**NAACP-BGSO “Racism: The Power of Illusion” Facilitator Training Guide**

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| Goals |

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| Maintain interest in the conversation at hand |
| Connect the keynote address with the questions/conversations at the tables |
| Challenge participants to be agents of change. |

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| Ground rules |

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| Be present |
| Do not allow one person to dominate the direction or conversation at the table. |
| Invite controversy with the purpose of creating understanding |

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| De-escalation/educational moment |

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| Socratic questioning |
| Why do you think/did you say that? |
| Is this always the case? (Instances should never dominate patterns) |
| What evidence do you have to support that claim |
| How does this relate to the keynote address? |

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| Call to people at the table to respond to a controversial question or statement. |
| This should be framed as a question that references what has been stated. |
| Always bring the conversation back to the original inquiry. |
| Refer back to the keynote address for material when dealing with complex issues or questions. |

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| Questions and statements with a suggested immediate response |

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| Black people call each other nigga all the time, what’s so different with SAE? |
| SAE was specifically talking about lynching Black people, which is a lot different than the context the N-Word is used in hip-hop. |

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| If Mike Brown and Eric Garner had not committed crimes, they would have still been alive? |
| Criming while white🡪Black people are anywhere between 4 and 21 times more likely to die by cop than white people. It is not a question of criminality, but disparity and whether or not the situation was an extrajudicial murder. |

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| Why don’t Blacks just be Americans just like the rest of us instead of being so oppositional? |
| Non-whites typically oppose racial disparities and white privilege, not white people. |

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| Isn’t it in their culture to not value education? |
| Non-whites have to deal with racism in the classroom, which causes some to view education as oppressive. This is added to by teachers who view Blacks as inferior and not able to deal with issue of race, class and gender that students bring into the classroom space. |

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| Aren’t we all free, since the civil rights movement? |
| State sponsored violence has accelerated since the Civil Rights Movement that has lead into the New Jim Crow and a multiplicity of social policies that disproportionately target Black people or leave racial disparities unchecked and thereby able to reproduce privilege. |

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| What is the big deal when so many Blacks kill each other? |
| Black on Black violence is not the same as state-sponsored violence. |
| According to the 2013 FBI Uniform Crime Report, 83% of whites are murdered by other whites. This figure is 90% for Blacks |

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| How is this related to Virginia Tech? |
| Virginia tech does not exist in a bubble. Structural issues manifest in this institution as well as outside. Knowledge of that produces the power of change. |

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| Key Terms |

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| Microaggression |
| Interpersonal acts that respond to an interaction with or project bias. Ex: you people…, do you speak English…, and other vague generalizations that apply existing stereotypes and/or social hierarchies to people. |

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| Racism |
| Institutional Racism-Institutional and policies and practices that contribute to oppressive racial disparities. |
| Systemic Racism-the legacy of racial disparities that have created advantages and disadvantages along racial lines. |
| Structural Racism-Institutional relationships that target specific groups to be socially, politically and/or educationally disadvantaged along racial lines. |

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| White Privilege |
| Systemic gains that whites receive at the backdrop of racism. These are the unearned advantages that are received as “cultural capital.” |
| The perception that whites are inherently better, have more value, and are the product and producers of social norms. |

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| White Supremacy |
| A belief backed by structural elements that both constructs a racial hierarchy and assigns privilege through discrimination and violence |

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| Liberalism |
| A belief in an achieved standard of equality that is oftentimes used in victim blaming. |

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| Your Purpose |
| Navigate these table dialogs with confidence to achieve the objective of empowering all to be advocates, allies, and agents of change and uphold the values of creating a racial democracy from where you are. |