Alum Rock Counseling Center

AN EDUCATOR'S GUIDE TO TRAUMA-INFORMED CARE AND RACIAL TRAUMA

Addressing the Impact of Racial Trauma and Systemic Inequities in the School System

Alum Rock Counseling Center

About ARCC

ARCC is a community-based behavioral health agency that serves low-income, high-risk youth and families in Santa Clara County. Our extensive Continuum of Care includes prevention education, early intervention, crisis management, outpatient services, and aftercare support. Services are provided in homes, on school campuses, in the community, and in our clinic located in East San Jose.

Our Mission

To heal families and inspire youth to reach their full potential.

Areas of Impact

- Our youth and families have resources for overcoming behavioral concerns, including substance use and mental health challenges.

- All of our kids are kindergarten ready.

- Our youth graduate from middle school, high school, and beyond.

- Our youth and families are free from involvement with the justice system and/or social services systems.

- Our homes, schools, and neighborhoods are safe - free from violence and dangerous behaviors.

Our Story

ARCC was founded in 1974 by a group of community members who wanted to address the academic, social, and mental health needs of the at-risk youth and families living in the extremely high-need area of East San Jose. Due to the lack of linguistically sensitive and culturally appropriate practitioners and services, many of the predominantly Spanish-speaking individuals in this region were "falling through the cracks" of the legal, educational, and health systems into lives of poverty, academic failure, illness, addiction, incarceration, and victimization. The founders' intent was to offer practical, proven solutions to families when and where they needed them most, and in a manner that was inclusive, respectful, and delivered in a language most familiar to clients. Their goal was to provide this community with culturally sensitive, strengths-based counseling and professional support to help youth and their families to lead healthier, safer, more productive lives.

Today, ARCC's mission remains very much the same - namely, to heal families and inspire youth to reach their full potential. Through its strategic partnerships and extensive continuum of care, ARCC provides low-income, minority youth with tools to break multigenerational cycles of poverty and school failure, so that they can stay safe, in school, and drug and violence free.

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What is Racial Trauma?

Racial trauma is a form of race-based traumatic stress that "refers to People of Color and Indigenous individuals' reactions to dangerous events and real or perceived experiences of racial discrimination" (Comas-Diaz, et. al, 2019) and the stressful impact or emotional pain of a person's experience with racism and discrimination. (Carter, 2007; NCTSN, 2019).

Examples of Racial Trauma

- Exposure to racial stereotypes
- Fear about personal safety due to race
- Witnessing members of a person's racial group being threatened or receiving abuse
- Racist abuse of loved ones
- Direct exposure to racist abuse or discrimination

What is Historical Trauma?

Historical trauma is the "cumulative, multigenerational, collective experience of emotional and psychological injury in communities and in descendants."

- Substance Abuse and Mental Health Services Administration -

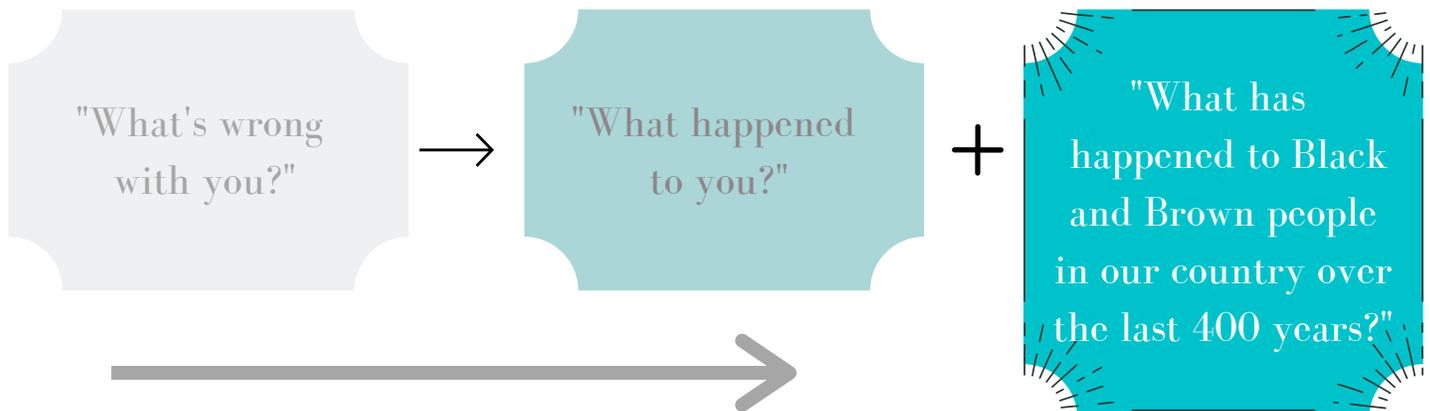Historical trauma can be passed down epigenetically to future generations (Evans-Campbell, 2008)

Examples of Historical Trauma

- Slavery
- Indigenous Boarding Schools
- The Holocaust
- Japanese Internment Camps
- Genocide
- Forced relocation of a specific group of people

"True trauma-informed work must recognize and address the school's role in creating or re-creating trauma. In fact, that should be the starting point. Treating individual traumas without naming systemic injustice means schools don't just risk leaving some traumas unrecognized; it means they risk retraumatizing students."
- Paul Gorski (Gaffney, 2019) -

We must shift our perspectives to include systematic and structural racism, historical trauma, and racial trauma. (Grimes, 2020)

"What's wrong with you?" → "What happened to you?" + "What has happened to Black and Brown people in our country over the last 400 years?"

Race is an invisible factor at the center of many unrecognized traumatic experiences and these unrecognized traumatic experiences negatively influence the academic and social development of students. (Alvarez et al., 2016)

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Sources: Racial Trauma: Theory, Research, and Healing (Comas-Diaz et al., 2019); Racism and Psychological and Emotional Injury: Recognizing and Assessing Race-Based Traumatic Stress (Carter, 2007), Addressing Race and Trauma in the Classroom (NCTSN, 2019); Historical Trauma in American Indian/Native Alaska Communities (Evans-Campbell, 2008)

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Experiences of Racial Trauma at School

RACIAL SLURS FROM PEERS

- Experiencing racial slurs and daily racial harassment from peers/teachers creates fear and stress (Alvarez et al., 2016)
- There is a link between the use of racial slurs and derogatory ethnic jokes as stressors and symptoms of depression (Alvarez et al., 2016)
- The daily experience of verbal, race-based assaults and stressors lead to similar symptoms as survivors of physical abuse, such as isolation and depression (Alvarez et al., 2016)
- Students are often just as hurt by teachers who stand by and say nothing as they are by the perpetrator - Stevenson (Samuel & Wellemeyer, 2020)

CULTURAL INVISIBILITY IN THE CURRICULUM

- Students experiencing trauma can be retraumatized in the classroom due to chosen readings, activities, and assignments (Gaffney, 2019)
- Racism is often focused on in the past tense, which can lead to a sense of erasure and the implicit suggestion that students who experience racism are imagining or exaggerating their experiences (Gaffney, 2019)
- Educators can perpetuate trauma when creating assignments or activities that force students to write about or act out traumatizing experiences (Gaffney, 2019)
- Some races in the curriculum are absent or portrayed as negative and unimportant (Alvarez et al., 2016)
- Whitewashing of history undercuts student value and learned self-worth (A.J. Howell-Williams)

ATTITUDES AND ACTIONS OF STAFF

- Teachers' beliefs, knowledge, histories, and worldview, consciously or unconciously, influence their actions, practices, and willingness to develop curriculum and instructional practices that are relevant and responsive to their students (Milner, 2017; Ladson-Billings, 2009)
- Teachers employ negative racial stereotypes, including low expectations of students of color, and allowing racism to perpetuate in the classroom (Kohli, 2009)
- Educators perpetuate racial biases by allowing harmful race-based incidents to occur (Alvarez et al., 2016)
- Teachers may view students who are consistently battling racism, trauma, and negative society influence, as resistant (Alvarez et al., 2016)

SCHOOL POLICIES AND PRACTICES

- Rigid behavioral and disciplinary policies that regulate students' behaviors may be traumatizing students (Gaffney, 2019)
- Policies that focus on student responsibility often perpetuate the same unjust and dehumanizing structures that students experience in the outside world (Gaffney, 2019)
- Research indicates that students of color, regardless of economic background, suffer harsher discipline for equal or lesser offenses than their white peers (GAO, 2018)

Sources: Race, Trauma, and Education (Alvarez, Milner, Delale-O'Connor, 2016); Race, Talk, Opportunity Gaps, and Curriculum Shifts in (Teacher) Education (Milner, 2017); When Schools Cause Trauma (Gaffney, 2019), Critical Race Reflections: Valuing the Experiences of Teachers of Color in Teacher Education (Kohli, 2009); Discipline Disparities for Black Students, Boys, and Students with Disabilities (GAO, 2018); Black Students Experience Trauma from Racist Incidents at School, Experts Say (Samuel & Wellemeyer, 2020)

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The Hidden Wounds of Racial Trauma

INTERNALIZED DEVALUATION

- What students of color experience at school and what they do or don't see in the media and in the curriculum highlights the ongoing systemic disparity faced by students of color and the felt experience that they are not treated as equal to their peers (Alvarez et al., 2016)
- Students of color are disproportionately disciplined in school and often recognize that their peers of color are receiving similar treatment (Alvarez et al., 2016)
- Youth of color are removed from their families and institutionalized at higher rates than white youth, reminding students that their place in society is not always valued or safe (Alvarez et al., 2016)

ASSAULTED SENSE OF SELF

- Stems from the cumulative effect of race-based incidents that some teachers and staff claim are "situational" or "coincidental" instead of systemic or intentional racism (Hardy, 2013)
- Race-based traumatic incidents can have permanent effects on students of color and lead youth to have a distorted perception of their own sense of self. (Masko, 2005)
- Students of color often feel like they have to check certain aspects of their identity at "the door" in order to fit in and assimilate to the school environment (Milner, 2017)

INTERNALIZED VOICELENSSNESS

- Daily occurrences of race-based traumatic incidents often silence students of color, as self-advocacy and speaking up for themselves against racism and discrimination is often viewed by others as threatening, violent, or resistant. (Alvarez et al., 2016)
- Internalized voicelessness often stems from the youth's inability to defend or stand up against the constant negative messages and stereotypes that are demonstrated by people and the greater society. (Alvarez et al., 2016)

THE WOUND OF RAGE

- Stems from the cumulative effect of race-based incidents and perpetual negative and debilitating messages that a student of color continues to hear (Hardy, 2013)
- Rage is a natural response to repetitive experiences of degradation and devaluation and one that builds over time (Hardy, 2013)
- Rage can often appear as anger, explosiveness, sadness, and depression (Hardy, 2013)

POST-TRAUMATIC STRESS DISORDER

DISTRUST OF AUTHORITY

SUBSTANCE USE

ANXIETY

DEPRESSION

AGGRESSION

HOPELESSNESS

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Sources: Race, Trauma, and Education (Alvarez, Milner, Delale-O'Connor, 2016); Race, Talk, Opportunity Gaps, and Curriculum Shifts in (Teacher) Education (Milner, 2017); Healing the Hidden Wounds of Racial Trauma (Hardy, 2013)

The Impact of Racial Trauma in Schools

INSTITUTIONAL RACISM EXISTS

- There is an overreferral of Black and Brown students to the office for "misbehavior" who are later suspended or expelled (Alvarez et al., 2016)
  - An overreferral of Black and Brown students in special education
  - An underreferral of Black and Brown students in gifted education
  - An overreferral of Black and Brown students to the office for "misbehavior" and subsequently, suspension and expulsion
- In the 2011-2012 school year alone, children lost an estimated 18 million days of instruction due to exclusionary discipline policies which impacted children's ability to keep up with school work, understand complicated material, and have a safe space to be during the school day (Losen et al., 2015)
- Students of color suffer harsher discplinary consequences for offenses that are equal or lesser to those of their white peers (Quick, 2018)
- Black students are most often disciplined for more subjective offenses (ie. disrespect, loitering, making excessive noise) as compared to their white peers, who are more likely to be suspended for offenses that are more concrete (smoking, skipping school, vandalism) (Quick, 2018)
- Racial stereotypes play into harsher discplinary consequences for Black students (Quick, 2018)
  - At age 10, Black boys are perceived as older and less innocent than their white male peers
  - Black girls are perceived as less innocent and that they require less nurturing, less support, and less protection than their white female peers
  - Black girls are 6x more likely to be suspended than white girls (Davis, 2020)
  - Black students, who make up 16% of school enrollment, make up 40% of suspensions nationally (Gordon, 2018)
- End excessive discipline measures against students of color (Johns, 2016)

Recommendations for Districts and Schools (Losen et al., 2015)

DATA:
- Review research on discipline
- Expose your discipline tendencies annually on a district and school level based upon race, disability, gender

SUPPORT:
- Provide resources and training at a school level on ways to implement alternative strategies
- Provide effective behavioral supports for students

ACCOUNTABILITY:
- Make school climate an equal factor among those used to evaluate school and district performance and for accountability measures

Trauma-Informed Alternatives to Suspension & Expulsion

TRAUMA-INFORMED and TRAUMA-SENSITIVE SCHOOLS

RESTORATIVE PRACTICES RESTORATIVE JUSTICE

SOCIAL EMOTIONAL LEARNING

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Sources: Disrupting Implicit Racial Bias and Other Forms of Discrimination to Improve Access, Achievement, and Wellness for Students of Color (Johns, 2016); Race, Trauma, and Education (Alvarez, Milner, Delale-O'Connor, 2016); Are We Closing the School Discipline Gap? (Losen et al., 2015); School Discipline without Racial Equity Is Discrimination (Quick, 2018); Teachers on the Frontlines: Dismantling White Supremacy Within the Classroom Webinar (Davis, July 2020)

Practical Strategies to Mitigate the Impact of Racial Trauma

Develop race consciousness to recognize the links between race and trauma (Alvarez et al., 2016)

As an Educator

- Reject colorblindness to better understand students' experiences (Alvarez et al., 2016)
  - Failure to acknowledge the racial experiences of students may lead to misinterpretation of student behavior and academic performance
- Identify, name, and challenge the systematic injustices that traumatize students at school (Gaffney, 2019)
- Learn about the impacts of history, systemic racism, racial trauma, and historical trauma (NCTSN, 2017)
- Honor the impacts of history and systemic racism (NCTSN, 2017)
- Recognize how the trauma that students experience is rooted in systems (Goldin & Khasnabis, 2020)
- Engage in regular reflection and anti-racism work - work at school and in the classroom is an overflow of the educator's internal work and personal reflection (Davis, 2020)

As a School

- Develop professional development opportunities to more deeply understand trauma and race (Alvarez et al., 2016)
- Build collaborative relationships with students, parents, family members, and community members to better understand, identify, and respond to race-based trauma (Alvarez et al., 2016)

Anti-racist educators who are trauma-informed are more likely to be capable of recognizing and responding to the different symptoms and behaviors that manifest due to trauma (Alvarez et al., 2016)

Reflection Questions for Race-Conscious Educators (Milner, 2007)

How does my race influence my work as a teacher with my students, especially my students of color?

As a teacher, what is the effect of my race on my thinking, beliefs, actions, and decision-making?

How do I, as a teacher, negotiate the power structure in my class and allow students to feel a sense of worth regardless of their background?

How do I situate and negotiate students' knowledge, experiences, expertise, and race with my own?

Sources: Race, Trauma, and Education (Alvarez, Milner, Delale-O'Connor, 2016); Race, Talk, Opportunity Gaps, and Curriculum Shifts in (Teacher) Education (Milner, 2017); Addressing Race and Trauma in the Classroom (NCTSN, 2017); When Schools Cause Trauma (Gaffney, 2019); Teachers on the Frontlines: Dismantling White Supremacy Within the Classroom Webinar (Davis, July 2020)

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Addressing Racism and Racial Trauma in the Classroom

Questions to Consider in Planning and Revising Curriculum (Gholdy Muhammad)

How does this unit plan help my students to learn more about themselves and others?	What histories am I unearthing that widen their perspectives of themselves and the world around them?
What new people, places, things am I teaching?	How will this unit plan advance my students' thinking about equity, power, and anti-oppression?

Strategies for Teaching

- Create a classroom ethos open to questioning, open to varying perspectives, and that expects, respects, and encourages open discourse (Milner, 2017)
- Speak the truth and say it plain (Davis, 2020)
- Acknowledge the discomfort from the beginning - don't sugar coat it (A.J. Howell-Williams)
- Provide choices and options for students in homework assignments, class participation, etc.
- Pay attention to the Implicit Curricula (Davis, 2020)
    - What does your classroom teach just by looking at it?
        - Ex: Desks turned to teacher shows that teachers are the only ones worth listening to
        - What do you decorate with? Which voices are worth putting up and highlighting and which ones don't get spoken about at all?
- Teach "Critical Pedagogy" (Davis, 2020): encourage students to learn about, question, and challenge structures of power and oppression
    - Teach students the skills to battle their own oppression
    - Demonstrate that students are more than what systemic oppression says that they are
    - Provide students with the tools to name and address their own oppression
- Model Anti-Racist Uses of Power (Davis, 2020)
    - Teachers are the first experience that students have with people in authority who are not their parents
    - Share your power with your students
        - Ex: creating rules together for the classroom, discuss together how the classroom should be run
- Do your own internal anti-racism work (Davis, 2020)
    - This is uncomfortable, but growth comes from discomfort (A.J. Howell-Williams)
    - Become comfortable with addressing racial issues and bringing them to the table (A.J. Howell-Williams)
    - Build your own repertoire to support race talk, cognitive, social emotional and affective needs of students as conversations about race emerge (Milner, 2017)
- Teach social change skills (Davis, 2020)
- Include Ethnic Studies in your curriculum (A.J. Howell-Williams)
    - Ethnic studies programs have been shown to increase student attendance and academic achievement in other subjects (Davis, 2020)

Sources: Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy (Muhammad, 2020); Race, Talk, Opportunity Gaps, and Curriculum Shifts in (Teacher) Education (Milner, 2017); Teachers on the Frontlines: Dismantling White Supremacy Within the Classroom Webinar (Davis, July 2020); Anti-Racism in Our Role as Educators (Marcus Jr, 2020)

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Supporting Student Empowerment and Racial Identity in the Classroom

CREATE A SAFE SPACE

- Clear rules and expectations
- Provide logical consequences and educational opportunities
- Address racial slurs immediately
- Acknowledge discomfort without sugar coating truth
- Offer choices

AFFIRMATION & ACKNOWLEDGMENT

- Understand and accept that race is a critical organization principle in society
- Recognize that schools perpetuate the status quo, unless actively and regularly addressed and challenged

CREATE SPACE FOR RACE

- Demonstrate and convey openness and curiosity
- Provide opportunities for students to openly discuss race and their experiences with it, if they feel safe
- Bring current events into the room

RACIAL STORYTELLING

- Provide opportunities for students to share personal stories of racial experiences, if they feel safe doing so
- Offer choices and respect student choices

VALIDATION

- Provide confirmation of the student's worldview and worth
- Explore and discover strengths of the student and focus on strengths

THE PROCESS OF NAMING

- Affix words to racially-based experiences
- Offer external and mutually agreed upon validation to students who have experienced racial oppression

EXTERNALIZE DEVALUATION

- Support students in understanding the importance of respect
- Support in increasing student desire for respect
- Assist in recognizing that assaults on dignity do not lower self-worth

COUNTERACT DEVALUATION

- Provide and link students to resources that help to build student strengths that will buffer against future assaults to the student's dignity and sense of self

RECHANNELING RAGE

- Support students in becoming aware of their rage, gain control of it, and redirect it
- Rechanneled rage can be a powerful energy source

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Sources: Healing the Hidden Wounds of Racial Trauma (Hardy, 2013); It Ain't Rocket Science: College Counseling for Everyone (A.J. Howell- Williams, 2019) .

Self-Care, Community Care, and Racial Trauma

Self-Care and Community Care for Black Educators

- The Four Bodies: A Holistic Toolkit for Coping With Racial Trauma
- Black Lives Matter Meditation for Healing Racial Trauma
- Back to School: A Survival Guide For Teachers Of Color
- 5 Self-Care Practices Black People Can Use While Coping With Trauma
- 6 Black Therapists on the Best Ways to Practice Self-Care Right Now
- Black Mental Health: 7 Self-Care Tips If You're Feeling Overwhelmed
- FamilyCare, CommunityCare and SelfCare Tool Kit: Healing in the Face of Cultural Trauma

Self-Care and Community Care for Non-Black Educators of Color

- A Village of Support for Teachers of Color (Urban Education Mixtape)
- Back to School: A Survival Guide For Teachers Of Color
- Radical Self-Care in the Face of Mounting Racial Stress

Self-Care and Community Care for White Educators

- White People, We Need to Talk About 'Self-Care'
- Self-Care for Allies
- Meditation: The Ally + Accomplice Meditation for Cultivating an Anti-Racist Mindset

Self-Care and Community Care - Resources for All

- Self-Care Starter Kit
- 8 Types Of Self-Care & How To Practice Them
- Self-Care: 12 Ways to Take Better Care of Yourself
- How community care makes self-care a social justice act

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Resources on Racial Trauma

Articles

- Addressing Race and Trauma in the Classroom: A Resource for Educators (NCTSN, 2017)
- Are We Closing the School Discipline Gap? (Losen, Hodson, Keith, Morrison, and Belway, 2015)
- Black Students Experience Trauma from Racist Incidents at School, Experts Say (Samuel & Wellemeyer, 2020)
- Critical Race Reflections: Valuing the Experiences of Teachers of Color in Teacher Education (Kohli, 2009)
- Discipline Disparities for Black Students, Boys, and Students with Disabilities (GAO, 2018)
- Disproportionality in student discipline: Connecting policy to research (Gordon, 2018)
- Evidence-Based Alternatives to Suspension and Expulsion
- Healing the Hidden Wounds of Racial Trauma (Hardy, 2013)
- Historical trauma in American Indian/Native Alaska communities: a multilevel framework for exploring impacts on individuals, families, and communities (Evans-Campbell, 2008)
- How to implement Critical Pedagogy into your classroom (Lynch, 2019)
- "I Think About It All The Time": A 12YearOld Girl's Internal Crisis With Racism and the Effects on her Mental Health (Masko, 2005)
- Let's Talk: Discussing Race, Racism, and Other Difficult Topics with Students (Teaching Tolerance)
- The Little Understood Mental-Health Effects of Racial Trauma (Meadows-Fernandez, 2017)
- Race, Talk, Opportunity Gaps, and Curriculum Shifts in (Teacher) Education (Milner, 2017)
- Race, Trauma, and Education (Alvarez, Milner, and O'Connor, 2016)
- Racial Trauma: Theory, Research, and Healing (Comas-Diaz, Hall, and Neville, 2019)
- Racism and Psychological and Emotional Injury: Recognizing and Assessing Race-Based Traumatic Stress (Carter, 2007)
- Responding to Hate and Bias at School (Teaching Tolerance)
- School Discipline without Racial Equity Is Discrimination (Quick, 2018)
- Speak Up at School: How to Respond to Everyday Prejudice, Bias and Stereotypes (Teaching Tolerance)
- Trauma-Informed Practice Must Integrate Anti-Racist Work (Grimes, 2020)
- When Schools Cause Trauma (Gaffney, 2019)

Presentations

- Teachers on the Frontlines: Dismantling White Supremacy Within the Classroom Webinar (Davis, July 2020)
- Disrupting Implicit Racial Bias and Other Forms of Discrimination to Improve Access, Achievement, and Wellness for Students of Color (Johns, 2016)

Books

- Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy (Gholdy Muhammad, 2019)
- It Ain't Rocket Science: College Counseling for Everyone (Akhee Jamiel "A.J." Williams, 2019)
- Pushout: The Criminalization of Black Girls in Schools (Monique Morris, 2018)

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An Extra on Implicit Bias

Implicit biases are attitudes or stereotypes that influence our understanding, actions, and decisions in an unconscious manner

Implicit biases are automatic associations that we make between groups of people and stereotypes about those groups

The implicit biases we hold do not necessarily align with our declared beliefs or reflect the stances we outwardly endorse

Implicit Biases can be difficult to identify, since they are usually unconscious. However, if not identified and addressed, they can lead to microaggressions, which can cause racial trauma.

MICROAGGRESSIONS

Microaggressions are brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative biases toward a traditionally marginalized group. These micgroaggressions can be intentional or unintentional. Oftentimes, the perpetrator is unaware that what has been communicated is demeaning to the recipient. One single microaggression on its own may be minimally impactful, but can have detrimental consequences when continuous and cumulative throughout the lifespan. (Wing Sue, 2010)

There are 3 types of Microaggressions:

Microassaults:

Conscious and intentional actions or slurs, such as using racial epithets, displaying swastikas or deliberately serving a white person before a person of color in a restaurant.

Microinsults:

Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity.

Microinvalidations:

Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color.

Where to Start:

It is imperative that we know our implicit biases so that we can actively work against them. The Implicit Association Test (IAT) is a great place to start. The IAT "measures the strength of associations between concepts or stereotypes." Once we are consciously aware, we can start to bring this awareness to our behaviors.

Take the Tests Here:

https://implicit.harvard.edu/implicit/takeatest.html

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Sources: Microaggressions in Everyday Life (Derald Wing Sue, 2010); Unmasking 'racial microaggressions' (DeAngelis, 2009); Harvard Implicit Association Test

Key Terms

Race:

A social construct; divides people into distinct groups such as physical appearance, ancestry, cultural affiliation, cultural history, ethnicity, etc.

Teaching for Diversity and Social Justice: A Sourcebook

Prejudice:

A pre-judgment of one type of individual or group toward another group and its members. These negative attitudes are typically based upon unsupported stereotypes that make it difficult for individual members of certain groups to be recognized and treated as individuals with individual characteristics.

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Implicit Bias:

Negative associations that people unknowingly hold. They are expressed without conscious awareness and affect individual's attitudes and actions

State of the Science Implicit Bias Review

White Supremacy:

A political or socio-economic system where white people enjoy advantage and rights that other racial and ethnic groups do not, both at a collective societal level and an individual level.

Dismantling Racism

Ethnicity:

A social construct; divides people into smaller groups such as a shared sense of membership, values, history, language, behaviors, political and economic interest, and geographical ancestry.

Teaching for Diversity and Social Justice: A Sourcebook

Discrimination:

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.

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Oppression:

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful group. Oppression = Power + Prejudice.

Dismantling Racism

Racism:

The systematic subjugation or members of racial groups who have relatively little social power by the members of the dominant racial group who have relatively more social power. This is supported by the actions of individuals, cultural norms and values, and institutional structures and practices of society.

Teaching for Diversity and Social Justice: A Sourcebook

Culture:

A social system based upon meaning and customs that was developed by a group of people to assure its adaptation and survival in the world; this group of people are characterized by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

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Microaggression:

Brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative biases toward a traditionally marginalized group; can be intentional or unintentional.

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Institutional Racism:

Anonymous, subtle, and systematic discrimination based on race in the larger institutions of society, including legal institutions, public and private organizations and professions (educational, legal, healthcare, political, religious, etc.), private businesses, and public decision-making bodies.

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A special thank you to our consultant, Akhee Jamiel "A.J." Howell- Williams, who supported us on this project. AJ is a native of San Jose, CA but has spent time in each of the four corners of the country. A former transfer student and athlete, A.J. oversees the Transfer process and is the Admission liaison for Athletics recruitment at Santa Clara University. An admission veteran, A.J. has worked in higher education for over a decade. A.J. is passionate about racial justice and the education system and is also a published author of the following books:

<u>It Ain't Rocket Science: College Counseling for Everyone</u> (2019)
<u>Divided We Fall. Ignorant We Fail.</u> (2013)
<u>The Truth Between the Lines: From History to Our story, and Beyond</u> (2009)