

Wisconsin Foundation Training for Foster Parents

Participant Handouts

Module 2: Healthy Identity Development

Module 2: Healthy Identity Development

Learning Objectives

1. The parent or caregiver can express the importance of helping children in care establish and/or maintain a healthy cultural and individual identity.
2. The parent or caregiver can identify how their cultural perspective and biases can affect the development of relationships with children and families from different backgrounds.
3. The parent or caregiver can describe how to alleviate placement adjustment issues of children due to cultural differences between the homes.
4. The parent or caregiver can recognize how their family will be impacted by caring for a child of a different cultural background from their own.
5. The parent or caregiver can discuss the importance of preparing children to develop skills to respond to racism and other forms of marginalization.
6. The parent or caregiver can develop a plan to become a multicultural family.

Agenda

- I. Welcome and Introductions
- II. Understanding Identity and Culture
- III. Understanding Stigma and Marginalized Identities and Building Resilience
- IV. Cultivating the Healthy Identities of Children in Care

Handouts

- Circles of Identity Activity
- Daryle: Video Clip Discussion Activity
- Unconscious/Implicit Bias
- Children in Care by Wisconsin County and Race
- This is Us Video Clip Discussion Activity
- Dear White Parents of My Black Child's Friends: I Need Your Help
- A Few Gender Identity Terms
- Gender Unicorn
- Voices of Trauma, Lives of Promise Video Clip Discussion
- Microaggression Definition and Examples
- Transracial Parenting Pledge
- General Parenting Tasks for Transracial Parents
- Family Behaviors That Increase Your LGBTQ Child's Health and Well-Being
- Action Steps and Strategies to Build Healthy Identities of Marginalized Children in Foster Care Activity
- Additional Resources

Circles of Identity Activity

Protections

Threats

Immediate Family

Child/Individual

Kinship/Informal

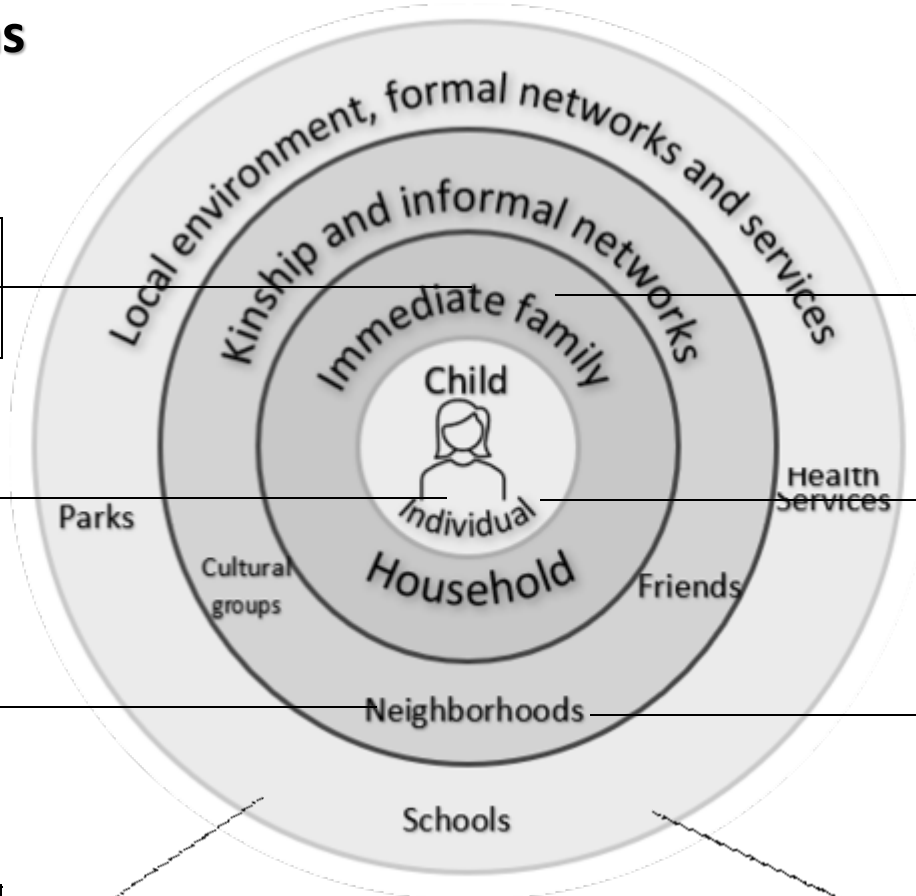
Local Environment

Immediate Family

Child/Individual

Kinship/Informal

Local Environment



Daryle: Video Clip Discussion Activity

Reclaiming Cultural Connection

1. What do you think he feels he missed out on?
2. What could you do as Daryle's caregiver to ensure he has access to cultural experiences?

Unconscious/Implicit Bias

Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. Many researchers suggest that unconscious bias occurs automatically as the brain makes quick judgments based on past experiences and background. As a result of unconscious biases, certain people benefit, and other people are penalized. In contrast, deliberate prejudices are defined as conscious bias (or explicit bias). Although we all have biases, many unconscious biases tend to be exhibited toward minority groups based on factors such as class, gender, sexual orientation, race, ethnicity, nationality, religious beliefs, age, disability and more.*** <https://www.vanderbilt.edu/diversity/unconscious-bias/> retrieved 11/20/21.

Children in Care by Wisconsin County and Race

Here's a table compiling data from the Wisconsin DCF Out-of-Home Care 2020 Report showing total counts in ethnic demographics by county in Wisconsin. In many of Wisconsin's counties, the chance that you will have a child with a marginalized identity, racial or gender-based, is high. (* indicates under 10)

county	Total	White	Black	Native American	Asian	Latino	Other/Not Specified
total	7104	3788	2345	713	81	761	177
Adams	10	10	0	0	0	0	0
Ashland	52	20	*	31	0	*	0
Barron	70	57	*	11	0	*	*
Bayfield	32	*	*	24	0	0	0
Brown	301	137	50	99	*	27	*
Buffalo	21	21	0	0	0	*	0
Burnett	34	16	*	14	0	*	*
Calumet	16	12	*	0	0	*	0
Chippewa	115	101	*	10	0	*	0
Clark	22	18	*	0	*	*	0
Columbia	45	32	*	*	0	*	0
Crawford	18	18	0	0	0	0	0
Dane	237	101	116	17	*	29	0
Dodge	95	76	12	*	0	12	*
Door	20	12	0	0	0	*	*
Douglas	96	67	13	15	0	*	*
Dunn	38	30	*	*	*	*	0
Eau Claire	155	96	37	*	11	*	*
Florence	4	*	0	0	0	0	0
Fond Du Lac	154	102	48	*	0	18	*
Forest	29	12	0	14	0	0	*
Grant	33	30	*	0	0	*	0
Green	15	15	0	0	0	*	0
Green Lake	6	*	0	*	0	*	*
Iowa	4	*	0	*	0	0	0
Iron	10	*	*	0	0	0	0
Jackson	41	18	0	22	0	*	*
Jefferson	72	55	*	0	0	16	13
Juneau	26	20	*	0	0	*	0
Kenosha	316	151	144	*	0	50	14
Kewaunee	2	*	0	0	0	0	0
La Crosse	109	56	42	*	*	*	*
Lafayette	10	10	0	0	0	0	0
Langlade	57	49	*	*	0	*	*
Lincoln	36	25	*	*	0	*	*

	Total	White	Black	Native American	Asian	Latino	Other/Not Specified
Manitowoc	142	124	11	*	*	17	*
Marathon	190	108	40	14	24	10	*
Marinette	65	53	*	*	0	*	*
Marquette	5	*	*	0	0	0	0
Menominee	42	0	0	40	0	0	*
Milwaukee	1905	466	1296	78	*	255	51
Monroe	67	52	*	10	0	14	0
Oconto	48	41	0	*	*	*	0
Oneida	86	74	*	*	*	0	0
Outagamie	254	143	57	53	*	27	0
Ozaukee	32	22	*	*	*	*	0
Pepin	12	12	0	0	0	*	0
Pierce	54	41	*	*	0	0	0
Polk	54	47	*	*	0	*	*
Portage	75	58	*	*	*	12	*
Price	28	23	*	*	*	*	0
Racine	185	73	104	*	0	26	*
Richland	19	15	*	*	0	*	*
Rock	163	111	38	11	0	22	*
Rusk	16	14	*	*	0	0	0
Saint Croix	81	54	13	10	0	*	*
Sauk	28	18	*	*	*	*	0
Sawyer	41	*	*	35	0	0	0
Shawano	28	*	0	19	0	0	0
Sheboygan	222	134	60	*	*	45	15
Taylor	7	*	0	0	0	*	0
Trempealeau	19	13	*	*	0	*	*
Vernon	22	19	*	0	0	*	0
Vilas	46	10	0	36	0	*	0
Walworth	66	49	14	*	0	10	*
Washburn	12	12	0	0	0	*	0
Washington	76	61	10	*	0	*	*
Waukesha	135	108	23	*	0	18	*
Waupaca	27	27	0	0	0	*	0
Waushara	23	20	0	*	0	*	*
Winnebago	90	48	37	*	*	10	*
Wood	125	97	20	*	0	*	0

This is Us Video Clip #1 Discussion Activity

1. What does Randall's mom need to change or do in order to open up her son's access to Black culture?
2. What protections does he need?

Dear White Parents of my Black Child's Friends: I Need Your Help

by Maralee Bradley

June 8, 2016 Updated August 13, 2017

I've been wrestling with talking to you about some things I think you need to know. I've wrestled with it because I feel my own sense of shame—shame that I didn't know or understand these issues before they touched my family. I've felt fear that you'll respond in subtle ways that make it clear you aren't safe for my child. I've been concerned that you won't believe me and then I'll feel more angry than if I hadn't said anything. But my son is getting older, and as he transitions from an adorable black boy to a strong black man, I know the assumptions about him will change. And I need your help in keeping him safe.

We talk to our son about safety issues. We talk to him about being respectful of police (and anyone in authority), about keeping his hands where they are visible, about not wearing his hood up over his face or sneaking through the neighbor's backyard during hide-and-seek or when taking a shortcut home from school. We are doing what we can to find this bizarre balance of helping him be proud of who he is and helping him understand that not everybody is going to see him the way we see him. Some people are going to see him as a "thug" before they ever know his name, his story, his gifts and talents.

But here's the thing: As much as we can try to protect him and teach him to protect himself, there may come a time when your child will be involved. As the parents of the white friend of my black child, I need you to be talking to your child about racism. I need you to be talking about the assumptions other people might make about my son. I need you to talk to your child about what they would do if they saw injustice happening.

I know that in a white family it is easy to use words like "colorblind" and feel like we're enlightened and progressive. But if you teach your kids to be colorblind, they may not understand the uniquely dangerous situations my child can find himself in. If you tell your kids racism happened a long time ago and now it's over and use my family as an example of how whites and blacks and browns can all get along together, you are not doing me any favors. Just because you haven't seen obvious examples of racism in your own life doesn't mean it doesn't exist.

It is easy to think we live in a colorblind society when you don't know that two weeks ago I was on the phone with the principal at my son's school to discuss the racial insults he was regularly receiving from the student sitting next to him. I was thankful for how seriously the school handled that incident, and we consider it a huge victory that my son felt safe telling his parents and teacher how he was being teased, since many kids don't.

It is easy to think we live in a post-racial society when you don't know that a neighbor of mine called the Child Protective Services hotline to complain about my kids behaving in the exact same ways as the 10 other white neighbor children they regularly play with. Playing in the "street" (we live on a cul-de-sac), playing in our front yard without shoes, asking for snacks from the neighbor parents, these are the actual complaints that were made.

I don't want to begin to tell you the trauma it is to former foster kids when a social worker shows up at your house to interview them, and I'm afraid I haven't yet forgiven our neighbor for bringing that on our family (although it was quickly determined to be a ridiculous complaint and there was no further action taken). The thing is, I doubt that neighbor even thinks of himself as racist; however, the fact that when the white kids of the neighborhood do it, it's "kids being kids," but when the kids of color are involved, it's got to be addressed by authorities, shows the underlying bias of his assumptions. This isn't "concern"—this is harassment.

So white parents, please talk to your kids about racism. If they see my son being bullied or called racist names, they need to stand with him. They need to understand how threatening that is and not just something to be laughed off. If your child is with my child playing soccer at the park and the police drive by, tell your child to stay—just stay right there with my son. Be a witness. In that situation, be extra polite, extra respectful. Don't run and don't leave my son by himself. If you are with my son, this is not the time to try out any new risky behaviors. Whatever trouble you get into, he will likely not be judged by the same standard you are. Be understanding that he can't make the same mistakes you can.

White parents, treat my son with respect. Don't rub his head because you want to know what his hair feels like. Don't speak black slang to him because you think it would be funny. If you're thinking about making a joke that you feel might be slightly questionable, just don't do it. Ever. Your kids are listening and learning from you even in the jokes you tell. Be conscious of what media messages your kids are getting about race. Engage in tough conversations about what you're hearing in the news. Don't shy away from this just because you can. He can't. We can't.

Be an advocate for this beautiful soul who has eaten at your kitchen table, sits next to your son at church, been at your child's birthday party. He is not the exception to the rule. He is not protected by my white privilege for the rest of his life. He is not inherently different from any other little black boy and all their lives have value and worth and were created by God. I have hope that when white parents start talking about these issues with our white kids, that's when change starts.

A Few Gender Identity Terms

Cisgender | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

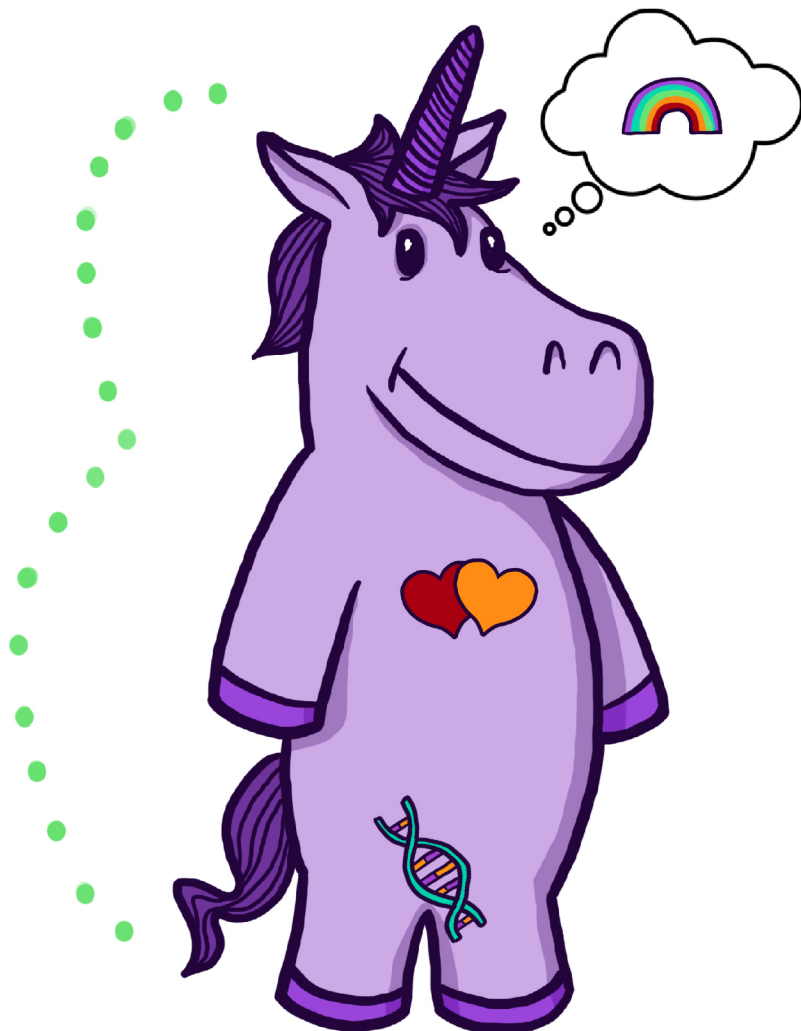
Transgender | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Non-binary | An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all nonbinary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.

Taken from Human Rights Campaign website in Resources section.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity



Female / Woman / Girl

Male / Man / Boy

Other Gender(s)



Gender Expression



Feminine

Masculine

Other



Sex Assigned at Birth

Female

Male

Other/Intersex



Physically Attracted to



Women

Men

Other Gender(s)



Emotionally Attracted to



Women

Men

Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Voices of Trauma, Lives of Promise Video Clip Discussion

1.How did the youth in the video identify themselves?

2.What threats did the teens face and what protections did they need?

Microaggression Definition and Examples

A microaggression is defined as the everyday, subtle, intentional - and oftentimes unintentional - interactions or behaviors that communicate some sort of bias towards historically marginalized groups. The difference between microaggressions and, let's say, overt discrimination, or macroaggressions, is that people who commit microaggressions might not even be aware of them. When we think about overt discrimination - hostile discrimination, violence, things like that - these are people that are intentionally trying to hurt or harm people of various groups because of their identity groups. When people commit microaggressions, it's sometimes that they didn't even realize that they did anything at all.

So you know, some examples of microaggressions include what we would label as microinsults. Somebody who presumes that an Asian American wouldn't speak English - that would be considered an insult. And so somebody who says to a person, wow, you speak really good English. And the Asian American person says, thanks, I was born and raised here. I wouldn't know what else I would be speaking. That would be an insult that conveys that they presume the Asian American would have been a perpetual foreigner or they wouldn't have been American enough or born and raised in this country.

Another example of a microinsult might be something like presuming that a black person or a person of color would be dangerous or violent in some way. So a very common experience that people of color and black people - black men, particularly - talk about is being followed around in stores or getting on an elevator and people moving to the right or left and grabbing their purses or their wallet.

<https://www.npr.org/transcripts/872371063>

Examples of Racial Microaggressions

Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
<i>Ascription of Intelligence</i> Assigning intelligence to a person of color on the basis of their race.	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
<i>Criminality – assumption of criminal status</i> A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
<i>Denial of individual racism</i> A statement made when Whites deny their racial biases	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority."	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.
<i>Myth of meritocracy</i> Statements which assert that race does not play a role in life successes	"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough."	People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.
<i>Pathologizing cultural values / communication styles</i> The notion that the values and communication styles of the dominant / White culture are ideal	Asking a Black person: "Why do you have to be so loud / animated? Just calm down." To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal." Speak up more." Dismissing an individual who brings up race / culture in work / school setting.	Assimilate to dominant culture. Leave your cultural baggage outside.

Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62, 4, 271-286

Transracial Parenting Pledge

From *Transracial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family*, Taken from Robert O'Connor,

www.transracialadoptiontraining.com

http://www.ifapa.org/pdf_docs/transracialparenting.pdf

As one committed to parenting cross-culturally, transracially, and or internationally, I pledge the following:

1. To recognize the added value that diversity brings to my life, even outside of my children
2. To create a diverse home environment and family life that is reflective of our multicultural family
3. To prepare my child with survival skills to successfully navigate a race conscious society
4. To help my child to develop pride in his or her racial, ethnic identity and group membership
5. To confront racial, ethnic and cultural intolerance within my family, friends, and community
6. To seek and develop friendships that reflect my commitment to multiculturalism
7. To engage multicultural communities in order to learn, grow and share
8. To learn what matters to the racial/ethnic group of my child and why
9. To see ourselves as a multiracial family, a family of color and to embrace what that means in today's and tomorrow's society
10. To move beyond the limits of my comfort, knowledge, and biases (to a place of cultural competence and responsiveness within my family and community through words and action)
11. To not ascribe to the notion of color blindness, but to color appreciation
12. To recognize that love is not enough, that it is necessary, but not sufficient in and of itself

Parent's Signature

Date

Parent's Signature

Date

GENERAL PARENTING TASKS FOR TRANSRACIAL PARENTS:

From *Transracial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family*, http://www.ifapa.org/pdf_docs/transracialparenting.pdf

One of the most common things parents and professionals hear from transracial adoptees is that they want friends or brothers and sisters that look like them (eyes, skin color, etc.).

Children living in transracial homes need parents who recognize their need to know their cultural roots. Experts recommend that parents do the following things to meet the cultural needs of their children :

Interact with people of your child's race – form friendships with people of all cultures, valuing diversity.

Live in a diverse, integrated neighborhood.

Recognize multiculturalism is an asset and valued.

Seek out mentors within your child's culture - for yourself and for your child.

Choose integrated schools that offer unbiased educational materials.

Stand up to racism and discrimination. Have a no tolerance policy for it.

Provide the appropriate hair and skin care for your child.

Make your home a bicultural home.

Talk about race and culture often.

Go to places where your child is surrounded by people of his/her same race and culture.

Family Behaviors that Increase Your LGBTQ Child's Health & Well-Being

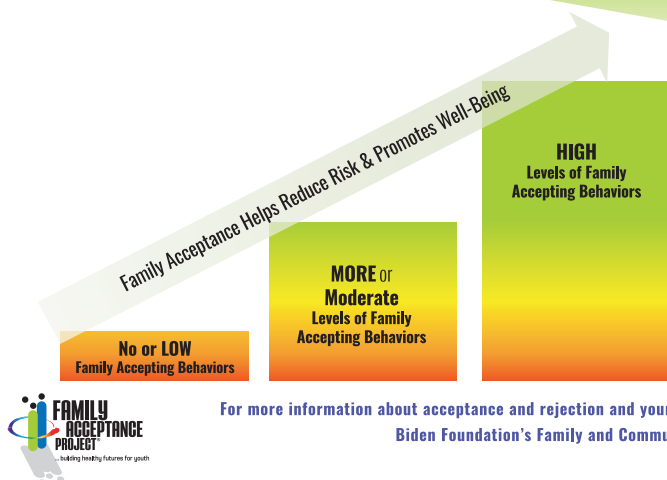
Research from the Family Acceptance Project[®] found more than 50 family accepting behaviors that help protect your lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) child against health risks like depression, suicide and illegal drug use and help to increase your LGBTQ child's self-esteem, health and well-being. A little change makes a difference in decreasing your child's isolation and risk and giving them hope that their family will be there for them.

Family support saves lives!

BEHAVIORS THAT HELP...

Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully – even when you feel uncomfortable or think that being gay or transgender is wrong	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how – you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	Use your child's chosen name and the pronoun that matches their gender identity	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Tell your LGBTQ / gender diverse child that you're proud of them	Speak openly about your child's LGBTQ identity
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Connect your child with LGBTQ adult role models	Express enthusiasm for your child having an LGBTQ / gender diverse partner when they're ready to date	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life

The more of these behaviors that parents and families do, the better your LGBTQ child's health & well-being



- Better health
- Higher self-esteem
- Stronger social support
- Better family relationships
- Less likely to be depressed
- 3 times less likely to attempt suicide
- 3 times less likely to think about suicide
- Less likely to have substance abuse problems

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For more information about acceptance and rejection and your LGBTQ child's risk & well-being – Family Acceptance Project[®]: <https://familyproject.sfsu.edu>
Biden Foundation's Family and Community Acceptance Campaign: <https://go.bidenfoundation.org/AsYouAre>

Action Steps and Strategies to Build Healthy Identities of Marginalized Children in Foster Care Activity

Choose a group to work in; 1) strategies to support identity development with children of color, or 2) strategies to support identity development. Brainstorm a list of 3-5 examples. Identify a spokesperson to present 1 or 2 ideas from your list to the large group.

The actions or strategies that my group identified are:

1. _____
2. _____
3. _____
4. _____
5. _____

Individual Action Plan:

One thing I am willing to do to broaden my cultural lens, move toward becoming a multicultural family and/or assist children in developing a healthy identity is:

Are there smaller steps I need to take before I can reach the above action? If so, list these steps.

- 1.
- 2.
- 3.

When will I begin to take action?

Additional Resources

Identity

Developing Your Child's Healthy Self-identity

Explores the potential harmful effects of unsupervised access to social media/internet and strategies of protection.

Jim Taylor, HuffPost Life https://www.huffpost.com/entry/self-identity_b_2063761
Retrieved 3/15/22.

Unconscious Bias

1. The Hidden Brain <https://hiddenbrain.org/books/>

The hidden brain is the voice in our ear when we make the most important decisions in our lives—but we're never aware of it. The hidden brain decides whom we fall in love with and whom we hate. It tells us to vote for the white candidate and convict the dark-skinned defendant, to hire the thin woman but pay her less than the man doing the same job. It can direct us to safety when disaster strikes and move us to extraordinary acts of altruism. But it can also be manipulated to turn an ordinary person into a suicide terrorist or a group of bystanders into a mob.

In a series of compulsively readable narratives, Shankar Vedantam journeys through the latest discoveries in neuroscience, psychology, and behavioral science to uncover the darkest corner of our minds and its decisive impact on the choices we make as individuals and as a society. Filled with fascinating characters, dramatic storytelling, and cutting-edge science, this is an engrossing exploration of the secrets our brains keep from us—and how they are revealed.

2. Understanding Unconscious Bias, NPR Interview Transcript <https://www.npr.org/transcripts/891140598>

Excerpts:

I talk about biases, anti-Blackness within the South Asian community because I think recently, when we're talking about Black Lives Matter and racial biases against - prejudice against Black people, I, as part of a South Asian community, have a responsibility to talk about colorism and anti-Blackness in South Asian community and how the whole model minority thing can make people perpetuate and enable some of these racial prejudices in society as well, both in the U.S. and the U.K.

So I think it's our responsibility for each of us to acknowledge these generalized assumptions, these stereotypes that we carry. And often, what happens is that we might carry these stereotypes, and we might not act on any of these stereotypes. And so we also have to understand the triggers that bridge this gap between holding these stereotypes and activating these stereotypes as well. Yeah, I think it's really important for us to acknowledge that - all of us.

3. Article used in this section in the curriculum

<https://driveforwardfoundation.org/learning-about-unconscious-bias/>

Being an LGBTQ+ Ally

Guide to Being an Ally to Transgender and Nonbinary Youth-The Trevor Project

<https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>

Supporting LGBTQ+ Youth: A Guide for Foster Parents
U.S. Administration of Children and Families, Children's Bureau,
<https://www.childwelfare.gov/pubs/LGBTQyouth/>

Human Rights Campaign LGBTQ+ Glossary: <https://www.hrc.org/resources/glossary-of-terms>

How to be an Effective Ally, https://www.cpedv.org/sites/main/files/file-attachments/how_to_be_an_effective_ally-lessons_learned_microaggressions.pdf

Being Anti-Racist

<https://nacac.org/resource/being-anti-racist-a-critical-way-to-support-children-of-color-in-foster-care-and-adoption/>

Transracial Parenting Series Training, Coalition for Children, Youth and Families.
<https://www.championclassrooms.org/learning-paths/transracial-parenting-series>

Historical Trauma

[**Trauma Toolkit, U.S. Administration for Children and Families**](#)

Transracial Parenting

Transracial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family.
http://www.ifapa.org/pdf_docs/transracialparenting.pdf

Uncomfortable Conversations with a Black Man, by Emmanuel Acho, Former NFL Player

[This book] is a safe place to have the uncomfortable conversations about race that many white people have never been able to have. But enough is enough- I want to remove the barriers for why we've never had these conversations. I want to provide a free space for curious white people to answer the questions they've always had but have been too nervous to ask. Like, "How can I have white privilege if I'm not wealthy?", or "is racial profiling ok if black people tend to commit more crimes", or my personal favorite from a 19-year-old girl from rural Alabama named Amy who asked, "if black people can say the 'N' word, why can't I?" And many, many more.
<https://uncomfortableconvos.com/>

White Fragility, by Robin DiAngelo

White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. This book explicates the dynamics of White Fragility and how we might build our capacity in the on-going work towards racial justice.
<https://www.robindiangelo.com/publications/>