

TOPIC 2: PRIVILEGE

The Urgency of Intersectionality (18:41)

Kimberlé Crenshaw examines the reality of race and gender bias and how the two can combine to create even more harm. Using the term "intersectionality" to describe this phenomenon, she examines how, if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both. (*Subtítulos disponibles en español.*)

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Note: for longer videos, you may save time by watching at 1.5X playback speed.

LISTEN:

Chelsea Handler on White Privilege (25-minute listen)

In 2019, comedian Chelsea Handler made a documentary on Netflix called, *Hello Privilege. It's Me, Chelsea*, where she explored the idea of white privilege. Sam Sanders talks to Chelsea about what she's learned since then, her latest book, *Life Will Be the Death of Me...and You Too!*, and coming to terms with both her own white privilege and herself.

<https://www.npr.org/2020/07/01/886356310/chelsea-handler-on-white-privilege>

ACT:

How Privileged are You? (5-minute quiz)

Take this self-assessment by BuzzFeed to discover where you are on a privilege spectrum.

<https://www.buzzfeed.com/regajha/how-privileged-are-you>

TOPIC 3: UNDERSTANDING STEREOTYPES

Stereotype: A broad, often oversimplified assumption made about all members of a particular group ([source](#)).

Understanding Stereotypes

- What is a stereotype?
- How have stereotypes impacted your interactions with others? Have they ever impacted how you view or treat another person? Have stereotypes ever impacted how another has viewed or treated you?
- How can you avoid stereotyping?

Stereotypes are based on little information and do not recognize individualism and personal agency. They can paint people in a light that is not reflective of their actual character. Most stereotypes are negative, and even when stereotypes include seemingly “positive” generalizations about a group, they can be harmful ([source](#)).

READ, WATCH, LISTEN

With the questions and definition above in mind, do at least one of the following:

READ:

How to Beat Stereotypes by Seeing People as Individuals (8-minute read)

Zaid Jilani explains the psychology behind stereotypes and strategies for avoiding stereotyping. https://greatergood.berkeley.edu/article/item/how_to_beat_stereotypes_by_seeing_people_as_individuals

Berens and Beyond: Here's What It Means to Be a Wisconsinite (10-minute read)

Every state has its own personality, and its own sense of identity. This article explores Wisconsin's stereotypes and beyond by speaking to some residents.

<https://www.milwaukee.com/berens-and-beyond-heres-what-it-means-to-be-a-wisconsinite/>

9 People Reveal a Time They Racially Stereotyped a Stranger (3-minute read)

After a string of episodes in which Black people were treated unjustly while simply going about their business, the New York Times* asked readers to tell their stories.

<https://www.nytimes.com/2018/05/25/reader-center/racial-stereotypes.html>

**The New York Times has offered this as a free article, but you may be asked to create an account as with the previous [video links](#) that we've shared. The site may prompt you to subscribe while setting up the free account, but a paid subscription is not required for these articles. If you do not wish to set up an account, you should feel free to skip these links.*

UNITED WAY EQUITY CHALLENGE

TOPIC 3: UNDERSTANDING STEREOTYPES

WATCH:

I Am Not Your Asian Stereotype (9:38)

In this funny and insightful talk, Canwen Xu shares her Asian-American story of breaking and sometimes reaffirming stereotypes. (*Subtítulos en español disponibles.*)

https://youtu.be/_pUtz75INaw

LISTEN:

Anger: The Black Woman's 'Superpower' (19-minute listen)

This episode of Code Switch examines the pervasiveness of the 'angry Black woman' stereotype and how the stereotype continues to haunt Black women.

<https://www.npr.org/2019/05/15/723322372/anger-the-black-womans-superpower>

REFLECT: RACE AND RACIAL EQUITY

Congratulations! You've made it through the Challenge's first section on common definitions and general concepts surrounding race and racial equity.

We want to recognize and thank the creators of the original [21-Day Racial Equity Habit Building Challenge](#). The 21-Week Equity Challenge is adapted from the work of [Debby Irving](#), racial justice educator and writer, and [Dr. Eddie Moore, Jr.](#), Director of the Privilege Institute in Green Bay, WI. Ms. Irving and Dr. Moore designed their challenge not only to help people better understand the issues surrounding equity and inclusion, but to do so in a way that would **build a long-lasting habit of learning**.

This topic is a little different than previous topics. Rather than challenging you to read, watch or listen to new resources, today is focused on reflection and deeper engagement. Please take some time to think about the previous topics and the concepts and resources you've explored.

We also encourage you to think about how you're using the Equity Challenge to build your own equity learning habits.

Reflect

- What have you learned? Were the concepts explored so far new to you?
- How did the definitions offered differ from your previous understanding of the terms and concepts?
- What connections did you make from topic to topic? How do race and racial identity, privilege and stereotypes relate to one another?

The Challenge started with a definition of race as a socially constructed way of grouping people based on skin color and other apparent physical differences, which has no genetic or scientific basis. You were challenged to review materials that discussed race and racial identity.

In the second topic, we focused on privilege – the unearned social, political, economic and psychological benefits of membership in a group that has institutional and structural power. You also reviewed a definition and resources about intersectionality, which is a way to understand how different identities and different forms of discrimination interact.

In the third topic, we explored stereotypes, which are the broad, often oversimplified assumptions made about all members of a particular group.

One final definition we'd like to share in this section is that of racism. **Racism is different from racial prejudice, hatred or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices** ([source](#)).

UNITED WAY EQUITY CHALLENGE

REFLECT: RACE AND RACIAL EQUITY

In future topics, these concepts will come up again, and there will be new terms and ideas as we explore how racism manifests. Our next section will ask you to think more deeply about how race and racial identity, privilege, stereotypes and racism impact us internally.

ACT

Think about the previous topics and connections you've made with the materials and do the following:

- Share a reflection or resource you found helpful for understanding these topics with your social networks. Join the conversation on social media by using #EquityChallenge and #PowerofManyWorkingforAll.

TOPIC 5: INTERNALIZED RACISM

Throughout the Challenge, there may be media outlets, celebrities, reporters and sources you don't typically follow. We know it can be difficult to connect when someone's point of view is outside of our own experience, but we believe reading, hearing and considering a variety of personal stories and views are essential steps in improving equity and inclusion in our communities. **Thank you for joining us with an open mind and willingness to explore as we learn together.**

Our topics will now shift to examine the four levels of racism as we seek to better understand how it impacts our lives and communities. We'll start with internalized racism.

Internalized Racism

- How do you relate to the notions of internalized racial inferiority and superiority? Is either one familiar to you? If so, how do they show up in your life?
- How do they interact with feelings associated with other aspects of your identity like gender, age, ethnicity, class status, etc.?
- See if you can identify any specific feelings as they surface while doing this challenge. What comes up? What messages do these feelings convey?

Internalized racism or [internalized racial oppression](#) is a legacy of systemic and structural racism that has become present in how we think, act and perceive ourselves and others. It manifests in two ways: internalized racial inferiority and internalized racial superiority. Internalized racism can be hard for us to identify and talk about because it has been reinforced by generations of cultural messaging. It is rooted in pervasive cultural norms, beliefs, biases and standards of beauty.

READ, WATCH, LISTEN

With the questions and definition above in mind, **do at least one** of the following:

READ:

[Got Internalized White Superiority? The Danger of Denial and the Promise of Another Way](#) (6-minute read)

Antiracism facilitator Jen Willsea defines internalized white superiority, how it shows up, and why and how to start unlearning beliefs and behaviors that have been internalized.

<https://www.jenwillsea.com/blog/got-internalized-white-superiority-the-danger-of-denial-and-the-promise-of-another-way>

[Latinx College Students are Struggling with Self-Hate, but Counselors can Help, Scholar Finds](#) (6-minute read)

This article explores the ways in which Latinx college students internalize racism and how counselors are helping them heal and thrive.

<https://www.nbcnews.com/news/latino/latinx-college-students-are-struggling-self-hate-counselors-can-help-n943681>

UNITED WAY EQUITY CHALLENGE

TOPIC 5: INTERNALIZED RACISM

WATCH:

Internalized Racism Part 5, with Dee Watts-Jones (2:49)

Dee Watts-Jones explains the concept of internalized racism as internalized racial inferiority and its negative consequences.

<https://youtu.be/eK0vpdVVoGk>

Black Self / White World – Lessons on Internalized Racism (9:12)

Community leader, activist and educator Jabari Lyles discusses his personal journey to understanding and loving himself as a Black man, despite growing up among a predominantly white community. (*Subtítulos en español disponibles.*)

https://youtu.be/HF5K3J_Z8nk

LISTEN:

Don't Call Me an Oreo: Tomi & Alex (34-minute listen)

Do the Work is a podcast hosted by Brandon Kyle Goodman about race and our personal relationships. In this episode, two friends discuss how it feels to be a person of color in a world in which your greatness is measured in whiteness.

<https://megaphone.link/SONY8796674557>

TOPIC 6: INTERNAL BIAS

Now, we are going to dig more deeply into the concept of internalized racism and turn our examination inward by considering and addressing internal bias. Today's challenge asks you to examine your own bias and ways you can take control of these unconscious constructs.

If you are hosting group conversations around our topics, there is a group discussion guide created by our colleagues at United Way of Central Iowa that can provide helpful suggestions on how to structure productive conversations. [Click here](#) to access the guide.

Internal Bias

- What are some of your biases (positive and negative)?
- When was the last time you recognized one of your biases? What happened?
- What will you do to be more aware of your biases moving forward?

[We all have bias](#). But often, we are not aware of the internal or implicit biases that we subconsciously hold. Research shows that years of structural and cultural constructs and messaging have deeply embedded stereotypes into our culture, and consequently into our own subconscious.

However, [current research](#) also shows that we can change these neural associations by being more intentional about acknowledging our biases.

ACT, READ, WATCH, LISTEN

For this topic, we ask you to explore your own internal bias by **taking a hidden bias test**. We also offer some resources to further explore implicit bias and techniques for overcoming them.

ACT:

[Take a Project Implicit Hidden Bias Test \(12 minutes\)](#)

Psychologists at top universities created these tests to help people uncover their unconscious biases. *Note: This link will take you to a list of tests, but you will first be asked to read and agree to a disclaimer from the Project. If you click "I wish to proceed" after reading the disclaimer, there are a variety of tests to choose from. Please select a test that makes the most sense for you.*

<https://implicit.harvard.edu/implicit/takeatest.html>

READ:

[Cognitive Biases: What They Are and How They Affect People \(17-minute Read\)](#)

In this article, you will learn more about cognitive biases and understand why we experience them. The article describes different types of biases and provides ways for you to mitigate bias successfully.

<https://effectiviology.com/cognitive-biases/>

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TOPIC 6: INTERNAL BIAS

WATCH:

Let's Talk Bias (4:41)

In this Youth Collective video produced by Reel Works, five young people share stories of experiencing bias targeted at their unique identities.

<https://wisconsin.pbslearningmedia.org/resource/cb19-ss-letstalkbias/lets-talk-bias/>

We All Have Implicit Biases. So, What Can We Do About it? (12:00)

Dushaw Hockett, founder and Executive Director of Safe Places for the Advancement of Community and Equity, discusses characteristics of implicit biases and the reasons for all of us to recognize and address them.

<https://youtu.be/kKHSJHkPeLY>

How to Outsmart Your Own Unconscious Bias (17:23)

Author, speaker and CEO, Valerie Alexander explains how the human brain instinctively reacts when encountering the unexpected. She proposes that we examine our own behavior when faced with the unfamiliar and take control of our expectations so that we can change the world.

<https://youtu.be/GP-cqFLS8Q4>

LISTEN:

The Mind of the Village: Understanding our Implicit Biases (50-minute listen)

This episode of *Hidden Brain* examines research about “the mind of the village,” exploring the connection between our minds and society.

<https://www.npr.org/2020/06/20/880379282/the-mind-of-the-village-understanding-our-implicit-biases>

REFLECT: INTERNALIZED RACISM AND BIAS

This section of the Challenge has called for deep introspection – and we know it is not easy. You may have discovered implicit biases that you were not aware of previously. Or maybe you've started to examine the source of a long-held standard of beauty or cultural norm only to discover racism had a role in setting that cultural standard long ago. There are many layers to unpack as we work toward deeper understanding of how inequity and racism affect our lives and communities.

Reflect

- What have you learned? Were there any new ideas or insights you explored?
- What connections did you make from topic to topic? How do internalized racism and internal bias relate to one another?
- Has the Challenge taken you outside of your comfort zone? What are benefits of being outside of your comfort zone?
- What new ideas for noticing and addressing internalized racism and internal bias have you learned?

Over the past few topics, we transitioned from general concepts and definitions to how racism manifests – starting with internalized racism. Internalized racism is a legacy of systemic and structural racism that has become present in how we think, act and perceive ourselves and others, reinforced by generations of cultural messaging. We delved into internal bias – the unconscious stereotypes deeply embedded in our subconscious. Internalized racism can be a source of unconscious bias.

Our next section will delve into interpersonal racism, examining how internalized racism permeates person-to-person interactions. Today, we challenge you to take action that will help you continue the work of recognizing and addressing internalized racism and internal bias.

ACT

Think about the previous topics and connections you've made with the materials and do **one** or more of the following:

- Write down a question or quote that helps remind you that internal bias can impact your views or reactions. Post it somewhere you see each day as a reminder to reflect and examine your thoughts and impressions throughout the day.
- Take time to notice this week – how often do you use generalizations? If you catch yourself when you use them, ask yourself if the statement is true. Write down the generalizations you use this week and your reflections.
- Start to engage in the work of personal healing. See this [short article from Anneliese Singh](#), author of *The Racial Healing Handbook* for some first steps.

TOPIC 8: INTERPERSONAL RACISM

After seeing how racism is internalized, we will now examine how these feelings can permeate person-to-person interactions, how interpersonal racism is showing up in our world today and ways we can begin to confront instances of interpersonal racism.

Interpersonal Racism

- Where have you observed instances of interpersonal racism in the news? Have you seen or heard racist or bigoted behavior and comments in your community or among family and friends? How did it make you feel? How did you react?
- Are you comfortable with intervening around racist behavior? If so, what have you found effective? What has not worked?
- If you have not been able to intervene productively, why not? What is needed to be able to do this?

Interpersonal racism is the biased response that occurs when individuals interact with others who are considered racially different than themselves. As explored in the recent weeks of the challenge, we all have beliefs and biases about the world. When these private belief systems show up in interactions with others, resulting in public expressions of prejudice, bias, bigotry or hate toward a person of another race, the result is interpersonal racism ([source](#)).

In our day-to-day life, interpersonal racism might look like a white person refusing to rent an apartment to a person of color, passing over a resume based on the applicant's name or making a racist joke. It may show up in anonymous expressions of hate on [digital platforms](#) – or in [violent acts and hate crimes](#).

Everyone has a role in calling out racism and bigotry. Taking action can be challenging. Calling out someone who has said or done something that perpetuates racism in a productive way requires practice and courage.

READ, WATCH, LISTEN

With the questions and definition above in mind, **do at least one** of the following:

READ:

Common Racist Attitudes and Behaviors (20-minute read)

Read this article to see a list of 28 common racist attitudes and behaviors that indicate a detour or wrong turn into white guilt, denial or defensiveness. Each is followed by a statement that is a reality check and consequence for harboring such attitudes.

<https://gallery.mailchimp.com/f7c3e8c5c5cbc6cd069cdec3/files/c326e213-2078-42ce-95f2-02bc2942f3/28ToolsChange.pdf>

TOPIC 8: INTERPERSONAL RACISM

Speak Up! Handbook: Responding to Everyday Bigotry (long read/source to reference)

The Southern Poverty Law Center gathered stories of everyday bigotry from people across the United States and shares tactics for speaking up against bias and hate. Each section of this long-form resource takes around 10 minutes to read. You may want to keep this handy for review and reference as you look to build your skills in responding to everyday bigotry.

https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/splcspeak_up_handbook_0.pdf

WATCH:

The Little Problem I had Renting a House (13:45)

Fifty-three years ago, James A. White Sr. joined the US Air Force. But as an African American man, he had to go to shocking lengths to find a place for his young family to live nearby. He tells this powerful story about the lived experience of "everyday racism" – and how it echoes today in the way he's had to teach his grandchildren to interact with police. (*Subtítulos en español disponibles.*)

https://www.ted.com/talks/james_a_white_sr_the_little_problem_i_had_renting_a_house

The Muslim on the Airplane (15:58)

Watching the news, it seems like ethnic divides are ever deepening. But how can we solve these complicated problems when each side lives in fear of the other? The answer is simple, argues Syrian American poet Amal Kassir – it starts with, "what's your name?"

https://youtu.be/UIAm1g_Vgn0

LISTEN:

Ask Code Switch: What About Your Friends (50-minute listen)

This episode of Code Switch focuses on helping listeners understand how race and racism affect our lives and friendships.

<https://www.npr.org/2020/01/22/798367810/ask-code-switch-what-about-your-friends>

TOPIC 9: MICROAGGRESSIONS

Microaggressions

- What are some of the challenges to identifying microaggressions in one-on-one situations? In groups?
- Have you experienced a microaggression? How did it make you feel? How did you react?
- What are some reasons that someone may share with you that you committed a microaggression? How do you react when someone tells you this?
- While it may be impossible to always know when we commit a microaggression, what are some strategies to be more aware of when one occurs?

Microaggressions are the “everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership” ([source](#)).

Understanding and confronting microaggressions can be challenging because the realization that our intent does not always align with our impact, or that we hold a biased worldview, can feel very disturbing. Sometimes, instead of confronting the realization that we’ve committed a harmful action (regardless of intent), it may feel more comfortable to deny or diminish the action and avoid accountability.

As with internal bias, response and prevention to microaggressions requires awareness and education; it also requires listening, learning and working to understand the experience of discrimination that others face.

READ, WATCH, LISTEN

With the questions and definition above in mind, **do at least one** of the following:

READ:

Braids, Afros, Twists, Weaves: Hair Discrimination is One Way Blacks in Wisconsin Experience Routine Microaggressions (4-minute read)

This article shares accounts from residents of northeast Wisconsin who have experienced everyday microaggressions focused on hairstyles.

<https://www.greenbaypressgazette.com/in-depth/news/2020/07/16/black-hair-and-microaggressions-wisconsin-why-hairstyles-matter/3214565001/>

Racial Microaggressions in Everyday Life (7-minute read)

Derald Wing Sue Ph.D. writes about everyday microaggressions and his analysis of the hidden messages within.

<https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>

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TOPIC 9: MICROAGGRESSIONS

WATCH:

An Everyday Dimension of Racism: Why We Need to Understand Microaggressions (6:35)

This video from Keele University highlights racial microaggressions that students have faced at their university and how it affects them.

<https://youtu.be/OCBJZQrqXG0>

Eliminating Microaggressions: The Next Level of Inclusion (8:59)

Tiffany Alvoid lays out how microaggression manifests, the role you play, and what you can do to avoid perpetuating its continued existence in society.

<https://youtu.be/cPqVit6TJjw>

LISTEN:

Microaggressions are a Big Deal: How to Talk Them Out and When to Walk Away (21-minute listen)

Kevin Nadal, a professor of psychology at John Jay College of Criminal Justice, has spent years researching and writing books on the effects of microaggressions. As these big structural issues play out, he says it's important to confront the small stuff. Listen to his interview with NPR.

<https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

REFLECT: INTERPERSONAL RACISM

We are concluding our focus on interpersonal racism. As with internalized racism and bias, this section emphasized the importance of self-reflection, paying attention to our words, thoughts and actions, and learning about how other people experience racism in their daily lives.

Please take today to reflect on how internalized and interpersonal racism connect. Our Challenge today focuses on ways you can continue to recognize and address racism that shows up in your networks, workplaces and communities.

WEEK 10: Reflect

- What have you learned? What new ideas or insights did you explore?
- What connections did you make from topic to topic? How does information you learned about internalized racism and internal bias relate to interpersonal racism and microaggressions?
- Have you recognized racism and microaggressions in personal interactions? Do you know how to confront racism that you see among your family and friends? At work? In your community?

Building on our exploration of internalized racism and bias, we focused on [interpersonal racism](#) – the biased response that occurs when individuals interact with others who are considered racially different than themselves. We explored sources that flagged common racist attitudes and everyday bigotry, as well as personal stories from individuals experiencing racism.

Our focus on microaggressions highlighted a common way racism shows up in personal interactions. These everyday verbal, nonverbal and environmental slights, snubs or insults, targeted to people based on their marginalized group membership, require awareness and education to prevent.

In our next section, we will delve into structural racism, examining how institutions create barriers, reinforce biases and perpetuate racism. Today, we challenge you to take action that will help you continue the work of recognizing and addressing interpersonal racism and microaggressions.

ACT

Think about the previous topics and connections you've made with the materials and do **one** or more of the following:

- Prepare yourself to interrupt racist jokes. [Click here](#) for some advice about how.
- Review [these safety tips](#) from Stop AAPI Hate for those experiencing or witnessing hate.
- Explore [bystander intervention](#) trainings. Read more about being an [Upstander vs. Bystander](#) (4-minute read) and attend an online bystander intervention training workshop or find one hosted by an organization in your area. Here are a few training options (*note: we know this is a limited list, so please be sure to explore if there are local opportunities in your area*):
 - *FREE – limited space:* [The Center for Anti-Violence Education](#) offers free 2-hour upstander trainings and workshops.

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REFLECT: INTERPERSONAL RACISM

- *FREE – limited space:* [Hollaback!](#) offers free one-hour anti-harassment trainings including a bystander intervention workshop.
- *PAID account required:* If you have access to LinkedIn Learning, check out [Bystander Training: From Bystander to Upstander](#)
- Google “Bystander Intervention Training + Your City/County” to see if a local organization is hosting an upstander training workshop (e.g., some universities offer trainings to their faculty, staff and sometimes even the community at large). *If there isn't an option in your area, ask your workplace or a local organization to consider hosting one.*

TOPIC 11: INSTITUTIONAL RACISM

Building on previous explorations of internalized racism and bias, and the ways these feelings permeate person-to-person interactions, we will now shift to exploring how racism shows up in our organizations and institutions.

We will also continue to share ways you can build on your growing understanding and recognition of racism to actively oppose racism in your communities and institutions.

Institutional Racism

- Do the institutions you take part in (your workplace, church, government institution, community-based organization or businesses, etc.) have policies or organizational cultures in place that affect others differently than they affect you? Does race play a role in that difference?
- How do your institutions address racism? Are you part of an organization with a policy of diversity, equity and inclusion? What does that policy say? Is the policy effective in creating a diverse, inclusive institution? How can things be improved? What is needed for the organization to actively address racism?
- Do you feel comfortable speaking up about racist policies or practices in your organizations? What skills or knowledge do you need to feel comfortable speaking up?

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups ([source](#)). Institutional racism can exist in both the formal and informal workings of organizations and institutions. Institutions can include our workplaces, businesses, governments, churches, nonprofits and even recreational groups and clubs.

Institutional racism blocks people of color from accessing the goods, services and opportunities of society. Even while institutional policies may never mention a racial group, their effect is to create advantages for some and oppression and disadvantages for others. Individuals within institutions take on the power of the institution when they reinforce racial inequities.

One crucial step in pursuit of a more just society is to acknowledge the presence of barriers within institutions, particularly when we take part in that institution. Reviewing the [continuum on becoming an anti-racist multicultural organization](#) can be a helpful first step for thinking about the way workplaces, government institutions and community groups are addressing racism – and how they must evolve to become fully inclusive, anti-racist multicultural organizations.

READ, WATCH, LISTEN

With the questions and definitions above in mind, **do at least one** of the following:

READ:

10 Signs of Institutionalized Racism (5-minute read)

This article explains the subtle formation of institutional racism, and some questions to assess if and how racism may be showing up and perpetuated in your institution.

<https://diverseeducation.com/article/64583/>

TOPIC 11: INSTITUTIONAL RACISM

Companies are Speaking Out Against Racism, but Here's What it Really Looks Like to Lead an Anti-racist Organization (5-minute read)

This article features interviews with experts and leaders about what it means to be an anti-racist employer and what it actually looks like in practice.

<https://www.cnbc.com/2020/06/15/what-it-means-to-be-an-anti-racist-company.html>

Belonging: A Conversation About Equity, Diversity, and Inclusion (9-minute read)

This article describes the distinctions between equity, diversity and inclusion and what it might look like when organizations implement incomplete strategies.

<https://medium.com/@krysburnette/its-2019-and-we-are-still-talking-about-equity-diversity-and-inclusion-dd00c9a66113>

WATCH:

What are Structural, Institutional and Systemic Racism? (3:26)

What is structural racism? What is institutional racism? What is systemic racism? This video explains the definitions and provides examples.

<https://youtu.be/Gt00j5YvMyc>

Three Myths About Racism (10:23)

While many of us like to believe that we're closer than ever to reaching a post-racial society, the research of Dr. Candis Watts Smith paints a different picture. In her talk, Dr. Watts Smith dispels what we think we know about racism, and she explores what we can do to work toward anti-racism.

<https://youtu.be/7CGJDgO4Fs8>

LISTEN:

Culture Series - Making Villains and the "Problem" Woman of Color in the Workplace (19:28)

This episode of the Diversity Gap Academy dives into villain narratives and the "problem" woman of color in the workplace. Popularized by research done by the Centre for Community Organizations in Montreal, this episode unpacks a common experience that women of color navigate in majority white-led organizations. This topic is important for any of us who aspire to create more diverse organizational cultures.

<https://the-diversity-gap-academy.simplecast.com/episodes/lesson-006-culture-series-making-villains-and-the-problem-woman-of-color-in-the-workplace-aRICb5KW>

TOPIC 12: RACISM IN MEDIA

This topic is an opportunity to examine how media – an institution we interact with almost daily – can perpetuate racist ideas. This is an opportunity to learn about the experience of journalists of color, examine how entertainment and advertising reinforce our biases and explore ways to discern how racism and bias may be influencing the media content we consume.

WEEK 12: RACISM IN MEDIA

- How is race talked about in your newspaper, TV news, radio shows or online articles? What headlines, terms or photos stand out? Are people in marginalized groups portrayed differently?
- Who is and is not represented in ads you see? What is the racial mix of the main characters in your favorite TV shows? Movies? Who do you notice on magazine covers? What roles are people of color filling in these images?
- What new ideas for noticing racism and bias in media did you learn? How will this impact how you consume news, advertising and entertainment moving forward?

Media encompasses many forms of mass communication, such as advertising and entertainment, as well as journalism and news media. These industries play a significant role in the stories and content we consume nearly every day.

The way stories are told has a significant impact on our understanding and perception. The language used to describe marginalized people can shape how society views them. The stories that get told and the way they are told has a strong influence on how the public discusses issues and how policymakers address them ([source](#)). It also influences how people are treated by individuals, organizations and our broader systems.

READ, WATCH, LISTEN

With the questions above in mind, **do at least one** of the following:

READ:

Being the Only Black Journalist in the Room is a Privilege and a Prison (3-minute read)

This article provides a glimpse into a perspective on being one of very few minority workers in a workplace through Queen Muse's experience as the only Black female writer in a newsroom.

<https://www.inquirer.com/opinion/commentary/media-diversity-newsrooms-black-journalists-philadelphia-20200626.html>

Report: US News Media Part of the Problem in Misunderstanding Native Americans (4-minute read)

This article describes a national report showing most Americans know little about Native Americans, and what they do know is based on flawed narratives, due largely to mainstream media.

<https://www.voanews.com/usa/report-us-news-media-part-problem-misunderstanding-native-americans>

TOPIC 12: RACISM IN MEDIA

WATCH:

The Look (1:45)

P&G developed an advertisement designed to challenge our biases and spark conversation. In addition to a short film, this link includes resources to dive deeper into the issues and imagery you see, as well as a conversation guide to discuss the video.

<https://us.pg.com/talkaboutbias/>

Trial & Tribulation: How Has Media Perpetuated Racism When Covering the Black Community? (10:24)

This episode of *Trial & Tribulation: Racism and Justice in Minnesota* looks at the role that media has played in perpetuating harmful stereotypes that have very real impacts on how police interact with Black men.

<https://www.tptoriginals.org/trial-tribulation-how-has-media-perpetuated-racism-when-covering-the-black-community/>

How to Deconstruct Racism, One Headline at a Time (16:41)

In this profound, thought-provoking and often hilarious talk, Baratunde Thurston reveals the power of language to change stories of trauma into stories of healing, while challenging us all to level up. (*Subtítulos en español disponibles.*)

https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time

LISTEN:

Racist History of American News Media? (9:04)

The new book *News for All the People* traces how mainstream publishers and broadcasters perpetuated racism through their coverage, but also how journalists of color fought to develop a more democratic, alternative press. Guest host Tony Cox speaks with the authors about their work and where the internet stands in diversifying news.

<https://www.npr.org/2011/11/25/142704489/racist-history-of-american-news-media>

Racial Bias in Crime Reporting (9:18)

Research shows the media disproportionately depict African Americans as criminals, and whites as victims. In this interview, Nazgol Ghandnoosh, research analyst at *The Sentencing Project*, discusses her study, "Race and Punishment: Racial Perceptions of Crime and Support for Punitive Policies," which details how media distortions feed our own implicit biases.

<https://www.wnycstudios.org/podcasts/otm/segments/crime-reporting-racial-bias>

UNITED WAY EQUITY CHALLENGE

REFLECT: INSTITUTIONAL RACISM

Our Challenge today encourages you to reflect on what you've learned and start addressing racism you identify in the institutions and organizations you belong to and interact with regularly.

Reflect

- What have you learned? What new ideas or insights did you explore?
- What connections did you make from topic to topic? How does information you learned about institutional racism relate to internalized racism and bias, or interpersonal racism and microaggressions? How do these levels of racism interact?
- Have you recognized racism in your workplace, clubs, government, faith group or other institutions? Do you know how to confront racism that you see in the institutions you're a part of or interact with regularly?

This section of our Challenge has focused on [institutional racism](#) – the ways in which institutional policies and practices create different outcomes for different racial groups. We explored sources that highlighted ways racism shows up in institutions, as well as sources that delved into how organizations can work toward diversity, equity, inclusion and anti-racism.

We looked to further understand institutional racism by examining racism in media. The industries that comprise media – advertising, entertainment and journalism – play a significant role in the content and stories we encounter daily. Some resources explored how bias and racism affect the people creating content, authoring stories and making decisions about what and how information is shared. There was also information about how racism and bias impact content and how that, in turn, affects public perception.

In our next and concluding section, we will delve into structural racism – the system in which policy, practice, institutions, individuals and cultural norms work in various, reinforcing ways to perpetuate racial group inequity. Today, we challenge you to continue the work of recognizing and addressing institutional racism and to start making plans to help move your organizations and institutions along the continuum toward full inclusion, anti-racism and multiculturalism.

ACT

Think about the previous topics and connections you've made with the materials and do **one** or more of the following:

- Think about one organization you interact with regularly. Assess where that organization falls in the [Continuum on becoming an Anti-Racist Multicultural Organization](#). Consider sharing the continuum with others in the organization. Do you agree about where the organization is on the continuum? How can you support policies that move the organization closer to anti-racism?
- When you identify bias or racism in a headline or news story, send a letter to the author and editor. Tell them your concerns and ask them to consider a correction.

UNITED WAY EQUITY CHALLENGE

REFLECT: INSTITUTIONAL RACISM

- Think about where you spend your money and do some research. Are the organizations and businesses you support engaging in equity work? Do they have a policy related to diversity, equity, inclusion and/or anti-racism? Do you support minority-owned businesses or equity-focused nonprofits? Consider making a spending plan that incorporates businesses and organizations that focus on equity and anti-racism.
- Find out if your school, workplace or faith group has an equity committee or initiative. What can you learn from them? Are they open to new members? Join if you can. Support in other ways if you can't. If there isn't one, is that something you can help to create? ([Click here for some tips on how to get started.](#))

UNITED WAY EQUITY CHALLENGE

TOPIC 14: CHECK-IN

This week we're taking a break to check-in with you.

Our Challenge today is to let us know how you're doing. If you're taking the challenge with a group, this may be a good week to take a break or take some time for personal check-ins.

Checking-In

- How are you?
- How are you managing this learning process?
- Is there anything we can provide to improve this process for you or anything you need to improve your engagement with the Challenge?

We are grateful to the more than 10,000 participants who signed-up to join us on this journey, and we are so impressed by your continued engagement in the weekly challenges. Many participants have shared their thoughts and reflections as we've moved through the topics. We've heard some stories of individuals taking action – implementing new trainings in their workplace or making personal efforts to recognize how bias is influencing their thoughts and actions. Some are hosting or joining community conversations.

Coming up, we will delve into structural racism. We'll share resources that explore how racism and inequity manifest in social, economic and political systems, and conclude the Challenge with ideas for next steps to continue your journey.

TOPIC 15: STRUCTURAL RACISM

For this topic, we are building on previous explorations of internalized, interpersonal and institutional racism to discuss the fourth level: structural racism.

Structural Racism

- Is structural or systemic racism new to you? How do today's definitions and resources challenge or expand your understanding of the concept?
- How does structural racism encompass the ideas you've explored when learning about internal, interpersonal and institutional racism? Were there ideas or tactics that you learned for identifying and confronting those levels of racism that could apply to structural racism?
- Do you recognize the presence of racism in the systems you interact with regularly (education, housing, etc.)? Have you explored ideas for how racism in these systems can be addressed?

Structural racism, or systemic racism, is the system in which public policies, institutional practices, cultural representations and other norms work in various, often reinforcing ways to perpetuate racial group inequity ([source](#)).

Structural racism encompasses internalized, interpersonal and institutional racism, allowing us to name the complex interaction of culture, policy and institutions that reinforces and perpetuates racism. It calls attention to the historical and cultural aspects of our society, along with the thoughts, feelings and behaviors of individuals, that have allowed racial inequity and racism to endure and adapt over time.

An important first step in dismantling systemic racism is recognizing and acknowledging its existence. In this challenge, we provide resources that explain the broad concept of structural or systemic racism, including perspectives from Wisconsin. In the topics ahead, our Challenge will delve more deeply into structural racism by examining different elements of our systems such as economic opportunity and housing, criminal justice, education and health care.

READ, WATCH, LISTEN

With the questions and definitions above in mind, **do at least one** of the following:

READ:

What is systemic racism? Here's what it means and how you can help dismantle it (3-minute read)

This article includes a brief overview of systemic racism and its effect on people of color in the United States. It includes a short (3 minute) video highlighting key concepts.

<https://www.usatoday.com/story/news/nation/2020/06/15/systemic-racism-what-does-mean/5343549002/>

TOPIC 15: STRUCTURAL RACISM

Systemic racism explained: Four dimensions of racism and how to be part of the solution (5-minute read)

You've likely heard the term "systemic racism," but do you know what it means? In this article, experts break it down and share tools to address it. This link includes a written article, as well as a (7 minute) video.

<https://www.kgw.com/article/news/local/systemic-racism-explained-the-four-dimensions-of-racism-and-how-we-can-all-be-part-of-the-solution/283-fbc489ea-bbb1-4e49-b319-9deb5d01519b>

WATCH:

Systemic Racism Explained (4:23)

Systemic racism affects every area of life in the United States - from incarceration rates to predatory loans. Trying to solve these problems requires changes in major parts of our system. This video offers a closer look at what systemic racism is, and how we can solve it.

https://youtu.be/YrHIQIO_bdQ

Angela's Journey and Why Race Matters in Wisconsin (6:25)

Host and producer Angela Fitzgerald introduces us to the motivation behind the series *Why Race Matters*, and the call to action she felt after the killing of George Floyd by Minneapolis police. She shares her own story of moving to Wisconsin and her struggles adjusting to life in a predominately white community.

<https://pbswisconsin.org/webisode/why-race-matters/preview-why-race-matters/video/>

LISTEN:

By Every Measure: Systemic Racism (27:09)

Hosts of podcast *By Every Measure* Reggie Jackson and Tarik Moody detail how racism was declared a public health crisis in Milwaukee and explain the distinction between racism and systemic racism.

<https://radiomilwaukee.org/by-every-measure-episode-1-transcript/>

TOPIC 16: ECONOMIC MOBILITY & OPPORTUNITY

In this topic, we feature the [Wisconsin ALICE Report](#). ALICE, which stands for Asset Limited, Income Constrained, Employed, describes households earning more than the Federal Poverty Level (FPL) but less than the state's basic cost of living, which the report calls the ALICE Threshold. The latest report was published in July 2020 and features data collected in 2018.

United Way of Wisconsin, 40 local United Ways that make up our network, Thrivent and U.S. Venture sponsor the report every two years to help us better understand the needs of individuals and families in our communities. Throughout Wisconsin, local United Ways are committed to improving the lives of ALICE families and those in poverty by promoting resources for health, education and financial stability. Addressing these issues will not only help advance the quality of life for those suffering from continued financial hardship, but also uplift communities and our state.

Economic Mobility & Opportunity

- Did you learn something new or surprising from the ALICE report and other data?
- How do these data and today's Challenge resources align with your own understanding of economic opportunity and mobility in your community?
- What supports have been available to you in your own cultural background that have helped overcome financially difficult times? How might we create similar opportunities for others who do not have these supports available to them?

In Wisconsin, even prior to the pandemic, the [Wisconsin ALICE Report](#) found that thirty-four (34%) of Wisconsin's 2.4 million households struggled to afford necessities like housing, childcare, food, transportation and technology. A further breakdown of the data reveals a stark disparity along racial and ethnic lines. Forty-eight percent (48%) of Hispanic households and sixty-six percent (66%) of Black households in Wisconsin fall below the ALICE threshold, compared to thirty-two percent (32%) of white households.

While we don't yet have all the data, it's very likely that more households are struggling to meet their basic needs now, as families have lost jobs and loved ones and face new health care costs or prolonged illness due to COVID-19. This means many parents are deciding whether to pay rent and bills or buy food.

The ALICE Report is just one measure of economic hardship that breaks down differently for different racial and ethnic groups. This week's Challenge encourages you to examine this and other data and explore resources that assess some reasons why disparities exist and how they can be addressed.

EXPLORE, READ, WATCH, LISTEN

With the questions and definitions above in mind, **do at least one** of the following:

EXPLORE:

[Wisconsin ALICE Interactive Dashboard](#) (based on 2018 data)

ALICE households live in every county in Wisconsin — urban, suburban and rural — and they include people of all genders, ages and races/ethnicities across all family types.

TOPIC 16: ECONOMIC MOBILITY & OPPORTUNITY

However, some groups are more likely to be ALICE than others. Use the Demographics Tool on the United For ALICE website to explore the composition of ALICE households across the state.

- Review and explore the state overview: <https://www.unitedforalice.org/state-overview/wisconsin>
- Explore demographics on the state and county level: <https://www.unitedforalice.org/state-overview/Wisconsin>

A note about county-level data: If a county does not have data on certain racial or ethnic groups available, that is not an indication that racial or ethnic group is completely absent from the community. Because of standard data practices and the importance of preserving confidentiality for households in smaller communities, census data that registered fewer than 100 households in a demographic group will not display in these dashboards.

READ:

A Look at Housing Inequality and Racism in the U.S. (4-minute read)

This article provides a closer look into housing inequalities throughout the US in both a historical and present-day context.

<https://www.forbes.com/sites/dimawilliams/2020/06/03/in-light-of-george-floyd-protests-a-look-at-housing-inequality/>

Extensive Data Shows Punishing Reach of Racism for Black Boys (8-minute read)

This article examines widely held beliefs about income inequality and explores the disproportionate impact that racism has on boys.

<https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>

WATCH:

The Racial Wealth Gap in America (3:33)

Though the United States is one of the wealthiest countries, to many Americans this prosperity stays out of reach. This video argues Black and Hispanic people who are striving to make a better life for themselves and their families are not given the same asset building opportunities.

<https://youtu.be/S5BvZIII9-U>

Redlining and Racial Covenants: Jim Crow of the North (8:00)

This PBS Minnesota segment describes the history of redlining and racial covenants in housing development, and its long-term impact.

<https://youtu.be/ymOaiWla3DU>

LISTEN:

By Every Measure: Racial Wealth Gap (34:05)

The typical white family has 10 times the wealth of the typical Black family and seven times the wealth of the typical Latinx family. Hosts Tarik Moody and Reggie Jackson explain how this income disparity was created and how it affects Milwaukee's ability to attract and retain Black professionals. Then, Tarik talks to two entrepreneurs from the private sector working to close the racial wealth gap.

<https://radiomilwaukee.org/story/community-stories/by-every-measure-episode-4-transcript/>

TOPIC 17: CRIMINAL JUSTICE SYSTEM

In this topic, we continue to explore racism in our societal structures by examining the criminal justice system.

Criminal Justice System

- Did you learn something new or surprising? Were there views that differed from your own understanding of the criminal justice system? How did that make you feel?
- Have you had experience with the criminal justice system? How did it vary from the experiences shared in today's challenge? How does your own social positionality (such as your race, class, gender, sexuality, ability-status) inform your perspectives and reactions to this week's challenge topic?
- Do you think experiences with the criminal justice system shared in this challenge are systemic issues or personal/isolated experiences? How do the data and studies included here inform your views on that?
- Are there ideas or recommendations in any of today's resources that help you better understand your own community? What can you do to learn more about the criminal justice system in your community and how others feel and experience it?

The criminal justice system is a set of legal institutions for enforcing actions deemed illegal under local, state and federal criminal laws. The institutions that create the law are the local, state and federal governments; law enforcement can include police/sheriff, prosecutor's offices, courts, prisons and parole offices.

Embedded in the system is the principle of justice – the idea that people will receive what they deserve without favor towards any one person or groups of people. While we hope that our system of justice is blind and fair, there are many who believe that our justice system has historically not been and is not currently fair. Often, individuals point to disparities in the racial breakdown of who is affected by laws and how they are enforced, as well as the personal accounts that people of color share from their own interactions with the criminal justice system.

Resources for this topic provide data, as well as personal accounts and experiences to explore how race and racism may show up in the criminal justice system and some ways it can be confronted.

READ, WATCH, LISTEN

With the questions above in mind, **do at least one** of the following:

READ:

[The Color of Justice](#) (14-minute read)

This article from the Constitutional Rights Foundation to view summaries of research relating to race related disparities in arrests, plea bargaining, jury verdicts, sentencing and the death penalty. The article also ends with discussion points for further thinking.

<https://www.crf-usa.org/brown-v-board-50th-anniversary/the-color-of-justice.html>

TOPIC 17: CRIMINAL JUSTICE SYSTEM

Kenosha News: Study Shows Sharply Different Sentencing Outcomes by Race in Three-County Judicial District (7-minute read)

This article shares data from a draft report for the Wisconsin Court System, showing the state's disparities in sentencing outcomes by race. The article includes perspectives from community members and judges, as well as plans for additional study of the issue.

https://www.kenoshanews.com/news/local/crime-and-courts/study-shows-sharply-different-sentencing-outcomes-by-race-in-three-county-judicial-district/article_1eea0509-2751-5acc-b9fc-81d19b841667.html

WATCH:

From Slave Patrols to Today: What the History of Policing Teaches Us About the Present (6:07)

From Slave Patrols to Jim Crow, what can we learn about policing from history? NBCLX storyteller Cody Broadway introduces viewers to an ex-chief of police who has been at the center of the fight towards change for decades.

<https://youtu.be/ep7y6FM7yuQ>

How Police and the Public can Create Safer Neighborhoods Together (9:41)

We all want to be safe, and our safety is intertwined, says Tracie Keese, cofounder of the Center for Policing Equity. Sharing lessons she's learned from 25 years as a police officer, Keese reflects on the public safety challenges faced by both the police and local neighborhoods, especially in the African American community, as well as the opportunities we all have to preserve dignity and guarantee justice. "We must move forward together. There's no more us versus them," Keese says. (*Subtítulos en español disponibles.*)

https://www.ted.com/talks/tracie_keesee_how_police_and_the_public_can_create_safer_neighborhoods_together

Risha Talks: Overcoming Systemic Racism in Criminal Justice (16:51)

In this interview, individuals share personal accounts of their interaction and experience with the criminal justice system and how they are working to address racism they've identified in the system.

<https://youtu.be/eAw6zOHC42Y>

LISTEN:

Reformed: How Did We Get Here? The History of Mass Incarceration - Part 1 (18:27)

This episode of *Reformed: A Criminal Justice Podcast* explores the causes that led to mass incarceration and the prison state. The episode traces the roots of imprisonment, exploring how illegal drugs, fearmongering within communities, and even national housing policy helped create today's justice system.

<https://podcasts.apple.com/us/podcast/how-did-we-get-here-the-history-of-mass-incarceration-part-1/id1429070024?i=1000418375600>

TOPIC 18: EDUCATION

For this topic, we are continuing to explore structural racism by examining how race impacts experience and opportunity in our education system.

Education

- Did you learn something new or surprising? Were there views that differed from your own experience with the education system? How did that make you feel?
- Do you think experiences with the education system shared in this challenge are systemic issues or personal/isolated experiences? How do the data and studies included here inform your views on that?
- Are there lessons, information or ideas from previous weeks that impact your understanding of today's resources?
- Are there ideas or recommendations in any of today's resources that help you better understand your own community? What can you do to learn more about the education system in your community and how others feel and experience it?

The education system in the United States, which encompasses pre-school and early education, elementary, middle and high school, as well as college and university study, is vast and complex. Historically, local public education systems are funded through the local tax base and property taxes. Policies have created an [uneven system of public education funding](#); as a result, schools in communities of color have been and continue to be overcrowded, under-funded and less resourced.

Economically and racially divided neighborhoods are leading to inequitable educational environments and adverse academic outcomes for youth. [Children from families with low incomes](#) enter high school with literacy skills 5 years behind and are over 4 times more likely to drop out than those from high-income families. Students of color, who are more likely to attend under-resourced schools than their white counterparts, often experience large class sizes and a lack of adequate education resources. Communities of color experience more [limited access to high quality early education](#) and [disparities in higher education](#), and [data from around the country](#) show racially discriminatory disciplining practices that feed the school to prison pipeline.

Resources for this topic provide data, as well as historical and personal accounts and experiences to explore how race and racism impact access to quality education and opportunity.

EXPLORE, READ, WATCH, LISTEN

With the questions above in mind, **do at least one** of the following:

EXPLORE:

Miseducation: Wisconsin

ProPublica has found that in states across the country, Black and Hispanic students are, on average, less likely to be selected for gifted programs and take AP courses than their white peers. They are also more likely, on average, to be suspended and expelled. Explore the Wisconsin statewide data and district-level information from your community.

<https://projects.propublica.org/miseducation/state/WI>

TOPIC 18: EDUCATION

READ:

4 Ways Racial Inequity Harms American Schoolchildren (3-minute read)

This article highlights four things to know about how racial inequity affects the nation's school children.

<https://www.npr.org/2020/06/11/875023672/4-ways-racial-inequity-harms-american-school-children>

Native American Students Left Behind by S.D. Education System (14-minute read)

This special report examines the historical and current educational achievement gap between Native American and white students in South Dakota.

<https://www.argusleader.com/story/news/education/2019/11/22/native-american-students-left-behind-south-dakota-education-system/4269896002/>

WATCH:

How America's Public Schools Keep Kids in Poverty (9:40)

Kandice Sumner sees the disparity every day in her classroom in Boston. She shares how schools in low-income neighborhoods across the U.S., specifically in communities of color, lack resources that are standard at wealthier schools – things like musical instruments, new books, healthy school lunches and soccer fields – and this has a real impact on the potential of students. In this inspiring talk, she asks listeners to face facts and change them. (*Subtítulos en español disponibles.*)

https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty

Help for Kids the Education System Ignores (11:53)

Define students by what they contribute, not what they lack – especially those with difficult upbringings, says educator Victor Rios. Interweaved with his personal tale of perseverance as an inner-city youth, Rios identifies three straightforward strategies to shift attitudes in education and calls for fellow educators to see "at-risk" students as "at-promise" individuals brimming with resilience, character and grit.

https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Why Race Matters: The School-To-Prison Pipeline (24:53)

Wisconsin has one of the widest achievement gaps in the country. In this episode, Angela Fitzgerald talks to Rudy Bankston, a survivor of the school-to-prison pipeline. Rudy shares his story of being wrongly convicted and sentenced to life in prison at the age of 19. They'll also discuss intersecting themes of identity, as well as how education gaps and strict disciplinary policies in schools can lead to the suspension, expulsion and incarceration of Black students.

<https://youtu.be/aY2sV2pl8KY>

LISTEN:

Code Switch: A Tale of Two School Districts (30:03)

In many parts of the U.S., public school districts are just minutes apart, but have vastly different racial demographics – and receive vastly different funding. That's in part due to Milliken v. Bradley, a 1974 Supreme Court case that limited a powerful tool for school integration.

<https://www.npr.org/2019/09/11/731867149/a-tale-of-two-school-districts>

TOPIC 19: HEALTH & HEALTHCARE

For this topic, we conclude our exploration of structural racism by examining the healthcare system – and how racism adversely impacts health and well-being.

Health & Healthcare

- Did you learn something new or surprising? Were there views that differed from your own experience? How did that make you feel?
- Do you think experiences with the healthcare system shared in this challenge are systemic issues or personal/isolated experiences? How do the data and studies included here inform your views on that?
- Are there lessons, information or ideas from previous weeks that impact your understanding of today's resources?
- Are there ideas or recommendations in any of today's resources that help you better understand your own community? What can you do to learn more about health and healthcare in your community and how others feel and experience it?

The COVID-19 pandemic has reinforced the fact that every person's health is intertwined with the health of others in their community, but it has also shed light on long-standing inequities. In Wisconsin, communities of color suffered a [disproportionate impact](#) from COVID-19. National data showed that people of color were [more at risk of getting sick and dying from COVID-19](#).

A person's social, economic and physical environment shape their health more than any other factor, and these factors are directly tied to racism. Socioeconomic status and institutional racism lead to disparities across living conditions, limit access to quality health care and contribute to chronic stress. These factors lead to shorter life spans and higher likelihood of adverse health outcomes for people living in poverty and people of color.

Resources for this topic provide data, as well as historical and personal accounts and experiences to explore how race and racism have shaped the health care system and impact health outcomes. Some sources also include actions and efforts underway to address disparities.

READ, WATCH, LISTEN

With the questions above in mind, **do at least one** of the following:

READ:

[A Brief History of Racism in Healthcare](#) (4-minute read)

From 19th-century beliefs to cruel experiments and today's COVID-19 rates, this article briefly explains how systemic racism has affected healthcare.

<https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/>

[States are Calling Racism a Public Health Crisis. Here's What that Means](#) (6-minute read)

This article summarizes how and why local and state governments are declaring racism a public health crisis, and what those declarations do and don't entail.

<https://www.cnn.com/2020/08/14/health/states-racism-public-health-crisis-trnd/index.html>

TOPIC 19: HEALTH & HEALTHCARE

With Wisconsin Disparities in Mind, Researchers and Advocates Reimagine Health Care for Black Mothers (6-minute read)

This article, published during national Black Maternal Health Week, highlights how Wisconsin researchers and advocates are shedding light on the crisis of Black maternal and infant mortality. It discusses the how they are returning to solutions that have historically been a part of the birthing process in the Black community.

<https://pbswisconsin.org/news-item/with-wisconsin-disparities-in-mind-researchers-and-advocates-reimagine-health-care-for-black-mothers/>

WATCH:

How Racism Makes Us Sick (17:27)

Why does race matter so profoundly for health? David R. Williams developed a scale to measure the impact of discrimination on well-being, going beyond traditional measures like income and education to reveal how factors like implicit bias, residential segregation and negative stereotypes create and sustain inequality. Dr. Williams presents evidence for how racism is producing a rigged system – and offers hopeful examples of programs across the U.S. that are working to dismantle discrimination. (*Subtítulos en español disponibles.*)

https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

LISTEN:

Native Americans Feel Invisible in U.S. Health Care System (3:12)

About a quarter of Native Americans report experiencing discrimination in health care, according to a poll by NPR. Listen to Native Americans share about their experience with health care in this brief radio interview.

<https://www.npr.org/sections/health-shots/2017/12/12/569910574/native-americans-feel-invisible-in-u-s-health-care-system>

Health Equity Advocate on Black Doctor's Video of Her Treatment for COVID-19 (4:42)

NPR's Mary Louise Kelly talks with health equity advocate Joia Crear-Perry about a video in which the late Dr. Susan Moore said her treatment for COVID-19 suffered because she was Black.

<https://www.npr.org/2020/12/30/951548511/health-equity-advocate-on-black-doctors-video-of-her-treatment-for-covid-19>

REFLECT: STRUCTURAL RACISM

We are concluding our section on structural racism and encouraging you to reflect on what you've learned and start thinking about how you recognize and address racism in the systems you interact with regularly.

WEEK 20: Reflection

- What have you learned? What new ideas or insights did you explore?
- What connections did you make from topic to topic? How does information you learned about structural racism relate to internalized racism and bias, interpersonal racism and microaggressions, or institutional racism? How do these levels of racism interact? How are they different?
- What have you learned about the historical and present-day experiences people of color have with housing, criminal justice, education, health care and other systems?
- How do the history, data, and experiences shared throughout this section inform your view of your community and the systems you interact with regularly?
- What changes can you make, or actions can you take to create more inclusive and equitable systems and communities?

This section of our Challenge has focused on [structural racism](#), which defines a system in which public policies, institutional practices, cultural representations and other norms work in a variety of ways to perpetuate racial group inequity. Structural racism encompasses individual, interpersonal and institutional racism, naming the complex interaction of culture, policy and institutions that reinforces racism.

After exploring this definition, we spent the last few weeks examining different elements of our systems, including [economic opportunity and housing](#), [criminal justice](#), [education](#) and [health and health care](#). We reviewed data and analysis showing disparities in access to quality education and health care, economic opportunity and mobility, and equal treatment under the law. Some sources highlighted the firsthand experiences people have had with these systems and the long-term effects structural racism has on individuals and families.

Your challenge is to continue expanding your understanding and to find ways you can support a more equitable environment in your home, workplace and community.

ACT

Think about the previous weeks' topics and connections you've made with the materials and do **one** or more of the following:

Review [10 Remedies for Systemic Racism](#). How has the challenge helped you start to change your mindset or rethink how you build relationships? What other remedies have you started to apply to your work, home or social interactions? Choose a remedy from the list and explore how you can use it in your work or social interactions. This may include:

- Checking for bias in daily interactions.
- Promoting social accountability.
- Evaluating and restructuring processes to eliminate bias.

UNITED WAY EQUITY CHALLENGE

REFLECT: STRUCTURAL RACISM

[Explore allyship](#) – the lifelong process of building relationships based on trust, consistency and accountability with marginalized individuals and/or groups of people. Are you actively promoting inclusion in your work and community? How are you lifting others up and calling out inequities and racism?

Review your actions and commitments from previous topics of the Challenge. How are you doing? What steps have you taken? How can you renew your commitments to keep moving forward?

Continue your equity journey and invite others to join! Learn more at www.unitedwaywi.org/equity

UNITED WAY EQUITY CHALLENGE

REFLECTION: EQUITY CHALLENGE

CONGRATULATIONS! You've completed the Equity Challenge. **Thank you for joining us on this journey!**

FINAL REFLECTION

- What were some of your assumptions about race and racial inequity before you started this challenge? In what ways have these assumptions been challenged? In what ways have they been reinforced?
- What are your identities and cultural background and in what ways have they impacted your life? What supports have been available to you in your own cultural background that have helped overcome difficulties? How might we create similar opportunities for others who do not have these supports available to them?
- Where have you seen evidence of inequities in your networks or community?
- What two to three shifts, changes or actions can you take to create a more inclusive and equitable environment in your home, workplace, and community?

We started this journey dedicated to developing baseline understanding and shared vocabulary. We then shifted to examining the four levels of racism, starting with developing an understanding of internalized racism and then exploring how racism can manifest in person-to-person interactions, institutions and social structures.

Throughout the Challenge, we sought to better understand how race and racism impact our lives and communities, which included exploration of our own identities, individual experience and internal biases. Weekly challenges included reading, listening and watching resources about our history, current data and personal accounts and experiences. There were articles and videos that recommended actions individuals and organizations can take to create more equitable, inclusive environments and ideas for how to discuss and deal with difficult topics. You were called to consider action and activities to advance your understanding and work toward equitable, inclusive environments in your home, workplace and community.

ACT

Continue to lift-up the topics of race equity and inclusion in your networks. Here are tips for talking about these topics with different audiences:

- [Talking to Young Children about Race and Racism](#) (28-minute video)
- [Want to Have Better Conversations about Racism with Your Parents? Here's How](#) (17-minute listen)
- [5 Ways to Approach Racial Equity at Work](#) (text & videos)
- [Imagine Fox Cities](#) has created free discussion guides on [class](#), [privilege](#), [allyship](#), [bridging](#), [race](#), [racism](#), and [anti-racism](#) to use for discussions at your places of employment, within your social circles and even at your own dinner table

As you complete the Equity Challenge, we encourage you to write down a goal you have moving forward. Research shows that when you write down your goals, you are more likely to commit to them and achieve them.

[Connect to your local United Way](#) or other nonprofit organizations in your community working toward equity and inclusion for all.