

## **2021 Charter for Racial Justice Program Wisconsin Conference United Methodist Women**

- Who: For all units/local organizations/circles in Wisconsin Conference.
- What: Usually we would offer a full program for units. However, since many units did not meet last year due to the pandemic, the Charter for Racial Justice Committee decided to offer some resources and suggestions geared towards independent work rather than relying on full unit meetings. If your unit wishes to present a full program, we suggest using any of the previous programs on the website either using parts of a program you originally did not use or whole programs you may never have utilized.

“Racial Justice Work in a Time of COVID”

**From Muriel Smith Gross** – People constantly speak of wide spread systemic and institutional racism. It seems that racism and bias (conscious and un-conscious) run rampant in today’s society and some of us feel the need to address racist actions that keep appearing in our society.

The big questions are:

- A. How/Why did these racist attitudes/behaviors start?
- B. What is racist behavior or attitude?
- C. Why were these behaviors/attitudes allowed to grow?
- D. What is our course of action now?

To answer those questions, I have included several books that might enlighten us as to the why and how of American biases.

The Anatomy of Racial Inequality - Glenn Loury

The Origin of Others. – Toni Morrison

America’s Original Sin (Racism, White Privilege, and the Bridge to a New America) – Jim Wallis

Caste (The Origins of Our Discontents) - Isabel Wilkerson

The New Jim Crow. – Michelle Alexander

They Came Before Columbus - Ivan Van Sertima

White Rage (The Unspoken Truth of Our Racial Divide) - Carol Anderson

Then there are books that directly address race and racism in America. Some of them are referenced here.

So You Want to Talk About Race - Ijeoma Oluo

Black Is the Body - Emily Bernard

The Invisible Life of Addie LaRue – V. E. Schwab

Surrender, White People. – D.L. Hughley and Doug Moe

Dear White People. – Tim Wise

How to Be an Antiracist. – Ibram X. Kendi

Uncomfortable Conversations with a Black Man. - Emmanuel Acho

Racism, Antiracism and You. – Jason Reynolds and Ibram X. Kendi

Anti-Racism. – Kenrya Rankin

Impacts of Racism on White Americans. – Robert Terry

My Grandmother’s Hands (Racialized Trauma and the Pathway to Mending Our Hearts and Bodies) - Resmaa Menakem

Understanding White Privilege. – Frances Kendall

**Journals** - included as a way for:

- people to work in private
- people to start a conversation with themselves
- people to have a basis for beginning a conversation about race
- people to decide if they have racial biases - conscious or unconscious

Me and white supremacy (Combat racism, change the world and become a good ancestor) - Layla F. Saad. This had a book and a guided journal.

Be Anti – Racist (A journal for Awareness) - Ibram X. Kendi

The journals present a quote or a scenario where you get to think and react. Your reactions/answers reveal your racial bias or lack thereof. Some people feel the need to start small and others feel the need for privacy. The journals present both.

**Notes:**

It is suggested that Uncomfortable Conversations could be used as a primer because it touches on some basic racial inequalities and looks at cultural histories.

There is a program called “Doing Our Own Work” which is an anti-racism program for white people who seek to deepen their commitment to confronting racism and white privilege where they live, work, study and worship. It is designed so that people of different races can discuss and strategize how to confront and dismantle racism.

**From Martha Boyer** – Offering insight into the impact of COVID in the Hispanic community in Wisconsin:

COVID-19 was a challenge for our Hispanic community but parents managed to stay safe and the kids continued their education with the same challenges as the rest of their peers. Older siblings helped the younger ones by checking their assignments and teaching them how to behave in Virtual School. Teachers made sure they all had access to iPads and WiFi connections.

The excitement of Driver’s Education in high school has presented a new problem for the Hispanic parents eager to help their teenagers achieve another goal. Most parents do not have a Wisconsin Driver’s license therefore they do not have car insurance. They young drivers have passed their written test but cannot actually drive until they are insured. This will prevent the teens from joining their peers in getting a summer job that requires a car. Legislation to allow the undocumented parents to obtain a driver’s license has been vetoed each time it is brought up. These teens will have to wait until they are 18

and can legally drive a car that is insured. This is such a terrible blow for these outstanding students who are planning to attend accelerated college classes this summer.

Possible actions:

- Educate yourself on the issue of Driver's Licenses and Car Insurance for Undocumented persons
- Write letters to the editor
- Share your views on this issue with your State Assembly person and State Senator

**From Laura Pfeffer** – Book recommendations from an avid reader:

Parable of the Brown Girl: The Sacred Lives of Girls of Color by Khristi Lauren Adams

This is a wonderful book for exploring the impact of racism, sexism and systemic inequality in our educational system on girls of color. Baptist minister Khristi Adams shares the powerful narratives of the girls she has counseled. A highly accessible book, I would recommend to anyone.

Do All Lives Matter? The Issues We Can No Longer Ignore and the Solutions We All Long For by Wayne Gordon and John M. Perkins

This book is one glimpse into how bridges can be built across racial divides and what challenges this can represent. The book is good for those who want to go beyond hearing about racial injustice and looking for ways to partner with and empower communities of color by building relationships. Although short, this book aims to move you beyond hearing to doing.

How to Be An Anti-Racist by Ibram X. Kendi (Also recommended by Muriel, see below)

This is the most advanced of the books. It looks at how racist ideas have influenced all American cultures and systems and how “race-neutral” or “color-blind” public policies have perpetuated and sometimes exacerbated racial inequality. This book seeks to upend many of our ideas about race, racism, opportunity and equality, so be prepared to be challenged to confront systemic racism.

**From Deb Pattee** – Helpful Resources Addressing Racial Justice

Teaching for Change – Did you know there was a week entitled Black Lives Matter at School Week of Action the week of February 1-5, 2021? There is great information at:

<https://www.teachingforchange.org/blm-at-school-week-of-action-2021>

Over the last three years, we have [seen the powerful impact](#) of the [Black Lives Matter at School Week of Action](#) locally and nationally.

The Black Lives Matter at School Week of Action and [Year of Purpose](#) campaign promotes a set of national demands based in the Black Lives Matter movement's [13 guiding principles](#) that focus on improving the school experience for students of color. We share below resources to help educators prepare to engage students in the week of action and the year of purpose. See the attachment of the 13 guiding principles.

SURJ (Showing Up for Racial Justice)

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[ActionNetwork.org](https://www.actionnetwork.org).

SURJ is a member of [the Frontline](#), a coalition of social justice movement groups led by the Movement for Black Lives, Working Families Party, and United We Dream, that are working together in a united front to take on the immense crises and common enemies of these times and to build a world where everyone thrives. They ask that people join them to demand accountability and unity against white supremacy.

White Supremacy Handout and Activity Sheet - WISDOM's Racial Equity Core Team offers this resource, based on Tema Okun's White Supremacy Culture, available at <https://www.dismantlingracism.org/>. Her work builds upon the legacy of many great thinkers.

The White Supremacy Culture document identifies some of the damaging norms that show up in organizations and individuals. These norms are harmful. As an organization, read through the White Supremacy Culture document, then work on this activity sheet together. At the end of this activity sheet, collaborate on new terms that better suit your group to promote healthy relationships, enriching work, and forward thinking.

The 15 white supremacy attributes are: perfectionism, sense of urgency, defensiveness, quantity over quality, worship of the written word, only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, individualism, i'm the only one, progress is bigger, more, objectivity, right to comfort.

Schools in more affluent areas move faster to reopen than those in low-income communities.

A Los Angeles Times survey of over 20 school districts found that those in wealthier, whiter communities were more likely to be moving full steam ahead to reopen elementary schools. The Center for Economic and Social Research at USC provided the research for this study. Being treated as "less than" is indicative of students, parents, schools and communities from high Latino, high Black, high poverty, high second-language schools and is a reason why issues of a lack of equity must be kept at the forefront of our discussions.

<https://www.latimes.com/california/story/2021-02-11/divide-emerges-covid-school-reopening-rich-poor-areas>

**Change.org** allows me to hear about different social justice stories and I can sign petitions if I desire. One recent story was about the epidemic of hate crimes targeting elderly Asian Americans that has spread. A 91-year-old was man punched to the ground, a 64-year-old grandmother was assaulted, a 61-year-old man was slashed on the subway and there are dozens more. Many media outlets are ignoring this violent trend. That's why the Asian American Collective is calling on CNN, MSNBC, Fox News and more to cover hate crimes toward Asian Americans. **Recent elderly Asian American assaults/murders are as follows:**

[Vicha Ratanapakdee](#)

[Yik Oi Huang](#)

[Mauricio Gesmundo Sr](#)  
[Noel Quintana](#)  
[91 Year Old In Oakland](#)  
[64-Year Old Grandmother](#)

As hate against Asian-Americans continues, we should be part of the solution to "stop the hate." Hate against one group is hate against all...as members of a common humanity we have a symbiotic relationship. <https://edition.cnn.com/2021/02/13/us/asian-american-attacks-covid-19-hate-trnd/index.html>

Below is the link to a Los Angeles Times article focusing on continued attacks against Asian-Americans in Orange County, California.

[http://enewspaper.latimes.com/infinity/article\\_share.aspx?guid=94583784-94f7-4098-851d-0164e4d8aac0](http://enewspaper.latimes.com/infinity/article_share.aspx?guid=94583784-94f7-4098-851d-0164e4d8aac0)

### **StoryCorps**

StoryCorps is an American nonprofit organization dedicated to recording, preserving, and sharing the stories of Americans from all backgrounds and beliefs. StoryCorps also offers a number of initiatives including [StoryCorps Griot](#)—an initiative to “ensure that the voices, experiences, and life stories of African Americans will be preserved and presented with dignity.” Here are some of their resources connecting Black history to contemporary Black experiences through story:

- [A More Perfect Union](#)
- [The Boy From Troy: How Dr. King Inspired A Young John Lewis](#)
- [Philadelphia Poll Worker Supports Her Community, and Inspires Daughter to Do the Same](#)
- ['Why Do You Take Me To Protests So Much?': A Black Father Answers Tough Questions From His Son](#)

### **NYTimes Learning Network**

The New York Times Learning Network provides educators with a rich array of resources intended to “bring the world into your classroom.” Since 1998, they have helped middle and high school educators bring New York Times content into classrooms through unique teaching tools. Consider these lessons during Black History Month and beyond:

- [My Father MLK Had Another Dream](#)
- [How Black Lives Matter Reached Every Corner of America](#)
- [History of Black American Sign Language](#)

One of Minnesota’s own, Joshua Nkhata, shared his spoken word poem entitled “Black History is a Verb.” He reminds us all that Black History belongs to all of us Americans - to hold it, own it, share it, and keep it alive. Not meant to be minimized or abbreviated into one imprisoning month, how are YOU making black history a verb in your life? “Remember the former things long past” (Isaiah 46:9a)

[Black History is a Verb': A young poet's message about Black history in America](#)

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Together in Christ: A Lenten Study on Beloved Community: A Radical Inclusion and Racial Justice Resource by Rev. Dr. Hee-Soo Jung, Bishop [Read More](#)

Before every sporting event there is the ritual of playing the national anthem. Many people see it as a form of patriotism that must not be changed. In reading the lyrics of the anthem, it is no wonder that many people, usually people of color, cannot identify with the words being sung. Mark Cuban, owner of the Dallas Mavericks, has a point when he states that "The hope is that those who feel passionate about the anthem being played will be just as passionate in listening to those who do not feel it represents them." This article from Atlantic magazine brings forth relevant points.

<https://www.theatlantic.com/ideas/archive/2021/02/why-pro-sports-should-skip-national-anthem/618027/>

Here is a quiz about the history of enslavement in Wisconsin. After you give the quiz a try, there is a link to a CNN interview with Dr. Christy Clark-Pujara below.

Wisconsin Racial Injustice Quiz

Test your knowledge of these facts concerning Wisconsin's early history by circling "yes" or "no":

1. Henry Dodge came to Wisconsin in 1827 and later became the first governor of the new Wisconsin Territory. Yes No
2. Dodge owned slaves in his home in the Missouri Territory, but left them behind when he moved here. Yes No
3. It was legal to own slaves in the Wisconsin territory at the time. Yes No
4. Dodge brought 5 slaves with him and did not let them go until 11 years after arriving. Yes No
5. The first Wisconsin constitution in 1848 prohibited any one from voting except for white men. Yes No
6. A white man under that constitution who wanted to vote did not have to be a citizen – he only had to say he was 21 and intended to vote. Yes No
7. Ezekiel Gillespie, a former slave, enlisted the help of an Abolitionist in 1866 and finally got right to vote. Yes No

**CNN Interview with Dr. Christy Clark-Pujara:** [Relevant Re-Drop: US Black History With Professor Christy Clark-Pujara - YouTube](#)

Historian debunks misconception that racism is a Southern issue

(Answers: 1 =Y, 2 = N, 3 = N, 4 =Y, 5 = Y, 6 = Y, 7 = Y)

Prepared by the Racial Justice Team and congregational members of First Baptist Church-Madison, WI • Racial Justice: What is our calling?

Thanks to all of the contributors and Charter for Racial Justice Members: Martha Boyer, Racial Justice Committee Chair and Conference President for the Hispanic story, Deb Pattee, Mission Coordinator for Spiritual Growth for her resource list, Muriel Smith-Gross, member of the Charter for Racial Justice committee her recommendations and Laura Pfeffer, South West District President for her suggestions and final edit.