

PRESENTER



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“How is racism operating here?”

□ Identify mechanisms

- **Structures:** the *who?, what?, when?, and where?* of decision-making
- **Policies:** the written *how?*
- **Practices and norms:** the unwritten *how?*
- **Values:** the *why?*

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- **Values:** View of Black men as inherently threatening

Excess deaths of “Black” people from COVID-19

“How is racism operating here?”

- ❑ **More likely to become infected**
 - More exposed
 - Less protected

- ❑ **Once infected, more likely to die**
 - More burdened by chronic diseases
 - With less access to health care

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- **Values:** Hierarchy of valuation by work role | age | existence of chronic diseases; skepticism about lottery for rationing

**Anti-Racism Collaborative
8 Collective Action Teams**

Communication

Education

Global Matters

History

Liaison

Org Excellence

Policy

Science

Communication

Guiding questions

Communication and Dissemination

- How can we support the naming of racism in all public and private spaces?
- What tools and strategies are needed to start community conversations on racism?

Science

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Policy

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Communication

Early ideas

Communication and Dissemination

- Develop a communication toolbox: allegories, billboards, films, podcasts, songs, tweets, webinars
- Put racism and anti-racism on community agendas: Anti-Racism Chats, Civic Dinners, Town Hall Meetings

Science

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Guiding questions

Education and Development

- How can we support training around issues of “race,” racism, and anti-racism at educational institutions of all levels?
- What does effective anti-racism curriculum look like?

Science

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Early ideas

Education and Development

- Convene anti-racism scholars and activists
- Develop curricula for schools of public health, medicine, social work, law
- Develop curricula for K-12 education
- Publish allegories as children's books

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Guiding questions

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- How can we use the *International Convention on the Elimination of all forms of Racial Discrimination* (ICERD) to support anti-racism work in the United States?
- What can we learn from anti-racism work in other nations?

Science

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Early ideas

Global Matters

- Inform the US public about US obligations under ICERD
- Examine anti-racism efforts in other countries: Australia, Brazil, Cuba, New Zealand, Rwanda, South Africa, others
- Participate in global conversations on social justice

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Guiding questions

History

- What is the history of successful anti-racism struggle in the United States and around the world? How can this history guide our anti-racism work today?
- How can we institutionalize attention to history in all decision-making processes?

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Early ideas

History

- Teach our full histories: 1619 Project, textbooks, museums, school curricula, after-school programs
- Hire historians to staff City Councils, State Legislatures, US Congress

Science

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Guiding questions

Liaison and Partnership

- What anti-racism work is happening at the community level?
- What anti-racism work is happening in other sectors?
- How can we create linkages?

Science

Education

Policy

Global Matters

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History

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Early ideas

Liaison and Partnership

Policy

- Catalog and connect local anti-racism efforts throughout the nation and the world
- Draft an anti-racism commitment agreement for communities, businesses, and organizations across sectors

Global Matters

Org Excellence

History

Liaison

Communication

Guiding questions

Organizational Excellence

- How do we answer the question “How is racism operating here?” in each of our settings?
- How do we examine structures, policies, practices, norms, and values?

Science

Education

Policy

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Org Excellence

History

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Communication

Early ideas

Organizational Excellence

For example, identify policies that:

- Allow segregation of resources and risks
- Create inherited group dis/advantage
- Favor the differential valuation of human life by "race"
- Limit self-determination

Science

Education

Policy

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History

Liaison

Communication

Guiding questions

Policy and Legislation

- What are current policy and legislative strategies to address and dismantle racism?
- What new strategies should we propose?

Science

Education

Policy

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Org Excellence

History

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Early ideas

Policy and Legislation

- Catalog formal anti-racism policies adopted by US jurisdictions: Maryland, Milwaukee County, New Mexico, Seattle King County
- Develop and disseminate model legislation addressing the many mechanisms of structural racism

Policy

Education

Global Matters

History

Liaison

Org Excellence

Science

Communication

Guiding questions

Science and Publications

- What research has been done to examine the impacts of racism on the health and well-being of the nation and the world?
- What INTERVENTION strategies have been evaluated?
 - What new measures and methods are needed?

Science

Education

Policy

Global Matters

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Science

Early ideas

Education

Science and Publications

Policy

- Put measures of racism on population-based surveys: Behavioral Risk Factor Surveillance System; National Health and Nutrition Examination Survey; Youth Risk Behavior Survey; others
- Develop the science and practice of anti-racism

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History

Liaison

Barriers to achieving health equity

❑ **Narrow focus on the individual**

- Self-interest narrowly defined
- Limited sense of interdependence
- Limited sense of collective efficacy
- Systems and structures as invisible or irrelevant

❑ **A-historical stance**

- The present as disconnected from the past
- Current distribution of advantage/disadvantage as happenstance
- Systems and structures as givens and immutable

❑ **Myth of meritocracy**

- “If you work hard you will make it”
- Denial of racism
- Two babies: Equal potential or equal opportunity?

Barriers to achieving health equity

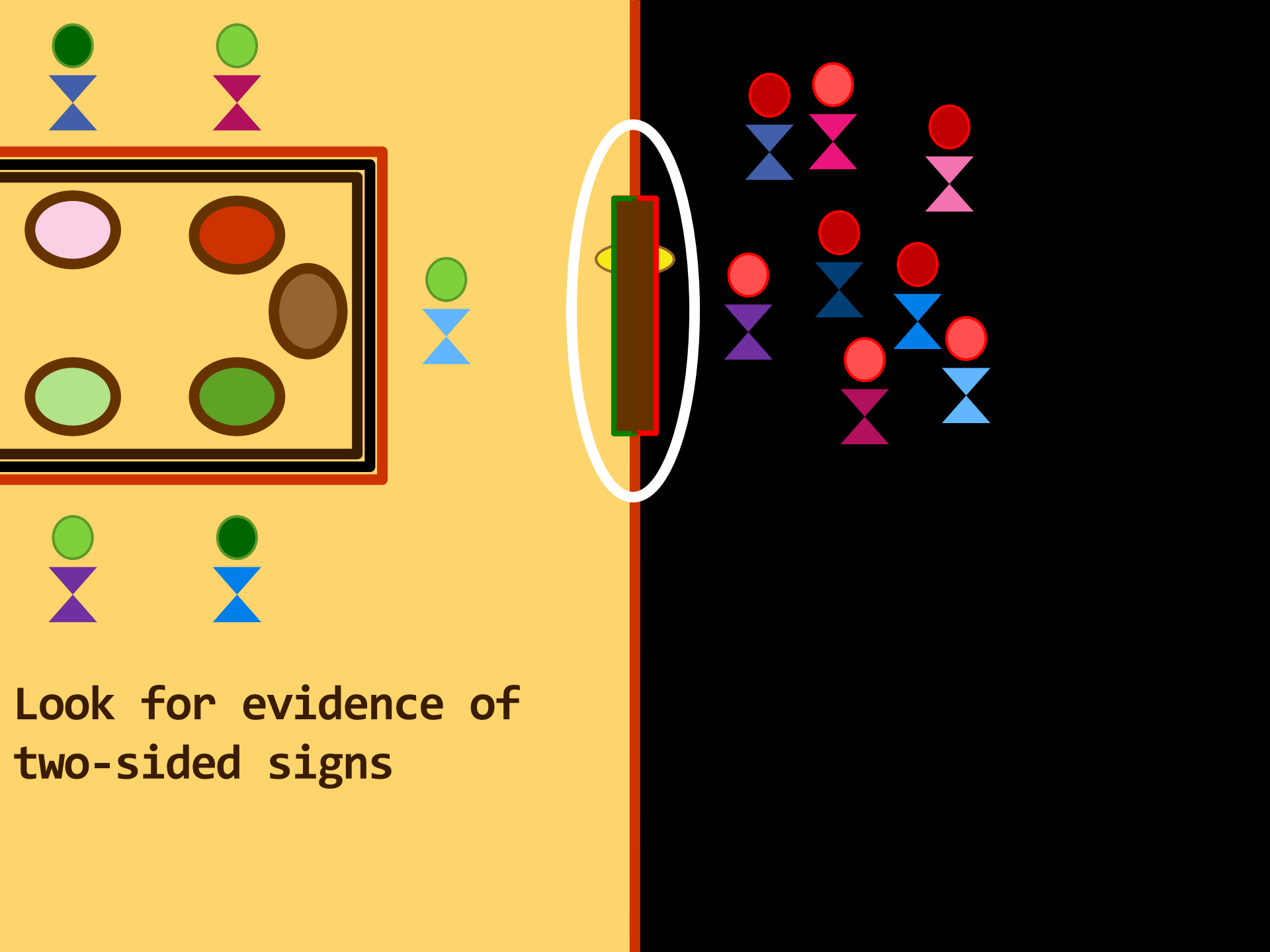
- ❑ **Myth of zero-sum game**
 - “If you gain, I lose”
 - Fosters competition over cooperation
 - Masks the costs of inequity
 - Hinders efforts to grow the pie
- ❑ **Limited future orientation**
 - Disregard for the children
No “*Seven generations*” perspective
No “*How are the children?*” focus
 - Usurious relationship with the planet
- ❑ **Myth of American exceptionalism**
 - Disinterest in learning from others
 - Sense of US entitlement

Barriers to achieving health equity

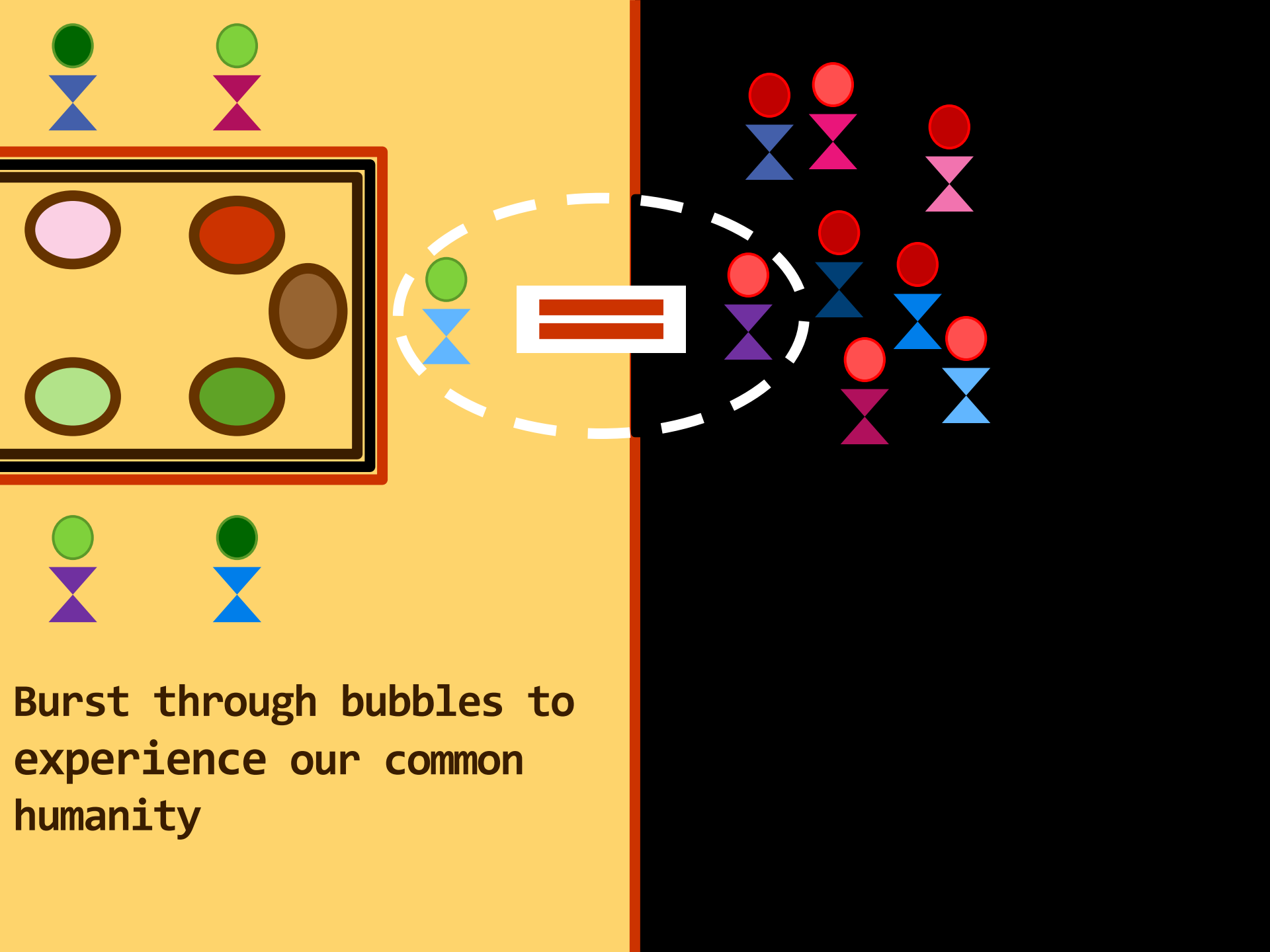
- ❑ **White supremacist ideology**
 - Hierarchy in human valuation
 - “White” as the ideal and the norm
 - Sense of “White” entitlement
 - Dehumanization of people of color
 - Fear at the “browning” of America



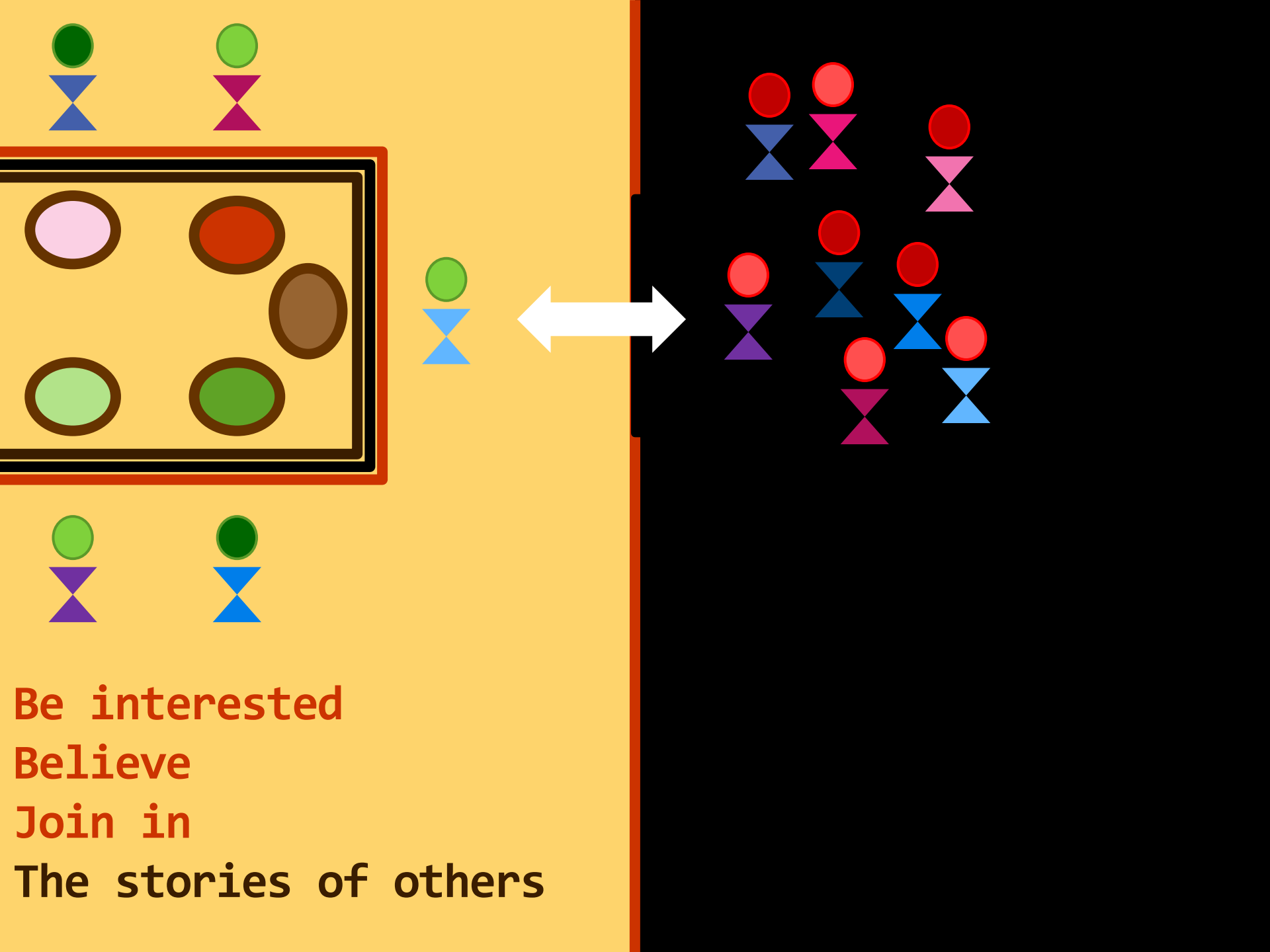
What can we do today?



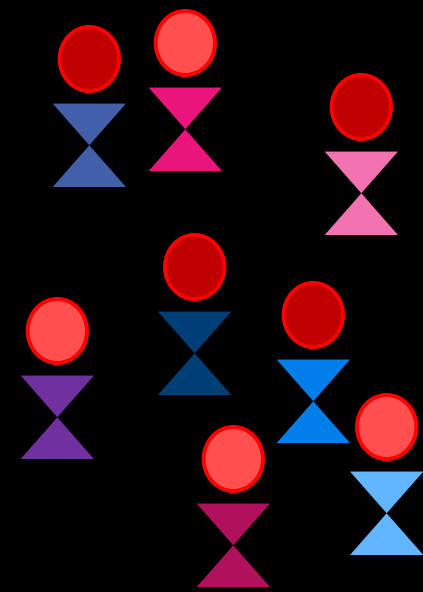
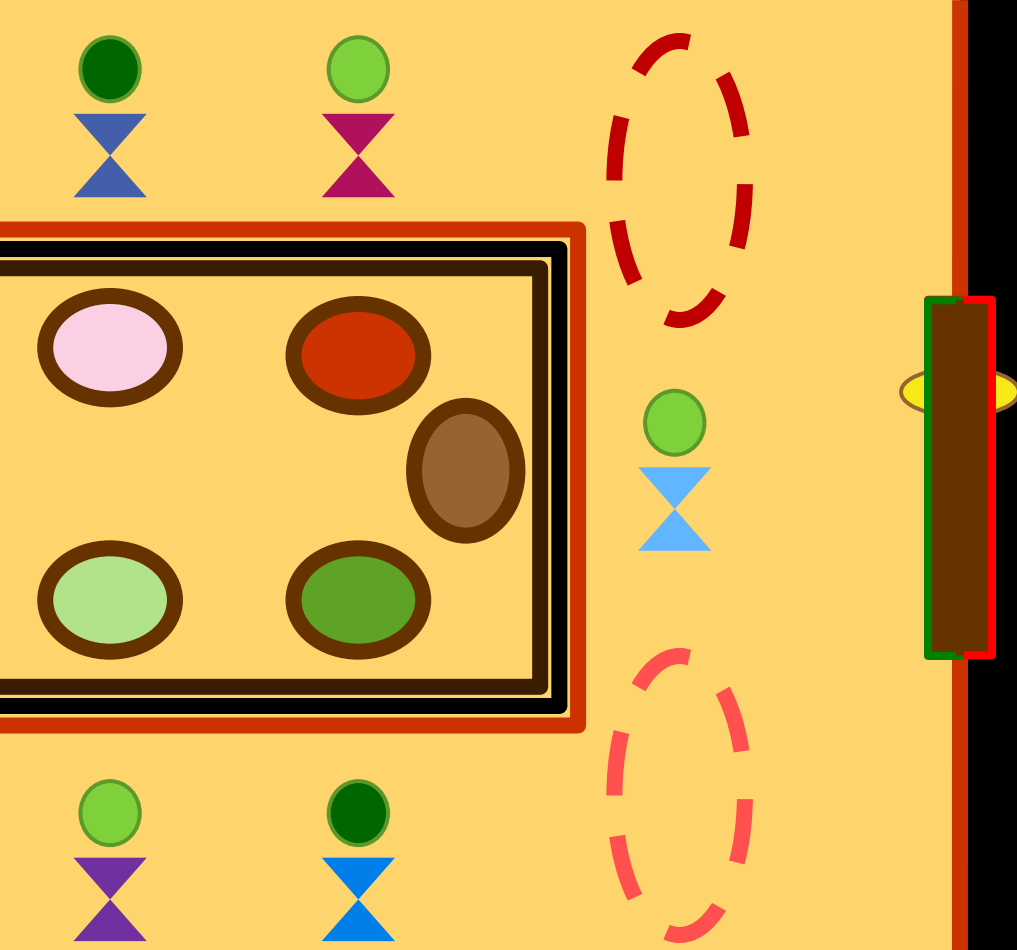
Look for evidence of two-sided signs



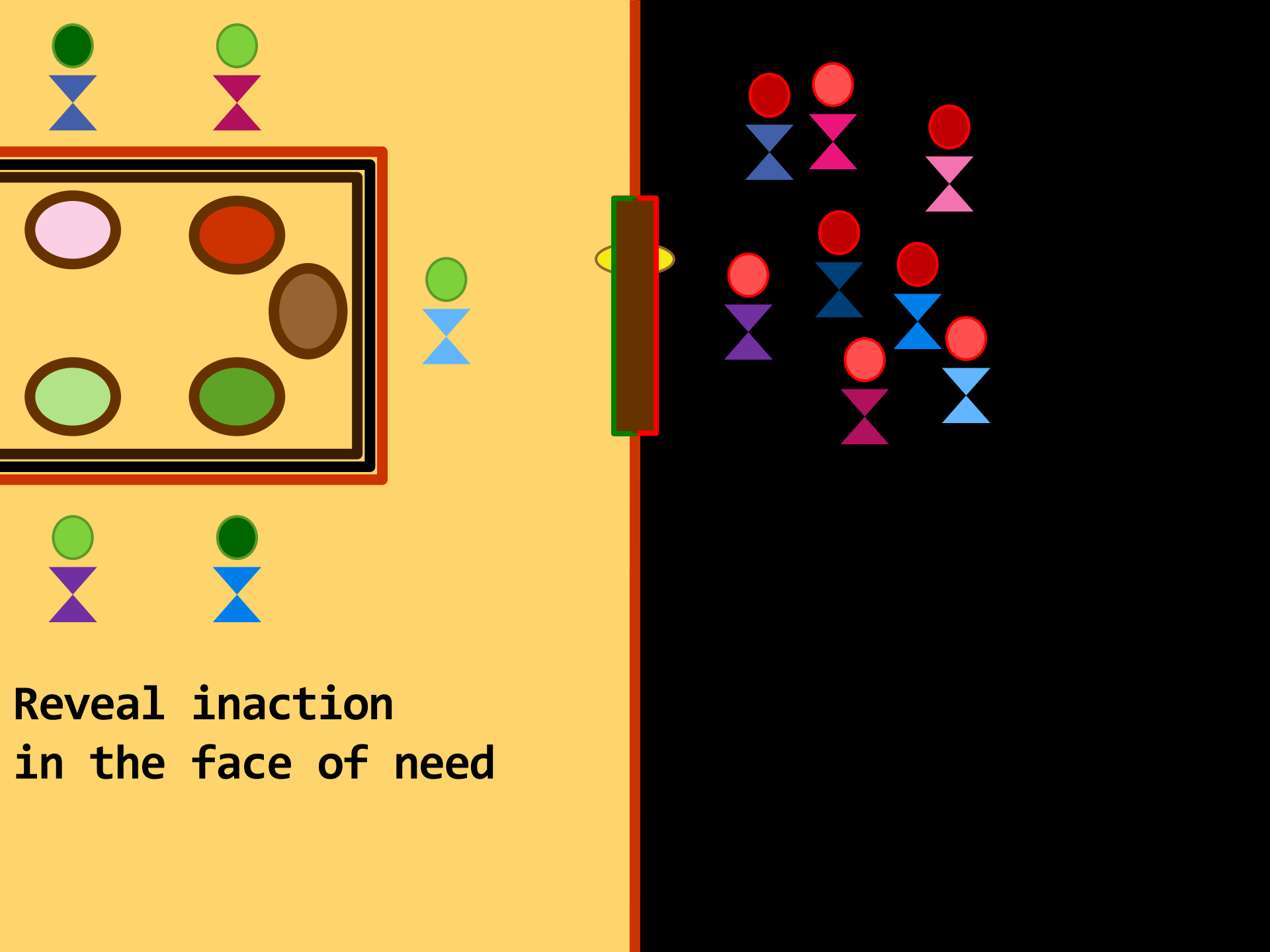
Burst through bubbles to
experience our common
humanity



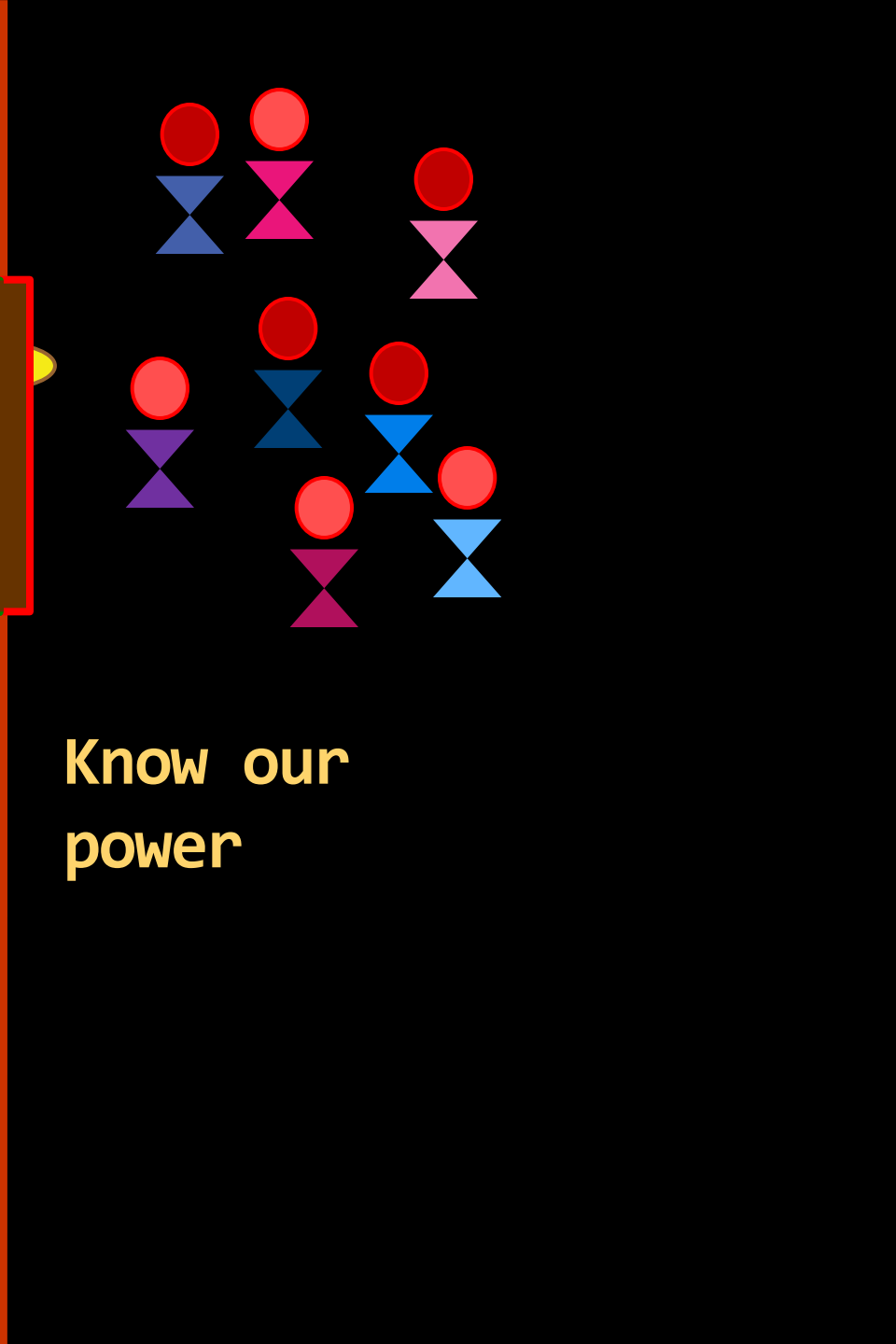
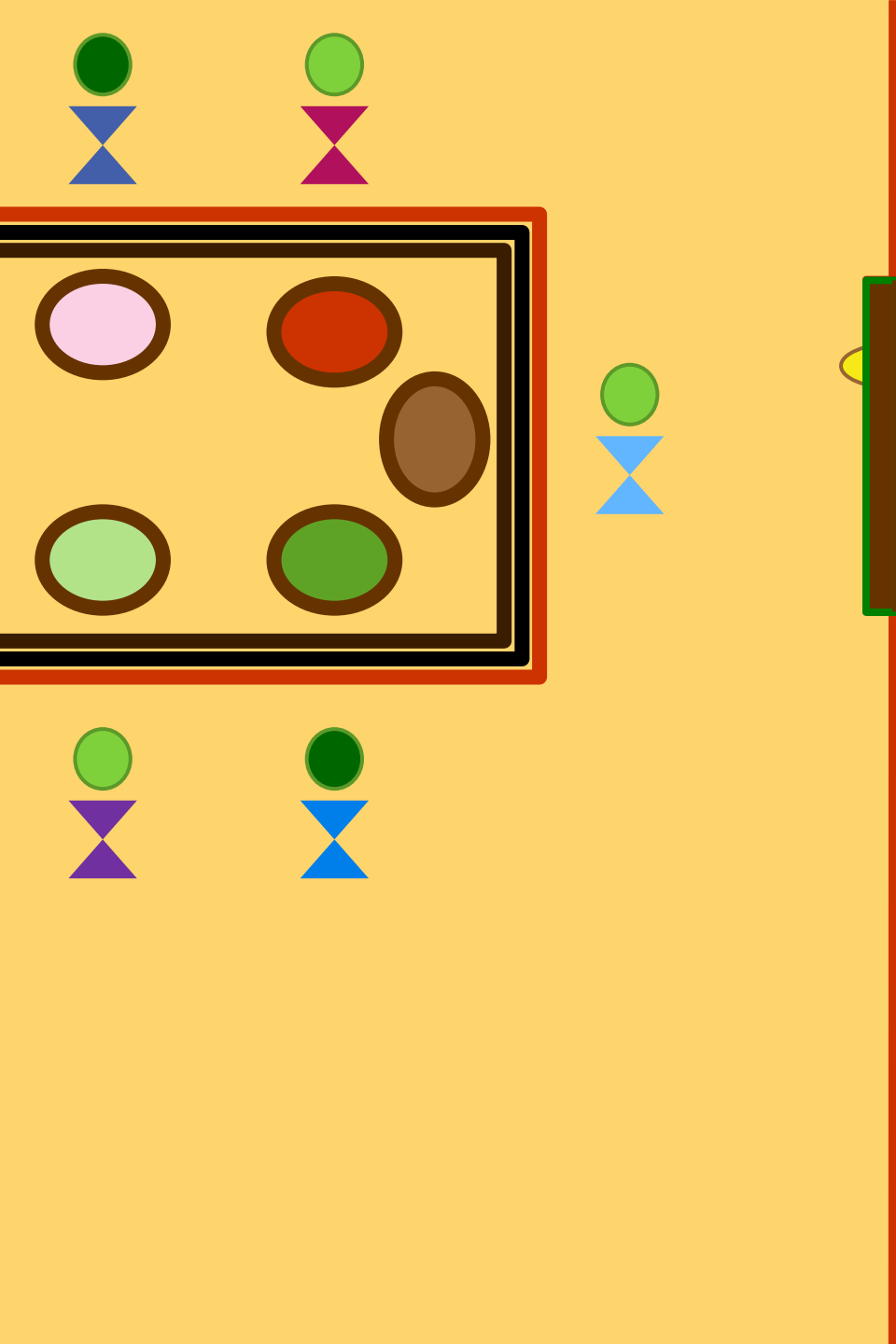
Be interested
Believe
Join in
The stories of others



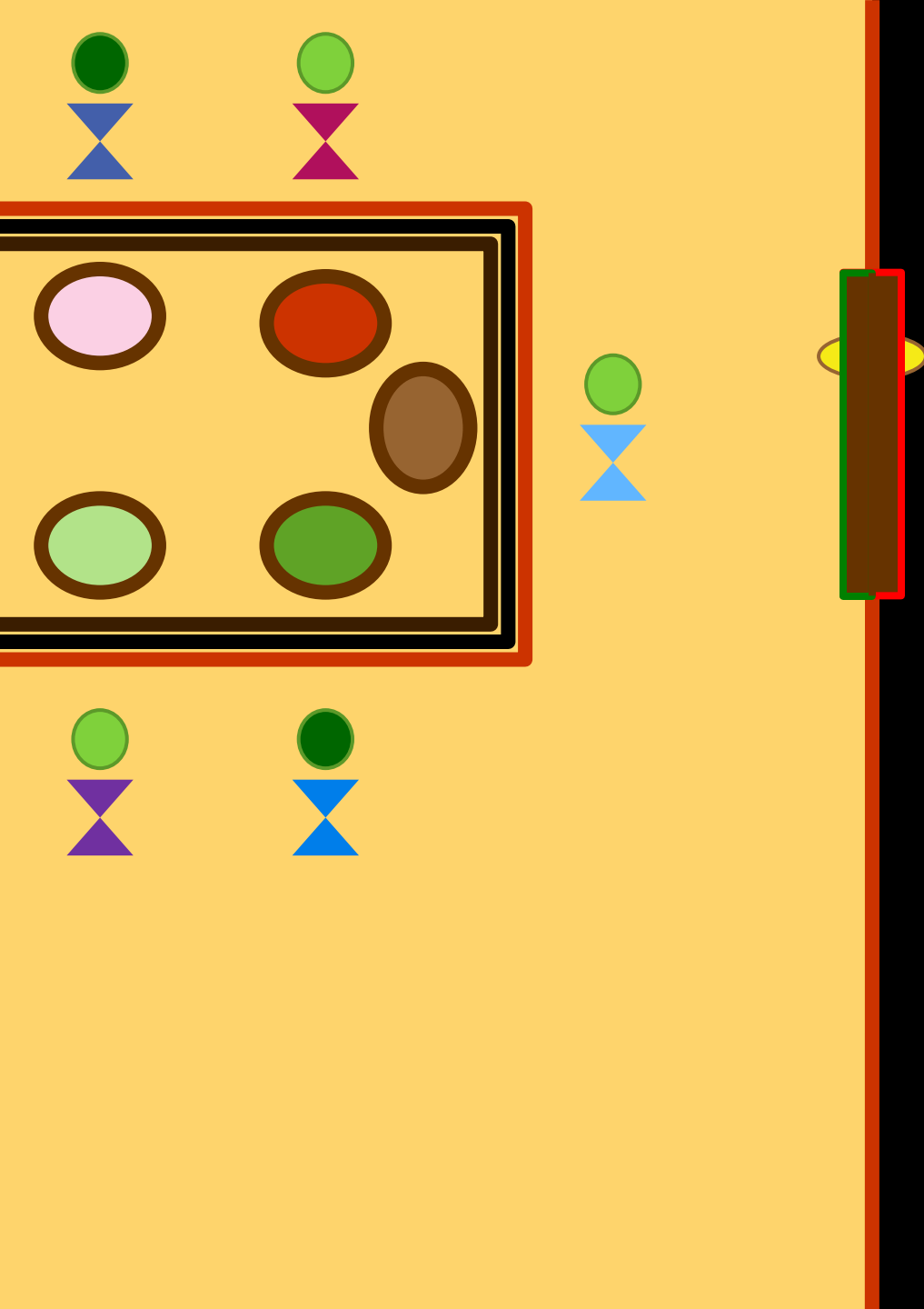
See “the absence of”



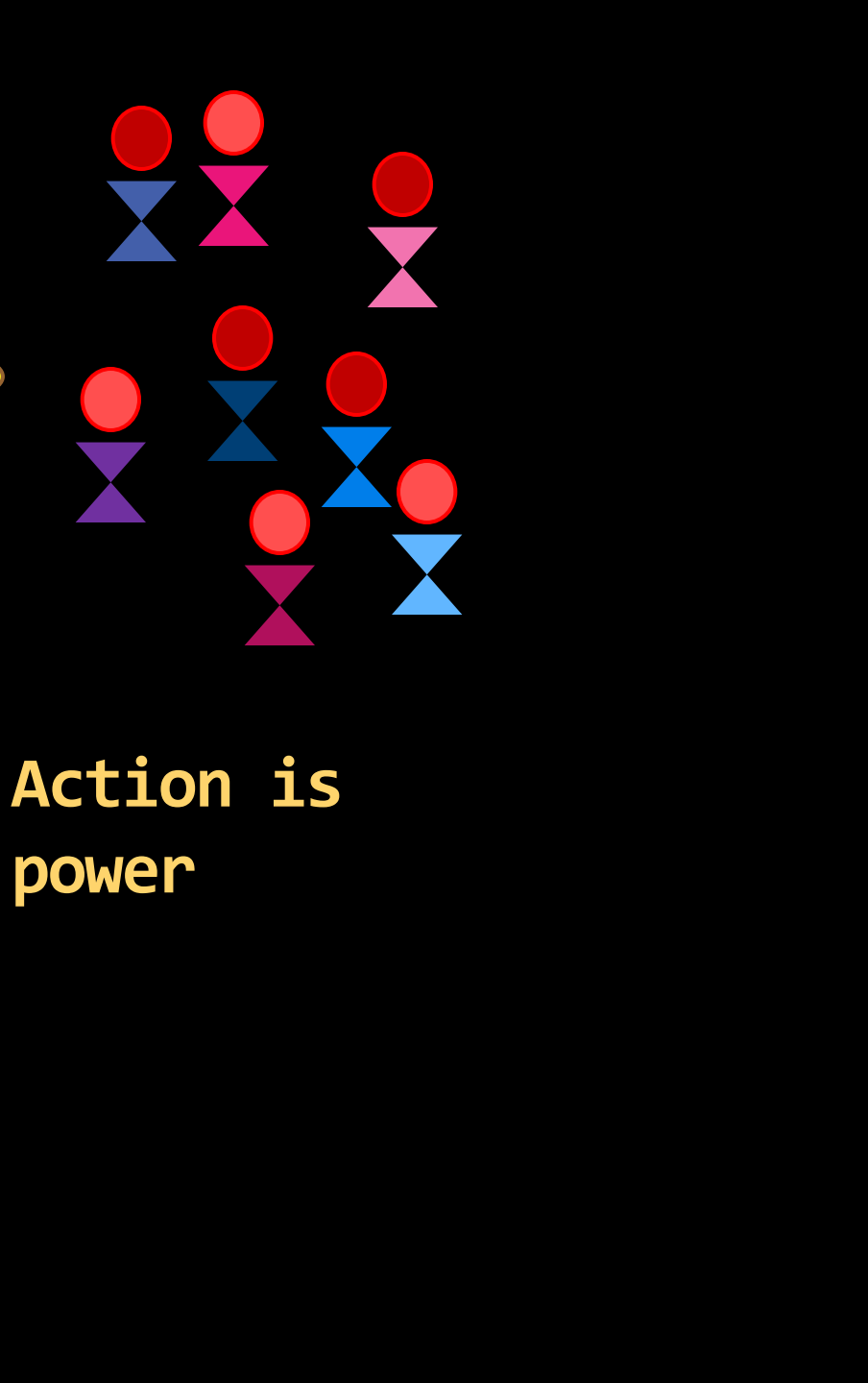
Reveal inaction
in the face of need

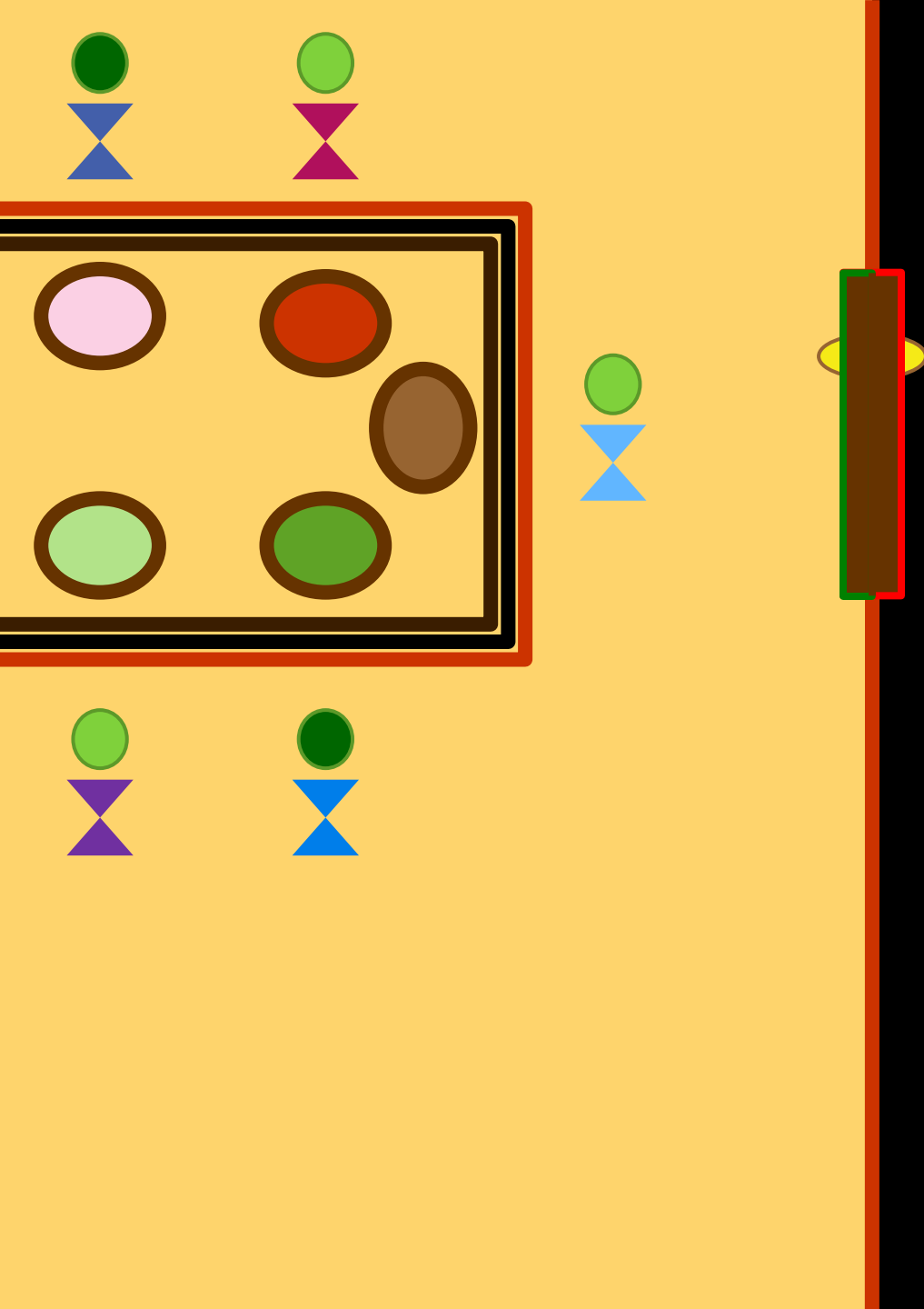


Know our
power

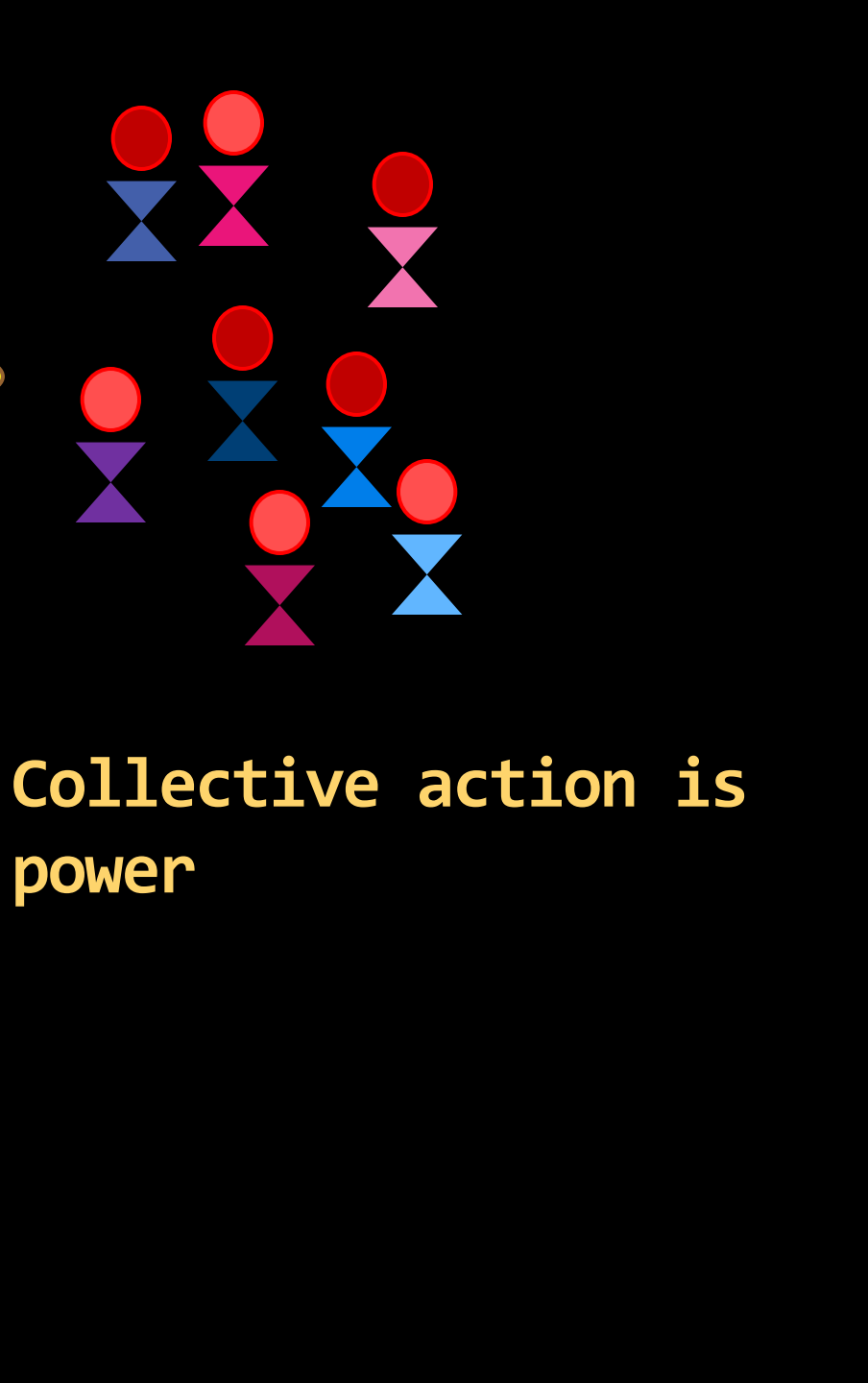


Action is
power





Collective action is power



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