

Unmasking Racism
in
Anti-Racism Education:



YOUTH MINISTRY

Rev. Dr. Jia Starr Brown

AGGENDA

- 01 Definitions and Qualifiers
- 02 Influences and Involvement
- 03 Q&A
- 04 Resources and Solutions
- 05 Q&A and Closing Remarks

Racism:

prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

- *Oxford Dictionary*

01

**Definitions and
Qualifiers**



United Nations

International Day for the Elimination of Racial Discrimination, 21 March

(b) Each State Party undertakes not to sponsor, defend or support racial discrimination by any persons or organizations;

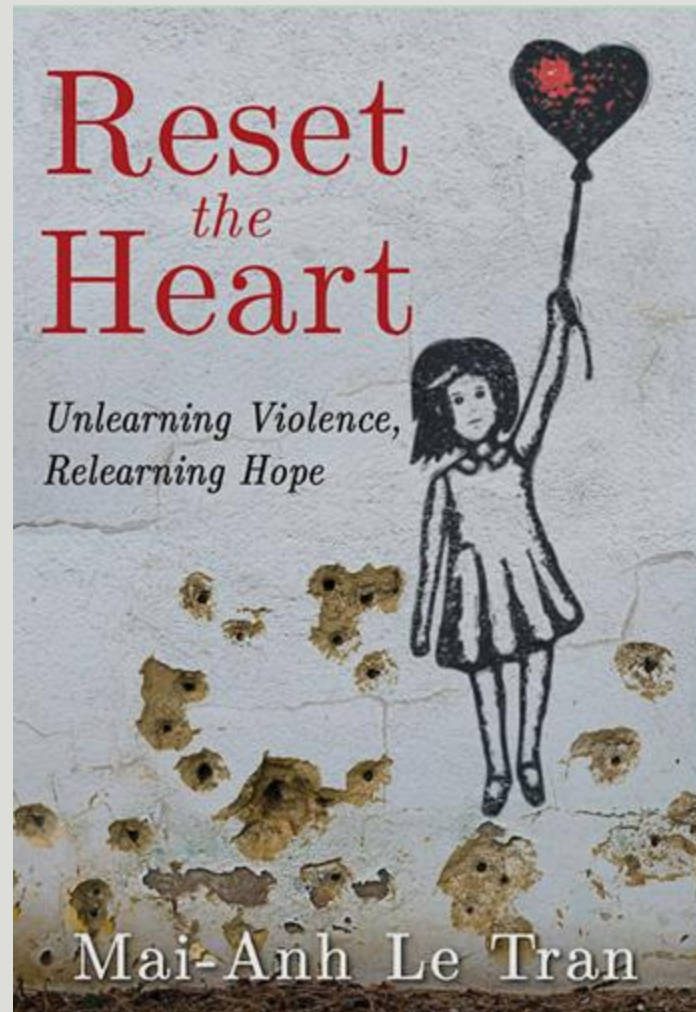
States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups

States Parties condemn all propaganda and all organizations which are based on ideas or theories of superiority of one race or group of persons of one colour or ethnic origin, or which attempt to justify or promote racial hatred and discrimination in any form, and undertake to adopt immediate and positive measures designed to eradicate all incitement to, or acts of,

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Definitions and Qualifiers

1. Violence



If violence is defined by the three characteristics presented earlier in this chapter—the erosion of essential vitality, rationalized by normalizing built-in logics, and delivered with potent force seen and unseen—then we might appreciate the severity of racism as a form of violence.

2. Superiority/Division

“It’s just the way we do things here”

3. Mis/Exclusionary Treatment

Does this activity/lesson/experience uplift everyone - every child?

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**Definitions and
Qualifiers**

In 2015, the average U.S. resident consumed traditional and digital media for about 15.5 hours each day. In the same year, eight- to twelve-year-old children consumed an average of six hours of media a day and teens consumed nine hours.

“When there is a lack of contact between racial groups, people tend to rely on media stereotypes to formulate ideas about people outside of their own race.”

“...decrease in self-esteem for all girls, black boys, Native Americans, and increase in self-esteem for white boys.”

“...Casts white men as heroes, erasing or subordinating other groups as villains, sidekicks, and sexual objects.”

“...negative impact on whites' perceptions of people of color and racial stereotypes in film and television can exacerbate preexisting racist fears.”

“...popular media depictions of nonverbal features of people of color, including facial expressions and body language, influence racial biases for white viewers.”

02

**Influences and
Involvement**



Dove and PlayStation

02



**Influences and
Involvement**

Reports about aftermath of Hurricane Katrina



AP Associated Press AP - Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)



3:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

[Email Photo](#) [Print Photo](#)

Linnaeus and Race

One of the origins of scientific racism can be traced to Linnaeus' work on the classification of man, which had devastating and far-reaching consequences for humanity.

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Influences and Involvement

Species	1	2	3	4	5
Americanus	Red, choleric and straight	Straight, black and thick hair; gaping nostrils; [freckled] face; beardless chin	Unyielding, cheerful, free	Paints himself in a maze of red lines	Governed by customary right
Europaeus	White, sanguine, muscular	Plenty of yellow hair; blue eyes	Light, wise, inventor	Protected by tight clothing	Governed by rites
Asiaticus	Sallow, melancholic, stiff	Blackish hair, dark eyes	Stern, haughty, greedy	Protected by loose garments	Governed by opinions
Africanus	Black, phlegmatic, lazy	Dark hair, with many twisting braids; silky skin; flat nose; swollen lips; Women [with] elongated labia; breasts lactating profusely.	Sly, sluggish, neglectful	Anoints himself with fat	Governed by choice [caprice]

02

Influences and Involvement

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02

Influences and Involvement



We have all been socialized differently around race

Color Blindness: To remove race from consideration

Racial Awareness: To notice racial difference

Racial Consciousness: To be aware of racial nuance, patterns, and impacts

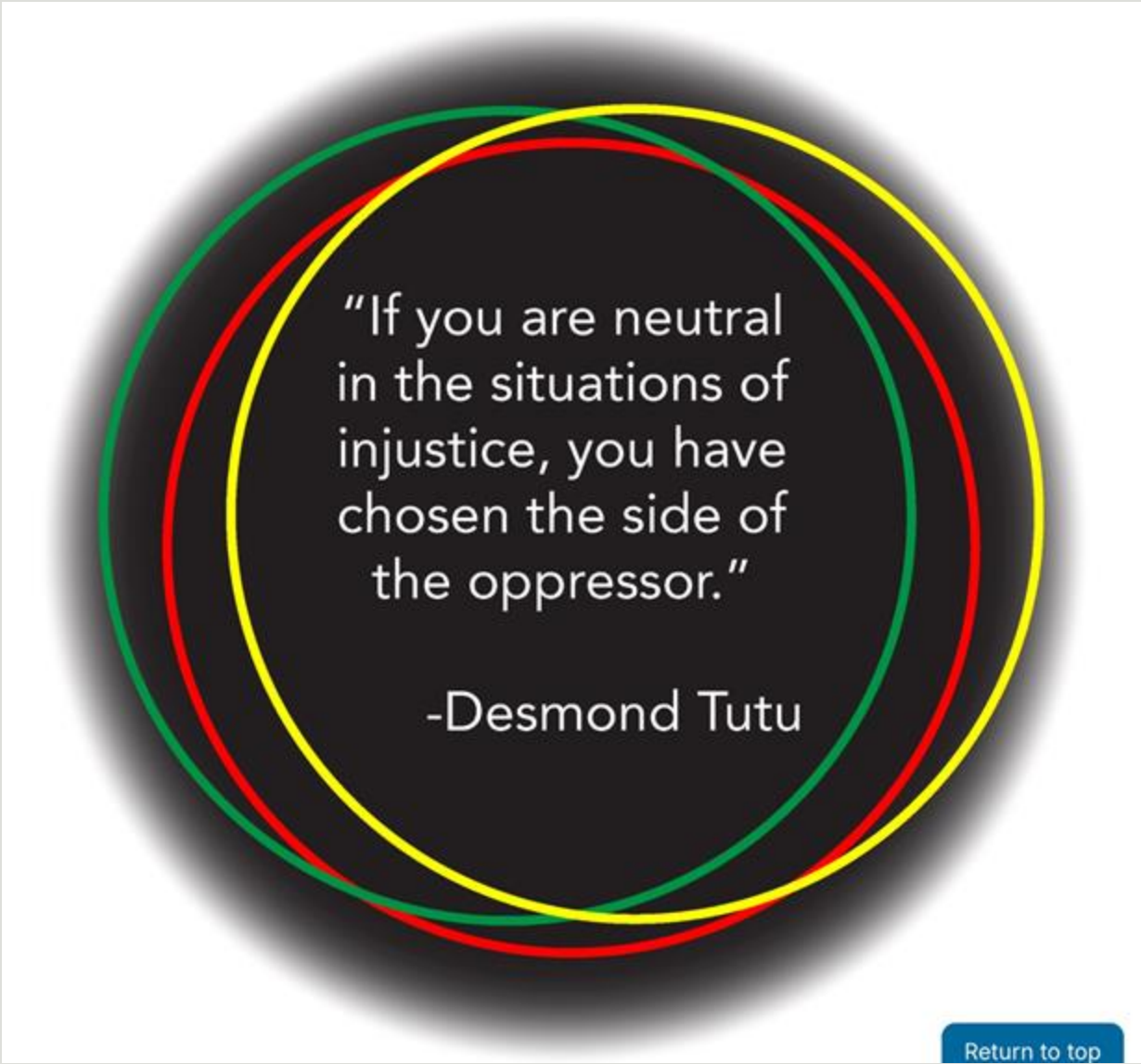
“Building Racial Consciousness - Anthony Galloway



Starr Brown, Galloway 2023

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**Influences and
Involvement**



"If you are neutral
in the situations of
injustice, you have
chosen the side of
the oppressor."

-Desmond Tutu

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Direct/Indirect Involvement:

- 1. Participatory - active involvement (actor)**
- 2. Collateral - indirect involvement, affect (witness)**
- 3. Perpetuation - passing it along, ignorance is bliss (sharing)**

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Influences and Involvement

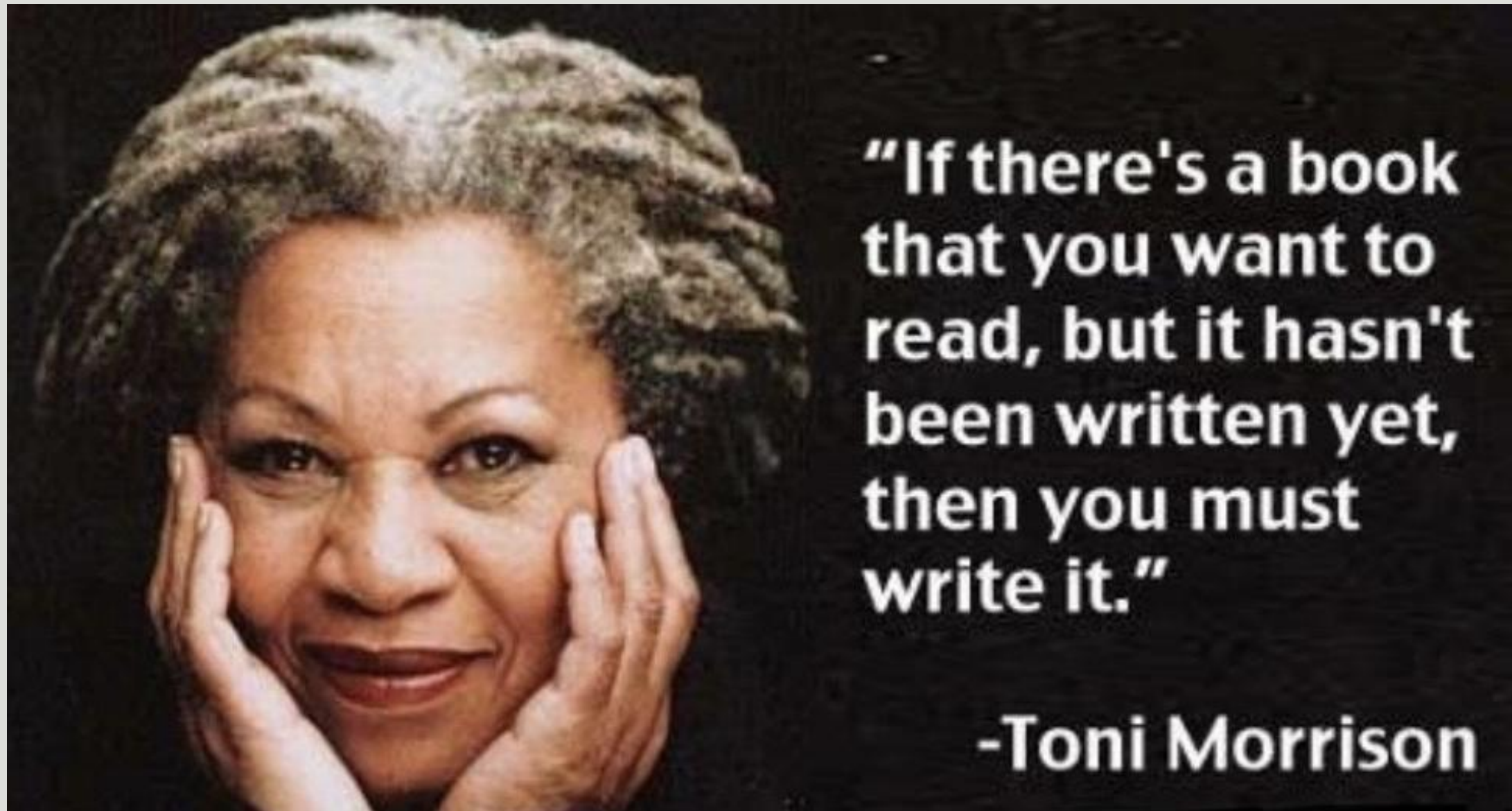
1. Curriculum sources

a. Authors

b. Generational Learning

c. Community

d. Innovation



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**Resources and
Solutions**

2. Self-discovery

a. Inner work first - student -> teacher

b. Identify triggers and biases -> help

c. Harvard Bias Study



Project Implicit

“The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report....the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy)”

a. Adjust activity and implementation

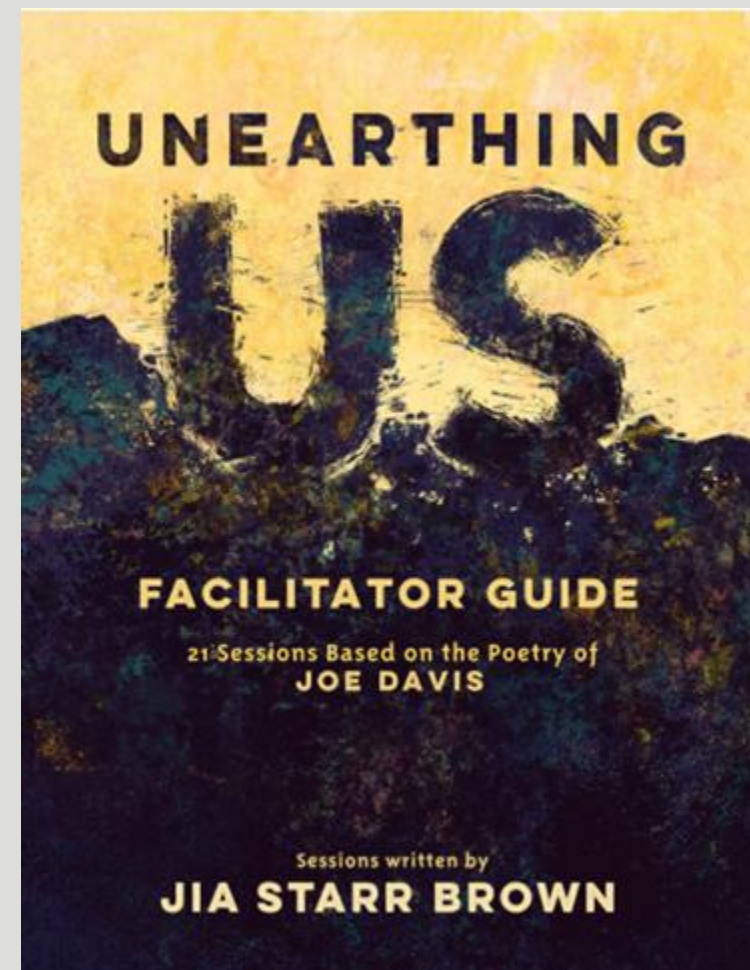
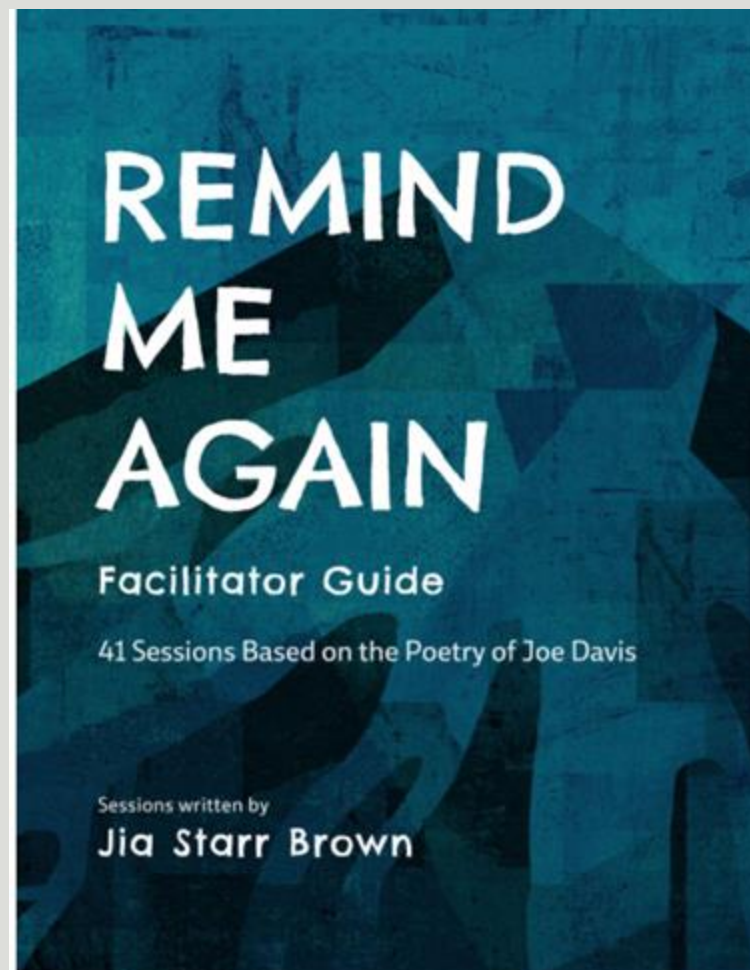
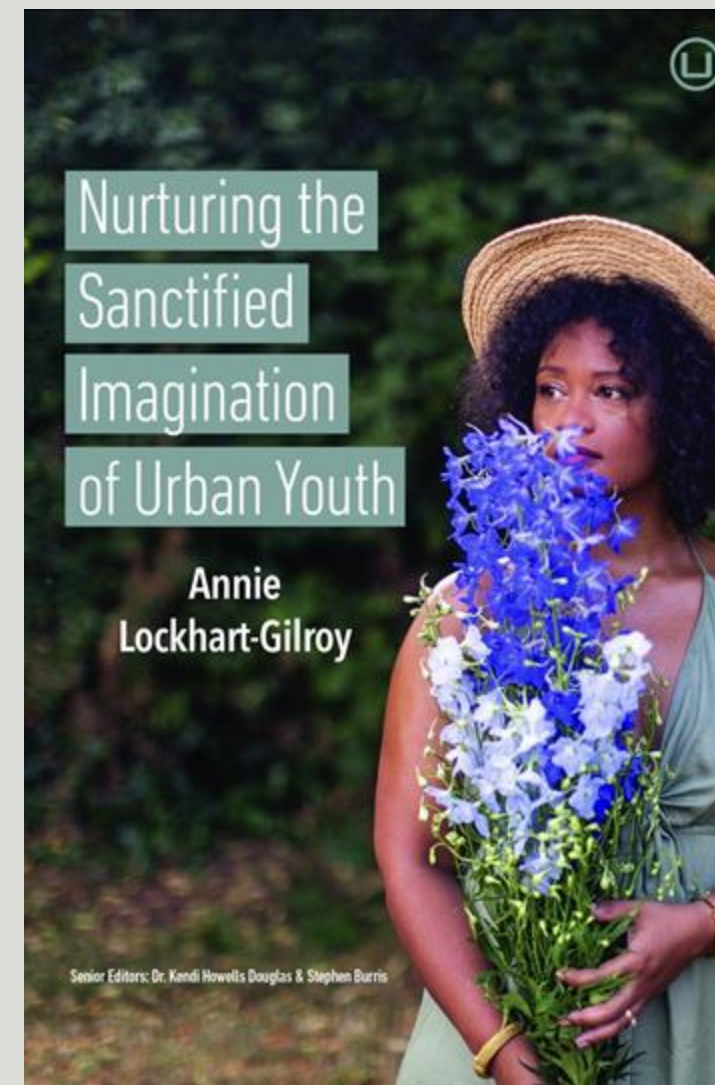
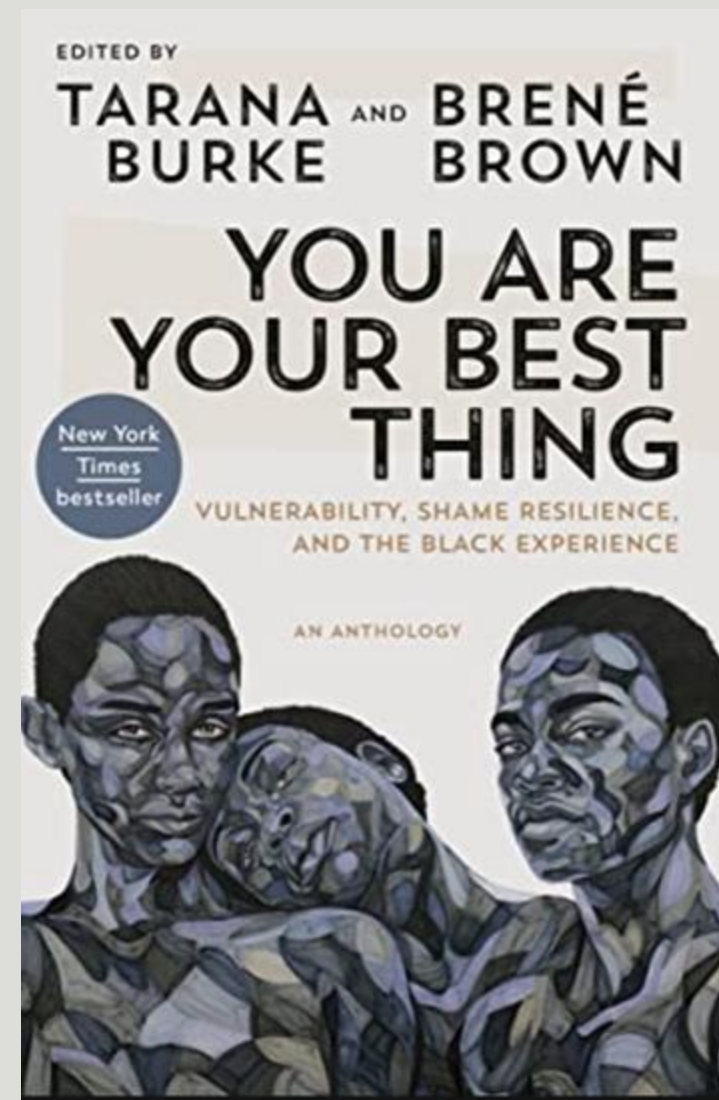
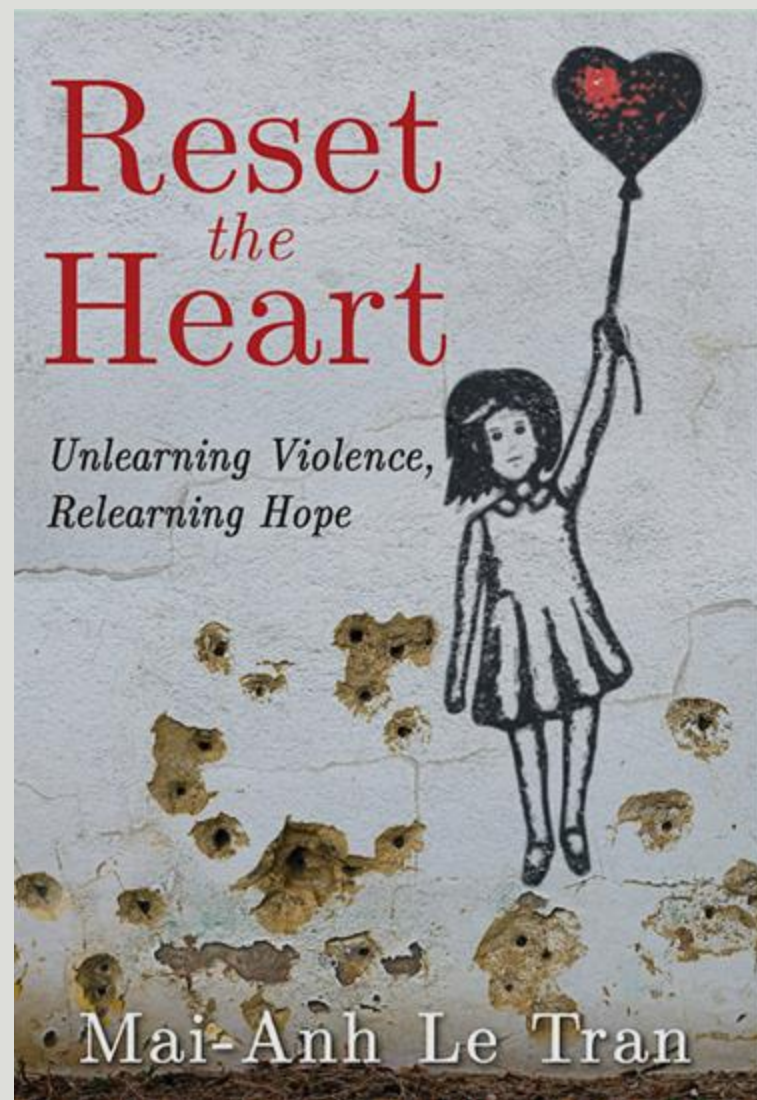
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**Resources and
Solutions**

- 3. Delivery and Implementation:**
- a. Manage and widen expectations**
 - b. Consider and integrate intersectional notes**
 - c. Adjust the definition of education to include: Imagination, Innovation, and lived experience**
 - d. “Will every child walk away unharmed and uplifted?”**
 - e. Scan agenda and activities for cultural elements that may be derivative of white supremacy culture, i.e. *start time, prayer, engagement, discussion, directions, conflict management, closing***

03

**Resources and
Solutions**



Questions?

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“Racism in the Classroom: Seeing Color”

-Valyn Lyric Turner

https://youtu.be/E07k04dc_8g

THANK YOU!