

Playlist Race and Racism Advanced

See [Annotated Playlist](#) on page 3 for more details about resources

Introduction: To expand your critical understanding of race and racial equity, this playlist draws from Bobbie Harro's Cycles of Liberation and the Dismantling Racism Workbook. This model recognizes that critical transformation work is never "done," and so this playlist provides an *initial* entry point into delving deeper into these topics.

Goal: To read, listen to, and reflect on resources over 7 Modules that will help expand your understanding of the outcomes areas described in your report: knowledge, reflective/developmental work, interpersonal, and organizational/system work.

Before continuing: Note that you can click on the [blue text](#) to go to each resource. The [pink text](#) denotes reflection questions and activities over the course of the playlist.

Module 1: *Establishing a Foundation-Cycles of Liberation*

1. [Cycles of Liberation](#)
2. [Dismantling Racism Workbook: Cycle of Oppression and Expressions of Racism](#) (p. 16-17)
3. **Reflection:** How do the cycles of liberation and oppression inform one another? Use the cycle of oppression to consider how your understanding of race has followed these phases of socialization, internalization, and continuation. How might you use the cycle of liberation to address your understanding of race and challenge some of the misinformation, socialization, and internalization that you experienced?

Module 2: *Getting Ready*

4. [The socialization and Ism Prism](#)
5. [Dismantling Racism: Foundations of Racism; How Oppression Operates](#) (p.18-23)
6. [Dismantling Racism: White Supremacy Culture](#) (p. 28-35)

Module 3: *Reaching Out*

7. [Dismantling Racism: The Self System Internalized Racial Inferiority and Internalized White Superiority](#) (p. 24-27 and p. 36-39)
8. [Racial Equity Tools: Dialogue and Deliberation](#)
9. **Reflection:** What resonated from this Module's readings? Have you ever tried any of the practices discussed in the racial equity tools articles? What are other practices that you may engage in after reading these examples? What may be some challenges to these practices, and who can you go to for support?
10. **Challenge:** Share a story about your own self-system and how your mental, spiritual, physical, or emotional self was impacted by the positive or negative messages communicated by the dominant culture. What were some of these messages that you heard about yourself and your community? How did those messages impact your sense of self? Using the ladder of empowerment for people of color (p.27) or white people (p.37), what would it look like at each rung of the ladder, for you to move toward empowerment as a person of color or toward anti-racism as a white person.

Module 4: *Building Community*

11. [Incorporating a Racial Equity Lens in How We Work as an Action Team](#)
12. **Reflection:** Debrief the process of engaging in this exercise with your group members. What were the takeaways? What were the challenges?

Module 5: *Coalescing*

13. [Building a Multi-Ethnic, Inclusive & Antiracist Organization: Tools for Liberation Packet](#)
14. [Dismantling Racism: Race Equity Stages \(p. 41-43\)](#)
15. **Reflection:** Have you ever been part of an organization that had a racial equity or anti-racist mission? If so, what did that look like in practice? Which of the racial equity stages or anti-racist practices were in place? If not, what would it look like for an organization of which you were/are a part to engage in this work? Which of the phases would be the most challenging? How could you help your organization move through this?

Module 6: *Creating Change*

16. [Land Reparations and Indigenous Solidarity Handbook](#)
17. [Dismantling Racism Workbook: Principles for Taking Action \(p. 54-58\)](#)
18. **Challenge:** Choose an issue aligned with racial equity and create an action plan based on the principles for taking action. Consider each of the principles and note ideas, questions, opportunities, and challenges you anticipate with bringing this plan to life.

Module 7: *Maintaining*

19. [Dismantling Racism Workbook: Accountability in a Time of Justice \(p.51-53\)](#)
20. [A Practice Toward Deep Equity](#)
21. **Challenge:** Have a conversation with a faculty member in your department to understand what it looks like to practice accountability and move toward deep equity in your field. Where are the opportunities for change within the field and what is already working well? What might resistance toward change look like and how can you challenge that?

Annotated Playlist Race and Racism Advanced

Module 1

Establishing a Foundation

1. [Cycles of Liberation](#)
This piece provides a framework through which to address oppression and move toward liberation. The phases outlined in this model will be mirrored in the stages of this playlist, providing opportunities for reflection, community-building, and action. 30 minutes
2. [Creating Your Own Racial Autobiography](#)
The premise of this activity is that everyone has a racial journey and the more comfortable you are in exploring and sharing your own journey, the stronger you will be in facilitating conversations about race with others. Option to engage the community: Once you have completed your own racial autobiography, find a community with whom you can share it and have a discussion about similar and diverging experiences. Consider the ways/spaces in which race has been more salient to you than others and vice versa. 60 minutes
3. Reflection: How do the cycles of liberation and oppression inform one another? Use the cycle of oppression to consider how your understanding of race has followed these phases of socialization, internalization, and continuation. How might you use the cycle of liberation to address your understanding of race and challenge some of the misinformation, socialization, and internalization that you experienced? 30 minutes
4. Optional: [Dismantling Racism Workbook: Cycle of Oppression and Expressions of Racism \(p. 16-17\)](#)
This resource provides a foundation for embarking on this journey toward liberation. It highlights the cycle of oppression and the ways in which racism is expressed culturally, institutionally, and personally. 5 minutes

Module 2

Getting Ready

5. [The socialization and Ism Prism](#)
This activity asks a series of questions in order to allow participants to explore and understand their biases and where they learned them. 30 minutes
6. [Dismantling Racism: Foundations of Racism; How Oppression Operates \(p.18-23\)](#)
This section breaks down the differing impacts of racism on white people and people of color. 20 minutes
7. [Dismantling Racism: White Supremacy Culture \(p. 28-35\)](#)
This article highlights the ways in which white supremacy culture shows up in various organizations and spaces, while also providing “antidotes” to these characteristics that have become normalized within our culture. 30 minutes

Module 3

Reaching Out

8. [Dismantling Racism: The Self System Internalized Racial Inferiority and Internalized White Superiority \(p. 24-27 and p. 36-39\)](#)
These sections detail the Self System Model, which illustrates the impact of racism on individual’s identities. This model is applied to racism’s impact on people of color as well as white people and highlights the process by which to challenge internalized racial inferiority and internalized white superiority.
9. [Racial Equity Tools: Dialogue and Deliberation](#)

This site provides links to various organizations and working groups that are working towards social change. Read through at least two of the resources and notice any similarities and differences in their work 30 minutes

10. Reflection: What resonated from this Module's readings? Have you ever tried any of the practices discussed in the racial equity tools articles? What are other practices that you may engage in after reading these examples? What may be some challenges to these practices, and who can you go to for support? 30 minutes
11. Challenge: Share a story about your own self-system and how your mental, spiritual, physical, or emotional self was impacted by the positive or negative messages communicated by the dominant culture. What were some of these messages that you heard about yourself and your community? How did those messages impact your sense of self? Using the ladder of empowerment for people of color (p.27) or white people (p.37), what would it look like at each rung of the ladder, for you to move toward empowerment as a person of color or toward anti-racism as a white person. 30 minutes

Module 4

Building Community

12. [**Incorporating a Racial Equity Lens in How We Work as an Action Team**](#)
This exercise allows you to facilitate and engage in conversation about your communities' various racial dynamics and how they impact your work. It will consider the principles for incorporating a racial equity lens into work, approaching various equity scenarios, working equitably as a team, reflecting on team dynamics, and considering next steps. 150 minutes
13. Reflection: Debrief the process of engaging in this exercise with your group members. What were the takeaways? What were the challenges? 20 minutes

Module 5

Coalescing

14. [**Building a Multi-Ethnic, Inclusive & Antiracist Organization: Tools for Liberation Packet**](#)
This packet provides statements, definitions, and characteristics of anti-racist practices as well as best practices for a more inclusive workplace. 25 minutes
15. [**Dismantling Racism: Race Equity Stages \(p. 41-43\)**](#)
This article names the stages that many organizations move through when they make a commitment to racial equity. 15 minutes
16. Reflection: Have you ever been part of an organization that had a racial equity or anti-racist mission? If so, what did that look like in practice? Which of the racial equity stages or anti-racist practices were in place? If not, what would it look like for an organization of which you were/are a part to engage in this work? Which of the phases would be the most challenging? How could you help your organization move through this? 30 minutes

Module 6

Creating Change

17. [Land Reparations and Indigenous Solidarity Handbook](#)
This handbook provides educational resources on colonialism, decolonization and solidarity, and links to some inspiring case studies and examples of settler descendants who have returned land to Indigenous people, as well as some initial questions/best practices to consider when beginning to think about working towards land repatriation to Indigenous people. 40 minutes
18. [Dismantling Racism Workbook: Principles for Taking Action](#) (p. 54-58)
This section considers the seven principles for taking action in racial justice including: using an organizing mind; identifying explicit goals; building power on the margins, thinking and acting collectively; being accountable to people and to principles; knowing oneself; and working on all three interdependent levels--personal, institutional, cultural. 25 minutes
19. Challenge: Choose an issue aligned with racial equity and create an action plan based on the principles for taking action. Consider each of the principles and note ideas, questions, opportunities, and challenges you anticipate with bringing this plan to life. 30 minutes

Module 7

Maintaining

20. [Dismantling Racism Workbook: Accountability in a Time of Justice](#) (p.51-53)
In maintaining anti-racist work, it is important to acknowledge the ongoing and cyclical nature of engaging in this work and need to interrogate personal and institutional power. This piece names the process of constructing accountability for engaging in racial equity work in ways that help one live out a vision of equity and justice. 20 minutes
21. [A Practice Toward Deep Equity](#)
This reflection piece provides a definition for “Deep Equity” followed by a series of phases for practicing deep equity, as well as a list of resources for people interested in pursuing this work. 20 minutes
22. Challenge: Have a conversation with a faculty member in your department to understand what it looks like to practice accountability and move toward deep equity in your field. Where are the opportunities for change within the field and what is already working well? What might resistance toward change look like and how can you challenge that? 30 minutes