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Terminology Glossary

One of the first things to do is to educate yourself. A good start is getting familiar with the terminology. NOTE: Not an exhaustive list and subject to change.

RACE: Race “refers to physical differences that groups and cultures consider socially significant” ([ASA - American Sociological Association](#)). Prominent examples in the United States include Black, Asian, Indigenous, and Latinx (though there are ongoing conversations of other groups. For instance, I consider Middle Eastern/North African (MENA) as part of the POC/non-White group as well)

ETHNICITY: Ethnicity “refers to shared culture, such as language, ancestry, practices, and beliefs” ([ASA - American Sociological Association](#)). Ethnicities can include Irish, African, African-American (of course “American” is in reference to nationality), Cuban, and Hmong. An example of how race and ethnicity are different: Someone’s race can be Black while their ethnicity is African or Cuban (or both!)

CULTURE: Culture is defined as “the languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful” ([ASA - American Sociological Association](#)). Cultures can include cultures of race (e.g., Black culture), cultures of ethnicity (e.g., Mexican-American culture), cultures of nationalities (e.g., American culture), or cultures of any social group.

PEOPLE OF COLOR: People of Color (POC) is an inclusive and collective term for individuals of one or more non-White groups.

BIPOC: Another and more recent attempt at an inclusive term for non-White people. (For more on the debate between POC and BIPOC, I highly recommend listening to the podcast: [What It Means To Be A 'Person Of Color' : Code Switch](#))

- PRO TIP: Be specific, if you are talking about a specific group, then say that specific group’s name rather than POC/BIPOC (E.g., If you are talking about Black people, say “Black” instead of “People of Color” or “BIPOC”)

WHITE: White is a racial group typically designated for people who are assumed to be of European ancestry with socially shifting phenotypic norms

WHITENESS: Whiteness can be defined as a sociopolitical phenomenon where legitimized power (i.e., mechanism through which one can access resources) is possessed by people who socially and/or systematically are considered “White”. Whiteness can manifest socially, politically, and economically.

WHITE PRIVILEGE: (Whiteness and White privilege are often used interchangeably) The term, “White privilege” was popularized by Peggy McIntosh (1988) in “White Privilege: Unpacking the invisible knapsack.” In the piece, she likens White privilege to

“an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks” (McIntosh, 1988, p. 30) which allow Whites to experience both social advantages, as well as a lack of social disadvantages, due to their Whiteness

- More on this: [What Is White Privilege. Really?](#)

SOCIAL IDENTITY: Social identities comprise social groups such as class, race, and gender. A social identity incorporates a person’s sense of who they are based on their membership to a group.

WHITE IDENTITY: Generally speaking, White identity refers to the psychological construct of how much a White person accepts their White racial identity. However, this can be measured in terms of one’s level of racial consciousness (Helms (1984) was the first to do this) or it can be measured similar to other non-White identities in terms of how much one identifies with their White identity (pride). Clearly, White identity can be measured--and hence, conceptualized--in sharply different ways.

INTERSECTIONALITY: Intersectionality describes “the inequalities produced by simultaneous and intertwined statuses and how that influences the life course of an individual or group” ([Source](#))

RACISM: Put broadly, racism is any antagonistic attitude/belief, communication (verbal or nonverbal), or behavior against marginalized racial groups based on their membership to a marginalized racial group. There are different types of racism which are discussed below.

CULTURAL RACISM: Racism occurring at the cultural level to penetrate our cultural values and fuel biases and stereotypes. Examples may include media representations and beauty standards (e.g., colorism).

COLORISM: Possessing negative attitudes/biases and/or discrimination against those with darker skin, while possessing a preference for those with lighter skin.

- Great resource: [Colorism](#)

SYSTEMIC RACISM (AKA INSTITUTIONAL/STRUCTURAL RACISM): Systemic racism is the unfair “distribution of resources, power and opportunity in our society to the benefit of people who are considered White” through “policies and practices within institutions that effectually disadvantage certain racial or ethnic groups” ([Source](#)).

Examples include housing discrimination and “redlining,” and the criminal justice system

- Great resources:
 - [What is Systemic Racism? \[VIDEOS\]](#)
 - [Definition & Analysis of Institutional Racism](#)

INTERPERSONAL RACISM: Communications (verbal or nonverbal) and behaviors that evoke racism between persons.

EXPLICIT/ACTIVE RACISM (AKA OLD-FASHIONED RACISM):

Communications (verbal or nonverbal) and behaviors that are unambiguously racist (e.g., usage of racial slurs, openly not hiring Black people) and often intended to be racist

SUBTLE/PASSIVE RACISM (AKA COVERT RACISM): Communications (verbal or nonverbal) and behaviors that demean, antagonize, invalidate, discriminate, or otherwise harm People of Color, but are not explicitly racist. They are often unintentional. Examples include microaggressions (as defined below).

MICROAGGRESSIONS: Though explained differently by Sue et al. (2007) (Sue's definition resembles more "interpersonal racism" broadly and includes three types of microaggressions which include explicit racism within it), the term, "microaggression" is currently used by scholars and POC to describe "brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward People of Color." Examples include implying someone is a "diversity hire" or intending on calling someone "John" when they have introduced themselves as "Juan."

- Resource of further examples in the classroom: [Examples of Microaggressions in the Classroom](#)

IMPLICIT/UNCONSCIOUS BIAS: "Implicit or unconscious bias operates outside of the person's awareness and can be in direct contradiction to a person's espoused beliefs and values. What is so dangerous about implicit bias is that it automatically seeps into a person's affect or behavior and is outside of the full awareness of that person." ([Source: Two Types of Bias](#))

INTERNALIZED RACISM: "Internalized racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power." ([Source: Internalized Racism for PDF.pub](#))

SYSTEM JUSTIFICATION BELIEFS: (Part of System Justification Theory)
System justification beliefs operate similarly as internalized racism, but can occur for both dominant and non-dominant groups. They occur because of our tendency to justify and defend the status quo (a psychologically palliative function).

STEREOTYPE, PREJUDICE, DISCRIMINATION: (source: unknown)

STEREOTYPE: "A belief, positive or negative, about the characteristics of members of a group that is applied generally to most members of the group (Can lead to prejudice)"

- When applied to race, we can refer to this as a racial stereotype

PREJUDICE: “Drawing negative conclusions about a person, group of people, or situation without regard to evidence (Can lead to discrimination)”

- When applied to a marginalized group, we can call this racism (racial prejudice + power = racism)

DISCRIMINATION: Negative communications (verbal or nonverbal) behavior toward members of outgroups

- When applied to race, we could call this racial discrimination

CRITICAL RACE THEORY: Critical Race Theory (CRT) is a critical theory whose application can differ (even from the resources below) but whose core tenants are that: race is a social construct and power is unevenly distributed to Whites through a history of White supremacy maintained through racist institutions (systemic racism) and other forms of racism.

- More on the theory itself:
 - Delgado & Stefancic (1995): [DELGADO and STEFNACIC Introduction to Critical Race Theory](#)
 - Thomas et al. (1995): [Thomas et al. \(1995\) - Critical Race Theory](#)
- Other similar theories:
 - Leonardo (2013): [Race Frameworks: A Multidimensional Theory of Racism and Education \(Multicultural Education Series\)](#)

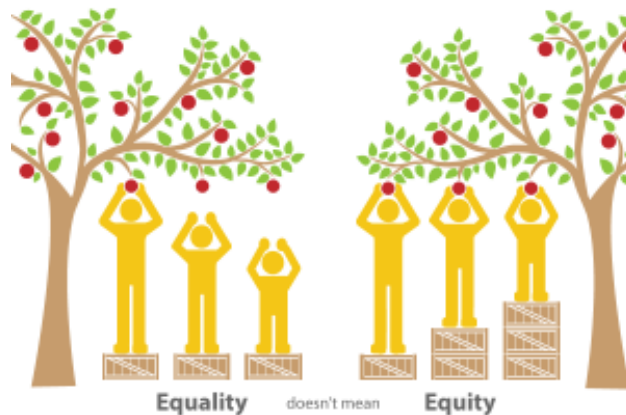
POWER: The mechanism through which one can access resources to achieve one’s interests where the capacity to do so is systematically legitimized (Parsons, 1963; Frankenberg, 1993)

RACIAL CONSCIOUSNESS: Racial consciousness is the understanding of one’s race as distinct from another’s race. This understanding involves an awareness of your own race’s sociopolitical history, status, and group identity as compared to another race’s.

DIVERSITY, EQUITY, INCLUSION: [Source](#)

DIVERSITY: “Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.”

EQUITY: “Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.”



INCLUSION: “Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group.”



ANTIRACISM: Taking actions against racism. Actions can be taken by both People of Color and Whites.

WHITE ALLY: A White person who engages in antiracist behaviors.

COLORBLINDNESS VS MULTICULTURALISM

COLORBLIND: Belief system that comprises two interrelated, but distinct domains that minimize race. A person can be both versions of colorblind or one type.

COLOR-EVASION COLORBLIND: Beliefs/statements such as “I do not ‘see’ color,” “a person’s race is not important,” or any other statements that minimize race by not “noticing” or “ignoring” someone’s race

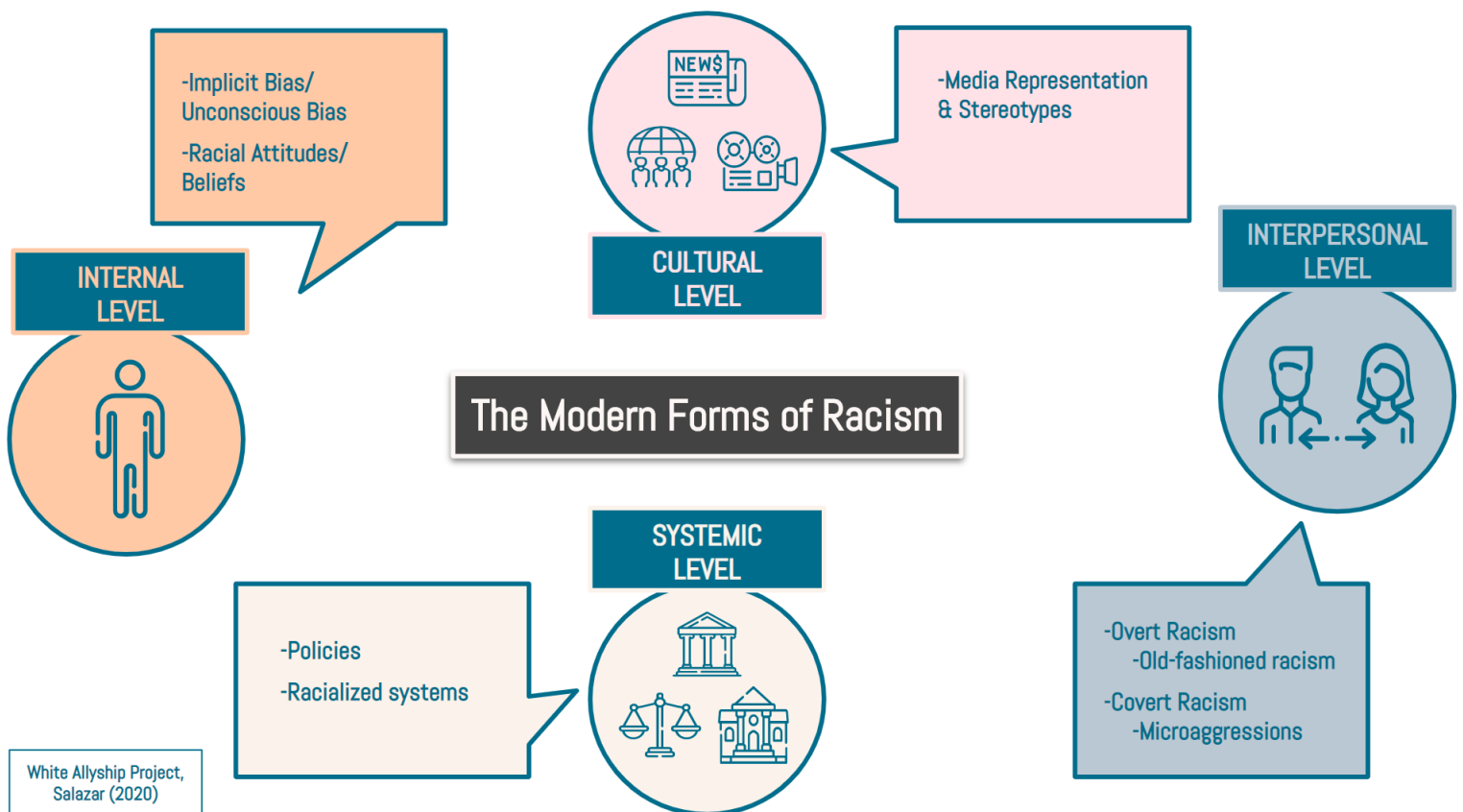
MULTICULTURALISM: Believes that cultures (or in this case, races) should be valued and not ignored or de-emphasized

POWER-EVASION COLORBLIND: An emphasizing of sameness by ignoring or denying systemic racism and power dynamics between races

- Resources for further information:
 - CBRI: Neville et al. (2013)
 - CoBRAS: Neville et al. (2000)

The Modern Forms of Racism

Here is a conceptual model on the various forms of racism to also help understand the bigger picture:



- Additional resources on terminology:
 - [Racial Equity Glossary](#)
 - [Vanderbilt - Key Terms ~ Race and Racism](#)
 - [Open Education Sociology Dictionary: Free Online Sociology Dictionary](#)

Preferred Terms

Not everyone will want to be called the same thing and these terms--as with all language--are meant to evolve with time. Therefore, the best practice is to always clarify with each person

what their personal preferred terms are (TIP: Using the language they use can help (e.g., If they refer to themselves as “Latinx,” it is safe to assume that that is their preference)

- Currently Preferred Racial Group Terms:
 - White
 - Black
 - Latinx
 - Asian (more specific: South Asian (less common for Americans: Desi) to refer to those who are Indian/Pakistani/Bangladeshi)
 - Native American or Indigenous
 - Middle Eastern/North African or Arab (do not assume Muslim)
 - People of Color or BIPOC
 - See my note in the glossary about these terms
- Related Terms:
 - Undocumented (not illegals, illegal aliens, etc.)
 - Brown (Latinx and South Asians and others refer to ourselves as Brown often)

Identity

Types of Identities to Consider (not an exhaustive list):

- Racial identity
- Ethnic/cultural identity
- Socioeconomic status
- Gender identity
- Sex identity
- Sexuality (Sexual Identity)
- Nationality (National Identity)
 - Citizenship Status - careful in handling conversations on this given the possibility of undocumented status:
 - [Welcoming Immigrant Students Into the Classroom](#)
 - [FAQ For Educators on Immigrant Students in Public Schools](#)
- Language Identity
- Person with Disabilities Identity - [Disability Language Style Guide](#)
- Age Identity
- Religious/Spiritual Identity

Intersectionality - We possess multiple identities

- Intersectionality Theory: Kimberlé Crenshaw (1989)
 - People possess many identities that are not additive and separate, but are multiplicative--intersecting and interacting with each other to make the person you are

- In this way too, a person's identities also intersect to form specific forms of discrimination and marginalization (e.g., being a Black man versus being a queer Black man)
- More resources:
 - Crenshaw's original article: [Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and](#)
 - Crenshaw's work in action: [BLACK GIRLS MATTER: PUSHED OUT., OVERPOLICED AND UNDERPROTECTED](#)
- Great resources for the classroom:
 - [Teaching About Intersectionality](#)

Racial/Ethnic Identity

- Sometimes it is instructionally important to students' learning and representation alike to focus on one identity. In our case and discussing race, it makes sense to focus on race/ethnic identity. Of course, the emphasis of intersectionality throughout should be reinforced, but the conversation might naturally lend itself to talking predominately about race.
- There are many racial/ethnic identity models, but they all involve a similar process: unawareness, an awareness moment, a process of learning, and empowerment/self-actualization
- Specific Racial/Ethnic Identity Development Models: (not an exhaustive list)
 - Black Racial Identity Development Model
 - White Racial Identity Development Model
 - Model of Latino Identity Development
 - Asian American Identity Development Model
 - ALANA MODEL-African American, Latina/Latino American, Asian American or Native American
 - Biracial Identity Development Model
- Resources:
 - Activities for the classroom:
 - [Social Identity Wheel – Inclusive Teaching](#)
 - Potential con: framing of a person with disabilities identity
 - See: [Disability Language Style Guide](#) on “able-bodied”
 - [Implementing Racial Identity Development Theories into the Classroom](#)
 - Potential con: “overreliance on identity work” for White students
 - See: Foste & Jones, 2020
 - A little more on Helms model on White identity:
 - [Helm's Model of White Identity Development Written By Jennifer Wozab](#)
 - [Racial Identity Development](#)
 - Pro: most accurate to Helms
 - Potential con: “overreliance on identity work” for White students
 - See: Foste & Jones, 2020
 - One more visual of Helms:

Helms White Identity Statuses

Contact

- Colorblind
- Oblivious to racism

Pseudo-Independence

- Intellectualization
- Guilty

Disintegration

- Becoming aware
- Conflicted

Autonomy (White Allyship)

- Acceptance
- Action-oriented

Reintegration

- Angry
- White supremacy

White Allyship Project, Salazar (2020)

- Potential con: I exclude immersion/emersion because Helms has dropped it in her later work when attempting to measure it quantitatively (may still be of use to mention in instruction however)
 - See Helms & Carter (1990) and Carter, Helms, & Luby (2004)
- Potential pro: I like to include the characteristics of immersion/emersion within the autonomy status (or the pseudo-independence status depending on their comfort with taking actions against racism) to help students view the autonomy status as an ongoing process of betterment instead of it being presented as definite and fixed where you must be perfect to “achieve” it or that once you have “achieved” it, that you are “freed” from any further work

White Allyship

Allyship in Education

- Resources:
 - [White ally checklist](#)
 - [Anatomy of an Ally](#)
- Specific Allyship Behaviors
 - Curriculum
 - Hiring Processes & Mentorships
 - Mentor marginalized students

- It might take more time
 - “Hidden Curriculum” - transparency
 - Don’t make assumptions about what someone knows
- Collaborations with People of Color
- Modeling behaviors
 - Language you use
 - Acknowledging mistakes (ensuring an environment of growth for everyone)
 - Doing your own activism in your personal life
- Hold high expectations of People of Color
- Knowing the correct terminology, and saying it comfortably around POC
 - Names of groups
 - Specific names of students
- Attending race-related events, workshops, and trainings
- Bringing up race issues in work spaces/meetings/committees that do not focus on race
- Joining race-related committees, organizations/leading committees/organizations
- Calling in/calling out racist/problematic behaviors

AN ALLYSHIP TOOL FOR EDUCATORS

In this simple model, allyship consists of racial attitudes/beliefs, actions, and what needs to be “emphasized.” We can use this model as educators to locate students in their allyship and gain direction on how to guide progress in their allyship.

A Working Framework for Allyship Development

Constrained Ally	Emerging Ally	White Ally: Ongoing Process
<ul style="list-style-type: none"> ● Racism beliefs: <ul style="list-style-type: none"> ○ Understands racism/White privilege exists ○ Colorblind ideology ● Antiracist actions: <ul style="list-style-type: none"> ○ No allyship actions needed beyond explicit racism and friendship ● Emphasize: <ul style="list-style-type: none"> ○ Importance of racial identities to POC ○ Solidified understanding of systemic racism ○ Examples of diverse actions 	<ul style="list-style-type: none"> ● Race beliefs: <ul style="list-style-type: none"> ○ Understands racism/White privilege exists ○ Ambivalent ● Antiracist actions: <ul style="list-style-type: none"> ○ Low actions <ul style="list-style-type: none"> ■ May be due to guilt / afraid ● Emphasize: <ul style="list-style-type: none"> ○ For ambivalent: further racial consciousness development ○ Transforming fear into action ○ Examples of diverse sets of actions ○ Intragroup support 	<ul style="list-style-type: none"> ● Race beliefs: <ul style="list-style-type: none"> ○ Understands racism/White privilege exists ○ High racial consciousness ● Antiracist actions: <ul style="list-style-type: none"> ○ High and diverse ○ Ongoing ● Emphasize: <ul style="list-style-type: none"> ○ Support such as models of allyship, intragroup discussions ○ Tools for continuing reflexivity and reflection

White Allyship Project, Salazar (2020)

Other Ally Development Models:

- Reason, Roosa Millar, & Scales (2005) - Reason, R. D., Roosa Millar, E. A., & Scales, T. C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.
- Edwards (2006) - Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA journal*, 43(4), 39-60.

Other Allyship Resources

FANTASTIC ARTICLE ON DISARMING MICRO- AND MACRO-AGGRESSIONS: [Sue et al. \(2019\)](#)

HOW TO BE AN ALLY IN THE WORKPLACE (GENERAL):

- [Be a Better Ally](#)
 - Excerpt:
 - *When you do talk to others about the obstacles they've faced, start by requesting their permission. If it's granted, approach with humility and a learning mindset. Good questions include:*
 - *I'm curious about the things women/people of color/women of color in this organization find most challenging day-to-day—things that I might not notice. Would you feel comfortable sharing some of what you encounter?*
 - *If there was one thing you wish your white male colleagues would do more of to improve the experience of women/people of color/women of color, what would it be?*
 - *If there was one thing we could stop doing every day, what would it be?*
 - *If you were giving me advice on how to really show up as a colleague to make the workplace fair and welcoming, what would you say?*
- [How To Be An Ally For Colleagues Of Color At Work: Three Do's And Don'ts For Taking Action](#)
 - Excerpt:
 - Diversity scholar Dr. Salwa Rahim-Dillard, founder of Equision Consulting, recently suggested a list of ally behaviors people in positions of leadership can take. Here are a few mentioned:
 - *Examine your company's talent management practices;*
 - *Ask for an annual audit of pay equity, performance ratings, voluntary and involuntary exits;*
 - *Do engagement surveys of Black and Brown people;*
 - *Use structured interview guides and a diverse interview panel;*
 - *Use metrics and leader expectations;*
 - *Influence the high visibility projects, the mentoring, the sponsorship, and the high potential programs;*
 - *Disrupt your own biases and challenge unsubstantiated feedback during talent reviews;*

- *If you're planning meetings, ask who's not at the table;*
- *Give fair and frequent high-quality feedback to Black and Brown colleagues; and*
- Read more in the article linked above

HOW TO CULTIVATE ALLYSHIP IN CHILDREN/FAMILY:

- [How to Raise Kids to Be Allies](#)
- [Turn Words Into Action: Create a Family Action Plan for Change](#)

Strategies for Effective White Allyship Resources

HANDLING TOUGH CONVERSATIONS

- FANTASTIC RESOURCE: [Teaching Tolerance | Diversity, Equity And Justice](#)
- Smith, L., & Redington, R. M. (2010). Lessons from the experiences of White antiracist activists. *Professional Psychology: Research and Practice*, 41(6), 541.
 - Excerpt: p.546
 - *In one of these, participants expressed that a basic way of engaging other White people is by making a point of speaking up about racism and questioning others' assumptions and worldviews. "You just need an opening," said one participant.*
 - *"How do you build a bridge?" The message that emerges from participants' comments regarding outreach involves three key components: seize and create opportunities to actively engage White people around racism, help White people connect to supportive networks of allies, and do all of the above respectfully and with consideration of differing levels of initial racial awareness. One participant explained that it is not helpful to "demonize" people with low levels of awareness; rather, it is better to be patient, "but not too patient. You know? It's like understanding with urgency. Like, I get it, but I'm not letting you off the hook." The importance of capitalizing upon "teachable moments" dovetails with participants' identification of speaking out as an antiracist action, and also connects their suggestions with the theoretical progression of White racial identity development (Helms, 1990). Participants emphasized that teaching opportunities should be undertaken planfully: "Like, how do you connect to where somebody is at and build a bridge? I think strategically, like, okay it sounds like the person is at this place The point is not to get them from stage two to stage five, but to get them to stage three." This same interviewee also advised that people often need help finding patience with their own journey of self-discovery: "You know, White people are so good with, we have a solution, I have a solution to solve the problem, I have the answers. No, just stew in it. Sit with the mess, with your own mess for a while, and then we can talk."*

- [Ideas on how to respond to racism](#)
- ["Calling in" vs "Calling Out"](#)
- [Speak Up!](#)
- [How to Talk to Your Family about Racism](#)
- [Getting Called Out: How to Apologize](#)

BLM RESOURCES

- [28 Organizations That Empower Black Communities — No More Martyrs](#)
- [Ways To Help](#)
- [Anti-Racism Resources](#)
- [Support Black People MasterDoc](#)
- [Opportunities for White People in the Fight for Racial Justice Moving from Actor → Ally → Accomplice](#)

OTHER RESOURCES

- [Do the work: an anti-racist reading list | Layla F Saad](#)
- [Code Switch Podcast](#)
- [DO THE WORK NOW: Anti-racism resources for white people](#)
- RELIGION AND ALLYSHIP:
 - [The Promise and the Practice of Our Faith](#) - An example of incorporating religion/spirituality to the current movement
 - [National Day of Racial Healing's Leadership Kit](#) - for faith/spiritual leaders?

What Should I Read?

- [This List Of Books, Films And Podcasts About Racism Is A Start, Not A Panacea](#)
- [Anti-Racist Reading List from Ibram X. Kendi - Chicago Public Library](#)