The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are at the top left, some are scattered in the middle, and a large, prominent one is on the right side. The droplets have highlights and shadows, giving them a three-dimensional appearance.

**I TOO AM AMERICA... UNDERSTANDING
THE FOUNDATION OF HATE IN AMERICA
AND HOW IT INTERSECTS WITH RACE AND
GENDER.**

PRESENTED BY DELORIS JOSEPH, MSC

I, TOO

LANGSTON HUGHES - 1901-1967

I, TOO, SING AMERICA.

I AM THE DARKER BROTHER.
THEY SEND ME TO EAT IN THE KITCHEN
WHEN COMPANY COMES,
BUT I LAUGH,
AND EAT WELL,
AND GROW STRONG.

TOMORROW,
I'LL BE AT THE TABLE
WHEN COMPANY COMES.
NOBODY'LL DARE
SAY TO ME,
“EAT IN THE KITCHEN,”
THEN.

BESIDES,
THEY'LL SEE HOW BEAUTIFUL I AM
AND BE ASHAMED—
I, TOO, AM AMERICA.



EXAMPLES OF IMPLICIT ASSOCIATIONS

BLACK AND _____

YOUNG AND _____

SALT AND _____

NIGHT AND _____



MY IMPLICIT ASSOCIATION





RED

BLUE

GREEN

YELLOW

PURPLE

BROWN

YELLOW

BLUE

RED

GREEN

PURPLE

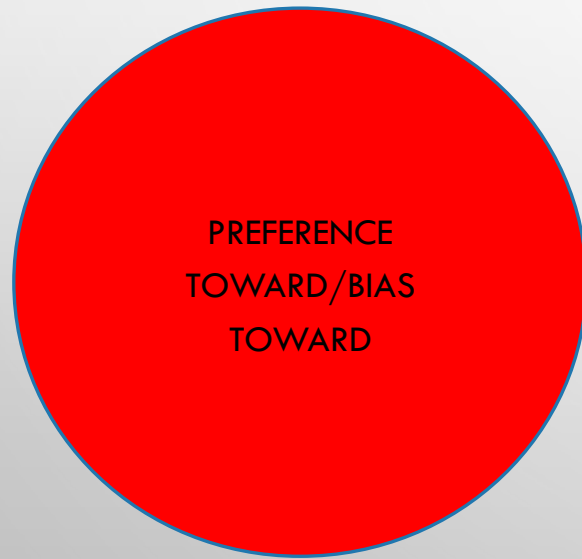
BROWN

STROOP PARADIGM



POSITIVE AND NEGATIVE BIASES

POSITIVE



NEUTRAL



NEGATIVE



LEVELS OF RACISM

4 levels

Internalized
Racism

Lies within
individuals

Interpersonal
Racism
(Personally
Mediated)

Occurs between
individuals

Institutional
Racism

Occurs within institutions
an systems of power

Racial Bias among
institutions and
across society

Structural
Racism

1662

ACT XII passed which legally made the child of an enslaved mother also a slave for life.

1865

13th Amendment and "40 Acres and a Mule Policy issued.

1862

"Reparations" for Slaveholders through the Compensation Clause

1866

Black Codes

1875

Jim Crow Laws enacted

1935

Social Security

1921

Tulsa Race Massacre

1940

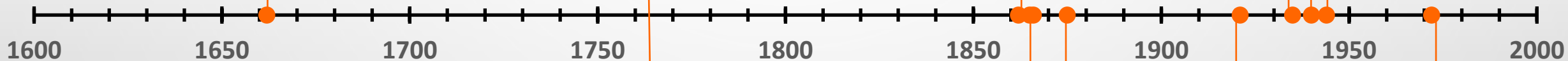
"Jim Crow Credit" Era Begins

1944

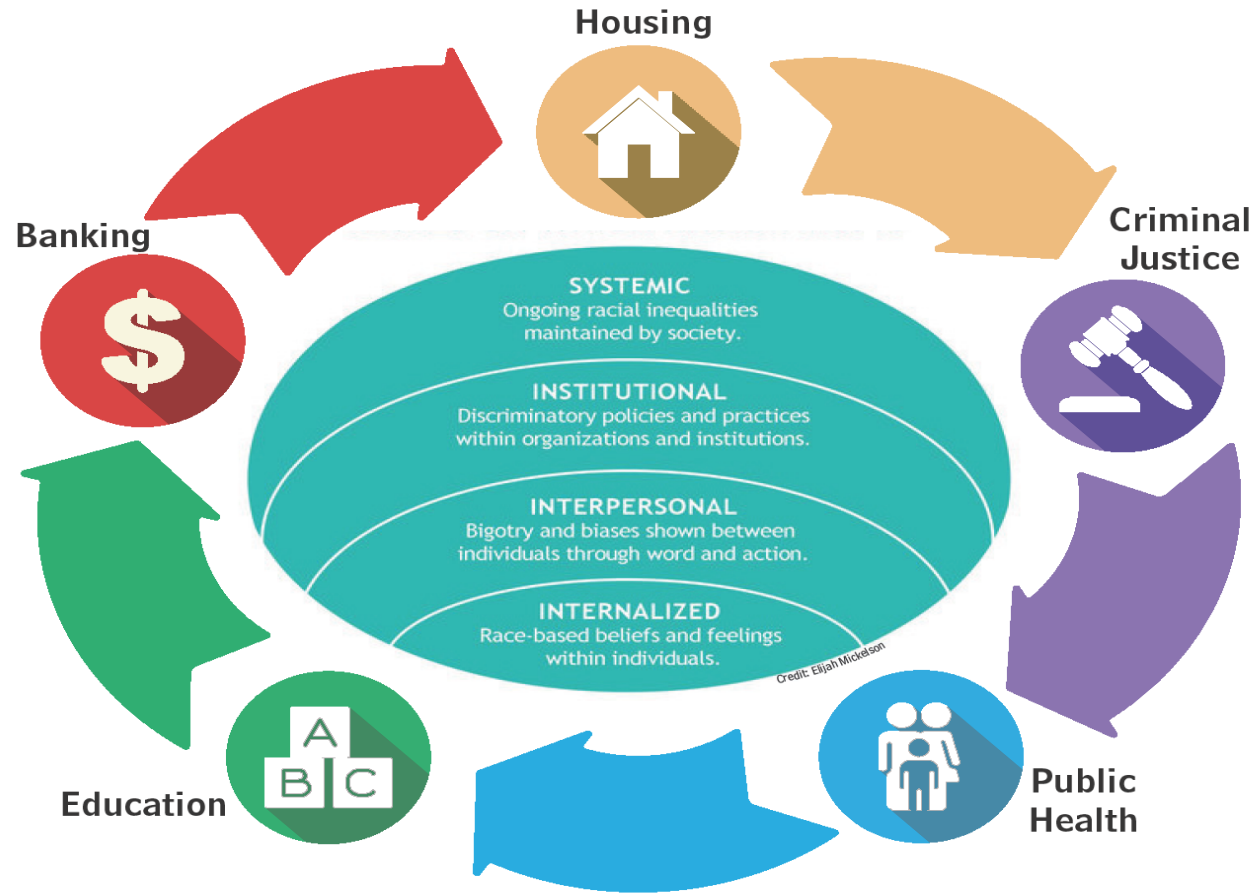
G.I. Bill Passed

1972

The War on Drugs



What Racism Looks Like



Meet Ryan and Jamal.



Meet Ryan and Jamal. They are both 8 years old. Their lives and the lives of their families are powerfully shaped by the communities in which they live (Sampson, 2011) and the institutions with which they interact. Institutional racism has influenced the lives of both boys, giving Ryan a host of opportunities and privileges while creating significant disadvantages for Jamal.



Housing & Wealth-building.

Although both Jamal and Ryan's parents earn similar incomes and manage their finances well, because of public and private housing-discrimination practices (ex. redlining, real estate steering, restrictive covenants), Jamal's family lives in a high poverty neighborhood, like many African Americans. Jamal's family was one of the numerous middle class minority families targeted for a predatory, high-interest loan during the mortgage crisis. As a result, they lost their family home which wiped out decades of financial growth, setting them back almost an entire generation (Burd-Sharps, & Rasch, 2015). They currently rent an apartment that they share with Jamal's grandmother. Ryan's family was also hit during the mortgage crisis but they were able to rely on financial support from Ryan's grandfather to soften the blow. Ryan's grandfather took advantage of the GI Bill, which paid for his education and gave him a government guaranteed housing loan to buy a home in a fast-growing suburb. As a result, Ryan's grandparents were able to save money and used the equity in their home to give Ryan's family a down payment for a new home. This reflects the national pattern: 72% of White families own homes compared to 42% of Black families (US Census, 2018). For 2016, the median wealth for black families was \$17,600 and for white families was \$171,000 (Federal Reserve Board, 2017).

Public Health.

Because housing discrimination limits the areas in which Jamal's family can reside, he lives in a neighborhood where housing stock is deteriorating. The poor housing quality worsens Jamal's asthma, causing school absences and expensive trips to the emergency room. Faced with high crime rates, dilapidated housing stock, and the stress and marginalization of poverty, residents of very poor neighborhoods demonstrate a higher incidence of poor physical and mental health outcomes, like asthma, depression, diabetes, and heart ailments. (Kneebone & Holmes, 2016)

Education & Criminal Justice.

Ryan attends a top-ranked school where most of the students come from high income families, Jamal on the other hand attends his chronically underfunded poor-performing neighborhood school which has fewer resources, less experienced teachers, and higher dropout rates. Jamal's favorite subjects are science and math but unlike Ryan's more affluent high school, Jamal will not have access to the full range of math, science and college preparatory courses at his school. Despite his strong interest in academics, high achievement on standardized tests, Jamal's teacher does not refer him to be screened for the gifted and talented program. Instead, he is more likely to be subjected to harsh disciplinary policies, including excessive suspensions, expulsions, and arrests that would make him miss valuable school time.

The cycle continues...

Both Ryan and Jamal graduated from high school and went on to attend and graduate from very good, state-funded universities. However, because he was forced to take out student loans, Jamal was left with significant debt that made it more difficult for him to start accumulate wealth in adulthood. Even though Jamal and Ryan graduated with similar GPAs with majors in engineering, Ryan secured a job interview almost immediately from a friend of the family while Jamal did not get nearly as many call backs. Studies show that you are 50% less likely to get a job interview if your application has a black-sounding name (Bertrand & Mullainathan, 2004). In addition, Jamal earns substantially less than Ryan (Chetty et. al, 2018) and will likely run into the same difficulties his family faced in buying a home and earning equity which will increase the likelihood that his children will be raised in the same type of neighborhood that he grew up in, thus repeating the cycle.

For more information: <http://go.unc.edu/RacialEquity>

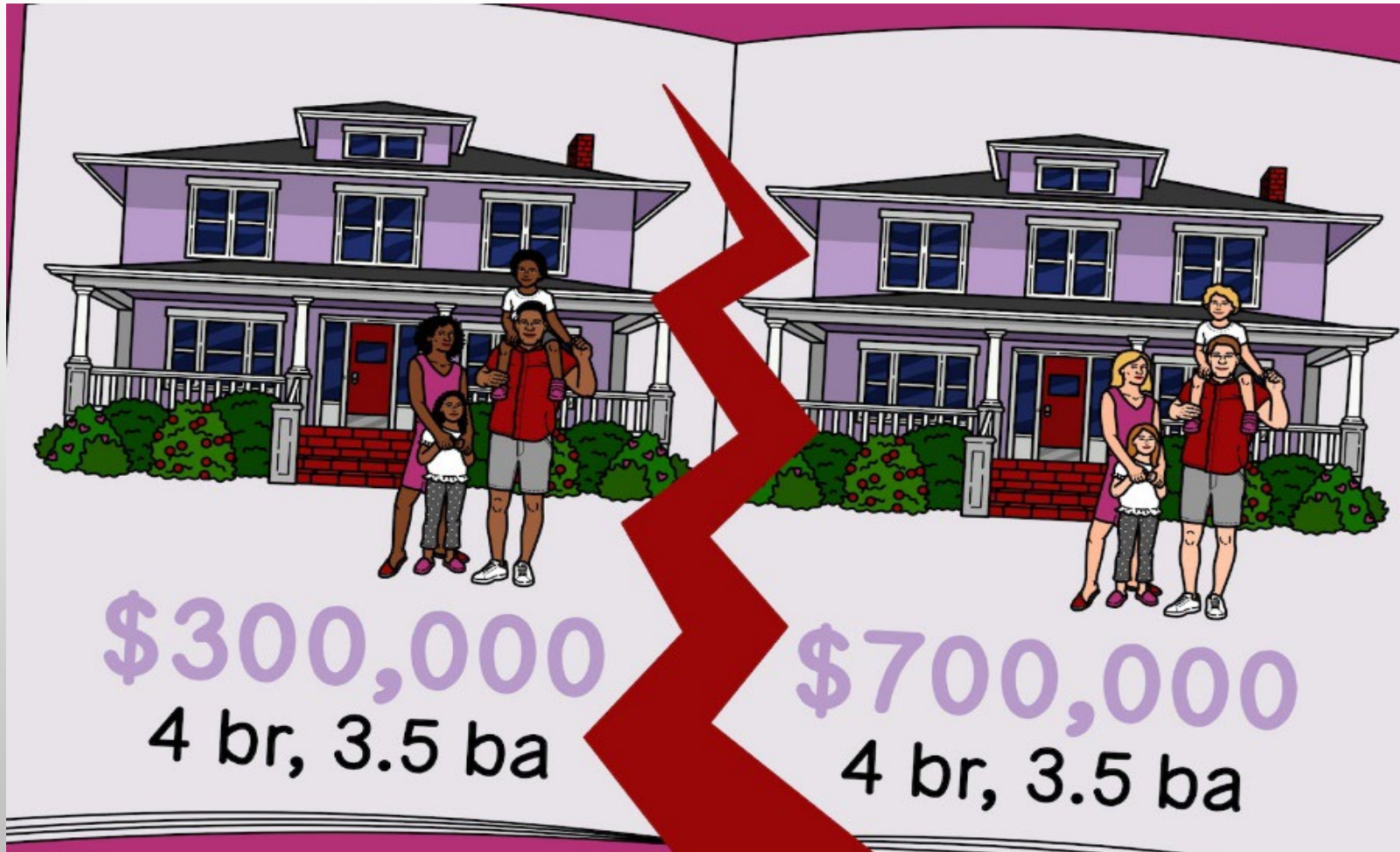
Institutional racism

Institutional racism is distinguished from the explicit attitudes or racial bias of individuals by the existence of systematic policies or laws and practices that provide differential access to goods, services and opportunities of society by race. Institutional racism results in data showing racial gaps across every system. For children and families it affects where they live, the quality of the education they receive, their income, types of food they have access to, their exposure to pollutants, whether they have access to clean air, clean water or adequate medical treatment, and the types of interactions they have with the criminal justice system.

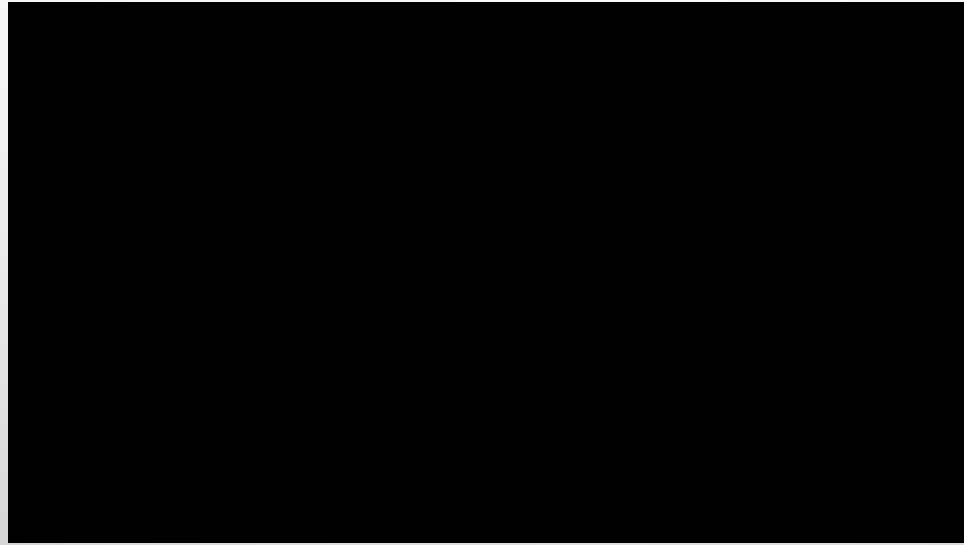
Morgan, J. D., De Marco, A. C., LaForett, D. R., Oh, S., Ayankoya, B., Morgan, W., Franco, X., & FPG's Race, Culture, and Ethnicity Committee. (2018, May). *What Racism Looks Like: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf>

Graphic adapted with permission from Elijah Mickelson | Lietz, M. (2018, February 13). Not That Kind of Racism: How Good People Can Be Racist Without Awareness or Intent. [Blog post]. Retrieved from <https://www.epc.org/blog/2/2018/2/12/not-that-kind-of-racism>

REDLINING AND GENERATIONAL WEALTH



RACIAL BIAS IN HOME APPRAISAL



HATE TOWARD

ANTI-MUSLIM

ISLAMOPHOBIA

HATE CRIMES AGAINST MUSLIMS

TERRORIST

DEROGATORY SLURS

STEREOTYPES

HATE CRIMES INCREASED AFTER 9/11

ANTI-SEMITIC

ANTI-SEMITISM

HATE TOWARD JEWISH PEOPLE

STEREOTYPES

SWASTIKAS

HOLOCAUST

DEROGATORY SLURS

CHARLOTTESVILLE

ANTI LGBTQ+

HATE SPEECH

HATE TOWARD NON HETEROSEXUAL
INDIVIDUALS

DEROGATORY SLURS

PULSE NIGHTCLUB

DON'T SAY GAY BILL


DON'T ASK DON'T TELL

SAME SEX MARRIAGE

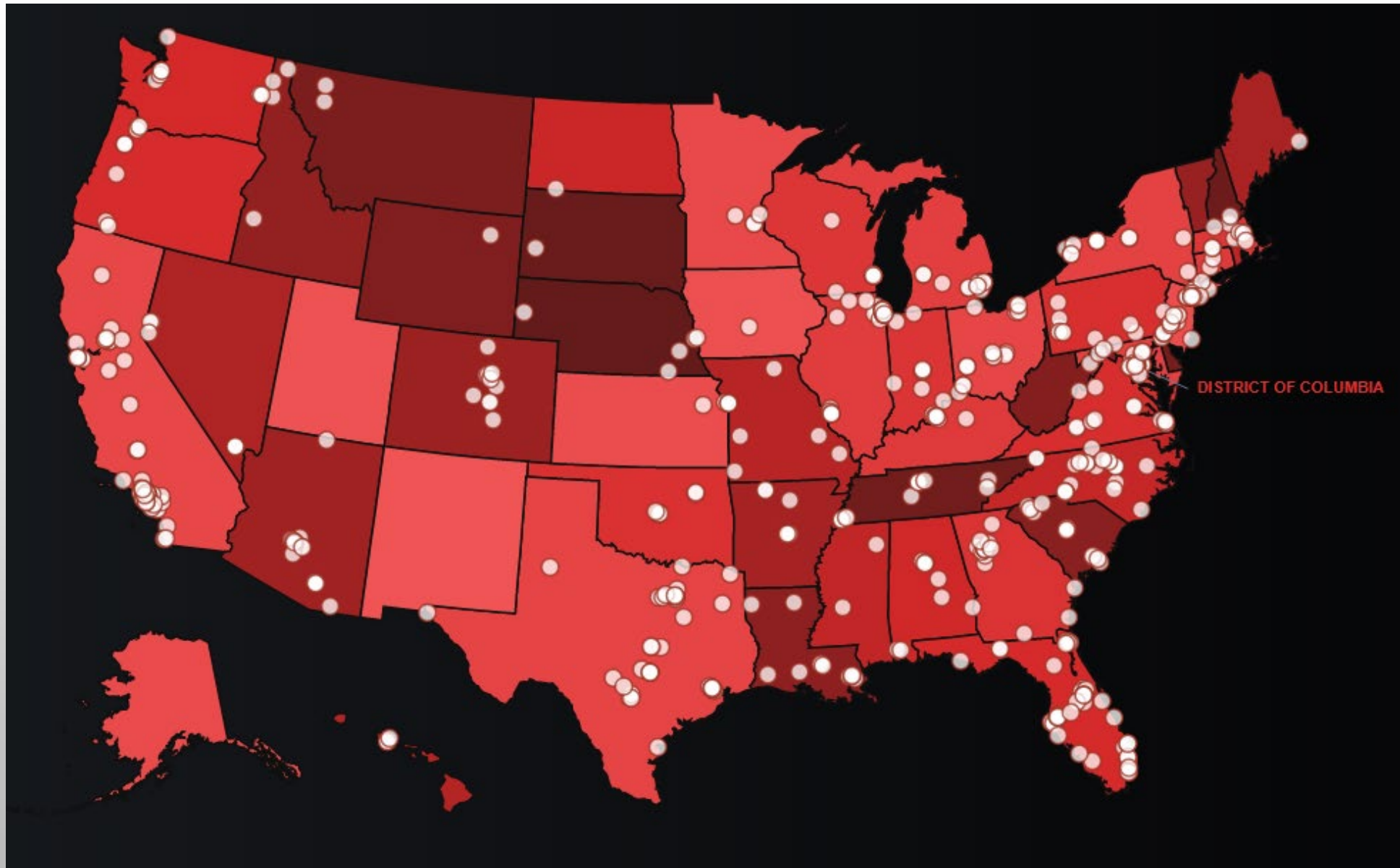
DRAG QUEENS



HATE TOWARD

- ASIAN AMERICAN HATE
 - UNDOCUMENTED IMMIGRANTS
 - JAPANESE AMERICAN
 - INDIGENOUS PEOPLE
 - COVID-19 PANDEMIC, DEROGATORY SLURS
 - STEREOTYPES , BUILD THE WALL, CLOSE THE BOARDERS
 - INTERNMENT CAMPS
 - SEPARATION OF INDIGENOUS CHILDREN FROM FAMILIES
- 

SOUTHERN POVERTY LAW CENTER TRACKED 733 HATE GROUPS ACROSS THE UNITED STATES





14 HATE GROUPS WERE TRACKED IN MASSACHUSETTS IN 2021

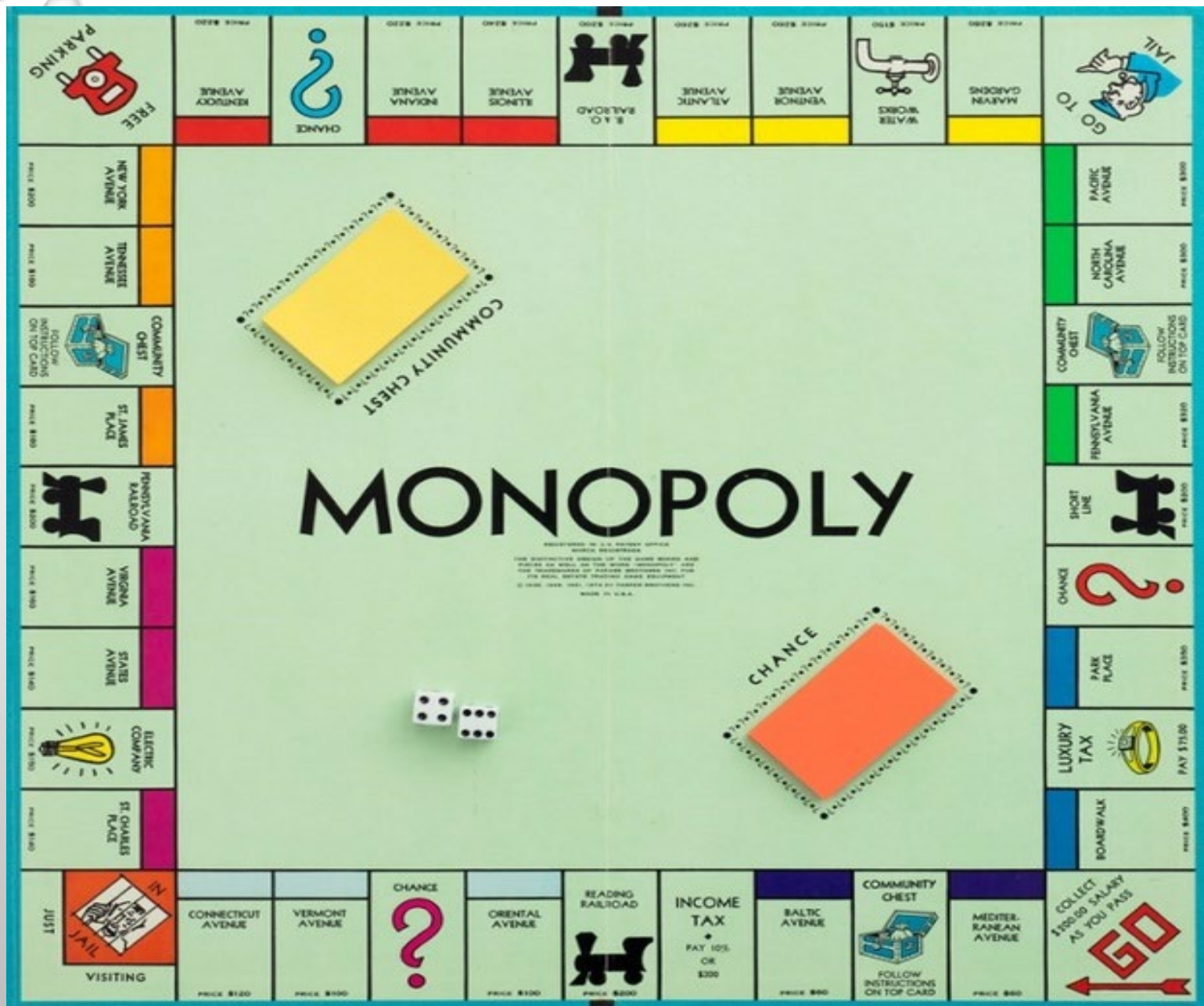
SOUTHERN POVERTY LAW CENTER

[HTTPS://WWW.SPLCENTER.ORG/](https://www.splcenter.org/)

- ACT FOR AMERICA **ANTI-MUSLIM** HOPKINTON
- ASATRU FOLK ASSEMBLY **NEO-VOLKISCH** STATEWIDE
- BAY STATE ACTIVE CLUB **WHITE NATIONALIST** STATEWIDE
- INTERNATIONAL CONSERVATIVE COMMUNITY **WHITE NATIONALIST** STATEWIDE
- ISRAEL UNITED IN CHRIST **GENERAL HATE** BROCKTON
- ISRAELITE SCHOOL OF UNIVERSAL PRACTICAL KNOWLEDGE **GENERAL HATE** BOSTON
- MASS RESISTANCE **ANTI-LGBTQ** WALTHAM
- NATION OF ISLAM 2 CHAPTERS **ANTISEMITISM** SPRINGFIELD, DORCHESTER
- NATIONALIST SOCIAL CLUB (NSC-131) **NEO-NAZI** STATEWIDE
- PATRIOT FRONT **WHITE NATIONALIST** STATEWIDE
- PROUD BOYS **GENERAL HATE** STATEWIDE
- REVOLT THROUGH TRADITION **WHITE NATIONALIST** STATEWIDE
- SCOTT LIVELY MINISTRIES **ANTI-LGBTQ** SPRINGFIELD

MICROAGGRESSIONS

- **WHERE ARE YOU FROM**
- **YOU SPEAK GOOD ENGLISH**
- **WHERE YOU BORN HERE**
- **YOU ARE A CREDIT TO YOUR RACE**
- **YOU ARE SO ARTICULATE**
- **SO WHO IS THE MAN IN THE RELATIONSHIP**
- **DON'T YOU WANT A FAMILY**
- **YOU'RE GOING TO STAY HOME WITH THE KIDS RIGHT**
- **YOU SHOULD SMILE MORE**
- **OH I WOULDN'T THINK YOU LIVE HERE**
- **YOU HAVE GOOD HAIR**
- **YOUR HAIR IS NOT PROFESSIONAL**

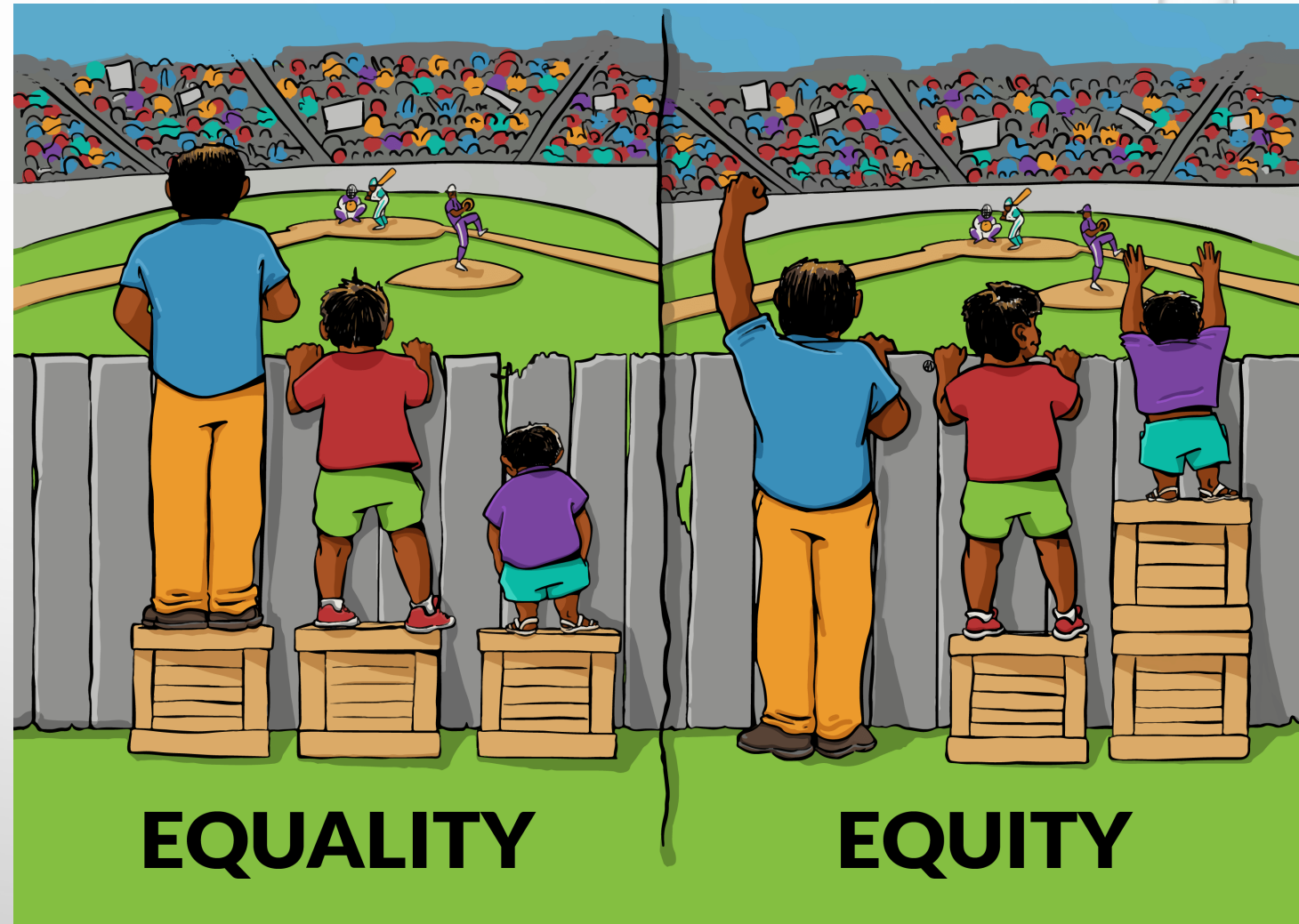


“DIVERSITY IS BEING INVITED TO THE DANCE. INCLUSION IS BEING ASKED TO DANCE. EQUITY IS ALLOWING YOU TO CHOOSE THE MUSIC.”

-CYNTHIA OLMEDO,
WORKFORCE DEVELOPMENT SPECIALIST

“THE DIFFERENCE BETWEEN EQUITY AND EQUALITY IS THAT EQUALITY IS EVERYONE GET THE SAME THING AND EQUITY IS EVERYONE GET THE THINGS THEY DESERVE.”

-DERAY MCKESSON,
BLACK LIVES MATTER ACTIVIT AND
EDUCATOR



The image features a light gray background with a subtle gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some overlapping. The text is centered in the middle of the frame.

**IF YOU DON'T HAVE A SEAT AT THE TABLE, THEN YOU
ARE PROBABLY ON THE MENU**



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