



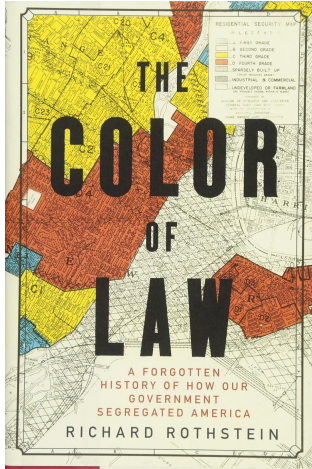
## **Inly Self-guided Toolkit on Anti-racism**

In a 1984 essay, the writer James Baldwin wrote these words in describing how racism cheats White Americans of truly knowing themselves and knowing others: “Because they think they are White, they cannot allow themselves to be tormented by the suspicion that we are all brothers.”

Systemic, anti-Black racism diminishes all of us. It has devastating impacts for Black people, of course. But it also robs each and every one of us of our humanity.

Inly’s Diversity, Equity, and Inclusion Office has created this self-guided toolkit on antiracism to explore, reflect, and learn in a self-paced environment. It is an intersectional toolkit -- meaning, it acknowledges that our social identities are complex, layered, and situational. We hope you will return to this resource continually -- wrestle with it, claim it, engage others -- to prompt deeper commitment and bold action.

## Toolkit Resource 1: What Does Racism Look Like in a System?




### Video:

[The Segregation Myth: Richard Rothstein and The Color of Law](#) (8:36)

### Reflection/discussion prompts:

- \* Where do you currently live?
- \* How would you describe your neighborhood demographically?
- \* How does your current housing connect to the housing you were raised in as a child?
- \* How does your current housing connect with the legacy of legal segregation that Rothstein outlines?

UW Medicine to exclude race from calculation of eGFR (measure of kidney function)



Naomi Nkinsi, UW School of Medicine MD/MPH Student

### Podcast:

[Medical Trainees Making Change](#) (0m:00s - 18m:10s)

### Reflection/discussion prompts:

- \* In this story, who holds institutional power? What choices do they make about whether/how to use it?
- \* How would you explain to a child that race is both real and not real, in a way they could understand?

## Toolkit Resource #2: Confronting Whiteness



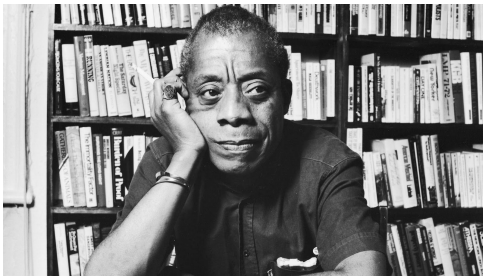
Video:

[White People Have a Very, Very Serious Problem](#)  
(3:25)

Reflection/discussion prompts:

\* Why does Morrison describe Rose's question as "the wrong question?"

\* Morrison says that White people have a "very, very serious problem." What problem is she referring to?



Essay:

[On Being "White" ... and Other Lies](#) (20 min. read)

Reflection/discussion prompt:

What does Baldwin mean when he says that being White is "a moral choice?"



Article:

[How Blind People See Race](#) (12 min. read)

Reflection/discussion prompt:

When and how did you learn what race you are?

*(Note: If you identify as White, this question is not asking when you realized racial differences existed because you saw or heard something happening to an "other." This question is asking when and how you learned that White was your racial identity.)*



Podcast:

[Seeing White: Episode #7](#) (14:26)

Discussion/reflection prompt:

What would it look like to divest from Whiteness?

## Toolkit Resource #3: How do we recover from history?



Video:

[The US medical system is still haunted by slavery](#)  
(8:49)

Reflection/discussion prompt:

What is our responsibility to the Black women whose bodies made modern gynecology possible?

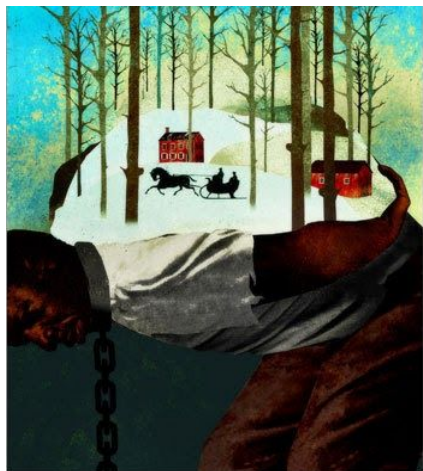


Video:

[Slavery and the North](#) (9:08)

Reflection/discussion prompt:

Enslaved Black people in the South and the Caribbean were central to New England's prosperity. What would it look like to fully honor and memorialize them?



Article:

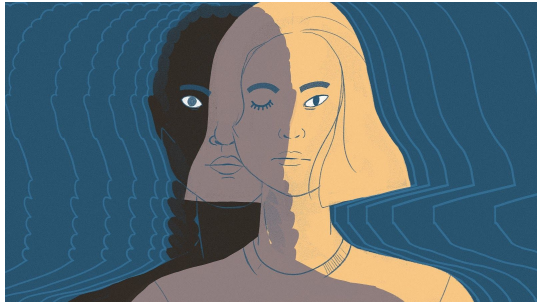
[New England's Hidden History](#) (20 min.)

Reflection/discussion prompt:

Black American history is deeply shaped by ancestors making difficult choices for the freedom of future generations, of descendants not yet born.

What actions do White Americans need to take to be good ancestors to their descendants in terms of race and racism?

## Toolkit Resource #4: But I'm a person of color/LGBTQ+/person with a disability



Video:

[Why non-Black people of color can face racism and be racist at the same time](#) (5:27)

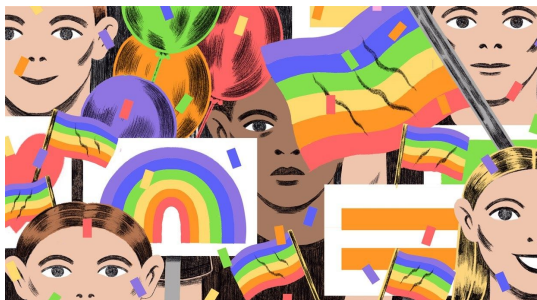
Article:

[How non-Black people of color can work to be antiracist](#) (10 min.)

Reflection/discussion prompts:

The author refers to non-Black people of color as having “proximity to Whiteness.” What does that mean?

What challenges do families with members of different races face in navigating racism?



Article:

[White, gay privilege exists all year, but it is particularly hurtful during Pride](#) (10 min.)

Reflection/discussion prompt:

What responsibilities do those with both dominant and marginalized identities carry?



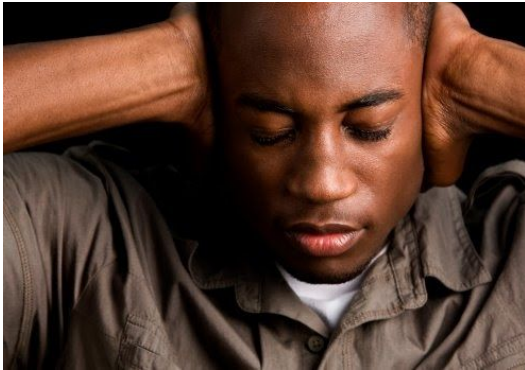
Article:

[Racial justice, disability rights, neurodiversity and cross-movement solidarity](#) (10 min.)

Reflection/discussion prompt: What are the barriers that get in the way of cross-movement solidarity organizing for Black lives?



## Toolkit Resource #4: Intent, Impact, and Complicity



Article:

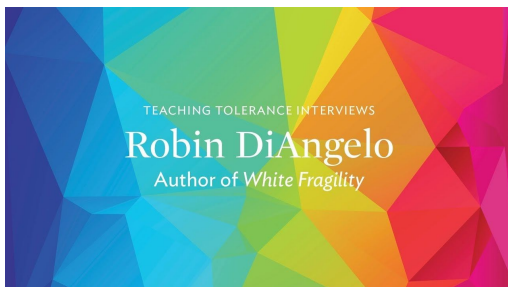
[Intent vs. Impact: Why Your Intentions Don't Really Matter](#) (7 min.)

Reflection/discussion prompts:

The first feeling that came up for me in reading this was \_\_\_\_\_ .

The first memory that came up for me in reading this was \_\_\_\_\_ .

The actress Eva Longoria recently [apologized for comments she made about Latina women](#) in the 2020 Election. What was her intent? What was her impact? Did her apology honor the impact she caused? If so, how?



Video:

[What's My Complicity?](#) (30:27)

Reflection/discussion prompt:

How can White Inly community members hold each other accountable in naming individual and institutional complicity with White supremacy?

## Toolkit Resource #5: Biden won. Now what?



Video:

[Dear White folks: What's up?](#) (8:17)

Reflection/discussion prompt:

On a piece of paper, make three lists, reflecting on these questions:

- \* What actions did you take to combat anti-Black racism before the killing of George Floyd?
  
- \* What *new* actions did you take to combat anti-Black racism between the time of George Floyd's killing and the 2020 Election?
  
- \* What *new* actions are you prepared to take going forward, both short-term and long-term, to combat anti-Black racism?