

RACEOLOGY 101

FUNDAMENTALS FOR UNDERSTANDING & CHANGE

DISCUSSION STARTER GUIDE



CLEO SCOTT BROWN

CAN WE TALK?

How to Use the Raceology 101 Discussion Starter Guide

About Raceology 101

Based on years of conversations on race, Cleo Scott Brown has identified recurring questions, issues, and areas of misunderstanding that negatively impact progress in race relations work. ***Raceology 101*** is a collection of writings that will take everyone back to the basics—those fundamental issues that must be clearly understood and addressed to make meaningful progress in improving race relations.

About This Guide

While ***Raceology 101*** is beneficial to the individual reader, its benefit is multiplied when it is used in a group setting coupled with in-depth discussions. It is especially impactful when used in a group that already has established relationships. This Discussion Guide is designed to make that process simple by providing discussion facilitators with starter questions and activities. Individuals may also use them as “questions to ponder” after reading each chapter.

This guide can be used as outlined below.

1. Each chapter in ***Raceology 101*** addresses a certain aspect of race relations. This guide provides discussion starter questions for each chapter.
2. Groups may wish to go through the entire book together or select chapters that focus on topics with specific application to the group. In either case, facilitators will find a listing of recommended discussion questions from which they can select for each time their group meets.
3. To locate the discussion questions for a particular chapter, find the chapter number and name in the Table of Contents and click on it. It is hyperlinked to the questions for that chapter.
4. To review the various topics covered by ***Raceology 101***, go to the Topical Index and click on the topic to take you to the related Chapter.

Table of Contents

<i>How to Use the Raceology 101 Discussion Starter Guide</i>	1
<i>Can We Just Leave the Past in the Past? (Raceology Page 1)</i>	5
<i>What Did You Just Think? (Raceology Page 3)</i>	6
<i>OMG! The Last Jim Crow Generation is in Charge! (Raceology Page 6)</i>	7
<i>I Wonder Sometimes (Raceology Page 10)</i>	8
<i>Maybe I'd Rather Believe a Lie (Raceology Page 13)</i>	9
<i>Do We Have Race-Based PTSD? (Raceology Page 16)</i>	10
<i>Brown People Are Bad (Raceology Page 20)</i>	11
<i>Race Problems Begin with Image (Raceology Page 22)</i>	13
<i>What I Learned at the Radio Station (Raceology Page 25)</i>	14
<i>Operating Under the Influence (Raceology Page 30)</i>	15
<i>Reaping What Has Been Sown (Raceology Page 33)</i>	16
<i>The Paradox of the Cross and the Lynching Tree (Raceology Page 36)</i>	17
<i>Why Racism Really Isn't "THE" Problem (Raceology Page 40)</i>	18
<i>Unintended Consequences (Raceology Page 45)</i>	19
<i>I Hate the Government (Raceology Page 48)</i>	20
<i>Bamboozled, Again! (Raceology Page 51)</i>	21
<i>I Really Wanted a BMW: Perils of Having Sons (Raceology Page 54)</i>	22
<i>Fathering Is Not Just for Fathers (Raceology Page 57)</i>	24
<i>Under the Microscope (Raceology Page 60)</i>	25
<i>What Would Mother Have to Say? (Raceology Page 63)</i>	26
<i>Why is There a National Holiday Honoring Dr. King? (Raceology Page 65)</i>	27
<i>I Didn't Like It, So I Changed It! (Raceology Page 68)</i>	28
<i>The Saddest Day (Raceology Page 71)</i>	29
<i>The Message of the Cross (Raceology Page 74)</i>	30
<i>The Dangerous Power of One (Raceology Page 78)</i>	31
<i>Lessons from a Funeral (Raceology Page 82)</i>	32
<i>Smart but Invisible (Raceology Page 84)</i>	33
<i>No Black People on the Plane! (Raceology Page 88)</i>	34
<i>I OD'd Today! (Raceology Page 91)</i>	35

Hurricane Katrina Rages On (Raceology Page 94) 36
Outta Compton, Into My Neighborhood (Raceology Page 97)..... 37
Who You Going to Call? Call A Myth Buster! (Raceology Page 99) 38
The Perfect Storm (Raceology Page 104)..... 39
The Slippery Slope to Genocide (Raceology Page 107) 40
Death of the American Dream: Reflection on an Election (Raceology Page 117) 42
Final Words (Raceology Page 120)..... 43

Can We Just Leave the Past in the Past? (Raceology Page 1)

Focus: Blocking or avoiding conversations on race; History

1. How can the use of the phrase “why don’t you just leave the past in the past” be dehumanizing (dehumanizing defined as the act of making someone appear less than human)?
2. Who benefits from not talking honestly about the past? How?
3. What makes talking about the past as it relates to race so difficult? Have each person write down at least two reasons before the group starts to share. Compile a list. Mark any reasons on the list that are shared by multiple participants. Are you surprised by any of the answers? Why?
4. Using the responses to question 3, brainstorm possible ways to address the issues identified, particularly the ones expressed by multiple people.
5. When we pretend that something traumatic never happened by not talking about it, what may be the outcome?

What Did You Just Think? (Raceology Page 3)

Focus: Biases; Conscious Thinking

1. Before the meeting, the facilitator of the group should find pictures to briefly show to the group. Each participant will then be asked to quickly answer questions about each person, including their likely education and income level, whether they were from an urban or rural area, and whether they looked trustworthy. Compare answers and reasons for differences.
2. We automatically quickly evaluate everyone we meet. Who can benefit from these evaluations and who may not benefit? Brainstorm ways that these automatic evaluations could impact:
 - a. Job application reviews
 - b. Hiring decisions
 - c. Selections for awards
 - d. Placements in special programs
 - e. Jury selection and jury verdicts
 - f. Policing
3. What would help us to start thinking more consciously?

OMG! The Last Jim Crow Generation is in Charge! (Raceology Page 6)

Focus: Jim Crow; Unresolved Issues from the Jim Crow Era

1. Divide the group into halves for this exercise to learn more about Jim Crow. One group will represent African-Americans and the other group will represent all other ethnicities. Have each group present what their group could expect under Jim Crow laws using the following topics:
 - a. Schools
 - b. Travel
 - c. Hospitals
 - d. Employment
2. Invite African American seniors to share actual life experiences from the Jim Crow era with the group. Set parameters before the sharing begins: No interruptions for questions or comments; after a person shares, responses must be limited to the statement “Tell me more about.....” After the sharing, have individuals write for seven minutes the answer to the following two questions—“What I just heard made me feel.....” and “The major ways his/her experiences are different from mine are.....” If someone finishes writing before the seven minutes end, they must sit silently until time is called. When the time is called, break into sets of two, preferably of different ethnicities or ages and share your answers. Have participants who are willing, share their writings with the entire group.
3. Brainstorm how unaddressed issues of the last Jim Crow generation might be impacting race relations today.
4. Divide into two groups. One group will compile a list of long-term economic impacts when a group has its access restricted by law. The second group will compile a list of benefits that accrue to future generations when they have their access guaranteed by law. In what ways have generational losses been addressed? Why are so many people against doing anything to address generational losses caused by racial policies and legal systems?
5. Another version of #4 would be to divide into two groups along racial lines. Have each group compile both listings and look for major differences in what is included and what is omitted between the groups. Discuss possible reasons for differences in how groups view and interpret the benefits and harm of the Jim Crow system. Were there differences within groups based on age?

I Wonder Sometimes (Raceology Page 10)

Focus: Race-based Terrorism; Race-based PTSD; Long-term impacts of terror on children

1. Acts of violence against African American leaders and their families were often random. Days or even months could pass without an incident and then suddenly one night, something would happen. What role did the randomness of the acts of violence play in creating terror?
2. Do you believe that it is possible to make amends for bad deeds done in the past? If yes, what are some possible ways to make amends? If no, why not?
3. Is there someone to whom you should apologize and/or make amends to or do you believe these conversations should be avoided? What would you expect the response to be? What could be some of the benefits and risks of having such a conversation? If you received a negative response to an apology, how would you feel?
4. If someone apologized to you for past misbehavior, how would you respond? What could make such a conversation be useful in healing divisions?
5. What are some reasons for the current movement to legislatively omit certain history from textbooks and reference materials? Do you believe it is best to avoid in our classrooms historical truths relating to race?
6. What would be some benefits of a simple acknowledgement of America's racial past?
7. Do you believe that acknowledging America's true racial history would lead us to addressing deeper issues such as how race plays a role in the policies and procedures of the institutions around us? Why or why not?
8. If members of your family were involved in creating policies or committing acts that were very detrimental to others based on their race or ethnicity, would you be afraid to know your family's history? Why or why not? Would you try to keep it hidden?

Maybe I'd Rather Believe a Lie (Raceology Page 13)

Focus: American History; Lying About History; Healing; Acknowledging History

1. What prevents us from telling the truth about our American history? In what ways would truth hurt us? In what ways would it heal us?
2. Using the following categories, what are the major omissions we commonly see when these historical topics are presented:
 - a. Slavery
 - b. The removal of Native Americans from their land
 - c. The Mexican-American War and the Treaty of Guadalupe Hidalgo and their impact on Mexicans whose land became a part of American territory
 - d. Reasons for secession of southern states and the Civil War
 - e. [Chinese Americans](#), after their major infrastructure contributions
 - f. The impact of Jim Crow
 - g. Symbolism of the Confederate Flag
3. If the truth about slavery was taught in classrooms, would African American students still feel embarrassed? Would Euro-Americans students still feel inclined to taunt their African American classmates about their ancestors being slaves? Would developers still name places where people live today "plantations"?
4. Based on the recommendations of people in the group, compile a list of books that the group should read to gain a better understanding of race in America.

Do We Have Race-Based PTSD? (Raceology Page 16)

Focus: Race-based Trauma; Race-Based PTSD; Silencing History

1. Discuss possible outcomes when people who have suffered a trauma are never allowed to speak of the trauma or they pretend the trauma never occurred by never speaking of it or consciously thinking of it.
2. Why do you think that the requirement of silence is so strong in American society? Why don't people want to know the truth, particularly about things that happened in the lifetime of people who are still alive?
3. In the comment section of papers and on social media, you often find Euro-Americans passing judgement on whether a critical African American experience should or should not be shared and discussed. Why do some people feel compelled to silence stories that do not reflect the America they believe in?
4. Why are people of color often accused of causing division or hate simply for sharing their own experiences?
5. Think about the last time someone shared a race-related story with you. How did you respond? Did you 1) discount it totally; 2) look for reasons to justify why race didn't have anything to do with it; 3) argue with the person about the story's meaning; 4) compare the issue to issues in other groups? How do you think this affected the person who was doing the sharing? Why is it difficult to listen to and accept the experiences of others related to issues of race?
6. What types of problems could result from being required to live, work and interact with people who have caused a race-based trauma? Give some examples.
7. A generation of African Americans is growing up with the trauma of continuous videos of people who look like them being thrown around or even murdered for no or minimal offense, either at the hands of mass murderers or at the hands of policemen. What is being done or should be done to address this trauma and the resulting fear created for the entire African American community, and especially for parents and their children?
8. The image of people in America of Mexican and South American descent has been redefined from family-oriented hard-workers to gang members and drug dealers by people who direct the thoughts and actions of other people. Make a list of outcomes from this redefinition and their impact on ordinary people's lives? Did the list of outcomes differ by the race and ethnicity of the preparers? If so, why? Is it hard to see a problem that doesn't directly impact you?
9. Discuss possible implications of police officers assigned to schools with children already afraid of them due to the trauma of the reporting and the discussions in their homes of police misconduct toward people of color.
10. Does trauma feel greater when the people who caused the trauma pretend that the trauma never occurred? Yes or no and why?

Brown People Are Bad (Raceology Page 20)

Focus: Self-image, Media images, Black Boys; Black Children; Youth

1. The facilitator should tell participants that a list of phrases will be called out and after each phrase, participants are to quickly list the first three words that come to mind.
 - a. White people on television
 - b. Black people on television
 - c. Asian people on television
 - d. Latino people on television

Are these words mostly positive, negative, or neutral? Why or why not?

2. Research shows that it is easier to change how people think through entertainment than through facts and figures, as our minds do less filtering when we think we are just being entertained. Consider the shows you regularly watch. What unfiltered lessons are they teaching you about non-Euro-Americans?
3. If you have no close friends in another ethnic group, where do you get your ideas about that group? How do your thoughts about a group impact your expectations for individuals in that group?
4. Try to experience the story on page 20 through the eyes of the little African American child. What is he thinking? Feeling? What could be the long-term impact of negativity being applied to oneself at such a young age.
5. What kinds of things are done or said in the school setting that help perpetuate and/or increase negative feelings about people of color? If possible, separate into two groups to compile answers to this question, one of Euro-Americans and everyone else in the other group. Are the lists similar or different? Why or why not? What can be done in our schools that will reduce this negative feeling about one's skin color or ethnicity? (If this is an adult group, also ask some school-aged youth to answer these questions prior to your meeting to see if the responses are different.)
6. Have each person in the group share at least one thing they have heard or seen done or not done that they believe negatively impacted a child of color's self-worth. Compile a list. If participants are willing, ask them to share whether they believe they could have intervened/stopped or changed the situation.
7. Have the group go through the list prepared in #6 and each person decide whether: 1) they have been complicit in a similar situation; 2) they have done or said similar things and recognize that they should have done something different; 3) they have done and said similar things and don't understand why it is a problem; and 4) they are decision-makers who could address the situation. Discuss the answers.

8. What can be done to increase a positive self-image for little boys of color? What can you do personally?

Race Problems Begin with Image (Raceology Page 22)

Focus: Media-created racial images; Racial self-identify

1. The power of the media to quickly influence public opinion is clearly documented. Why do people discount its influence whenever there is a discussion about its role in creating negative racial images?
2. At what age did you first become aware of race and that it made a difference? What made you become aware?
3. List conclusions you drew about large groups of people via the media that you later discovered were not true, i.e. more black men in jail than in college; most poor people are black, etc.
4. In what area(s) of your life do you feel that your skin color makes a negative impact? Why? Have you ever tried to address the issue with the people involved? If yes, what happened? If no, discuss with the group some things that could be done.
5. Share examples of policies that have been built around false narratives that first came through the media.
6. How do we counteract these negative images presented to us daily?
7. What can we do to change the negative representation of people of color?
8. Have we contributed in any way to the creation and/or perpetuation of these distorted images? Are our dollars supporting them? Why or why not?

What I Learned at the Radio Station (Raceology Page 25)

Focus: Media; Propaganda; The power of the media to shape opinions

1. What are your thoughts about the quotes at the beginning of the chapter?
2. Pick one or two news stories with racial-overtones in advance of the discussion. Find related newspaper and video clips from a wide variety of sources, always including the main news outlets of FOX, MSNBC, CNN, NPR and network news in the analysis. Have participants share what they found. What were the differences in the reporting? What adjectives were used to describe the people or the incident? Were they words designed to guide you toward a certain feeling? What information was included in one but not in another that you thought was central to the story? Compare what you thought was important to what others in your group thought was important. Did the omitted information change how you felt about the situation?
3. Why do you think there are such differences in the way things are reported? How do these differences impact discussions about race? Can common ground be found if the ethnic groups at the table start with two very different understandings of a situation? How?
4. Do you check stories for accuracy before sharing? Can you identify any stories that you shared in the last year that were all or mostly inaccurate?
5. What could be the long-term impact of a very small group of people owning and controlling content of most of the country's local news? (It will be useful to watch this video before you discussion. It shows local news networks across the country required to read the same script: <https://youtu.be/fHfgU8oMSo>)
6. Is it dangerous for a single family or small group to have that level of control over what the rest of the country hears and thinks, even if they say things with which you agree?
7. Throughout America's history, Black organizations that advocate for equality and against social injustices have been systematically attacked and demonized through the media. Research some of the techniques that were used. In what ways are other Americans, or even you personally, used to destroy these organizations or reduce their influence?

Operating Under the Influence (Raceology Page 30)

Focus: Leadership, Influence, Impact of leadership on issues of race

1. Discuss examples of times you have seen new leadership transform an organization, agency, or municipality, either for good or bad. How can one person have that much impact? In what ways do supervisors impact the work environment?
2. List all the places where you exercise influence, such as in your home, in organizations, at work, and in social settings. In each space, what lessons are you teaching through your words and actions about people of color, about their institutions, their behaviors, etc.?
3. Find and discuss examples of people or organizations being attacked based on the words or comments of an individual.
4. The essay talks about the two things most necessary for learning, particularly for students in a minority status in their school—acceptance and high expectations. Are these two ingredients found in your schools? Why or why not?
5. Share your most negative experience with a teacher of another racial group. In what ways was it impactful? How long do you believe the experience impacted your life?
6. What are some ways that teachers can positively impact race relations in the classroom?
7. For many children of color, their first and often only direct experience with Euro-Americans is through their female Euro-American teachers. Because of this, could teachers be playing a major role in setting the tone for the country's future race-relations, especially since the vast majority of classroom teachers are not people of color? Why or why not? Will this be a good tone for America? Why or why not?
8. What are some of the long-term impacts of having teachers who ignore or treat as inferior the history, music, and literature of another culture?
9. Everyone is under the influence of something or someone. List the major influencers of your opinions about people of color and current events. Are these sources fair and balanced? Would you consider these to be positive? Share your list with someone from a different racial or age group and discuss. Are there any major sources of influence on your list that you should reconsider? Are there some people on your list of influencers who are clearly biased in their opinion?
10. Where can we turn to gain a more balanced view of people of color? Have the group compile a listing.
11. Identify and make a list of things, places, organizations or people that you will acknowledge having biased opinions about, without really knowing about them. What will you do to change this?

Reaping What Has Been Sown (Raceology Page 33)

Focus: White Nationalism; the politics of fear; Jim Crow

1. When an African American president was elected, several very high-level members of Congress announced that they were going to “Take their country back.” Write down your interpretation of this statement when you first heard it or whether you gave it no real thought when you heard it. Compare the different interpretations. In what ways were the responses similar and different? Were there similarities by race?
2. Jim Crow laws created a system where Euro-American males rarely had to compete with any other group for jobs, housing, college slots, political appointments, etc. In what ways did this not having to compete against others impact hiring policies and attitudes we find in the workplace today?
3. Why do you think so very little emphasis was placed on the person or people responsible for the web content that helped radically change the mind of a young man into the mind of a murderer? Why was this part of the story so deemphasized, especially in the Charleston media market, since the person writing the content was alleged to be from the Charleston area?
4. If a Black young adult had entered the oldest Euro-American church in a city and murdered a Senator, a high school coach, a librarian, and six other people after he had read and believed propaganda against white people, what parts of the story do you believe would have played out very differently:
 - a. The policeman replaces his gun into his holster when approaching the vehicle of a suspected mass murderer. Another officer also replaces his gun. (Link to arrest video [HERE](#))
 - b. The very gentle manner in which the murderer was taken into custody, no snatching the suspect from the vehicle or slamming them against the vehicle.
 - c. The policemen stop at the Burger King to buy something to eat for the suspected mass murderer of people inside a church, because he said he was hungry.
 - d. The mercy shown toward the murderer by the family of the victims.
 - e. The community’s non-response to the organization and website that produced the destructive content that led to the murders.
5. Why do we seldom hear our leaders or even our media call out the people who openly lie and/or sow seeds of distrust and fear about people of color?

The Paradox of the Cross and the Lynching Tree (Raceology Page36)

Focus: Christianity; Social Injustice; Faith; Racial Division; Religion; Love vs. Fear

1. In each instance below, explain how and why were/are people able to separate extreme acts of inhumanity from the image of the people who committed them:
 - a. Lynchings—people commit extremely inhumane acts but still considered themselves good, decent members of a primarily Christian community
 - b. Christian Plantation Owners/Leaders—We separate the selling of human beings, the murders, the rapes, and other atrocities from their excellent reputations as described in our history books and in our town hall histories and in the stories passed down through the generations
 - c. Plantation Mistresses: The image of the cultured, genteel lady of the house vs. the lady who oversaw and/or overlooked or participated in horrific things taking place within and outside her home.
2. During the Civil Rights era and even before that time, some Protestant groups took a church position that Black people were cursed in Genesis after the big flood to forever be in servitude, and they were not to mix with other groups. Many older adults lived all their formative years under this church doctrine. How does one change/reject a religious teaching that was formative? How difficult is it to change?
3. Will a group ever be able to come wholeheartedly to the defense of a group if they have been taught that God ordained their mistreatment?
4. Early in America's history, the Christian church began taking compromising positions on race issues when love, as taught by Jesus, competed with commerce. How does the church begin to rid itself of a 300-year-old stronghold?
5. Often the primary source of attack against African American Christian ministers during the Civil Rights period were Euro-American Christians. If both professed to read the same Bible and worship the same God, why was there such a lack of compassion of one for the other?
6. Why is it still so difficult for many Euro-American Christians to come to the defense of Christians of color today, particularly those who claim the same denomination? Why has the fight to ban truth in history become a Christian-created and led fight? Why is it so rare to hear a nationally-recognized Euro-American pastor address this growing racial meanness within the church and the underlying reasons for economic inequities in America?
7. Is fear over-shadowing love in the battle for centerstage? Why or why not?

Why Racism Really Isn't "THE" Problem (Raceology Page 40)

Focus: The root cause of the great American racial divide; Greed; Asians; Native Americans

1. Discuss ways that the statuses of various ethnic groups have changed in America's history.
2. What was behind the change in the treatment of a group?
3. Racism is defined as prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Before reading the essay, did you think that racism was the root cause of the racial division in this country? Explain your answer.
4. After reading this essay, did it change your opinion about the root problem? Why or why not?
5. How can we use this information to create new strategies for dealing with the racial divide?

Unintended Consequences (Raceology Page 45)

Focus: Anti-Government Movement; Unintended Consequences

1. Can American ever recover from normalizing uncivil behavior in politics? What would it take to make politics more civil?
2. Do you try to learn about the people running for office before election day? Where do you get your information about political candidates? Is that a good source? What could be done to make it easier to learn the position of the candidates other than having to attend a political forum? Who or what would you need to implement your ideas? Work out a plan to make it easier to find out the positions of candidates.
3. How do we get more people politically engaged? How do we convince them that it is worth their time?

I Hate the Government (Raceology Page 48)

Focus: Impact of Citizens United/Big Money in Politics

1. List potential and actual negative outcomes of electing people who are anti- whatever office they are running for.
2. Do you notice when a political ad is released by someone or an organization other than the candidate? Why should that matter to you?
3. If it is an election season, watch television ads and record the names of sponsors, if the ad is not sponsored by the candidate. Use the internet to research the position of the sponsors. How did knowing who ran the ad affect your opinion of the ad?
4. What could be some reasons an organization would create and run an ad rather than donate money to the candidate and let them create their own ads?
5. Research the internet for large contributions made by billionaires in recent elections. Why do you think they made millions of dollars in contributions? How could they potentially impact the outcome of the election?
6. Research major office holders in your area to see their donor sources. A good tool to use is www.followthemoney.com. Sort by candidate and specific business to determine the type of funder. Is any individual or industry contributing a large portion of an elected official's funding? Why should this matter?

Bamboozled, Again! (Raceology Page 51)

Focus: Poverty; White Poverty; Benefits of Poverty; The divide between poor whites and poor blacks and who causes and benefits from the division

1. Why is it beneficial for low-income people of different races to be in conflict with each other? Who benefits most from these disagreements?
2. Compare the marking of poverty with a white face vs. a Black face. In what ways does marking change the response and the solutions to poverty offered by the government?
3. How do we change the narrative around poverty, especially when most of the America's poor are white?
4. Identify places, organizations, and other things in your community that contribute to the blame game when discussing how to effectively help people competing for limited economic resources.
5. Does the huge economic benefit to businesses of providing services to the poor reduce the likelihood that the services provided and the rules that are made will actually move the poor out of poverty?
6. Brainstorm ways to bring lower income groups together across racial lines.

I Really Wanted a BMW: Perils of Having Sons (Raceology Page 54)

Focus: Policing; Males; Boys of color; Mothers of Black Males; Police; Stand Your Ground

1. Compare your level of expectations for a boy of color vs. a Euro-American boy from a similar background. How does your level of expectation impact the heart, performance, and future of a child, even if you don't have direct contact with that child? What things, including positive emotions and affirmations, have you withheld from boys of color?
2. Have you ever had a conversation with a person of another race about the over-policing of African American and Hispanic males? What emotions did you feel after the discussion? Anger? Enlightened? Frustrated? Why?
3. What would it take to make this policing problem relevant and of concern to people other than the people most impacted by the problem?
4. Many African American parents are bewildered by the lack of compassion and understanding they receive from parents of other races about policing issues. What could be some of the reasons for such a great discounting of this major problem for people of color? Why do so many non-African American parents seek justification for things they would not tolerate happening to their own children?
5. Yale conducted a study that showed that when people are told about certain circumstances negatively impacting a child, there is greater empathy for the child only if the child and the person hearing the story are of the same race. Their study showed an "empathy deficit" if the child and adult were of different races. If we naturally are less likely to feel the hurts of people of a different race, must this be addressed before race relations improve? What things can be done to reduce this empathy deficit?
6. What are the implications of an empathy deficit in the classroom? In a time when schools are filled with children traumatized by the constant reporting of people who look like them being murdered, is there appropriate understanding and sympathy exhibited in the classroom if the teacher does not relate to or connect to the problem or the circumstances? What could be the long-term impact of children who are fearful having teachers who glorify and justify the acts of the ones who make them fearful? What does this do for the feeling of safety that a child should feel within their school?
7. What happens when the teachers who make children feel safe are fired or otherwise pushed out of the profession by the new wave of "anti-woke" laws? What will be the impact of recent laws that prevent training in the areas of greatest impact for children of color?
8. Using police officers to deal with such young children for things that are not crimes or threatening them with police action in elementary and middle school is creating early negative relationships with law enforcement. How could this impact the future effectiveness of police departments?
9. Should a teacher be allowed to teach who has pre-conceived negative expectations about the level to which an African American or Hispanic male will climb?

10. Identify policies and practices directed toward African American males that cause them to be treated differently. What has been the impact? With so many negative outcomes, why are these policies not being changed?

Fathering Is Not Just for Fathers (Raceology Page 57)

Focus: Black Males, Educators, Male Mentoring, Male Role Models, Black Boys, "The Talk"

1. Were you surprised by the number of males present for the first parent meeting of the year?
2. What are some of the negative effects of the lack of a male presence in homes and in most schools?
3. Discuss ways that children are impacted by the lack of seeing someone who looks like them in a position of authority and power, either in person or in their textbooks, or represented in film, posters, etc.
4. What would be the purpose of giving college names to a third grade class?
5. What are the main ways that boys learn how to relate to females? Who should teach boys not to objectify women?
6. If you work with children, are an employer, a potential volunteer, or work in the media/creative arts area, what can you do in your own space to increase the visibility of positive male images of people of color? Why is this important?
7. If you are an African American parent of a son, share with the group how it feels to have to have "the talk" with your sons, as did many generations in the past.

Under the Microscope (Raceology Page 60)

Focus: Leadership; Workplace Bias; School Bias; Scrutiny

1. Discuss what it means to be under “the microscope”.
2. Identify a time in your personal, school, work or social life when you felt that you were put under a microscope. Who or what had you under a microscope?
3. List words to describe how you felt while being under the microscope. Have the group compile a listing of these descriptive words.
4. Have people in the group share some of their microscope experiences. How long did the effects of this experience impact your thinking and your life? If the impact of a microscope experience is so long lasting, why do we frequently discount the experiences we cause for others?
5. Identify children and adults with whom you have a personal relationship or over whom you have some authority or who are impacted by policies and decisions that you make. Can you identify anyone whose actions you scrutinize more than most others? Compare rules and evaluations made for people of dissimilar races and genders. Examine for any differences.
6. We criminalize teens for the same things many of us did as teens, yet we don't see ourselves today as other than great citizens. Why do we support placing such severe restrictions on people for life, especially in employment, for doing some of the same things many of us did as teens?

What Would Mother Have to Say? (Raceology Page 63)

Focus: Inspiration; Encouragement; Women; Power of Women; Operating Outside Expectations

1. Have you ever considered what it was like for mothers and their children when their husbands had committed to the work of seeking equal justice?
2. Try to imagine that you are the spouse of a civil rights leader and you have children. Write a paragraph on what you think you would be thinking, doing, and feeling as the constant threats and attacks came in.
3. What have you quietly accepted that is not good for your family or your community? Do you accept it because you think it can't be addressed? Because others in your community have accepted it? Because of potential backlash for trying to address it?
4. What do you think about this mother's advice?
5. How can you apply this mother's advice in your life? In what way or ways could you make a difference?

Why is There a National Holiday Honoring Dr. King? (Raceology Page 65)

Focus: Understanding the significance of Dr. King; Social Protest; Social Justice

1. What did Dr. Martin Luther King do that was different from what others had been able to do?
2. Many Euro-Americans railed against Dr. King in his day, accusing him of stirring up the people, yet today, many refer to the 'peaceful' Dr. King when admonishing today's generation for rallying against racial injustices. Why is there such a difference in the evaluation of Dr. King's work from one period to the next?
3. What were some results of African Americans not having legal protections? As these legal protections are being removed, will people simply be nice and do what is right?
4. When school students started protesting about school shootings, many adults complained and condemned them for missing school to protest. When people have serious and impactful problems that aren't being addressed by anyone in charge, why do others frequently tell them to be quiet? What makes them feel they have a right to dictate when and how others should address injustices directly impacting their lives?
5. Throughout history, organizations and leaders who have and are doing meaningful work in the area of social justice have had their work attacked and redefined in mainstream media. Using Dr. King, the NAACP, and Black Lives Matter as examples, research and then discuss how this redefining was done and how it impacted the person's work or the organization's work? How did it impact relationships with communities of color? With the Euro-American community?

I Didn't Like It, So I Changed It! (Raceology Page 68)

Focus: History (as taught in our schools); Education

1. Why is it so important to so many people to be dishonest about or hide major portions of American history, particularly when it involves the major causes of the racial divides in this country?
2. Can there be a meaningful discussion about race without knowing the history of how Euro-Americans and people of color were systematically separated in the United States?
3. Share with the group something very surprising that you learned about history that was excluded from your history book.
4. Obtain a high school or middle school history book from your area. Critique its coverage of the topic of slavery and the impact of Jim Crow laws. Give it a grade of A – F. What would you add or change?
5. What can we do locally to increase historical knowledge especially in light of all the new laws impacting the teaching of history?

The Saddest Day (Raceology Page 71)

Focus: Voting Rights; Preclearance; Voter Suppression

1. What is preclearance and why is it so important?
2. Do you think that the timing of the Supreme Court decision was intentional to make it less likely to be noticed or carried in mainstream media?
3. Research and compile a listing of some of the negative results of this Supreme Court ruling.
4. What do you think will be the long-term impact of the loss of pre-clearance?
5. Why do you think so few people are engaged in addressing one of the most problematic court rulings of modern times?
6. Is it difficult for people to engage in problems that they feel do not impact them directly? Does it matter to you personally that new laws and districts are being made specifically to reduce the voting strength of people of color? Why or why not?
7. How have these changes supported the mission of the organization who filed the lawsuit?
8. Preclearance was not eliminated but the formula to determine which locations were subject to preclearance was the problem. Why do you think that Congress has not acted to create and approve a new formula?

The Message of the Cross (Raceology Page 74)

Focus: Voting; Voter Suppression

1. Throughout American history, whenever there was an increase in voter participation by people of color, there was a backlash that resulted in changes to voting laws. Why do you think that people not targeted by these legal changes are so quiet? Is it because they are unaware of the changes, they don't believe that the changes are a big deal, or they want the benefit for their group by any means?
2. Why is it not important to many Americans that all American citizens be allowed to vote? Why is there so much support for these new laws that keep hundreds of thousands of Americans from voting?
3. What should you be doing differently in the area of voting rights?

The Dangerous Power of One (Raceology Page 78)

Focus: Dangerous Leadership; Following Dangerous Leaders

1. In a country that was built on a legal system of racial inequities, can there be fairness without legal protections for the previously excluded? Do people just change?
2. What do you think would be the reasoning behind forming an organization just to remove all legal protections for people of color? What do you think will be the outcome if all legal protections are gone?
3. What is fairness to you? Discuss fairness in the context of employment, college admission, housing, etc.
4. A narrative is being promoted that positions held by people of color are positions that rightfully belong to a white person. What is the basis of this argument and why do so many people agree with it?
5. Share historical examples of people or organizations that illustrated the “dangerous power of one”.

Lessons from a Funeral (Raceology Page 82)

Focus: Leadership, Community Activism, Change Agents, Generational Wisdom, Elders

1. The chapter starts with a question. Can a person in dying speak volumes to the living? Share an important lesson you learned from someone when they died.
2. Share wisdom that you found particularly useful that was passed down to you from a previous generation.
3. Ask discussion group participants to select the lessons from Mr. Green that spoke to them the most and share their thoughts about them.
4. Make a listing of things relating to racial division and racial inequalities that could be within your control to change. Consider policies and practices within your profession, your volunteer work, your community, and with your relatives and friends. Why have you not addressed them? Do you believe you can make a difference? Write out a plan for how you could make a difference.
5. Why do we criticize people who have different skill sets and talents and passions rather than understanding that all the different skills are necessary to make “the whole” work?

Smart but Invisible (Raceology Page 84)

Focus: Inequities in Education; Poverty and Education; Standardized testing; Gifted & Talented Programs

1. Write down what you felt when you read this story. Compare your reactions to others in your group. Were there major differences? If so, what were the differences? Did differences trend along economic or racial lines? How did educators in the group respond to this question? If there are no educators in the group, have members of the group poll people they know who are educators.
2. Have you had a similar experience? Share with the group including how you felt.
3. Some educators try to justify the exclusion of certain very bright students from advanced classes. Why do you think they would do this?
4. Do you agree or disagree with using very subjective reasons to exclude a child?
5. Have you ever witnessed children being excluded because of their income or ethnicity? What did you do? What should you do in such a situation?
6. Why do you think that Asians were the only ethnic group where gifted children were treated close to the same across economic classes? Compare answers. Were there similarities? Major differences? Were answers different from educators? What could be the cumulative impact of Asian children's higher acceptance into gifted programs?
7. Seek information on requirements in your area schools for acceptance into gifted programs, advanced placement tracks, and academic magnet schools. Do the acceptance requirements for gifted/academic programs seem fair in your town?
8. Design and implement a group project that will give visibility and expanded opportunity to low income bright students.

No Black People on the Plane! (Raceology Page 88)

Focus: Workplace Equity; Workplace Diversity; Affirmative action; Employment Equity; Employment Discrimination

1. Jim Crow laws allowed white males to have first choice at jobs, political appointments, slots on college campuses, with minimal regard for how their skills and talents compared to females and members of other racial groups. There was a huge backlash when this huge system of entitlement was made illegal. How does this Jim Crow legacy continue to impact fair workplace competition today?
2. Since the brain is always searching for commonality, is it reasonable to expect people to be naturally fair in hiring, without implementing some policies to ensure equity? Why or why not?
3. How do we select the employees in whom we invest the exposure, insider information, and skill development opportunities needed to be promoted? Does commonality play a role?
4. Have the group compile a listing of situations where group members have witnessed the devaluing of or dehumanizing of employees or groups of people at work or in social settings based on their race. Discuss what could have been said or done in each situation to address the behavior.
5. Are we afraid to address exclusions on the job? Why or why not? Do we care about exclusions that do not impact our group?

I OD'd Today! (Raceology Page 91)

Focus: The Power of Expectations

1. In what area are you ODing?
2. Who has boxed you in and in what way? What are some ways you can “unbox” yourself?
3. How do you shut down the negative and limited messages that sometimes play in your head?
4. What is the appropriate way to respond to people who do not see your potential? Discuss pros and cons of all the suggestions given by the group.
5. In the list under the section “The Cure”, pick the areas where you believe you need the most work and write out a plan for addressing that area. Share your plan with someone close to you and have them evaluate your progress bi-weekly.
6. Each person in their personal and/or work life has opportunities to limit through word or action how far others will rise. Who might you have limited through your actions?

Hurricane Katrina Rages On (Raceology Page 94)

Focus: Natural Disasters; Human Valuation During a Natural Disaster

1. Did anything in the essay challenge your feelings about the handling of the evacuation of New Orleans after Katrina? How and why?
2. Why were people so quick to judge so severely the people who remained behind?
3. Imagine an impending disaster in your town and you have been told to evacuate. It is the 27th of the month, and you have only about \$40 left in your checking account to take you to your pay day on the 30th. You own a car but do not own a credit card. You have a teen daughter and an ill mother and no nearby relatives where you might be able to go. What will you do? Discuss the pros and cons of each possible solution.
4. Why did/do so many people seek to justify this serious and unnecessary delay in responding to this disaster?
5. In a devastating disaster where many people cannot be saved, what types of people would most likely be allowed to die?
6. For a more in-depth understanding of resource rationing during a disaster, have the group read and discuss the book *Five Days at Memorial* by Sheri Fink, the story of Memorial Hospital during Katrina and the decision to euthanize patients, some who were not terminally ill, before help could arrive.

Outta Compton, Into My Neighborhood (Raceology Page 97)

Focus: Changing the Narrative of Race in Entertainment; Artists; Writers; Entertainers

1. The most painful times in a person's life (i.e. betrayal in relationships, divorce, finding out someone is not a blood relative, etc.) are now the fodder for many reality shows. List some possible negative impacts of turning another person's pain into our entertainment or making hurt people the butt of jokes and ridicule.
2. What causes us to disassociate the pain we would feel in life's most painful situations from what we think and feel when we watch these situations play out in the lives of actual people on television? Why do we find another person's pain entertaining, something we may laugh or jeer about? Do we become less human by doing this? Less empathetic toward certain types/groups of people?
3. Identify major differences between how the same pains and disfunctions in life are treated on a show such as Dr. Phil and the way they are treated on a show such as Jerry Springer. What are the differences in objectives and outcomes? How do differences in presentation change the way we feel about people having the same problem?
4. Compare the presentation of the drug-addicted person in television ads for treatment facilities vs. the presentation of a drug-addicted person in the inner city. Why is one addict presented as a human needing help and another addict is dehumanized and presented as only worthy of imprisonment? How does this impact solutions offered for the same problem?
5. Identify issues (i.e. policing, drug use, school discipline, gun ownership, advanced class placement, etc.) that you personally judge differently, depending on the race of the person/people involved. Why are there differences even when the people might be similar in other ways such as economic class? Thoughtfully consider the source of these differences in opinion.
6. How does this lack of empathy for the problems of certain groups play out in public policy?
7. Who is behind turning the hurts of the low-income, poorly educated, and/or people of color into entertainment? For what purpose?
8. When an entertainer with influence misrepresents a community's story to the detriment of that whole community, is there anything that community can do to re-write its own narrative? Is there a place for truth? Can truth be profitable or able to trend in social media programs?
9. What have you personally done to help to perpetuate distorted images of people? What can you do to rectify the situation?

Who You Going to Call? Call A Myth Buster! (Raceology Page 99)

Focus: Internet Trolls; Hidden Figures in History; Revolutionizing African American Achievements

1. Since the objective of an internet troll is to sow discord and get people off topic, is there any benefit to responding to them when they make inflammatory racial comments?
2. How many of these achievements did you already know? Who in the group knew the most and where did they learn this African American history?
3. From what sources do you learn about the achievements of people of color? Why is so little known about people who made such significant contributions to science and industry?
4. Share with the group other achievements of people of color.

The Perfect Storm (Raceology Page 104)

Focus: Fear; the Use of Fear; Economic Instability; Entitlements; White Supremacy

1. How much does it matter as an adult what you are taught as a child about other groups of people?
2. Discuss how the different facets of Jim Crow laws created wealth for some groups and families and poverty for others.
3. Why is it easy for people to label government assistance for the poor as governmental entitlements while remaining blind to the extreme entitlements created by the Jim Crow legal system and other Federal subsidies?
4. Do you agree with the author that the convergence of economic and political loss created a perfect storm of fear-driven behavior? Why or why not?
5. What types of behaviors do you see that are created by fear?
6. How have our political and spiritual leaders contributed to the fear of certain groups of people? Give specific examples.
7. How do we reduce the fear if we nor journalists are the primary controllers of what information the public gets to see and hear?
8. Share dehumanizing things you have witnessed. How did you react or respond? What could you do to bring people together?

The Slippery Slope to Genocide (Raceology Page 107)

Focus: Racial Division; Racial Disharmony; Genocide; Hate Groups; White Supremacy; Racial Propaganda; Racial Separation

1. Discuss each stage on the road to genocide. Share specific examples you see in your community and/or your country.
2. How can open carry laws be extremely dangerous for people of color? Did answers trend differently by ethnic group?
3. Why were there such disparities in prison terms for similar drug crimes in different communities?
4. Go through some major news stories and compare descriptive terms used to describe people of color who have been killed by police, who have not committed any violent act, to descriptions used to describe white men who have committed mass murders. What did you discover? Why is the character of the white mass murderer improved in the press and the character of the African-American victim defamed? How do descriptive terms used by the media move the empathy meter for whole groups of people? Why are these differences often not noticed by people reading or watching the news? Why don't we notice?
5. How do we help spread slanderous stories?
6. In what specific ways does support at high levels of government make it easier for discrimination to occur?
7. Should the rise of white supremacy groups be treated as a threat to national security and become a homeland security priority? Why or why not?
8. If Google and other search engines are programmed to give us more of what we already like and believe rather than expose us to different points of view, how will we ever stop this growing divide? In our smaller groups, what can we do to begin to move toward each other when we have consistently heard different stories?
9. Assign members of the discussion group to watch different news outlets for the local and national evening news. Have them list the stories in the order they appeared. Were the lead stories different or the same? What points were emphasized in the opening stories? Why do you think that there were differences? Were the points similar or different? Make sure to include NPR news in the comparison.
10. How have "talking heads" negatively impacted journalism and journalists?
11. Why do many people require people of color to "receive their permission" to speak their truth?
12. How do we decrease the empathy deficit across racial groups?
13. What are your thoughts on the closing poem?

14. Are you fearful of people of another color? Of a different religion? If so, why? Do you personally know anyone in the feared group? What has your fear allowed you to accept for other people that you would not accept for yourself?

Death of the American Dream: Reflection on an Election (Raceology Page 117)

Focus: The American Dream, Young Adults

1. What do you think will be the long-term impact on children who came of age during this period of overt racial attacks?
2. Are you okay with America being a place of exclusion, if your group is not the group being excluded?
3. What are some advantages for Euro-Americans that are codified in laws and policies of everyday institutions?
4. What are some of the reasons that people do not get to participate in the American dream?
5. What is the reasoning behind equating a discussion on police misconduct to an attack on law enforcement?
6. Do you believe that being color blind (blind to race) is just as harmful as being racist? Why or why not?
7. Why do many Euro-American people make racially offensive posts and comments to their African Americans friends and acquaintances on social media? Are they not aware of how offensive the things they say are? When their friends try to explain the problem with what they have said, why do they debate as if African Americans are not in the best position to know what something means that directly impacts them?
8. Dr. King said he was gravely disappointed with the white moderate, more so than with people of ill-will. What did he mean by that? How could that apply to today?
9. Do you believe that people have to “earn” a right to the American dream or it should be something that all citizens can aspire to?
10. What can you do to create access to new people in your space?
11. What can you do to prevent exclusions in your space?

Final Words (Raceology Page 120)

Focus: Reflection; Sympathy; Empathy Deficits

1. Can people be moved to address problems or issues that they believe have no direct impact on them?
2. Are we willing to create cross-cultural relationships that are beyond superficial?
3. In what ways will you start making the invisible visible?
4. What things stand out most from your group discussions on Raceology 101?
5. What parts were most impactful for you personally? How?
6. How has Raceology 101 changed your thinking? Your actions?
7. How do you plan to make a difference in your community?

"The Talk", 22
 Achievements, African Americans, 36
 Activism, community, 30
 Affirmative action, 29, 32
 American Dream, The, 39
 Artists, 35
 Bias, 6, 23, 38
 Bias, internet, 38
 Bias, schools, 23
 Bias, workplace, 23
 Black boys, 11, 21, 22, 23
 Black Lives Matter, 25
 Black Organizations, controlling, 13, 25
 Boys, 11, 21, 22, 23
 Boys, black, 11, 21, 22, 23
 Boys, of color, 11, 21, 22, 23
 Change Agents, 30
 Charleston massacre, 15
 Christianity, 16
 response to social injustice, 16
 Christianity, involvement in racial division, 16
 Christianity, response to racism, 16
 Citizens United, 19
 Civil Rights leaders, 24
 Civil Rights organizations, 25
 Color blindness, 39, 40
 Confederate Flag, 9
 Conversations on race, 5, 10, 25
 Dehumanization, 34, 37
 Diversity, workplace, 23, 32
 Drug-addiction, differences in treatment, 35
 Economic instability, 37
 Education, inequities, 31
 Educators, 14, 21, 22, 23, 26, 31
 Elder wisdom, 30
 Emanuel 9 Massacre, 15
 Empathy deficits, 21, 27, 35, 38, 40
 Employment, 6, 23, 29, 32
 Employment Bias, 6, 23
 Employment Discrimination, 23, 32
 Employment equity, 23, 32
 Encouragement, 24, 30, 33
 Entertainers, 35
 Entertainment, 11, 35
 Entitlements, 37
 Equal Opportunity, 29
 Equity, Workplace, 23, 32
 Expectations, 33
 Faith, 16
 Fear, politics of, 15, 16, 37, 38
 Fearmongering, 37, 38
 Genocide, 38
 Gifted & Talented Programs, 31
 Government, Anti-, 18
 Greed, 17
 Gun ownership, 35
 Hate Groups, 15, 38
 Hidden Figures, 36
 Historical perspective, racism, 17
 History
 Avoiding, Omissions, Blocking, Distorting, 5, 9, 10, 26
 History, silencing, 10, 26
 Housing, 29
 Inspiration, 24, 30, 33
 Institutional Racism, 39
 Internet Bias, 38
 Internet Trolls, 36
 Jim Crow, 7, 15, 26, 32
 long-term impacts, 7
 Katrina, 34
 King, Dr. Martin Luther, 39
 Holiday, 25
 Legacy, 25
 Law enforcement, 6, 10, 21, 38, 39
 Leadership, 14, 23, 25, 29, 30
 Leadership, dangerous, 29
 Legal Justice, 6
 Legal protections, 29
 Male Mentoring, 22
 Mass murderers, 38
 Media, 11, 12, 13, 15, 25, 35, 38
 Media images, 11, 12, 13, 15, 25, 35, 38
 Mentoring, 22
 Mother Wisdom, 24
 Mothers, 21, 24
 Natural disasters, 34
 human valuation, 34
 impact of race & class, 34
 News, 13, 38
 ownership & control, 13
 reporting, 13
 Outside-the-box, 24, 33
 Police, 6, 10, 15, 21, 38, 39
 Policy makers, 12, 14, 21, 22, 23, 30, 39
 Politics, 18, 37
 money in, 19
 Poverty, 20
 benefits, 20
 impact on education, 31
 white, 20
 Propaganda, 13, 15
 Protests, 25
 PTSD, race-based, 8, 10

Racism, root cause, 17
Reflection, 40
Religion, 16
Role Models, 22
School discipline, 35
Schools, 14, 21, 22, 23, 26, 31, 35
Scrutiny, 23
Search engine impacts, 38
Self-esteem, 11, 22, 33
Self-image, 11, 22, 33
Self-worth, 11, 22, 33
Sentencing disparities, 35, 38
Skin Color, 12
Slavery, 9, 26
Social Justice, 25
Social media, 10, 39
 racial comments, 39
Stand Your Ground, 21
Standardized testing, 31
Stereotypes, 35, 38
Stereotyping, 12, 17
Supreme Court rulings, 27
Teachers, 14, 21, 22, 23, 26, 31
Teenagers, 23
Terrorism, racial, 8
Trauma, race-based, 10, 21, 39
Trolls, 36
Volunteers, 30
Voter Suppression, 27, 28
Voting, 28
Voting Preclearance, 27
Voting Rights, 27
White moderates, 39
White Nationalism, 15, 37, 38
White Nationalists, 38
White privilege, 15
White Supremacy, 37, 38
Wisdom, 30
 generational, 30
Women, 24
 objectifying, 22
Writers, 35
Young Adults, 39

Author's Bio

CLEO SCOTT BROWN writes and speaks nationally on issues of race, class, and voting. All her work—her writings, workshops, and speaking—are designed for increased understanding that leads to introspection and change. In addition to *Raceology 101*, she is also the author of “Witness to the Truth” (University of South Carolina Press), a Ouachita Parish (Monroe, LA) River Reads book selection. Her commentaries on race have also appeared in the *Post & Courier* (Charleston). She lives in Goose Creek, SC.

Raceology 101: Fundamentals for Understanding & Change

by Cleo Scott Brown

Publication Date: September 2017

Genres: Cultural Studies, Nonfiction, Social Issues

Paperback: 121 pages

Publisher: Createspace

ISBN-10: 1976195934

ISBN-13: 978-1976195938