

Fighting for Racial Justice and Undoing White Supremacy Resources

DONATE (click title to access more info):

- your local Black Lives Matter Chapter,
- the [National Council for Incarcerated and Formerly Incarcerated Women and Girls](#),
- [NAACP](#)
- [Southern Poverty Law Center](#),
- [United Negro College Fund](#),
- [Black Youth Project 100](#),
- [Color of Change](#),
- [The Sentencing Project](#),
- [Families against Mandatory Minimums](#),
- [A New Way of Life](#),
- [Equal Justice Initiative](#),
- [Dream Defenders](#)
- Standing Rock, through the [Standing Rock Sioux Tribe](#)
- [The Bail Project](#)
- [The National Bail Out](#)
- [Collection of Bail Funds and Legal Help Organizations to Donate to by city, and nationally](#)
- [Verified Bail Funds List M4BL](#)
- Donate to support the families of victims of state sanctioned violence
- Donate to a local mutual aid fund
- [M4BL Mutual aid fund](#)
- [Black Lives Matter Global Network](#)
- [Reclaim the Block***](#)
- [Black Visions Collective](#)
- [NAACP Legal Defense and Educational Fund](#)
- [The National Police Accountability Project](#)
- [ColorofChange Education Fund](#)
- [Campaign Zero](#)
- [Advancement Project](#)

ACTIONS:

- **Current, General Actions:**
 - **View the amazing Greenpeace [Take Action To Defend Black Lives Toolkit](#)**
 - [#Defund The Police](#)
 - “Text or call your friends and family and tell them why you want to defund the police. If you need help figuring out what to say, use some of the demands and descriptions of the movement as talking points” (M4BL).
 - “Deliver supplies to protestors (find where they’re based in your area). Provide materials for these protestors, including printing of materials, supplying masks and sanitizer” (M4BL).
 - “Make lawn signs in support of protestors and put them in front of police stations... [Check out these cheap and easy ideas](#) for making your lawn signs” (M4BL).
 - “Take a picture in front of a police station, court house, or detention center with a sign demanding your right to protest. Share it to social media using the hashtag #defendblacklife and #blacklivesmatter” (M4BL).

- Participate In, Support And Share [The People's Budget](#)
- Distribute fliers in your neighborhood.

- **Digital Strategic Actions:**
 - Phone Jam. This tactic involves many people calling a target at once and repeatedly for a specific and strategic time.
 - Tweetstorm. This tactic involves filling up someone's Twitter to call attention to something and distract them from their normal activities.
 - Join [M4BL](#), [Color of Change](#), [Sunrise Movement](#) and other groups for virtual rallies/organizing calls/learning how to better show up for the movement
 -

- **How to safely protest:**
 - Go bag:
 - - snacks
 - - Cash
 - - Masks (bring to share)
 - - Hand sanitizer (bring to share)
 - - Have phone number in case you get arrested
 - Don't bring anything that could be construed as a weapon.
 - De-escalation: diffusing situations that distract from or make violent the intended action
 - - look for folks who don't seem to be fitting in,
 - - Make sure you can't be backed into a literal corner,
 - - Isolate/contain: move your folks to create a white privilege buffer
 - - Be mindful of others personal space, stand at an angle to them; not in front, **PLANNING YOUR APPROACH** when you directly confront someone to deescalate them

- **Social Media Actions:**
 - Recognize that your privilege means that the implicit biases hidden within people and entrenched in our society cause people to automatically assign more credibility to what you have to say than what POC do. So use your privilege to amplify POC! One of the ways you can do this is on social media. Use the hashtags:
 - [#amplifymelanatedvoices](#) (when sharing content from black leaders, activists, artists, etc. on social media).
 - [#blacklivesmatter](#) (when amplifying specific actions or methods of actions that you'd like to encourage your followers to take!)
 - A movement is communal, radical participation in revolutionary, transformative, and all-inclusive justice... and that may show up in diverse ways for each. To change our culture, we must connect directly with the individuals who are proponents of it and, by telling stories that move them emotionally, invite them to become more vulnerable and open to a cultural paradigm shift. In order to engage the people who are currently unengaged, note the following things:
 - **DO NOT ATTACK.** As furious as you are, attacking the people whose participation we need will not help. Sharing the facts to educate people is integral once you've got them curious, but doing so initially may seem like

an attack. See this video about how facts do not change minds, but stories can.

- **ASK THOUGHT-PROVOKING QUESTIONS ON SOCIAL MEDIA THAT ENCOURAGE PEOPLE TO ENGAGE WITH THEIR BIASES.**

EXAMPLES:

- When was the first time you had a black teacher? Along with that question, share [THIS](#).
- article.
- Share videos that speak to the many aspects of inequity and oppression POC experience. **However, do NOT share traumatizing images/videos of the experiences of POC. They already know. They are living it. We do not need to see the videos to see the systemic racism, police brutality and oppression POC have experienced for CENTURIES.** In sharing, you can share a little of what you think, but make sure not to let your thoughts and feelings take center stage. The main goal is to invite other white people to investigate what they think in a safe space you've created for them to express their thoughts. For example, you could say: "I thought this ___ was stunning and eye opening. How did it impact you? Are you uncomfortable with this? Would love to know your thoughts." Be sure to affirm that you place value on the thoughts of each person in your audience (even if you disagree). This makes them feel safe to share.

- **Artistic/Creative Actions:**

- "Create art installations at institutions with ties to police. Remember to say their names.
- [Check out these resources](#) from the Center for Artistic Activism" (M4BL).
- "Banner Drop: Banner drops are an effective way of disrupting space with your messaging and can happen relatively quickly with a small team of people. Download [this tactic sheet](#)" (M4BL).

- **Volunteer:**

- Volunteer at a local mutual aid stop
- Run deliveries
- Foodbank
- Open up your business to a local mutual aid hub
- Start a community garden
- Volunteer at a community garden

- **Events:**

- "Safely organize actions outside of the homes of people who manage police contracts. Budgets are one way that cities illustrate their priorities. The decision-makers who manage police contracts have to be held accountable for their part. Remember not to trespass" (M4BL).
- "Car Bloc: Popular physical distancing tactic and a great way to "march". While maintaining safe physical distance in times of COVID-19, This tactic also means you can take up even more space!" (M4BL).
- "Hold a virtual conversation about self governance" (M4BL).
- "Host a virtual people's assembly" (M4BL).

- “Projector Rally: This tactic is a chance for you to get creative and remain inside, or within a car, while amplifying your message to the public! Download this tactic worksheet” (M4BL).
- “Car caravan action to each of your elected officials homes demanding community control over problematic policies and public run institutions” (M4BL).
- “Organize a march. For more information on how to organize a march, check out [this resource](#) from MoveOn.org” (M4BL).

BOOKS (click title to access more info):

- [The New Jim Crow by Michelle Alexander](#)
- [Between The World And Me by Ta-Nehisi Coates](#)
- [Citizen by Claudia Rankine](#)
- [I'm Still Here by Austin Channing Brown](#)
- [The Color Purple by Alice Walker](#)
- [The Souls of Black Folk by W. E. B. Du Bois](#)
- [The Fire Next Time by James Baldwin](#)
- [Men We Reaped by Jesmyn Ward](#)
- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya [Angelou](#)
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet [Mock](#)
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo
- [The Bluest Eye](#) by Toni Morrison
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherríe Moraga
- [When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America](#) by Ira Katznelson
- [White Fragility: Why It's So Hard for White People to Talk About Racism](#) by Robin DiAngelo, PhD
- [Orange Is The New Black](#)
- [A People's History of the United States](#)
- [The Color of Law](#)
- [Teaching To Transgress: Education As The Practice of Freedom](#)
- [The Hate U Give](#)

(Collections)

- [Coretta Scott King Book Award Winners: books for children and young adults](#)
- [31 Children's books to support conversations on race, racism and resistance](#)

ARTICLES (click on name to access)

- [‘White Supremacy Vs. The Gospel In Charlottesville’](#)
- [‘How Black Lives Matter Changed My Theology’](#)
- [‘How To Erase A Person’](#)
- [‘For Our White Friends Desiring To Be Allies’](#)
- [‘White Debt’](#)
- [‘The Case For Reparations’](#)
- [PBS’s Teaching Your Child About Black History Month](#)
- [Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good](#)
- [“America’s Racial Contract Is Killing Us” by Adam Serwer | Atlantic \(May 8, 2020\)](#)
- [Ella Baker and the Black Freedom Movement \(Mentoring a New Generation of Activists\)](#)
- [”My Life as an Undocumented Immigrant” by Jose Antonio Vargas | NYT Mag \(June 22, 2011\)](#)
- [The 1619 Project \(all the articles\) | The New York Times Magazine](#)
- [The Combahee River Collective Statement](#)
- [“The Intersectionality Wars” by Jane Coaston | Vox \(May 28, 2019\)](#)
- [Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD](#)
- [“Where do I donate? Why is the uprising violent? Should I go protest?” by Courtney Martin \(June 1, 2020\)](#)
- [”White Privilege: Unpacking the Invisible Knapsack” by Knapsack Peggy McIntosh](#)
- [“Who Gets to Be Afraid in America?” by Dr. Ibram X. Kendi | Atlantic \(May 12, 2020\)](#)
- [“Black People “Loot” Food, White People “Find” Food”](#)
- [“Photos Reveal Media’s Softer Tone on Opioid Crisis: Racial Bias Is Inescapable”](#)
- [“When The Media Treats White Suspects And Killers Better Than Black Victims”](#)
- [“Relinquishing White Supremacy”](#)
- [“Race Talk: Engaging Young People In Conversations About Race and Racism”](#)
- [George Floyd, Racism and Law Enforcement](#)

VIDEOS:

- [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers \(50:48\)](#)
- ["How Studying Privilege Systems Can Strengthen Compassion" | Peggy McIntosh at TEDxTimberlaneSchools \(18:26\)](#)
- [Neil DeGrass Tyson on being black, and women in science](#)
- [Revisionist History Podcast](#)
- [Video Series: I Realized I Was Black](#)
- [Black Man Gets KKK Members to Disavow by Befriending Them](#)
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Films and TV series to watch:

- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Hulu with Cinemax
- When They See Us (Ava DuVernay) — Netflix
- 13th (Netflix)- click [HERE](#) for YouTube link
- The House I live in- click [HERE](#) for link
- Roots (available [HERE](#))
- 12 Years a Slave (available on YouTube [HERE](#))
- Selma (available [HERE](#))
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Organizations/Activists to follow on social media:

- Antiracism Center: [Twitter](#)
- Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)
- Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)
- MPowerChange: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Muslim Girl: [Twitter](#) | [Instagram](#) | [Facebook](#)
- NAACP: [Twitter](#) | [Instagram](#) | [Facebook](#)
- National Domestic Workers Alliance: [Twitter](#) | [Instagram](#) | [Facebook](#)
- RAICES: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Showing Up for Racial Justice (SURJ): [Twitter](#) | [Instagram](#) | [Facebook](#)
- SisterSong: [Twitter](#) | [Instagram](#) | [Facebook](#)
- United We Dream: [Twitter](#) | [Instagram](#) | [Facebook](#)
- [@OsopePatisse](#)
- [@opalayo](#)
- [@aliciagarza](#)
- [@bellhooks](#)
- [@Luvvie](#)

- [@mharrisperry](#)
- [@VanJones68](#)
- [@ava](#)
- [@thenewjimcrow](#)
- [@Lavernecox](#)
- [@deray](#)
- [@thedidideldgado](#)
- [@TaNehisiCoats](#)
- [@mspackyeti](#)
- Ally Henny (FaceBook)
- Lace on Race (FaceBook)
- [Blavity](#)
- [Madame Noir](#)
- [The Root](#)
- [The Grio](#)

PODCASTS:

- [“Let’s Talk About Whiteness”](#)
- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)
- [Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)
- [Parenting Forward podcast episode ‘Five Pandemic Parenting Lessons with Cindy Wang Brandt’](#)
- [Fare of the Free Child podcast](#)
- [Integrated Schools podcast episode “Raising White Kids with Jennifer Harvey”](#)

OTHER RESOURCES TO CHECK OUT:

- [Facts Don’t Change Minds, But Narratives Can](#)
- [75 Things White People Can Do for Racial Justice](#)
- [Anti-Racism Project](#)
- [Jenna Arnold’s resources \(books and people to follow\)](#)
- [Rachel Ricketts’ anti-racism resources](#)
- [Resources for White People to Learn and Talk About Race and Racism](#)
- [Save the Tears: White Woman’s Guide by Tatiana Mac](#)
- [Showing Up For Racial Justice’s educational toolkits](#)
- [The \[White\] Shift on Instagram](#)
- [“Why is this happening?” — an introduction to police brutality from 100 Year Hoodie](#)
- [Zinn Education Project’s teaching materials](#)
- [Ally or Accomplice? The Language of Activism by Teaching Tolerance](#)
- [Moving from Ally to Accomplice: How Far Are You Willing To Go To Disrupt Racism In The Workplace?](#)
- [How To Tell The Difference Between Real Solidarity And ‘Ally Theater’](#)

TIPS ON GENERAL ENGAGEMENT:

1. **Listen more; talk less.** You don't have to have something to say all of the time. You don't have to post something on social media that points to how liberal/how aware/how cool/how good you are. You are lovely, human, and amazing. You have also had the microphone for most of the time, for a very long time, and it will be good to give the microphone to someone else who is living a different experience than your own.

ONE-ON-ONE:

- **PRACTICE RESONANCE.**
 - **Background:** “For one out of every three opinions/insights shared by a person of color in your life, try to resist the need to respond with a *better* or *different* insight about something that you read or listened to as it relates to their shared opinion. Try just to listen and sit with someone else's experience. When you do share in response to what someone has shared with you, it can sometimes (not always) feel like “whitesplaining” — meaning to explain or comment on something in an over-confident or condescending way. This adds to the silencing of the voices of people of color.” (Courtney Ariel).
 - **Practice:** How can you ‘resonate’ in response, when someone trusts you enough to and does share their experience? Here are some key distinctions between what resonance is/is not, along with key resonance phrases that you can use in conversation and adapt to encompass your emotional response to the given shared experience.
 - **What resonance is NOT:** **one-downing** (minimizing the experience by ‘putting into perspective’) **one-upping** (placing yourself in a position of eminence regarding their shared story- for example, sharing how you would have done ‘better’ in their situation, or sharing your own story which holds the implication of your eminence over them) **telling your own story** (even if the intention is just to help by showing you can ‘relate’) **self-flagellating** (if their shared experience relates to your privilege and power over the sharer's group, expressing self-guilt or shame is only distracting, bringing the story back to you. As these deep, personal shared experiences transform your understanding of how your privilege, power, ignorance and silence have hurt people, you need to confront and interrogate these feelings privately, instead of sharing them publicly in a way that imposes them on others.) **third-person diminishment** (telling the sharer how you felt/feel towards them, i.e. pity, instead of resonating in the emotions you experience with them in the moment) **fixing** (providing any kind of solution at all is unhelpful, unless they specifically ask for advice and you deeply reflect on your response... people don't want to be fixed; we

need to be SEEN, so practice validating the shared experience by resonating).

- **What resonance IS: using key phrases that get us into our emotional bodies** to more deeply *experience* the story right alongside the sharer, **validating** the sharer and their experience, without relying on your own understanding to deem it ‘accurate’ or not, **showing up** in a way of humility, patience and empowerment by *being open minded, especially to the invitation to challenge your way of thinking because it may be harmful* (humility) *sharing your time and energy towards the creation of spaces for stories to be shared, and for the sharer and listener to be transformed through that* (patience) *and uplifting the sharer’s voice in those one-on-one spaces, so they are empowered to move through and share their experience further* (empowerment).
- **Key resonance phrases:** “I really felt it in my body when... (reference certain point of the story)...” “I resonated with your (emotional experience, i.e. sadness) in __ moment...” “I empathize with your (emotional/literal) experience of...” “I felt it with you when...”

ALLYSHIP AND ACCOMPLICE-SHIP- KEYS AND DISMANTLING MYTHS:

KEY ONE- EDUCATION: Being an ally requires you to educate yourself about systemic racism in America. Educate yourself through content that illuminates the oppression and structures of white supremacy and white privilege. “Use your voice and influence to direct the folks that walk alongside you in real life (or follow you on the internet), toward the voice of someone that is living a marginalized/disenfranchised experience” (Courtney Ariel).

KEY TWO- FOUNDATION OF ALLYSHIP:

- **Definition:** Latin root word of ally, *aligare*, means, ‘to bind to’, which can be interpreted to mean, ‘to support.’
- **Self-Awareness:** “Allyship requires an understanding and self-awareness around power and privilege. It cannot happen unless we understand what power and privileges we hold” (Michelle Kim).
- **Collective Self-Awareness:** Allyship is built on the foundational understanding that our society has not distributed power and privilege equally amongst different social groups. Your privileges coexist with your marginalized identities.
- **Purpose:**
 - “it is not to self-congratulate, promote, or validate one’s virtue.
 - it is not about “saving” anyone — rather, it’s about working towards equity, fairness, and justice which so many have yet to experience” (Michelle Kim).

- **Accountability:** Allies must hold themselves accountable to marginalized people's needs, *understanding* those needs and *aligning* our actions to meet them.

KEY THREE- FOUNDATION OF ACCOMPLICESHIP

- **Definition:** Latin word *complicare*, close relation of the word 'accomplice' in social justice context means "a sense of community or 'folding together'. Accompliceship means moving beyond the sidelines of traditional 'allyship' into the line of fire and risk. "To be an accomplice, one must be willing to do more than listen; they must be willing to stand with those who are being attacked, excluded or otherwise mistreated, even if that means suffering personal or professional backlash. Being an accomplice means being willing to act with and for oppressed peoples and accepting the potential fallout from doing so." (Dr. Kimberly Harden).
- **Purpose:** 'Allyship' not well-practiced means standing 'for' specific populations; while the true goal, which the language of 'accompliceship' helps us to fulfill, is standing WITH these groups. Accomplices are meant to fight with marginalized communities, amplifying the voices of these groups while using their own privilege and power to fight for *systemic change*.

KEY FOUR- DIFFERENCE BETWEEN ALLYSHIP AND ACCOMPLICESHIP

- **Differing Focuses:**
 - *Allies* usually engage in activism by standing with an individual or group/marginalized community.
 - *Accomplices* focus on dismantling structures that oppress that group- and their work is directed to the stakeholders of that group. Both allies and accomplices are integral.
 - (Example: "An ally will "volunteer at a local racial justice-focused organization," while an accomplice will "join an organization with an explicit aim of naming and disrupting racial injustice," according to the useful guide "Opportunities for White People in the Fight for Racial Justice" (Colleen Clemens). The former is working with individuals toward those individuals' access to representation, dignity or some kind of protection. The latter is working on dismantling a structure, thereby striving for those same protections, but through a different kind of work."
- **Individual Role:** we are each called to critically investigate our positions in activism work as allies and accomplices.

KEY FIVE- ALLYSHIP/ACCOMPLICESHIP IN THE WORKPLACE:

- **Fighting Microaggressions:** White individuals who claim to be 'allies' often listen to the concerns about microaggressions that BIPOC are experiencing in the workplace, and then disregard them, because they don't understand these

concerns in the context of their own understanding, and, therefore don't believe these concerns are valid. All too often, white 'allies' write off the concerns of BIPOC about how they're being treated (particularly in the workplace) as 'simple misunderstandings'. This is likely because most white Americans associate racism with hate crimes and white supremacist groups, and are therefore unaware of "how bias and discrimination have taken on an invisible nature that protects them from realizing their own complicity in the perpetuation of unintentional racism toward persons of color. (Sue et al. (2008); Holmes and Rahe, 1967).

LANGUAGE MINDFULNESS:

- **DON'T BELITTLE THROUGH THE LUXURY OF IGNORANCE:**
 - **Background:** It is belittling to the experience of BIPOC when people of privilege are made aware of the atrocities of their ongoing experience of systemic racism, oppression and injustice, and they respond outwardly in ways that may feel, on the receiving end, like the luxury of ignorance held by the privileged folks is being thrown in the faces of BIPOC. For example, when a white person says, "I can't believe that something like this would happen in this day and age!" in response to atrocities like the events in Charleston, S.C., and Charlottesville, Va. Black activist Courtney Ariel says, "People of color have been aware of this kind of hatred and violence in America for centuries, and it belittles our experience for you to show up 300 years late to the oppression-party suddenly caring about the world. Don't get me wrong, I welcome you. I want for you to come into a place of awareness. However, your shock and outrage at the existence of racism in America echoes the fact that you have lived an entire life with the luxury of indifference about the lives of marginalized/disenfranchised folks."
- **CALL OUT MICROAGGRESSIVE LANGUAGE:**
 - **Background:** Regardless of your profession, we have all been there – having a conversation with a White colleague about the daily microaggressions or blatant racism that we endure as people of color in the workplace. From having our credentials constantly questioned and diminished, being overlooked for promotion and ignored in meetings; to enduring comments such as "You're a credit to your race," "You speak English really well," and "You're so articulate" – people of color receive more than their fair share of daily microaggressive comments and blatant insults when on the job. (Write this in my own words)

EDUCATION OF SELF:

- Don't try to speak for the people of color in their experience
- Don't place the burden on BIPOC to explain systemic racism and the history of their oppression to you. As a person of privilege in a position of power within the oppressive system, it is your responsibility to educate yourself.

- “Ask when you don’t know — but do the work first... Ask questions within relationships that feel safe, and do so respectfully” (Courtney Ariel).
- “[Decolonize your bookshelf](#)” (Corinne Shutack).
- “Unlearn your whitewashed version of American history, and know the entirety of the true history” (Corinne Shutack).
- “Listen without ego and defensiveness to people of color. Truly listen. Don’t scroll past articles written by people of color — Read them” (Corinne Shutack).
- “Engage in political education around community control” (M4BL).

FOR HS EDUCATORS:

- Black Lives Matter: From Hashtag To Movement ([INFO](#) and [FULL LESSON](#))

FOR ELEMENTARY/MS EDUCATORS:

- **Books:** “If you or a friend is an educator, buy said friend books that feature POC as protagonists and heroes, no matter the racial make-up of the class. A few good lists are [here](#), [here](#), [here](#), [here](#), [here](#), [here](#), and [here](#).”
- **Toys:** Purchase educational toys that feature POC, such as [finger puppets](#), [Black History Flashcards](#), etc for the classroom. Use these items year-round, not just in February (black history month). The racial make-up of students doesn’t matter — kids of every race need to know American history, and be exposed to people from different races, religions, and countries” (Corinne Shutack).

GENERAL EDUCATION:

- **Black educators needed:** Work on ensuring that black educators are hired where black children are being taught. If you want to know more about why and how this makes a difference for black children, check out [this episode of Malcolm Gladwell’s podcast](#). There are some really good nuggets in there about how schools can support the achievement of black students — from ensuring black students aren’t closed out of gifted programs by using test results instead of white teachers’ recommendations to the influence that having a black teacher has on a black student’s education to the importance to fostering a school ethos wherein black students think, “This school is here for me.”
- **History:** “Find out how slavery, the Civil War, and the Jim Crow era are being taught in your local school. Advocate that history is taught correctly and certain parts are not skipped over or barely mentioned. Advocate that many voices be used in the study of history. Is the school teaching about post-Civil War convict leasing, the parent to our current mass incarceration system? Talking about slavery alone, is your school showing images such as [Gordon’s scourged back](#), [a slave ship hold](#), and [an enslaved nurse holding her young master](#)? Are explorers, scientists, politicians, etc who are POC discussed? Are male and female authors who are POC on reading lists? Are Japanese internment camps being discussed? Is history explained correctly in history books? As an example of a severe failure to teach the reality of slavery and its ramifications, check out [image 1](#) and [image 2](#) . There are a lot of great resources out there with a little googling, like [PBS’s resources for teaching slavery](#), [this POC Online Classroom blog](#),

[Teaching for Change](#), and [The National Association for Multicultural Education](#)” (Corinne Shutack).

- **Culture:** “Arrange for cultural exchanges and cultural ambassadors in your local school’s classrooms. The [International Classroom program at UPenn](#) and [People to People International](#) are options. The [Dept of Education](#) has a good list. Cultural exchanges via the interwebs are very valuable. Actual human interaction between people from different races, religions, and countries (ie: cultural ambassadors) and students in the physical classroom is ideal” (Corinne Shutack).
- **Conversations:** How to have [conversations about race and racism](#)

KIDS:

- Buy books, choose TV shows and movies, and opt for toys for your kids, nieces, nephews, etc that show people from different races, religions, countries and that teach real American history.

HIRING:

- **Hiring black educators:** Work on ensuring that black educators are hired where black children are being taught. If you want to know more about why and how this makes a difference for black children, check out [this episode of Malcolm Gladwell’s podcast](#). There are some really good nuggets in there about how schools can support the achievement of black students — from ensuring black students aren’t closed out of gifted programs by using test results instead of white teachers’ recommendations to the influence that having a black teacher has on a black student’s education to the importance to fostering a school ethos wherein black students think, “This school is here for me.”
- **Recruiting channels:** Many companies have recruiting channels that are predominantly white. Work with your HR department to recruit Americans who are descendants of enslaved Africans. Recruiting from HBCUs is a good start. Work to put descendants of enslaved Africans already hired under supportive managers.

POLICY ACTION- INSTITUTIONAL:

- **Police Dept. Reformation:**
 - **Body Cams-** “Google whether your local police department currently outfits all on-duty police officers with a body-worn camera and requires that the body-worn camera be turned on immediately when officers respond to a police call. If they don’t, write to your city or town government representative and police chief to advocate for it. The racial make-up of your town doesn’t matter — This needs to be standard everywhere. Multiply your voice by soliciting others to advocate as well, writing on social media about it, writing op-eds, etc” (Corinne Shutack).
 - **Evidence-based Police De-escalation Trainings:** Google whether your city or town currently employs evidence-based police de-escalation trainings. The racial make-up of your town doesn’t matter — This needs to be standard everywhere. Write to your city or town government representative and police chief and advocate for it. Multiply your voice by soliciting others to advocate as well, writing on social media about it, writing op-eds, etc” (Corinne Shutack).

- **Criminal Justice System:**

- **State:**

- “Read up about mandatory minimum sentences and watch videos about this on Families Against Mandatory Minimums (FAMM’s) [website](#). FAMM’s website includes work being done at the federal level and state level. Call or write to your state legislators and governor about reducing mandatory minimum sentences for non-violent drug crimes” (Corinne Shutack)
 - Call or write to your state legislators and governor to support state-wide criminal justice reform including reducing mandatory minimum sentences, reducing sentences for non-violent drug crimes, passing “safety valve” law to allow judges to depart below a mandatory minimum sentence under certain conditions, passing alternatives to incarceration, etc. [Study](#) after [study](#) shows that racism fuels racial disparities in imprisonment, and most [of the US prison population are at the state and local level](#).
 - “Write to your state legislators to end cash bail. It means that a someone who is legally innocent is put in jail because they can’t afford bail. It means that a defendant can be released pre-trial because of their wealth, not how much of a flight risk they are. It puts more people in detention (which tax payers pay for) and affects a defendants’ ability to maintain employment, access mental and physical healthcare, and be in communication with their family and friends, etc. Housing the approximately 500,000 people in jail in the US awaiting trial who cannot afford bail [costs US taxpayers \\$9 billion a year](#)” (Corrine Shutack).

- **Federal:**

- “Call or write to your federal legislators in support of the bipartisan (sponsored by Sen Lee (R-UT)) Smarter Sentencing Act (S. 2850) which reduces the length of federal mandatory minimum drug sentences by half, makes the Fair Sentencing Act’s crack sentencing reforms retroactive, and expands the “safety valve” exception to mandatory drug sentences” (Corinne Shutack)
 - “Call or write to your federal legislators in support of the bipartisan (sponsored by Sen Rand (R-KY)) Justice Safety Valve Act (S. 399, H.R. 1097), which would allow judges to give sentences other than the mandatory minimum sentence for any federal crime” (Corinne Shutack).
 - “To reduce mandatory minimum sentences on a federal level, call or write your federal legislators in support of another great criminal justice reform bill, the Second Look Act, which would make reduced sentences for crack convictions from the previously passed Fair Sentencing Act retroactive, reduce mandatory minimums for people convicted more than three times for drug crimes from life without parole after the third offense to 25 years, reduce mandatory sentences for drug crimes from 15 to 10 years, limit the use of solitary confinement on juvenile prisoners, etc” (Corinne Shutack)
 - Write to the [US Sentencing Commission](#) (PubAffairs@ussc.gov) and ask them to:
 - reform the career offender guideline to lessen the length of sentences
 - change the guidelines so that more people get probation
 - change the criminal history guidelines so that a person’s criminal record counts against them less
 - change guidelines to reduce mandatory minimum sentences for non-violent crimes
 - conduct a study to review the impact of parental incarceration on minor children. With more data, the Commission could modify the Sentencing

Guidelines and allow judges to take this factor into account when sentencing individuals for non-violent crimes.

— conduct a study to review whether the Bureau of Prisons is following the Commission’s encouragement to file a motion for compassionate release whenever “extraordinary and compelling reasons” exist.

— consider amending the guidelines to reduce sentences for first offenders.

- **Local, State and Federal:**

- “Research your local prosecutors. Prosecutors have a lot of power to give fair sentences or draconian ones, influence a judge’s decision to set bail or not, etc. In the past election, a slew of fair-minded prosecutors were elected. We need more” (Corinne Shutack).
- “Call or write to state legislators, federal legislators, and your governor to end solitary confinement in excess of 15 days. It is [considered torture by the UN](#), and it is [used more frequently on black and Hispanic prisoners](#). For more information on solitary, two good overviews can be found [here](#) and [here](#)” (Corinne Shutack).
- **Local/State/Federal Change Generally:**
 - “Write to your city or town government representative to replace Columbus Day with Indigenous People’s Day like [these cities did](#)” (Corinne Shutack).
 - “Write to your city or town government representative to divest from banks that are financing the Dakota Access Pipeline, private prisons, and detention centers. [Seattle and Davis, CA](#) already did, as well as [Los Angeles](#), and there are [campaigns going on in many cities to divest](#). Start here: <http://howtodivest.org/>” (Corinne Shutack).
 - “Attend town halls, candidate meet-and-greets, etc for political candidates and ask about ending mass incarceration, reducing mandatory minimum sentences, reducing or ending solitary confinement, decriminalizing weed, ending cash bail, divesting from private prisons, divesting from banks, divesting from banks that finance the Dakota Access Pipeline, etc” (Corinne Shutack).
 - “Virtually target congressional leaders to move another stimulus package that has clear material benefits for Black people” (M4BL).
- **Addressing Racial Disparities in the Legal System:**
 - Call or write to state legislators to require [racial impact statements](#) be required for all criminal justice bills. Most states already require fiscal and environmental impact statements for certain legislation. Racial impact statements evaluate if a bill may create or exacerbate racial disparities should the bill become law. Check out the status of your state’s legislation surrounding these statements [here](#)” (Corinne Shutack).

INTERPERSONAL ACTION:

- **Businesses/Organizations Relations**
 - **Call out businesses/organizations at the hands of which BIPOC experience racism**
 - “More and more stories of black folks encountering racism are being documented and shared through social media — whether it’s at a hotel, with the police, in a coffee shop, at a school, etc. When you see such a post, call the organization, company, or institution involved to tell them how upset you are. Then share the post along with the institution’s contact information, spreading the word about what happened and encouraging others to contact the institution as well. Whether the

company initiated the event, or failed to protect a POC during an onslaught by a third party, they need to hear from us” (Corinne Shutack).

- **Increase Diversity Strategies:**
 - Write to your college/university about implementing all or some of these [diversity strategies](#) that effectively promote racial, ethnic, and socioeconomic diversity on campus. Write to the public universities your tax payer dollars support about implementing these diversity strategies.
- **Support Black Businesses:**
- Find lists of black businesses here-
 - [WeBuyBlack](#)
 - [The Black Wallet](#)
 - [Official Black Wall Street](#)
- **Support Women of Color Running For Office**
 - “[Donate to groups that are working to put women of color into elected office, to get out the vote, and to restore voting rights to disenfranchised voters](#)” (Corinne Shutack).
- **Bank Black:**
 - “It doesn’t have to be all of your checking or savings. Opening up an account with some money is better than no account at all. You can use the links from ‘support black businesses’ (type “banking” in the Category field) or [this site](#) to find a bank. At the very least, move some or all of your checking, savings, mortgage, etc out of Wells Fargo as a part of the [divestment movement to protect Standing Rock](#)” (Corinne Shutack).
- **Divest:**
 - Personally divest your investments in private prisons and detention centers. Start [here](#). Many people are divesting from Wells Fargo for their [substantial role in Standing Rock](#) and from private prison companies Corrections Corporation of America (CCA), GEO Group, CoreCivic, and G4S.
 - Get your city/town, company, place or worship, etc to divest from private prisons and detention centers. Since the start of a national [prison divestment campaign](#), cities like New York and [Cincinnati](#), [higher ed institutions](#), [churches](#), and [corporations](#) have divested.
- **Consumption:**
 - Don’t buy from companies that use prison labor. Find a good list [here](#).
 - Don’t support businesses that fund media/support white supremacy, such as [Amazon and Whole Foods](#).
- **Interpersonal Connections:**
 - **Participate in Reparations:**
 - Participate in reparations. One way is through this [Facebook group](#). Remember reparations isn’t just monetary — share your time, skills, knowledge, connections, etc.
 - Know what indigenous land you’re living on by looking at [this map](#) and research the groups that occupied that land before you did. Find out what local activism those groups are doing and give your money and time to those efforts.
 - **Relationships:**
 - Seek out a diverse group of friends for your kids.

- Seek out a diverse group of friends for you. Practice real friendship and intimacy by listening when POC talk about their experiences and their perspectives. They're speaking about their pain.
- If you have a close relationship with a young person of color, make sure he/she knows how much you love them. Love and affirm that child.
- "For those you know who are overtly racist think about ways you can create exposure for them to people who don't look like them, share their religion, etc. Jane Elliott says, "People who are racist aren't stupid, they're ignorant. And the answer to ignorance is education." Frederick Douglass notes, "It is easier to build strong children than to repair broken men." It may be best to focus on children, adolescents, and young adults currently being raised by overtly racist parents. Maybe it's tutoring them so they could get on a college track, encouraging them to study abroad, or turning them on to colleges where not everyone looks like them and shares their religion, etc. Maybe it's spending time with them on some regularity and showing them the achievements and beauty of non-white cultures. Be creative" (Corinne Shutack).
- "Talk to the white people you know who aren't clearly upset by white supremacy. Use "I" statements and "I care" messages ("I feel [feeling] when you [behavior]"). They need to know you see a problem. Call them out, and call them in. As a start, ask them to watch the videos in #47. For people you know who've been radicalized by FOX News and other nationalist (not conservative) media, who've been so pummeled with fear and hatred of "the other" that they've become ISIS-like towards others, how can you and other family and friends guide them through conversation to show them that their actions are now in direct contrast with the values they feign to purport?" (Corinne Shutack)
- "A wise former teacher once said, "The question isn't: Was the act racist or not? The question is: How much racism was in play?" So maybe racism was 3% of the motivation or 30% or 95%. Interrogate the question "How much racism was in play?" as you think about an incident. Share this idea with the people in your life when they ask, "Was that racist?" (Corrine Shutack).
- Family [conversations about atrocities experienced by POC in current events](#); representation and involvement
- How to have [conversations about race and racism](#)
- ****For other suggestions, reference the 'action' tab near the top.****

SPREADING AWARENESS:

- **Communal Self-Education:**
 - Find and join a local "[white space](#)" to learn more about and talk out the conscious and unconscious biases us white folks have. If there's not a group in your area, start one.
- **Fact Check:**
 - Recognize and do not be shy about sharing that in the same way saying "slavery is a necessary evil" (Thomas Jefferson's words) was acceptable by many in 1820, the same way saying "separate but equal" was acceptable by many in 1940, choosing to not condemn white nationalism, the fact that [black people are 2.7 times as likely to be killed by police than white people](#), the fact that [unarmed black Americans are roughly five times as likely as unarmed white Americans to](#)

be shot and killed by a police officer, that the fact the black imprisonment rate for drug offenses is about 5.8 times higher than it is for whites, etc are acts of overt racism in 2020.

- **Actions:** see top 'actions' tab to go over specific actions you can take, many of which relate to spreading awareness. The suggestions under 'social media' particularly apply to this.
- ****For other suggestions, reference the 'action' tab near the top.****

DISMANTLING WHITE SUPREMACY MENTAL COMPLEXES:

1. 'Colorblindness':

- **Background:** "'Colorblindness' (disregarding race) is totally impossible in a nation whose land was taken from the indigenous inhabitants through an attempt at genocide and horrific colonization. The same nation that enslaved humans and exploited them in every way imaginable built a nation on their backs, hung them, hunted them, and for centuries kept them from their basic inalienable rights and still does. The same nation that exploits and deports immigrants who were promised refuge within the American Constitution. The same nation that incarcerated Japanese Americans during World War II and continues to promote bigotry, exclusion, and violence against LGBTQ/gender non-identifying folks. This nation that allows swastika-wearing, Confederate-flag-toting, anti-Semitic racists to have a platform for their hate... 'We are only as sick as our secrets (and our shame).' Shame can only live in the darkness; it can live within the systems of denial and defensiveness that we use to cover it up. We have to name these things, acknowledge them, and begin to do the deep work of transformation, restoration and reparation" (Courtney Ariel).
- **Practice:**
 - First, don't be a proponent of a 'colorblind' philosophy or worldview.
 - Second, have conversations with family and friends about colorblininess and how, instead of trying to 'neutralize' yourselves- even if the intention to do so is rooted in the desire to not validate the harmful social and political polarities in America- realize that the ignorance of and refusal to recognize the realities that accompany the 'color labels' within these polarities- the slew of disparities, injustice and oppression- puts you in complicity with them. To facilitate conversations about this with family and friends, use this CONVERSATION GUIDE.

2. **White Savior Complex:**

- **Background:** the white savior complex is the internalized mental complex that causes the belief that the people who you 'ally' yourselves with are your responsibility to 'save.' This is a condescending idea that labels the victims, not the system, as 'broken' and undermines the core ideal of what allyship and accompliceship are meant to be.
- **Consequences:**

- “(1) It leads to approaches and methodologies rooted in patronizing charity rather than... justice.
- 2) It prevents mission, aid, and development work from being dialogical and participatory; the so-called experts swoop in with their answers and expertise and fail to include the voices of local leaders, organizations, and stakeholders.
- 3) It leads to paternalism: doing things to or for others rather than seeking to empower and build local capacity. It makes us into heroes rather than empowering others to become the heroes of their own stories.
- 4) It robs agency from the economically poor and contributes to a shame-based identity and sense of helplessness.
- 5) It perpetuates poverty porn, the ubiquitous images of the poor seen in many fundraising campaigns, which objectify human beings for the sake of eliciting an emotional response in order to garner a donation. It labels them as powerless victims who can't help themselves, implicitly naming God's image bearers as inept, incapable objects who are passively awaiting rescue.”
- **Demolishment of White Savior Complex:** “We must stop trying to medicate the symptoms of the white savior and look at the deeper disease. It's one thing to realize it's not ethical to use poverty porn or post selfies with children who we have no relationship with. It's another thing entirely to reflect on the colonial roots of white, Western, Christian supremacy. That means doing some hard, inner work if we're white people. It means working to change the narratives that sustain injustice.
- ***Practice:** reference white exceptionalism practice*

3. **White Exceptionalism:**

- **Background:** White exceptionalism is the belief that you as a white person are exempt from white supremacy; that you are somehow eminent above other white people and are a 'good person' who, despite living in the same culture, does not have the ingrained toxicity of racism.
- ***Practice:** practice noticing how white exceptionalism shows up through you and in your life. For example, when you learn about any of the various methods of transformation through the important inner work of deconstructing ingrained racism and think, “that doesn't apply to me.” When the mental white exceptionalism complex convinces you that you don't have to deeply reflect on and diligently work to detox from your ingrained racism- that just because you've read some books on the topic and follow BIPOC activists and teachers, that exempts you- you must practice calling out this voice in your head.
 - *Affirm* for yourself that the voice of white exceptionalism is not your own.
 - *Acknowledge* that white exceptionalism does not define you, nor will it ever define you if you choose to become conscious of it and

not allow it to poison your inner sense of self and way of showing up in the world.

- *Remember* that as an ally/accomplice, being actionable within this activism field is not something you should expect thanks for, and it isn't a way of proving anything to yourself or others. The actionable things you are empowered to do as an ally/accomplice are the outward manifestations of the inner transformation necessary for true allyship/accompliceship.

Extras

- **Good Quotes:**

- “Privilege means that you owe a debt. You were born with it. You didn’t ask for it. And you didn’t pay for it either. No one is blaming you for having it. You are lovely, human, and amazing. Being a citizen of a society requires work from everyone within that society. It is up to you whether you choose to acknowledge the work that is yours to do. It is up to you whether you choose to pay this debt and how you choose to do so.
- Sometimes living with privilege can disillusion us into thinking that being in community with other humans doesn’t require work. This is a lie; it requires a great deal of work. And all of that work requires being a human and trying to love other humans well. I believe that this is holy work, the work of justice, the pursuit of it. It doesn’t need an audience, and it will not always have one. It will happen most days in ways that are unseen. It might mean providing a meal or shelter, listening, using your particular area of expertise to help someone in need of that expertise who might not have access to it otherwise, bailing a protester out of jail, or paying a family’s rent one month (if you have the resources to do so), or marching at a rally with marginalized folks alongside other allies. There may not always be a practical, tangible way to pursue this work, but I believe you will know it when you meet it face-to-face. However it looks, it will be something that you do without needing to be thanked or receive praise — you are not a savior. Marginalized/disenfranchised folks can and will survive without you — we are magic. However, I urge you to pursue this work, knowing that a system of white privilege afforded you access to opportunities while denying them to so many others. Above all, I urge you keep trying. You’re going to make mistakes; expect this. But keep showing up. Be compassionate. Lead with empathy, always. Keep learning and growing. If you do this, I truly believe you’ll be doing the work of an ally” (Coutney Ari).

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