Discussion Guide: *Call It What It Is: Racism Against Asian Americans*

This document contains the script of the Call It What It Is: Racism against Asian Americans, organized by chapters. Each chapter can be used as a unit by itself and contain vocabulary and suggested questions and projects unique to that chapter. They can easily be customized for your classroom by broadening the discussion to include other ethnicities and by adding or deleting elements.

Introduction: (Video Timecode 0:00)

SCRIPT
We've seen the headlines. We have been here before. Asian Americans being viciously attacked and murdered. Why?

Because they're accused of being responsible for the coronavirus.
Because China is viewed as a threat.
Because of a deep-seated history of racism.

Asian Americans have been victims of implicit, explicit and systemic racial bias for almost two centuries. And this history, together with the current fear of China as an economic, military and ideological threat to the U.S., deeply affect the way we think, speak, and treat them.

Diseased.
Disloyal.
Inscrutable and slanty-eyed.
Crazy Rich Asians taking over the economy.
Laborers, laundrymen and cooks.
Foreigners ... certainly not Americans.

Today, more than 20 million Asian Americans fight and endure these misperceptions and alarmingly, the number and intensity of hate incidents continues to skyrocket. This behavior cannot and should not be tolerated in any civil society.   Add to that, the fact that most hate incidents go unreported and it becomes strikingly obvious that Asian Americans are fighting another pandemic: the pandemic of racism.

VOCABULARY/LIST OF TERMS:

Racism
Deep-seated racism
Implicit bias
Explicit bias
Systemic racial bias
Ideology

Inscrutable
Pandemic
Civil Society

QUESTIONS/DISCUSSION:

1. What are some examples of racism you are familiar with? /Examples of stereotyping, prejudice and bias in merchandise, music, all types of media, profiling, etc.
2. Have you heard of recent news reports of racism against Asian Americans? / Have students search news for examples and report back
3. What causes deep-seated racism? Has the U.S. historically been a racist country? / Individual actions and systemic policies that perpetuate the belief that a person's race determines their worth and abilities.
4. What does it mean to be Asian American? African American? Hispanic American or other?
5. Where did you get your current knowledge of Asian Americans? Can you name any famous Asian Americans?
6. What are your current perceptions of Asian Americans? Where might you have gotten these perceptions?

PROJECT/SHARE:

1. Ask someone who you feel influences your opinions/actions about how they feel towards Asian Americans (or any other ethnicity). What experiences have they had to make them feel this way? Who are their influencers? Or do the above as a class, or in groups, to take a survey.

CHAPTER 1: BIAS (Video Timecode 1:49)

SCRIPT

So why is this going on? First, we need to examine one root cause of this, which we find deep in our own minds: the idea of bias.

Bias can be Implicit or unconscious, explicit or conscious….

Whether we like it or not, we all carry biases.

Some are harmless. Others can be damaging and deadly.

For example, we unknowingly have an immediate reaction to seeing an Asian man or woman. Is it positive or negative?

It depends on your upbringing, what your friends think, what memes about Asian Americans you've laughed at, what politicians say, and what you've learned in school

Where once we were mainly influenced by the immediate group around us, or by mass media controlled mainly by white decision makers - today, our perceptions are also supercharged by thousands of interactions on social media.

Algorithms running on our most popular platforms create giant echo chambers, reinforcing existing biases, stereotypes and prejudices… and creating new ones.

Biases are now explicit. It is in our face every day. Fueled by government rhetoric they have been unleashed as being ok. This is racism pure and simple and it has led to insults, injuries, and death. All based on ignorance, prejudice, and hate.

Where did all this xenophobia come from and why was it unleashed?

VOCABULARY/LIST OF TERMS:

Mass media
White decision makers
Perceptions
Algorithm
Echo chamber
Stereotype
Prejudice
Rhetoric
Xenophobia

QUESTIONS/DISCUSSION:

1. What is the difference between implicit/unconscious bias and explicit/conscious bias? / We are aware of our explicit/conscious biases but not our implicit/unconscious biases as they are automatic preferences reinforced over time.
2. What are some examples of implicit bias? How might implicit bias manifest as racism? / Unconscious tendencies towards a particular color, gender, race, flavor, ...
3. What are some examples of explicit bias? How might explicit bias manifest as racism? / Preferring a certain social group, action, type of food
4. Biases can be positive or negative. What are the sources of implicit and explicit bias? / How you were raised, culture, friends, media, personal influencers, history
1. Have you, or has someone you known, been a victim of racism in some way? How did it affect you? / Classroom discussion.

PROJECT/SHARE:

1. Take an "Implicit Association Test". Are you surprised by the results? Why or why not?
2. Tests are developed by people. What are some biases that may sneak into, or be embedded in, the tests themselves? They could be skewed towards females, sports enthusiasts, a particular ethnicity due to language, jargon, etc
3. Choose an opinion you feel strongly about that other may not agree with. Lead a discussion with an open mind and open dialogue to discuss divergent opinions. What was the conclusion? How did you navigate the conversation?
4. What is your reaction when you meet someone who looks different from you or speaks with an accent?
5. Compare the Producers Cut of this video with this Educators Cut. Find and discuss why the changes were made.

CHAPTER 2: THE HISTORY OF ANTI-ASIAN RACISM (Video Timecode 3:20)

SCRIPT

In the 1800's, Chinese immigrants were at first welcomed and exploited as a cheap and available workforce for the Transcontinental Railroad. Due to a desperate shortage of laborers to do the backbreaking and dangerous work and the limited job opportunities afforded Chinese immigrants, the Chinese took these jobs but received very little credit for their tremendous contribution.
As the economy soured, Asians were quickly and relentlessly vilified and portrayed as dirty, diseased, and dangerous.

Riots and massacres of Chinese immigrants ensued, culminating in The Chinese Exclusion Act of 1882, the first and only law ever to prohibit a specific ethnic group from immigrating to the U.S. This law lasted for 61 years!

Then, in 1942, after Japan's attack on Pearl Harbor, fears of espionage and disloyalty caused 120,000 people of Japanese ancestry to be forcibly relocated to internment camps and deprived of their liberty.   The U.S. government later admitted that the internment of the Japanese was based on racism.

In the 1950's, Red-baiting during the McCarthy period created unfounded fears and discrimination towards anyone having even a remote association to communism.
So what do those historical events tell us?

Pieced together, there is no doubt as to what these patterns reveal:
False accusations have dire consequences.

They show the fundamental, underlying perception of Asians as the Yellow Peril, the racist idea that all Asians pose an existential threat to America. That there is a nebulous, untrustworthy nature about them; that no matter what, Asian Americans will *always* be foreign. Not American. Go back to where you came from.

To survive and prosper, Asians in America kept quiet and tried not to stand out so they would be left alone.

And they were, until, they weren't.

VOCABULARY/LIST OF TERMS:

Immigrant
Exploit
Transcontinental Railroad
Vilify
Chinese Exclusion Act of 1882

Pearl Harbor
Internment Camp
Liberty
Red-baiting
Joseph McCarthy
McCarthyism
Demagogue
Communism
Yellow Peril
Existential threat
Nebulous

QUESTIONS/DISCUSSION:

1. [Why were the Chinese at first welcomed]? What role did they play in society?
    (In the mid-1800s there was a shortage of workers to work on the Central Pacific
    Railroad. The Chinese were a cheap source of labor, and often did the back-breaking and
    dangerous work that others would not do.)
2. What caused the economy to turn sour in the 1870's and 1880's and why did White
    Americans vilify Chinese immigrants? (The two main reasons for the economic downturn
    was the tightening of the monetary policy to get back to the gold standard and the failure
    of the Jay Cooke and Company bank.)
3. What 3 massacres resulted in the deaths of Chinese immigrants? Compare this to the
    treatment of other minorities.
    (Chinese Massacre of 1871 in Los Angeles, Rock Springs Massacre of 1885 in Wyoming
    and the Hells Canyon Massacre of 1887 in Oregon)
4. What fears led to the Chinese Exclusion Act of 1882? When was it repealed and why?
    (The first wave of immigrants flooded the market with cheap labor, the second wave of
    "coolies" were considered morally deficient or criminals, dirty, diseased and generally
    refused to assimilate to any of the American customs or practices. This law was repealed
    in 1943. It remained in effect for 61 years.)
5. Why did the US send those of Japanese ancestry to internment camps? Were there other
    ethnicities that also experienced internment? Why were they interned?
    (The government wanted to keep the Japanese away from military installations and
    manufacturing plants, but it was ultimately due to racism.)
6. How did McCarthyism contribute to the discrimination of Chinese? What did the Chinese
    feel they had to do to avoid being discriminated against during this period?
    (McCarthy was a dangerous demagogue who instilled such fear in any one having even a
    remote connection to communism and a fear in Americans of perceived communists.
    Chinese kept their heads down and quiet to avoid bringing attention to themselves.)
7. There are many reasons why Asians and others continue to immigrate to America. What
    are these reasons? Discuss the challenges and advantages of each type of immigrant.
    [Some reasons immigrants come to the US are to flee dangers in their homeland

(violence, persecution, war), better job opportunities, higher education, improved living conditions and to reunite with families.]

PROJECT/SHARE:

1. What caused the economy to turn sour in the 1870's and 1880's and why did white Americans vilify Chinese immigrants? How are current events shaping racism?
    Two events (the Coinage Act of 1873 and the failure of the banking house of Jay Cooke) during the Long Depression caused the economic downturn. This resulted in a scarcity of jobs and the impending discrimination against the cheap chinese laborers. As the number of jobs tightened, the asians were filling these jobs because they were hard workers and their wages were cheaper.
2. Make a timeline of historical events leading up to the Chinese Exclusion Act.
    1790   The Naturalization Act of 1790
    1830   The first U.S. Census notation of Chinese in America
    1844   United States and China sign treaty of "peace, amity, and commerce."
    1854 The California Supreme Court decision, People v. Hall, rules that Chinese cannot testify in court.
    1858   California legally prohibits Chinese and "Mongolian" immigration.
    1862   The United States prohibits the importation of Chinese "coolies" on American vessels.
    1868   The United States and China ratify the Burlingame-Seward Treaty, which sanctions mutual emigration between the two countries.
    1870   Congress approves the Naturalization Act, barring Chinese from obtaining U.S. citizenship. The Act also prevents immigration of Chinese women who have marital partners in the United States.
    1875   Congress passes the Page Law, which bars Chinese, Japanese, and "Mongolian" prostitutes, felons, and contract laborer immigration.
    1878   A federal district court in California rules Chinese ineligible for naturalized citizenship.
    1880   The United States and China sign a treaty that allows the United States to limit Chinese immigration
    1882   Congress passes the Chinese Exclusion Act of 1882, which halts Chinese laborer immigration for 10 years and denies Chinese from becoming naturalized U.S. citizens.
3.   Summarize a landmark legal case such as U.S. vs Wong Kim Ark and Yick Wo vs. Hopkins case.
    1885   *Tape v. Hurley,* California's Supreme Court rules that the state entitles "all children" access to public education.
    1886   *Yick Wo v. Hopkins*, rules that laws that are enforced with racial discrimination violates the 14th Amendment.
    1893   *Fong Yue Ting v. United States*, the U.S. Supreme Court rules that Congress has the power to expel the Chinese.
    1898   *U.S.vs Wong Kim Ark,* The case rules that U.S.-born Chinese cannot be divested of their citizenship.

4. While wars are fought due to economic and ideological reasons, racism is often associated with these conflicts. How might this be true of the Vietnam or Korean wars?

CHAPTER 3: CIVIL RIGHTS & THE MODEL MINORITY (Video Timecode 5:16)

SCRIPT

In the 1960's, a tinderbox of rage and oppression towards African Americans finally reached a tipping point and the Civil Rights Movement exploded onto the national scene. Faced with accusations of institutional racism, white, mainstream America, with the government offering unofficial support, scrambled and pointed to the Asians: "See? Look at this minority group doing just fine in American society! They're successful, but more importantly, quiet and compliant. Can't you be like them?

Asian Americans, especially East Asians, were branded the "Model Minority". They were deceptively held up as the example for other races being discriminated against. They were the American excuse that racism did not exist- that other minorities just had to work harder.

This seeming compliment was actually a divisive weapon that fueled, rather than tempered racism and discrimination, and pitted other minorities against Asian Americans.

The term failed and continues to fail to account for the ever-changing demographics and needs within the diverse Asian community. It has tried to erase the needs of other communities and has created and perpetuated false stereotypes.

The label stuck and anti-Asian racism was simmering.

VOCABULARY/LIST OF TERMS:

> Oppression
> Civil Rights Movement
> Institutional Racism
> Model Minority
> Deceptively
> Discrimination
> Divisive weapon
> Demographic
> Perpetuate

QUESTIONS/DISCUSSION:

1. What was the first law to favor a specific race?
   (In 1790 the Naturalization Bill limited access to US citizenship to white immigrants.)

2. How did the Civil Rights Movement bring attention to the Asian American community? What term emerged from this attention?
   (The government used the Asian community (Japanese at the time) as an example of a minority that was getting along just fine without any aid from the government. The term "Model Minority" emerged.)
3. What does the term "Model Minority" refer to? What are the positive aspects of the term "Model Minority" and what challenges does the term create?
   (The "Model Minority" sounds like a compliment, however, by considering all Asian Americans as a "Model Minority" it fails to recognize the needs of certain Asian American ethnicities that are struggling and making them invisible.)
4. Most races are discriminated against in some way. What are some similar challenges they face and what are some differences? How does this compare to your lived experience? (Don't forget "white" as a race in your discussion.)
   Classroom Discussion

PROJECT/SHARE:
1. Discuss laws that have seemed to favor/disfavor a certain race.
2. What was the relationship between Blacks and Asian Americans preceding and during the Civil Rights Movement? What is this relationship like now (cite news articles, sources to support your discussion?) Or choose two other ethnicities to discuss. During segregation, many Asians in the South catered to both the white and black communities with grocery stores
3. What are some contributions that have been made by Asian Americans? What have they done that may have influenced your life?
4. What are the relationships between different ethnic & racial groups in your school and community? Reflect on what you may be subconsciously observing.

CHAPTER 4: ANTI-ASIAN RACISM TODAY - HISTORY REPEATED (Video Timecode 6:34)

SCRIPT

Today, with China becoming an economic and political power, the answer has been to play the same card by profiling Chinese people as a threat to American society**.**

Covid-19 was purposefully racialized for political purposes resulting in scapegoating and discrimination against Asian Americans.

Yellow Peril never went away. It just laid dormant and now has reemerged due to the current ills in our country and we are witnessing its disturbing and deadly effects.

Fact is, in 2020, the US Department of Homeland Security stated that the biggest internal threat, over any other threats to America, were **WHITE** supremacy groups!

This toxic stew of hate and racism is now boiling. Asian Americans are falsely being viewed as a proxy for China because they are easy targets to take out one's fear, anger, and frustrations.

VOCABULARY/LIST OF TERMS:

> Policy
> Profile
> Demonize
> Racialize
> Scapegoating
> US Department of Homeland Security
> White Supremacy Group
> Proxy

QUESTIONS/DISCUSSION:

1. What policies (eg., the China Initiative), have caused the profiling of Asians? What policies have caused the profiling of other races?
2. What are the different types of hate incidents? What is the difference between a hate crime and a hate incident?
   (The different types of hate incidents are verbal harassment, physical assault, shunning, civil rights violations
   Bias or Hate Incident: Acts of prejudice that are not crimes and do not involve violence, threats, or property damage.
   Hate Crime: At the federal level, a crime motivated by bias against race, color, religion, national origin, sexual orientation, gender, gender identity, or disability.)

3. What events/circumstances contributed to the idea of "Yellow Peril" in America?
   (The first and second waves of immigrants brought cheap laborers and "coolies" whose actions and characteristics fed into the idea of Yellow Peril.)
4. What are some examples of systemic bias?
   (Passing laws and policies such as the Naturalization Bill, the Chinese Exclusion Act, and the China Initiative.)

PROJECT/SHARE:

1. Many uses Critical Race Theory as a lens with which to examine the effects of systemic racism and its current impact on minority groups. What is Critical Race Theory? What is an opposing view to this theory?
   It is based on the premise that <u>race</u> is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to oppress and exploit people of color. Critical race theorists hold that the law and legal institutions in the United States are inherently <u>racist</u> insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially <u>African Americans</u>.
2. Ethnic Studies is a study of race and ethnicity in the United States through a study of the experiences and history of different underrepresented racial groups. Do you think that ethnic studies should be part of the school curriculum. How well do you think your history classes have covered the different regional, ethnic or racial groups?
3. In what ways does our competition with China contribute to discrimination against Asian Americans? What can be done so geo-political discontent will not spill over to affect the daily well-being of Asian Americans?

CHAPTER 5: HEALING OUR AMERICA (Video Timecode 7:34)

<u>SCRIPT</u>
Hate and Racism has shaped America's past and we must not let it shape our future.

Because America is a nation made up of immigrants and their sons and daughters. Hard work and innovation made this country great. Because America stands for a land of opportunity and hope, not of xenophobia and racism. Where all men and women are created equal, "One nation under God, indivisible, with liberty and justice for all."

Today, the foundations of American democracy are being shaken due to racism.
For the good of the country, we must stand together against hate and racism.

For the good of the country, we must rediscover our moral compass.

Asian Americans - a term that encompasses more than 20 distinct ethnic groups, each with its own rich history and culture - have the right to participate equitably in our society.
Asian Americans - just like every other minority group - are loyal Americans and not foreigners.

They make up part of the unique mosaic and strength of the American landscape. Asian Americans have the same rights as all other Americans. This is the foundation of America, the American dream. America's strength.

<u>VOCABULARY/LIST OF TERMS:</u>

> Innovation
> Moral compass
> Ethnic group
> Equitable
> Foundations of American Democracy
> Mosaic

<u>QUESTIONS/DISCUSSION:</u>

1. What is the difference between "equality" and "equity"? Is one more fair than the other? (Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.)
2. What are the foundations of Democracy? (Worth of the individual, equality of all persons, majority rule-minority rights, individual freedom and necessity of compromise.)
3. Are all Asians in America citizens of the US? Why are Asians continually considered the perpetual or forever foreigners? [Not all Asians are American citizens. Some are permanent or conditional residents, non-immigrants (students, business visitors, tourists, fiancées or those with protection status) or undocumented persons.]

4. Suggest ways to better the understanding of Asian American communities in the US.
   Classroom Discussion
5. Starting with the most important, list what you feel are the priorities in people's lives today. Would you reorder them to promote a more harmonious society?
   Classroom Discussion

<u>PROJECT/SHARE:</u>

1. <u>Name 19 Asian American Ethnic groups in the US</u>. Different Asian ethnicities immigrated for very different reasons. <u>What are some of these reasons</u>?
   Seek work, better education, reunite with families, better living conditions, flee homeland as refugees and asylees,
2. Meet someone in school whose ethnicity differs from you and spend a week with them, learn something about their family history and culture, teach them about yours and share it in class.
3. Choose an <u>Asian American content creator</u> and learn about their background.

CALL TO ACTION: (Video Timecode 8:49)

SCRIPT

Here's how you can make America stronger:

One: At the most fundamental level, each of us must recognize and examine our own biases, find out where they came from, and whether they need to change.

Two: we must all step out of our comfort zones to learn about different cultures, have conversations with different people - in your neighborhood, at work, at play; because familiarity dispels fear and builds friendships.

Three: We must no longer be innocent bystanders but get involved in building a stronger community. Your community.

And four: We must participate in our cherished democratic process of voting for people who will fight for social justice and against systemic racism.
There's plenty of work to be done. Plenty of hate to wash away. So let's step up our efforts because together we have the power to right our own ship...

Let's create impact together. Visit 1990 Institute's website to find out more about what you can do. Stay informed and stay engaged. Subscribe to our newsletters, video channel and follow us on social media.

VOCABULARY/LIST OF TERMS:

> Dispel
> Bystander
> Social justice
> Systemic Racism

QUESTIONS/DISCUSSION:

1. What are the four suggested ways to promote unity and make America stronger? Which do you think is most important and why? / Examine our own biases, have conversations and learn about different cultures, Get involved, Participate in our democratic process)
2. What is an example of an activity you could do for each of the four suggested actions? Classroom Discussion

PROJECT/SHARE:

1. Devise a method to challenge yourself/your group to engage in one of the four suggested paths towards unity. (Or create your own method.) What did you choose to do and why? Did the result surprise you? Why or why not?

2. Many people do not wish to discriminate against others, what might be some reasons they inadvertently do? What ideas/actions can you suggest that would lessen the likelihood of future discriminatory acts?
3. If you have been discriminated against and you could speak to the offender, what would you explain about yourself to them? What would you ask them? What would you do if you saw someone being discriminated against?
4. Come up with a "Do's and Don'ts" list to outline actionable items based on the four suggested paths. What may be one simple suggestion you may give to your classmates or family members that can help to undercut racism and discriminations?

VOCABULARY WITH DEFINITION

Introduction

Racism - prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

Deep-seated racism - very strongly felt or believed and very difficult to change or get rid of

Implicit bias - attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious way, making them difficult to control.

Explicit bias - attitudes and prejudices we are aware of on a conscious level

Systemic racial bias - systems in place that create and maintain racial inequality

Ideology - system of ideas and ideals, especially one which forms the basis of economic or political theory and policy

Inscrutable - impossible to understand or interpret.

Pandemic - (of a disease) prevalent over a whole country or the world.

Civil Society - the "third sector" of society, consisting of a community of citizens linked by shared interests, purpose, values and collective activity, distinct from government and business.

Chapter 1

Mass media -the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.

White decision makers - white leaders in positions of power

Perceptions - a way of regarding, understanding, or interpreting something; a mental impression

Algorithm - a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

Echo chamber - an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered

Stereotype - a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Prejudice - preconceived opinion that is not based on reason or actual experience

Rhetoric - language designed to have a persuasive or impressive effect on its audience, but often regarded as lacking in sincerity or meaningful content.

Xenophobia - dislike of or prejudice against people from other countries.

Chapter 2

Immigrant - a person who comes to live permanently in a foreign country.

Exploit - benefit unfairly from the work of (someone), typically by overworking or underpaying them.

Vilify - speak or write about in an abusively disparaging manner.

Liberty - the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views.
Red-baiting - harass or persecute (someone) on account of known or suspected communist sympathies
Demagogue - a political leader who seeks support by appealing to the desires and prejudices of ordinary people rather than by using rational argument

Communism - a political theory derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs.
Existential threat - concerned with the existence of a threat
Nebulous - unclear, vague, or ill-defined.
Transcontinental Railroad - From 1862-1869, the Central Pacific railroad beginning in Sacramento, CA on the west and the Union Pacific Railroad emanating from Omaha, NE on the east would lay down track and link the United States from east to west. They met and joined in Promontory, Utah.
Chinese Exclusion Act of 1882 - President Chester A. Arthur signed it into **law** on May 6, **1882** suspending **Chinese immigration** for ten years and declaring **Chinese** immigrants ineligible for naturalization.
Pearl Harbor - the naval base and headquarters of the U.S. Pacific Fleet, Honolulu county, southern Oahu Island, Hawaii, U.S. It is known for the surprise Japanese air attack on December 7, 1941, that temporarily crippled the U.S. Fleet and resulted in the United States' entry into World War II
Joseph McCarthy - a vociferous campaign against alleged communists in the US government and other institutions carried out under Senator Joseph McCarthy in the period 1950–54. Many of the accused were blacklisted or lost their jobs, although most did not in fact belong to the Communist Party.
McCarthyism - a campaign or practice that endorses the use of unfair allegations and investigations
Yellow Peril - a term referring to the belief that East Asians pose an inherent danger to the Western power, values, social order and culture.
Internment Camp - a concentration camp for civilian citizens, especially those with ties to an enemy during wartime.

Chapter 3

Oppression - prolonged cruel or unjust treatment or control.
Civil Rights Movement - a movement in the 1950's for the rights of citizens to political and social freedom and equality.
Deceptively - in a way or to an extent that gives a misleading impression; to a lesser or greater extent than appears the case.
Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
Divisive weapon - method tending to cause disagreement or hostility between people.
Demographic - a particular sector of a population.

Perpetuate - make (something, typically an undesirable situation or an unfounded belief) continue indefinitely.

Institutional Racism - racism that is embedded through laws within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power, and education, among other issues.

Model Minority - a minority whose members are perceived to achieve a higher degree of socioeconomic success than the average population.

Chapter 4

Policy -a course or principle of action adopted or proposed by a government, party, business, or individual.

Profiling - the recording and analysis of a person's psychological and behavioral characteristics, so as to assess or predict their capabilities in a certain sphere or to assist in identifying a particular subgroup of people.

Demonize - portray as wicked and threatening (whether or not they are)

Racialize - make racial in tone or character.

Scapegoating - a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency.

US Department of Homeland Security -

White Supremacy Group - the belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups, in particular black or Jewish people.

Proxy - a person authorized to act on behalf of another

Chapter 5

Innovation - a new method, idea, product, etc.

Moral compass - used in reference to a person's ability to judge what is right and wrong and act accordingly.

Ethnic group - a community or population made up of people who share a common cultural background or descent.

Equitable - fair and impartial; valid in equity as distinct from law.

Foundations of American Democracy -

Mosaic - a combination of diverse elements forming a more or less coherent whole

Call to Action

Dispel - make (a doubt, feeling, or belief) disappear.

Bystander - a person who is present at an event or incident but does not take part.

Social justice - justice in terms of the distribution of wealth, opportunities, and privileges within a society.