

Playlist Race and Racism Beginner

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

Introduction: To expand your critical understanding of race and racial equity, this playlist guides you through various types of resources across 7 Modules related to how race and racism present in society.

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: *So What?*

1. [“We Can’t Just Show Up for Social Justice Issues When It Impacts Our Own Lives”](#)
2. [The Meritocracy Myth](#)
3. [Reflection Question:](#) How have you shown up/ provided support to any community, either one that you are a part of or not? Why or why not did you decide to get involved?

Module 2: *Learning Concepts*

4. [Equity Literacy for Educators](#)
5. [Racial Equity Glossary](#)

Module 3: *Putting Knowledge into Context*

6. [“Dynamics of Power, Inclusion, and Exclusion” - Intergroup Resources](#)
7. [Conversation guide about race with family and friends](#)
8. [Activity: Mapping Social Identity Timeline Activity](#)

Module 4 *Hearing Different Perspectives on the Topic*

9. [I, Too, Am Harvard](#)
10. [Community Toolbox: Building Relationships with People from Different Cultures](#)
11. [Option 1 Reflection:](#) Look at your alma mater or your current institution and your experience as a student or professional in that space. Identify which groups were privileged over others and how this showed up in different spaces. Consider whose voice and physical presence were amplified or prioritized in classrooms, social settings, leadership positions and whose were marginalized or devalued. How might other groups of students have experienced your institution/ classroom differently from you? What structures, institutional rules, etc. may have perpetuated these divergent experiences? 30-40 minutes

[Option 2 Activity:](#) Select an activity from the toolbox to try with members of one of your communities. What was challenging about this process? What worked well? How might you alter these tools for various communities with whom you engage?

Module 5: *Taking Action*

12. [A Racial Autobiography of Race in Social Science Spaces: Reflections of My Early Understandings of Race and Racism](#)
13. [Creating Your Own Racial Autobiography](#)

Module 6: *Applying Knowledge*

14. ["Talking Race, Controversy, and Trauma" - HGSE Usable Knowledge](#)
15. [Facing Race: Strategies for leading an honest classroom conversation about race in America](#)
16. **Reflection:** What would it look to facilitate a dialogue around race in your educational spaces? Classrooms in which you have taught, places where you have learned, etc? What strategies would work well for your populations of students and adults? What challenges do you anticipate?

Module 7: *Applying Knowledge*

17. [Confronting race and racism in Education](#)
18. [Why 3 Student Affairs Professionals Choose to be Accomplices, Not Allies](#)
19. **Reflection:** Has there been a time in your life when you realized a need to be more of an accomplice than an ally? What challenges might arise in assuming such a position? What is one way that you can move beyond allyship and into a more active accompliceship in your work and life?

Annotated Playlist Race and Racism Beginner

Module 1

So What?

1. [“We Can’t Just Show Up for Social Justice Issues When It Impacts Our Own Lives”](#) (Interpersonal and Group Work- U)
This article by Brittany Packnett provides personal examples for why society should support various communities, even those of which we are not a part. 20 minutes
2. [The Meritocracy Myth](#) (Current Beliefs- U)
This is an interview with Lani Guinier; she was appointed to head the Civil Rights Division of the Justice Department in 1993 and then, under pressure from conservatives, withdrew her nomination without a confirmation hearing. She discusses the ways in which the concept of meritocracy has perpetuated in society, and the implications for students of color. 20 minutes
3. [Reflection Question](#): How have you shown up/ provided support to any community, either one that you are a part of or not? Why or why not did you decide to get involved?

Module 2

Learning Concepts

4. [Equity Literacy for Educators](#) (Interpersonal and Group Work- U)
Definitions and examples of equity-based competencies: recognizing biases, responding to bias, redressing biases and inequities, and creating and sustaining bias-free educational settings 10 minutes
5. [Racial Equity Glossary](#) (Knowledge- U)
This glossary identifies and defines key terms for conversations about race and racial equity. 30 minutes.

Module 3

Putting Knowledge into Context

6. [“Dynamics of Power, Inclusion, and Exclusion” - Intergroup Resources](#) (Interpersonal and Group Work- U)
Describes different levels of power, including hidden, visible, and invisible power. 30 minutes
7. [Conversation guide about race with family and friends](#) (Organizational and Systems Work - U)
This conversation guide includes how to set ground rules to create a safe space, conversation starters, prompts for deeper discussion to help facilitate discussions around race and racial healing with friends, coworkers, and family members. 30 minutes
8. [Activity: Mapping Social Identity Timeline Activity](#) (Interpersonal and Group Work- U)
This activity and discussion prompts provide an opportunity to create a visual map of one’s socialization into an understanding of race, prompting participants to challenge normalized oppression of various groups. Following the individual timeline, participants are encouraged to have a conversation in pairs or small groups to gain a better understanding of not only their own understanding and socialization into a group, but also that of their peers.

Discuss these questions:

- a. When were you first aware of yourself as a member of _____ group?
- b. When were you first aware of people from other groups in this category?
- c. When did you first experience being treated differently because of your membership in this group?
- d. When did you first witness someone being treated differently because of membership in another group?

Module 4

Hearing different perspectives on the topic

9. [I, Too, Am Harvard](#) (Current Beliefs- U)

This student-run photo campaign acknowledges the experiences of Black students on Harvard College's campus and acts as a means of reclaiming their space, and challenging feelings of being unheard and their presence being questioned. "The #itooamharvard photo campaign is inspired by I, Too, Am Harvard, a play based on interviews with members of the black community exploring and affirming our diverse experiences as Black students at Harvard College." 30 minutes

10. [Community Toolbox: Building Relationships with People from Different Cultures](#) (Interpersonal and Group Work- U)

This toolkit includes multiple suggestions in how to reflect on one's own culture and consider ways to build community with those outside of their culture. 30 minutes

11. **Option 1 Reflection:** Look at your alma mater or your current institution and your experience as a student or professional in that space. Identify which groups were privileged over others and how this showed up in different spaces. Consider whose voice and physical presence were amplified or prioritized in classrooms, social settings, leadership positions and whose were marginalized or devalued. How might other groups of students have experienced your institution/ classroom differently from you? What structures, institutional rules, etc. may have perpetuated these divergent experiences? 30-40 minutes

Option 2 Activity: Select an activity from the toolbox to try with members of one of your communities. What was challenging about this process? What worked well? How might you alter these tools for various communities with whom you engage?

Module 5

Taking Action

12. [A Racial Autobiography of Race in Social Science Spaces: Reflections of My Early Understandings of Race and Racism](#) (Reflective/ Development Self-Work- U)

Through this essay, Janiece Mackey shares how she navigated complex conversations and experiences with race within education-- both as a student and as a teacher. 20 minutes

13. [Creating Your Own Racial Autobiography](#)- (Reflective/ Development Self-Work- U)

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 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

Module 6

Applying Knowledge

14. ["Talking Race, Controversy, and Trauma" - HGSE Usable Knowledge- \(Interpersonal and Group Work- U\)](#)
Aaliyah El-Amin from HGSE shared examples of how educators can "create space for reflection and conversation about challenging events — and how they can help students respond." 20 minutes
15. [Facing Race: Strategies for leading an honest classroom conversation about race in America \(Interpersonal and Group Work- U\)](#)
Dr. Meira Levinson from HGSE highlights ways to talk about race in different educational spaces, considering the unique needs of students from diverse ethnic and racial groups. 20 minutes
16. **Reflection:** What would it look to facilitate a dialogue around race in your educational spaces? Classrooms in which you have taught, places where you have learned, etc? What strategies would work well for your populations of students and adults? What challenges do you anticipate?

Module 7

Applying Knowledge

17. [Confronting race and racism in Education](#)
This empirical article and case study helps us consider how to employ an asset-based frame when researching and engaging with issues of racial justice. 40 minutes
18. [Why 3 Student Affairs Professionals Choose to be Accomplices, Not Allies \(Organizational and Systems Work - U\)](#)
This article by Jonathan Higgins highlights the ways in which three higher education leaders have engaged in accompliceship within their institutions to dismantle systems of oppression. Each interview ends with advice on how to effectively move beyond allyship and engage in accompliceship.
19. **Reflection:** Has there been a time in your life when you realized a need to be more of an accomplice than an ally? What challenges might arise in assuming such a position? What is one way that you can move beyond allyship and into a more active accompliceship in your work and life?