living-legacy>
- Helen Tumbull Ted Talk, Inclusion, Exclusion, Illusion and Collusion. <http://www.youtube.com/watch?v=zdV8OpXhl2g&feature=youtu.be>
- Harvard Implicit Bias Test: Project Implicit <https://implicit.harvard.edu/implicit/>
- Livermore, I Get It. I'm Biased So Now What. <http://davidlivermore.com/2014/09/15/i-get-it-im-biased-so-now-what/>
- 8 Things White People Really Need to Know About Race. <http://goodmenproject.com/ethics-values/8-things-white-people-really-need-understand-race-hesaid/>



Recommended Resources

- Finn, P. J. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: State University of New York Press.
- West, 1994, *Race Matters*. Boston: Beacon Press
- Ladson-Billings, G. (1994). The dreamkeepers. Successful teachers of African American children.
- Winant, H. (2000). Race and race theory. *Annual Review of Sociology*, 26(1), 169-185.
- Leonardo, Z. (2002). The souls of white folk: Critical pedagogy, whiteness studies, and globalization discourse. *Race, ethnicity, and education*. 5(1), 29-50.
- Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of ‘white privilege’ . *Educational Philosophy and Theory*. 36(2), 137-152.
- Dei, G. J., & Johal, G. S. (Eds.). (2005). *Critical issues in anti-racist research methodologies*. New York: Peter Lang.
- Harvard University’s Justice with Michael Sandel, Affirmative Action
<http://www.justiceharvard.org/2011/02/episode-09/#watch>
- Tim Wise website (antiracist essayist, author, educator): <http://www.timwise.org/>
- Bennett’s Developmental Model of Intercultural Sensitivity:
http://www.wholecommunities.org/pdf/privilege/4_Becominginterculturallycompe_Bennett.pdf

Ethnocentric			Ethnorelative		
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of “other.”	“We” are superior and “they” are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g., “color blind”) and only seek similarities.	I accept but may not agree with other cultures. Generally, I am curious and respectful.	I “see” the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.



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