

2020 MLIB Summer Book Club

# **How to be an Antiracist**

## Ibram X. Kendi

Intro and Chapters 1-3  
Meriam Library Diversity and Inclusion Team  
Stefani Baldivia, Leslie Botsford, Chrissy Hursh, Zohra Saulat, Elizabeth Tibbitts

# Mechoopda Territorial Acknowledgement

We would like to thank the Mechoopda on whose traditional lands this event is taking place. Without their support and continued positive presence in our community, we would be unable to forward the cultural and educational work that is at the heart of this event.

# Agenda

- 10 minutes Community Guidelines
- 40 minutes Breakout Rooms
- 10 minutes Reflections

# Who is feeling....

Overwhelmed with the content?

Confused by the terminology?

Scared they will say something wrong?

Nervous about the technology (muting yourself, breakout rooms, internet connectivity)?

Unprepared?

Flustered?

# We Are...

Here to learn and listen

Empowered to speak

Mindful of our words

Excited to grow together

# Community Guidelines

## Aorta Anti Oppressive Facilitation For Democratic Process

- ONE DIVA, ONE MIC
- NO ONE KNOWS EVERYTHING; TOGETHER WE KNOW A LOT
- MOVE UP (to speaking), MOVE UP (to listening)
- WE CAN'T BE ARTICULATE ALL THE TIME
- BE AWARE OF TIME
- EMBRACE CURIOSITY
- ACKNOWLEDGE THE DIFFERENCE BETWEEN INTENT AND IMPACT
- PRIVACY what is shared here, stays here (no portion of sessions will be recorded by anyone - members of MLDIT or participants)
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# Resources Used

Reflections, Small Group Questions, and Knowledge Retention Tests are adapted from:

Workbook for How to Be an Antiracist  
Growth Hack Books  
ISBN: 1689012056  
2019

*Please be advised that this is an UNOFFICIAL workbook. This workbook is not affiliated, authorized, approved, licensed, or endorsed by the subject book's author or publisher.*

# Small Group Questions

## Chapter 1: Definitions

1. The definitions of racism in the chapter might not be your own perceptions. What are your own perceptions of race and how will you prepare yourself to challenge your beliefs moving forward?
2. All policies are either racist or antiracist. Can you describe a policy which appears to be racially neutral but actually creates racial inequality?
3. Racial “colorblindness” or racial neutrality is racist because it ignores the inequity between racial groups. Can you name two ways in which racial neutrality might harm one group’s opportunity for equality?



# Knowledge Retention Test, Chapter 1

1. Racism is an intense hatred of people of another color. T/F
2. There are some policies which have nothing to do with race. T/F
3. Policy should be colorblind. It should never consider race. T/F
4. White nationalists are the worst perpetrators of racism in America. T/F
5. You must be an antiracist to not be a racist. T/F

# Small Group Questions

## Chapter 2: Dueling Consciousness

1. Racist perceptions of black people spawn from racist policy and ideas not black behavior. You will need to begin to recognize these ideas in order to be an antiracist. Can you name three perceptions of black people which stem from racist ideology?
2. President Reagan intensified the war on drugs. Describe how the war on drugs is actually a war against black bodies.
3. How does viewing whiteness as the standard for the American ideal hurt everyone and how can you, as an emerging antiracist, change your view of whiteness?

# Knowledge Retention Test, Chapter 2

1. Older generations of black parents fully reject racist perceptions of black people. T/F
2. Faults within the “black community” can be attributed to black behavior and not racist policy. T/F
3. Black people have an identity crisis to work out. T/F
4. White people have an identity crisis to work out. T/F
5. Antiracism is the way out of the identity crisis. T/F

# Small Group Questions

## Chapter 3: Power

1. Racist policy doesn't allow everyone to be equal individuals. How would your individuality be different if you were a different race?
2. How can you embrace the fact of racial identity without being a racist?
3. Racism was born as a form of power. It's a currency that benefits those who control it. What's one way in which racist power has hurt or benefited you?

# Knowledge Retention Test, Chapter 3

1. Only white people avoid black school systems. T/F
2. Antiracists do not care about oppressed white people. T/F
3. Racism has always existed. T/F
4. Individuality is not a safe option for black people in America. T/F
5. Seeing yourself as your race is necessary to be an antiracist. T/F

# Large Group Discussion

(raise hands to voice your opinion or type into chat)

- What came up for folks in the smaller groups?
- Was there something you wanted to discuss that wasn't covered by the questions?
- How can this relate to your professional life? Personal life?

# Reflections: Chapters 1- 3

1. Take time to challenge your definitions of race against the lessons of the chapter.
2. Look up your local laws and describe how 5 of them create racial inequality
3. Realize the deep-seated perceptions surrounding race in all Americans conditioning.
4. Prepare yourself to reshape the way you think about race to become antiracist. You must be open to this to move forward.
5. Challenge your perceptions of “black on black crime” by reading about the policies which create these perceptions.
6. Research three ways in which white people are considered the standard for which others have to reach.
7. Devise ways to oppose the above ideas in your day to day actions.
8. Write two paragraphs about your inner conflict with racism.
9. Reflect on how your race has affected your ability to be an individual.
10. Write one paragraph of racial history before this chapter and compare it with your current perceptions of racial history.
11. Write down your perception of racial history before this chapter and compare it with your current perception of racial history.
12. Begin to reflect on how you might have benefited from racist power in the short-term but how this might hurt you in the long run.

# Thanks for joining us and..

Thanks to: The Book in Common committee and administration for choosing this book, and Library Dean, Patrick Newell for supporting the Meriam Library Diversity and Inclusion Team.

The MLDIT is the primary committee for articulating the library's commitment to diversity and inclusion practices. The MLDIT develops guidelines to establish, prioritize, and fulfill the goals that increase the diversity and inclusiveness of our workforce and collections.



# **Farewell and see you next time!**

Next Meeting: Thursday June 25th to discuss Chapters 4-8;  
Biology, Ethnicity, Body, Culture and Behavior.

*“To be antiracist is to focus on ending the racism that shapes the mirages, not to ignore the mirages that shape people's lives.”*

Session 2 follows this slide

2020 MLIB Summer Book Club

# **How to be an Antiracist**

## Ibram X. Kendi

Chapters 4-8

Meriam Library Diversity and Inclusion Team

Stefani Baldivia, Leslie Botsford, Chrissy Hursh, Zohra Saulat, Elizabeth Tibbitts

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# Agenda

- 10 minutes Community Guidelines
- 40 minutes Breakout Rooms
- 10 minutes Parting thoughts

# Community Guidelines

## Aorta Anti Oppressive Facilitation For Democratic Process

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- NO ONE KNOWS EVERYTHING; TOGETHER WE KNOW A LOT
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# *Quotable Quotes...*

# **What spoke to you?**



# Small Group Questions

## Chapter 4: Biology

1. Many individuals see race as firmly rooted in biological difference. Can you detail how your experience with racial identity contrasts or aligns with the fact that humans share 99.9% of their DNA?
2. The revelation of the human genome project hasn't been received as the monumental discovery that it is. Why do you think this is the case?
3. What are three examples of biological racism you've encountered in the past year and where do you think these ideas came from?

# Small Group Questions

## Chapter 5: Ethnicity

1. Ethnic racism has existed as long as racism; Can you name and describe three ways in which your race is divided into racial ethnic hierarchies?
2. Certain groups are over or underrepresented in the justice system. List the ways in which the justice system has affected your community at the level of race.
3. Children echo the lessons their parents teach them and it can manifest in 'roasting'. How do you view this type of comedic experimenting amongst your friends? Detail your own experience.

# Small Group Questions

## Chapter 6: Body

1. Recent history is full of examples of how fear of Black bodies leads to harm of Black bodies. What did this chapter bring up for folks?
2. On p. 80, Kendi outlines the segregationist, assimilationist, and antiracist approaches to Black bodies. Can you think of any campus policies that demonstrate a segregationist or assimilationist approach and can shift towards an antiracist approach to Black bodies?

# Small Group Questions

## Chapter 7: Culture (1/2)

1. Hip-hop and Rap music is criticized for its content, but rarely for its artistic merit. What art form do you enjoy that is misunderstood or underappreciated by the culture at large? What's a musical genre you might misunderstand? Do you feel a certain way about those who listen to this music?
2. Kendi felt he wouldn't make any connections because he couldn't play basketball. Do you recall being isolated because of your inability to join a group? What did you do about it?

# Small Group Questions

## Chapter 7: Culture (2/2)

3. “Whoever makes the cultural standards makes the cultural hierarchy” (p. 83); Kendi asserts cultural standards establish a cultural hierarchy, and lead to cultural racism. Can you think of any cultural hierarchies imposed in your work (higher education, academic librarianship, or the CSU system)?

4. “To be antiracist is to reject cultural standards and level cultural difference. Segregationists say racial groups cannot reach their superior cultural standard. Assimilationists say racial groups can with effort and intention, reach their superior cultural standards.” (p. 84); Can you think of any policies in higher education that support or impose any of these ideas?

# Small Group Questions

## Chapter 8: Behavior

1. Standardized testing is designed to support the racial hierarchy. What does that mean for our work in higher education?
2. Name a racialized behavior. What's an expectation that you were unfairly held to meet, and how did this affect your performance or engagement?
3. How did this chapter challenge racialized behavior that you have?

# Knowledge Retention Test (optional)

## Chapter 4

1. White people are racist because they are white. T/F
2. The actions of individuals should reflect upon their entire racist. T/F
3. Science has proven that racial difference is largely superficial. T/F
4. White people differ greatly from black people at a genetic level. T/F
5. On average, black children are treated with less empathy than white children. T/F

# Knowledge Retention Test (optional)

## Chapter 5

1. Inequality in the justice system creates distrust in the system. T/F
2. African Americans can be racist against Africans. T/F
3. Africans can be racist against African Americans. T/F
4. Actions met with racial explanations usually have another component to explain their manifestations.
5. Ethnic discrimination can be as damaging as racial discrimination. T/F



# Knowledge Retention Test (optional)

## Chapter 6

1. Bill Clinton urged black people to understand the white fear of black people.  
T/F
2. Racial perception usually omits the strengths of that group or the day to day experience. T/F
3. Society fears black children before they ever get a chance to be individuals. T/F
4. Black children playing basketball are often see as going down the wrong path.  
T/F
5. Minority children come to fear their fellow minorities through racist policies and ideas. T/F

# Knowledge Retention Test (optional)

## Chapter 7

1. Low expectations inspired Kendi to do better in school. T/F
2. Mainstream society has always respected the lyrical ability of hip-hop artists. T/F
3. New York black cultural is nearly distinguishable from southern black culture. T/F
4. The Enlightenment is the period where the Western world began to see everyone as equals. T/F

# Knowledge Retention Test (optional)

## Chapter 8

1. The actions of black individuals are seen as reflective of the group. T/F
2. There's a middle ground between perfection and failure for black people.  
T/F
3. Some researchers think they have proven that black people are less intelligent than other races through racist testing. T/F
4. The ideas that black people are loud and white people are greedy have been scientifically proven. T/F
5. Lower IQ test scores means someone is less intelligent in all aspects. T/F

# Large Group Discussion

- What came up for folks in the smaller groups?
- Was there something you wanted to discuss that wasn't covered by the questions?
- How can this relate to your professional life?  
Personal life?

# Reflections Chapters 4- 6

1. Recognize the difficulty of balancing the fact of racial identity with the lack of biological evidence for race.
  - a. Write one paragraph about how this makes you feel, emphasizing any conflict.
  - b. Note three times this week where you have a thought that originates in racism (White people are rude, Asians can't drive, etc).
2. "To be antiracist is to recognize the reality of biological equality" (p. 54). Write down three times this week where you did something to promote biological antiracism.
3. Reflect on ethnic racism within your own race.
  - a. Write one paragraph on your experience with childhood racism.
  - b. Write down one way you will prevent ethnic racism in your day to day.
  - c. Document your progress on dismantling ethnic racism during the next week.
4. Recognize and stop focusing only on the negative aspects of any community.
5. Think of someone who you think negatively about and try to picture their day to day life.
6. Challenge your fears of other groups or ways of life and see if they are legitimate or products of policy/lies.
7. Visit a neighborhood you usually avoid and see if it actually meets the negative images in your mind.

# Reflections Chapters 7- 8

1. Think of an institution that you're resentful of and track the source of your resentment.
2. Question the intent of media that aims to instill fear. Find at least one instance of it this week.
3. Work on not having low expectations of any person or group.
4. Notice if you find yourself devaluing a subjective aspect of society, creating a hierarchy. Instead, try to view these as simply different.
5. Come up with the worst three racialized behavioral ideas you can think of. Take a moment to reflect on what it would be like to be born into those expectations.
6. Find one law in your city or state which racializes behaviour but doesn't create equality.
7. Write one paragraph about balancing being an antiracist with the widespread racialization of behavior.

**Farewell and thanks for joining us.  
‘Til next time...**

*“I pledged to date only Dark women...I hardly realized my own racist hypocrisy: I was turning the color hierarchy upside down, but the color hierarchy remained” (pg. 112).*

Next session on Thursday, July 9th: Focus on the concept of Colorism, and how we can move toward Color Antiracism.

Chapter 9 - Color; Chapter 10 - White; Chapter 11 - Black

Session 3 follows this slide



2020 MLIB Summer Book Club

# **How to be an Antiracist**

## Ibram X. Kendi

Chapters 9-11

Meriam Library Diversity and Inclusion Team

Stefani Baldivia, Leslie Botsford, Chrissy Hursh, Zohra Saulat, Elizabeth Tibbitts

# Agenda

- 5 minutes Community Guidelines
- 40 minutes Breakout Rooms
- 10-15 minutes Regroup/Reflections/Intentions

# Community Guidelines

## Aorta Anti Oppressive Facilitation For Democratic Process

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# Small Group Questions: Chapter 9 - Color

1. What was Kendi's assimilationist approach to race and dating? How is that different from his antiracist approach? Can you think of an example of assimilation / antiracism from your personal experience?
2. Think about the ideal Chico State student and the image we package around that idea. What physical features do they have? Consider skin/eye/face/body.
3. What does it look like (in terms of actions/behaviors) to fight racism with racism, versus fighting racism with antiracism?
4. What is colorism? What kinds of inequities/assumptions (particularly between people with “light” skin and “dark” skin) have emerged in American history as a consequence of colorism?
5. What are some racist beauty standards? What does anti-racist beauty look like?

# Small Group Questions: **Chapter 10 - White** (part 1)

1. When we are attacked, we want to attack back with equal and opposite force. This is not the path to being an antiracist. What is a constructive, anti-racist response when we find ourselves challenged for our own racist behavior? How can we best navigate those moments?
2. What antiracist strategies do you personally find effective in challenging your own racist behavior? For example, developing a sentence/mantra you can say to yourself that will remind you that individuals do not represent their racial group.
3. How does Kendi draw a distinction between racist power and White people (pg 129)?

# Small Group Questions: **Chapter 10 - White** (part 2)

1. Define White supremacy, as Kendi presents it (pg 132). How does this definition align (or not) with your notion of White supremacy before joining this book club?
2. Kendi asserts that White supremacy is anti-human (p. 132). What examples does he provide to support this argument?
3. Explain how anti-Black White nationalists and anti-White Black Nation of Islam members engage in racism, and lose focus on racist power. Working out this concept is the key to creating an antiracist society since individuals who experience racism reify racial hierarchies and inequalities.

# Small Group Questions: Chapter 11 - Black

1. Kendi rejects the notion that Black people are powerless - and therefore incapable of being racist. How does the assertion that Black people can't be racist undermine their power and accountability?
2. Discuss examples of Black people in power who used their power in ways that were racist vs. antiracist. What tools/strategies can we take from this to translate into our daily work in higher education?
3. Discuss examples Kendi gives of Black people struggling with internalized racism. How does the concept of internalized racism relate to/influence the mindset of Black people being powerless?
4. How is the Black Lives Matter movement antiracist, and how is the rhetoric of "All Lives Matter" a racist response?

# *Quotable Quotes...*

# **What spoke to you?**



# From my thinking...

- ❑ **List** four colorist beauty standards.
- ❑ **Think** of your own personal standards of beauty. Do you have a standard based on lightness? Write about your thoughts.
- ❑ What was the last thing you changed about your body to meet the standard of a specific group?
- ❑ This week, **notice** three examples (in media, your own life, or others' stories) when dark skin is treated differently than light skin (within the same race).
- ❑ **Look** at the races of individuals you invite to group gatherings. If you treat people as individuals, there should be some amount of racial equality in the numbers.
- ❑ **Remember** that those who perpetuate intra-racial hierarchy are promoting racism.

...to my doing.

- ❑ Racism against the majority is still racism. What **actions** can you take that fight racism with antiracism?
- ❑ **Develop** your own productive ways of channeling strong emotions which spawn from racial tensions so you can give an antiracist response when challenged.
- ❑ **Challenge** attacks made on your own race as a means of fitting in with another race. Do this for yourself or others who you are invested in.

# Farewell and thanks for joining us

Next session on Thursday, July 23rd: Focused on the concepts of  
antiracism in

Class (Chapter 12); Space (Chapter 13); Gender (Chapter 14); Sexuality (Chapter 15)

Where we dig into Dr. Kimberlé Crenshaw's legal theory of Intersectionality

Session 4 follows this slide

2020 MLIB Summer Book Club

# **How to be an Antiracist**

## Ibram X. Kendi

Intro and Chapters 12- 15  
Meriam Library Diversity and Inclusion Team  
Stefani Baldivia, Leslie Botsford, Chrissy Hursh, Zohra Saulat, Elizabeth Tibbitts

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# Agenda

- 5 minutes Intro and Community Guidelines
- 50 minutes Breakout Rooms
- 5 minutes Reflections

# Community Guidelines

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# Small Group Questions: **icebreaker**

Please introduce yourself to the group with your

Name,

Ethnic and racial identity,

Department affiliation, and

What did you eat for breakfast today?

# Small Group Questions: Chapter 12 Class

1. On page 157, Kendi notes there are persisting inequities of poverty, unemployment and wealth in the twenty-first century. What examples of this inequity have been exacerbated by the COVID-19 outbreak? (Think about housing policies, tax policies, incarceration, and the stimulus package).
  - a. How do these inequities affect our students and our work at an institution of higher education?
2. Describe the difference perceptions of “Black welfare” versus “White welfare” (p.154).
3. What is meant by the phrase “culture of poverty”? How is it different from the concept of the “cycle of poverty” (p.153)?
4. Why does the global gap between the richest and poorest continue to widen (p.158)?
5. How does Kendi define capitalism in the book? How does Senator Warren define capitalism? What are examples of anticapitalism (p.161-62)?

# Small Group Questions: Chapter 13 Space

1. Explain how a racialized space can still promote equality and antiracism.
2. On page 169, Kendi asserts that “policies of space racism overresource White spaces and underresource non-White spaces”. We are all aware that space on our campus is political. Can you think of racialized spaces on the Chico State campus? Have these spaces been grouped together because of space racism or space antiracism?
3. Kendi outlines a cogent argument for readers to reimagine integration as a redistribution of resources rather than bodies (p. 180). What would that look like for Meriam Library? The Chico State campus? The City of Chico or Butte County?
4. Kendi refers to the idea (from Asante) that “objectivity” is really just “collective subjectivity”, and that “It is impossible to be objective” (p.167). How can we apply this approach to the concept of neutrality in higher education?
5. “The antiracist desire to separate from racists is different from the segregationist desire to separate from ‘inferior’ Blacks” (p.175). How do we tell the difference?
6. According to Kendi, segregationists “lynch Black bodies” while integrationists “lynch Black cultures” (p.179). What implications does this have for space racism or antiracism?

# Small Group Questions: Chapter 14 Gender

1. Racism and sexism are mistakenly seen as two separate issues. Utilizing Crenshaw's theory of intersectionality from the chapter and your own experience, detail how they are connected.
2. Does your focus on the injustices in your own life leave you blind to the plight of others, and how will you open your eyes to this?
3. What does Kendi mean when he states "My parents did not raise me to be a Black patriarch. I became a Black patriarch because my parents and the world around me did not strictly raise me to be a Black feminist" (p.183)?
4. Kendi writes on page 189: "To be antiracist (and feminist) is to level the different race-genders, is to root the inequities between the equal race-genders in the policies of gender racism." What does that mean for funding at Chico State?
  - a. What financial support does the *Women like me* symposium offer students? What support does the Carter Scholars project receive? Or the Men of CHICO? Or Women of Excellence? What policies are in place to highlight, fund, or resource these programs?

# Small Group Questions: Chapter 15 Sexuality

1. Friendships force us to face our racist, homophobic, and sexist ideas or live as a hypocrite. Can you recall a friend who made you challenge prejudicial ideas through their behavior?
2. Take a look at your current friend group. Are they challenging you to be better on any of these issues?
3. “It is best to challenge ourselves by dragging ourselves before people who intimidate us with their brilliance and constructive criticism” (p.199). We all know someone like this. What is one way to acknowledge the intimidating brilliance of this person, who bears the burden of educating us, while recognizing we may be adding labor to their lives? How did Kendi challenge himself?
4. What are some of the examples of queer racism that Kendi references (relevant pages include 194-197).

# *Quotable Quotes...*

# **What spoke to you?**

# Reflections Chapters 12 - 13

1. Remember to treat your neighborhood by your day to day interactions with individuals and not by the race-class assumptions of outsiders.
2. At the same time, take into account the inequities that different race-classes suffer from.
3. Make sure to vote against the local policies which target race-classes negatively.
4. Promote local policies which create equality for race-classes which need equality.
5. Don't believe a space is dangerous without personal investigation.
6. Support voluntarily integrated spaces which supply equality.
7. Support racialized spaces if those spaces create equality of opportunity.
8. Judge the funding of a racialized space before judging the race-class.
9. When was the last time you put yourself into a space where you are not the majority race (a church, market, take public transportation)? Is this something you actively avoid? Question why.

# Reflections Chapters 14 - 15

1. Remember that you can't be antiracist without being a feminist.
2. Evaluate how you treat different race-genders in your own life and correct for equality.
3. Make sure you apply the same effort toward equality for all races to equality for all genders, including all race-gender combinations.
4. Consider the Mari Matsuda approach to intersectionality, to ask the other question. If you see racism, ask where homophobia is in the situation; if you see sexism, ask if there is ableism. When you think you've found equity, ask who the decision-makers are and who hasn't been included in the conversation.
5. Make a list of your beliefs on race, gender, and sexuality and check for hypocrisy so you might correct it.
6. Make sure you have friends who are challenging you to improve on all levels of ethics. Then do the work without burdening them to teach you.



# **Farewell and thanks for joining us**

Final session on Thursday, August 6th: Focused on

Failure, Success, and Survival