



INTERFAITH COMMUNITIES FOR DIALOGUE (ICD)

RACISM AND SYSTEMIC BIAS: *Resources from ICD Workshops*

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SUMMARY OF WORKSHOPS ON RACISM AND SYSTEMIC BIAS

Interfaith Communities for Dialogue (ICD) is an organization that brings together diverse communities to build trust, cooperation and caring within and among diverse religious, ethnic and cultural groups. In this context, George Floyd’s death at the hands of police in May 2020, galvanized an intense concern about **Racism and Systemic Bias** – how it is manifested in our community, what is currently being done about it, and what we, as individuals and groups, can do to advance equity. To illuminate these issues and engage with others in working toward their resolution, ICD embarked upon a series of four educational workshops that were open to all who wished to participate.

In **Workshop 1, *Understanding Racism*** (October 25, 2020), [Camara Phyllis Jones, MD, MPH, PhD](#), Family Physician, Epidemiologist, and Past President of the American Public Health Association (APHA), offers real life scenarios and allegories to explain the societal forces that undergird racism and affect our perspectives and our reactions to situations and events. She describes racism as operating on three levels – *institutional or structural*, causing differential access to services, experiences, and opportunities; *personally mediated*, whereby assumptions about an individual’s abilities, motives, or intents impact daily human interactions; and *internalized*, the tendency of stigmatized individuals to develop a diminished sense of self-worth. By putting ourselves in the shoes of “the other”, we can begin to appreciate the impact of these biases.

Workshop 2 examines ***Racism in the Education, Police, and Judicial Systems*** (November 8, 2020). Three local experts discuss the evidence and impact of systemic racism in each of these sectors and the ways in which they intertwine, resulting in long term disparities of opportunity.

[Mike Woltz](#), Chair of the Title I Parent Advisory Committee of the Fairfax County School Board as well as Chair of the Diversity, Inclusion and Outreach Committee of the Northern Virginia PTA, describes differential perceptions and treatment experienced by young males of color in Fairfax County Public Schools, leading to both short- and long-term negative consequences.

[Captain Darrell Nichols](#), the Equity Lead for the Fairfax County Police Department in One Fairfax and Co-Chair of the Human Relations Policy Committee notes that “Implicit bias, which people may not recognize as part of their outlook, affects everything - recruiting, promotion, training at the police academy, and arrests.” His job is to train Team Ambassadors and the entire police department to recognize, understand and find solutions to adjust the lens through which they perceive and react to the people they encounter. He encourages his colleagues to ask: Who are we stopping and why? Are we recruiting from a more diverse population? Are we examining our personal assumptions?

[Sean Perryman](#) President of the Fairfax NAACP at the time of the workshop, is a leader in addressing equity issues including the school to prison pipeline, police reform, and technology



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and artificial intelligence policies. He cites data indicating the disparity of reaction to both students and adults from different backgrounds when they exhibit the same negative behaviors. For example, students of color are more likely to be removed from the school setting for disciplinary reasons leading to escalating disruptions in their education and subsequent charges of involvement in criminal activity, a phenomenon known as the school to prison pipeline. Mr. Perryman expresses hope that this pattern can be broken by asking questions such as “Who are we suspending and what for?”

Workshop 3, explores *Systemic Racism in Health and Housing* (January 31, 2021). [Michelle Krocker](#), MUEP, Executive Director of the Northern Virginia Affordable Housing Alliance reviews the history of “redlining”, a practice created by federal policies in the 1930s that restricted access by “non-whites” to certain designated areas. While such practices are now illegal, the legacy of the racially segregated neighborhood patterns established through these policies remains to this day and continues to affect access to educational and career opportunities that ultimately reduce accumulation of wealth and upward mobility in African American populations.

[Georges C. Benjamin](#), MD, Executive Director of the American Public Health Association (APHA), cites data on the higher morbidity rates suffered by minority populations. Dr. Benjamin notes that your zip code dictates many factors, referred to as the social determinants of health, responsible for the root causes of health inequities. These include access to healthy environments in schools and housing, good jobs and transportation, nutritious foods, safety, and green space. Dr. Benjamin advocates using zoning in a positive way, investing resources toward maintaining neighborhoods, building communities, and encouraging long term healthy relationships.

Workshop 4, *Building Bridges to Racial Equity* (March 7, 2021) affords the opportunity to formulate ideas on how we, as individuals or as part of a community, can effect change.

[Marty Swaim](#), co-founder of the Arlington-based nonprofit Challenging Racism and a lifelong educator, discusses the history of racism in the pre- and post-Civil War periods, noting the persistent political usefulness of divisive messages claiming that any gains by Blacks meant losses for Whites. She focuses on the importance of setting high standards for educational achievement and opportunity and development of civic pride.

[Karla Bruce](#), Chief Equity Officer for Fairfax County, Virginia, provides management of the One Fairfax strategic framework to create equitable opportunities for all Fairfax County residents. Engaging stakeholders and partners, she advises and supports the Board of Supervisors as well as executive and department leadership in shaping and directing policy. Bruce discusses the One Fairfax focus on institutional and structural barriers and its operational goal of turning “islands of disadvantage” into “communities of opportunity”, noting that equity in all areas of community life requires fairness, not sameness.



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Workshop participants brainstormed ideas to continue learning and to address the inequities in education, health, housing, justice, police, and other systems. This work will continue!

Workshop 5, *Racism: Costs For Everyone And Ways To Prosper Together* (March 13, 2022) opened with a viewing of a 2019 TedTalk by economist Heather McGhee, author of *The Sum Of Us*. In a series of anecdotes, McGhee demonstrates the psychological and economic harm experienced by individuals and communities because of their racist assumptions, including the belief that our resources constitute a “fixed pie” and the fear of losing something by giving a larger slice of that pie to “others”. This zero-sum thinking, McGhee explains, yields bad policy for all. Engaging the community in team efforts can lead to revitalization and growth of the pie.

Workshop speaker Karla Bruce, who serves as Chief Equity Officer of Fairfax County, described how the county’s One Fairfax strategic plan is identifying and addressing local disparities. Importantly, she suggested how individuals and local organizations can play a vital role in strengthening “communities of opportunity”. She showed that data drawn from a report of The Center on Society and Health depicts resource-poor pockets of lower income residents, creating an “uneven opportunity landscape” in the county. The One Fairfax philosophy of “We ALL do better when we ALL do better” puts a strategic focus on equitable access to opportunities in all Fairfax communities.

Splitting into small discussion groups, workshop participants shared their thoughts and experiences with zero sum thinking, personal visions of an equitable future, and opportunities for action.



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WORKSHOP VIDEOS: GUIDE TO TIMED SEGMENTS

WORKSHOP #1: Understanding Racism

Panelist: [Camara Phyllis Jones, MD, MPH, PhD](#), a family physician, epidemiologist, and Past President of the American Public Health Association

Content	Time Segment
Dr. Jones’s introduction to the workshop	6:45 – 9:25
PART 1: Health Disparities -- one aspect of systemic racism’s impact (a model for understanding racism in other systems)	
Levels of health intervention—A Cliff Analogy	9:25 – 15:40
How do disparities in health care arise? <ul style="list-style-type: none"> • Differences in quality of care • Differences in access to care • Differences in conditions of our lives (opportunities, exposures, risks, etc.) 	15:40 – 21:00
Address these disparities through 3 dimensions of health intervention: <ul style="list-style-type: none"> • Universal access to health services • Addressing social determinants of health • Addressing social determinants of equity (racism, sexism, etc.) to achieve social justice 	21:00- 23:13
Why do we spend so much at the tertiary level instead of prevention? <ul style="list-style-type: none"> • Lots of money being made by health systems, providers, pharma, etc. • US is narrowly focused on the individual – one of 7 cultural barriers to achieving equity Why are certain folks behaving so “irresponsibly”? <ul style="list-style-type: none"> • Reflects narrow focus on individuals and blindness to forces acting upon them • American tendency to focus on the present as though there was no history What’s the problem with this? Why should we feel urgency to address? <ul style="list-style-type: none"> • The myth of meritocracy results in not recognizing uneven playing field 	23:13 – 28:07
Question to ask ourselves: At what parts of the cliff are our organizations operating? Do we recognize the 3-dimensionality of the cliff and what can we do to address it?	28:07 – 29:41
First Q&A session, including: <ul style="list-style-type: none"> • Capitalism, racism, sexism, etc., are all systems of structuring opportunities and assigning values • Complex problems require complex solutions that address all dimensions. Need to be aware of the totality of impacts on those who have less as well as those who have more • Integration (intersection of structural inequities); cooperation (required among different sector); and inclusion 	30:53 – 38:03
<ul style="list-style-type: none"> • Other comments: 	38:36 – 43:55



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Content	Time Segment
<ul style="list-style-type: none"> ○ Long-term intergenerational challenge ○ Work towards a community model: geographically defined community-oriented primary care 	
PART 2: Key messages and tools for naming racism <ul style="list-style-type: none"> ● Racism exists ● Racism is a system of power ● Racism saps the strength of the whole society ● We can act to dismantle racism 	44:25
Dual Reality – A Restaurant Saga	45:27
Defining racism: A system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”) – what it is, what it is not, how it impacts the whole society	51:48
Levels of Racism defined: institutionalized, personally-mediated, internalized	58:26
Levels of Racism: A Gardener’s Tale	1:12:05
Second Q&A session, including: <ul style="list-style-type: none"> ● Understanding White privilege and using it to combat racism – not as an ally in someone else’s struggle but in the shared struggle against impacts on all of society ● Reading list: start with history; racism is foundational in US history 	1:23:44 – 1:33:52
PART 3: National campaign against racism – tools for moving to action <ul style="list-style-type: none"> ● Name racism ● Ask “How is racism operating here?” ● Organize and strategize to act; example: Virginia is one of only a few states that has not adopted a declaration that “racism is a public health crisis” ● 3 tasks for anti-racism action: <ul style="list-style-type: none"> ○ Ask: How is racism operating here? Identify mechanisms and opportunities for intervention ○ 7 Values targets for anti-racism action <ul style="list-style-type: none"> ▪ Narrow focus on the individual ▪ A-historical stance ▪ Myth of meritocracy ▪ Myth of zero-sum game ▪ Limited future orientation ▪ Myth of American exceptionalism ▪ White supremacist ideology ○ What can we do today? <ul style="list-style-type: none"> ▪ Look for evidence of 2-sided signs ▪ Burst through our bubbles to experience common humanity ▪ Build common cause: Collective action is power 	1:34:40 – 1:50:47
Final Q&A	1:51:20 – 1:54:45



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[WORKSHOP #2: Racism in the Education, Police, and Judicial Systems](#)

Panelists:

- [Mike Woltz](#)—Chair of Title I Parent Advisory Committee of the Fairfax County School Board; Chair of Diversity, Inclusion and Outreach Committee of the Northern Virginia PTA
- [Captain Darrell Nichols](#)—Equity Lead for Fairfax County Police Department in One Fairfax; Co-Chair of Human Relations Policy Committee
- [Sean Perryman](#)—President of Fairfax NAACP; Director of Social Impact Policy at Internet Association

Content	Time Segment
Intro to ICD	1:50—4:23
Why is it important for ICD, an interfaith community, to address racism /at this time? Overview of workshops, intro of Fazia Dean, moderator	4:24—7:30
Video: ' Why is everything white? ' – 1971 BBC interview with Mohammed Ali (Not shown in recording due to YouTube copyright restrictions)	[go to link]
Introduction of speakers and overview of workshop	8:35—13:10
Sean Perryman – Judicial system and the school-to-prison pipeline <ul style="list-style-type: none"> • Don't treat these issues as separate silos • Racial disparities: <ul style="list-style-type: none"> ○ use of force and arrests ○ likelihood of arrest for cannabis use and impact of arrest record on future success ○ biases in facial recognition and other technology ○ arrests for “disorderly conduct” (subjectively defined) • Change how police operate within the school system; remove School Resource Officers (SROs) from inside schools 	15:34— 25:35
Mike Woltz—The impact of systemic racism in schools <ul style="list-style-type: none"> • Frame racism as a structure that controls groups of people. • Patterns of how Black and Latino students are treated, mistreated or ignored in class lead to drastic and disparate disciplinary measures. • System of rewards and promotions of school administrators reinforces and perpetuates inequities. • Students who are treated unfairly or ignored by staff when they ask for help or report discrimination get a negative perception of school that impacts their sense of safety and decisions about their future. 	26:00— 35:34
Capt. Darrell Nichols – Race and equity in Fairfax County Police Department <ul style="list-style-type: none"> • One Fairfax is about addressing race and equity in the county. • Nichols is charged with looking at policies, practices, and attitudes in Fairfax police department that perpetuate inequities • Implicit bias affects everything including recruitment, retention, training, engagement with the community, and promotions. 	35:35— 45:00



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<ul style="list-style-type: none"> • The hardest thing to get leadership to acknowledge is that racism does exist in the system; having bias does not make you a racist person. • FCPD is 75% White male; all current and new officers are receiving anti-bias training; having difficult conversations. • Monumental task: 8-to-18 months to start to change how a person sees race and change the “us vs. them” mentality. • Looking at racial and ethnic data to see who we are stopping and why. • Recruiting new officers from local Black and brown communities; leads to different interactions with those communities. 	
<p>Sean Perryman response to Capt. Nichols</p> <ul style="list-style-type: none"> • Fairfax NAACP believes training can only do so much to reduce implicit bias. Systemic changes are needed to reduce unnecessary police interactions with the communities of color. 	45:18— 47:59
<p>First Q&A</p> <ul style="list-style-type: none"> • What is the appropriate response to different kinds of disruptive behavior by students and what is the role of SROs and other school personnel? Are SROs necessary for protection in schools? • What has generated the urgency to address known disparities in use of force despite knowing about this for a long time? • Change expectations and rewards for officers in order to change behavior. • Teacher expectations about academic ability have an impact on student performance; training, assumptions, and biases built into the system perpetuate the way they deal with conflict. 	48:38— 1:01:35
<p>Video on school-to-prison pipeline from The Root The Root - Breaking Down the School-to-Prison Pipeline - Bing video</p>	1:02:00— 1:04:00
<p>Fazia Deen discusses her own experience and segues to next part of program.</p>	1:04:07— 1:06:00
<p>Comments from ICD’s Eleanor Saslaw, lifelong educator</p> <ul style="list-style-type: none"> • Working with students in the community colleges who have been through the school-to-prison pipeline; goal is to help them become successful by building skills and earning stackable credentials, • All people have stereotypes, implicit assumptions and biases; important to see the whole child as an individual. 	1:06:50— 1:10:30
<p>2nd Q&A Tell us more about trust building with police.</p> <ul style="list-style-type: none"> • Difficult conversations between police and community representatives can bridge gaps and build partnerships. • Changes in hearts and minds or changing bad policies? Need to do both: Current training focuses on the middle section of personnel who can be changed. Also important to identify the problem areas in policies and 	1:10:55— 1:43:50



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<p>ensure leaders understand and enforce revised policies.</p> <ul style="list-style-type: none"> We need to ask what is creating the disparities in our community. People also need to be aware of the implicit biases they hold. <p>What has worked? Are there success stories?</p> <ul style="list-style-type: none"> Police: Revised questionnaires used for hiring to remove implicit bias; improved diversity in human resources department to include more women, Asian-Americans, and African-American Changes in Memorandum of Understanding (MOU) concerning SROs; changes in school disciplinary policy. <p>What else can be done?</p> <ul style="list-style-type: none"> White people need to increase awareness, understanding, and capacity to see and change harmful policies even when not affected personally. Reading helps and can be transforming. Also role-playing. Internalize how people are affected. We need a strategy to embrace our diversity and become one. 	
<p>Concluding remarks – What actions can people take?</p> <p>Mike Woltz:</p> <ul style="list-style-type: none"> Take actions now within our own spaces, including predominantly White spaces. Look at policies, their origins and effects. Look more at power relationships -- who benefits -- to see where change is needed. PTA is one important way to get involved. <p>Darrell Nichols:</p> <ul style="list-style-type: none"> Reach out to Rodney Lusk, Chair, Public Safety Committee of Fairfax County Board of Supervisors. Successful Children and Youth Policy Team (SCYPT) is looking to include members of the interfaith community to look at use of force. <p>Sean Perryman:</p> <ul style="list-style-type: none"> Do volunteer work, e.g., join Fairfax NAACP We need to change the curriculum in Virginia schools so that students are reading books that tell the whole history of Black and White people in this country and are not biased. Contact your local school system supervisor and public library Board of Trustees. Understand that there is a problem. Example: death penalty is most often imposed on Black people. 	<p>1:44:37— 1:52:36</p>



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WORKSHOP #3: Systemic Racism in Health and Housing

Panelists:

- [Georges C. Benjamin](#), MD, Executive Director, American Public Health Association
- [Michelle Krocker](#), MUEP, Executive Director, Northern Virginia Affordable Housing Alliance

Content	Time Segment
Introduction to the workshop and to ICD	0 – 4:03
Video: <i>Systemic Racism Explained</i> Redlining, implicit bias, opportunities to accumulate wealth	4:05 – 8:26
Overview of workshop agenda and introduction of panelists	9:36 – 17:06
<p>Krocker: <i>Housing & the legacy of racism in land use and zoning policy</i></p> <ul style="list-style-type: none"> • Racism is embedded in laws, policies and practices – important to understand what is meant by the terms systemic racism, racial equity, and white privilege. • Housing is the platform for families to gain stability and thrive. • Zoning laws in every metropolitan US city were explicitly intended to segregate people. (Read Richard Rothstein, <i>The Color of Law</i>) Reinforced by financial institutions and supported by some Supreme Court decisions. • Redlining constituted government-induced segregation; Black neighborhoods labelled dangerous investments; loan applications in redlined areas denied; urban renewal programs cut through and destroyed thriving Black neighborhoods. • Fair Housing Act of 1968 prohibited discrimination but impacts persist and impediments remain to Black homeownership and wealth accumulation. • Legacy of racism remains in Fairfax County zoning policies including restricting areas to single family-detached homes and majority White control over land use policies. • Opportunities in Fairfax to become involved: Office of Human Rights and Equity Programs; One Fairfax; HOA and civic association meetings; land use committee meetings for magisterial districts; promote awareness and inclusivity in housing decisions; use data. 	17:07 – 40:01
<p>Benjamin: <i>Intersection of Health & Housing</i></p> <ul style="list-style-type: none"> • Underlying causes of health inequities • Place (zip code) matters in access to basic needs, life expectancy. • Defining race and racism – racism saps strength of the whole society by wasting human resources. • Types of racism: structural, personally mediated, internalized. • COVID-19 as an example of structural racism’s impact <ul style="list-style-type: none"> ○ lack of access to testing and information on how to get vaccinated ○ masking while Black ○ behavioral barriers due to internalized racism • Cicero Housing Race Riot (1951) – Whites tried to prevent Black family from moving into a home they had leased, then rioted and burned down the house when family moved in • Health disparities in communities on “the other side of the tracks”. • Restrictive covenants in house deeds and titles 	40:11 – 1:00:20



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Content	Time Segment
<p>Q&A</p> <ul style="list-style-type: none"> • COVID-19 exacerbating inequities – impact on children; access to broadband, computers and other technologies; finding alternative ways to access Internet to do homework; limited ability to isolate in crowded homes • One Fairfax – pledges to address inequities; ongoing work; need to address policies in land use and housing – access to affordable housing, healthy communities and transit • Fair Housing Act – ways it has failed; African American homes were purchased through eminent domain and replaced with public housing and higher-priced homes, disrupting ability to build wealth; pattern of urban renewal destroying Black communities and neighborhoods • Priorities for 2021: <ul style="list-style-type: none"> ○ be more proactive in zoning ○ retain lower-income communities and invest in making them neighborhoods of opportunity ○ diversity at decision-making tables 	<p>1:00:28 – 1:12:26</p>
<p>Reports of Breakout Group Discussions – How do the inequities in housing and health impact you?</p> <ul style="list-style-type: none"> • 1: shared stories of access, especially in housing; discussed where we go from here • 2: shared experiences with structural racism in housing, mandatory busing, open communities and their costs, building awareness, emerging from our bubbles, and deconstructing structural racism; equalizing advanced education • 3: didn't experience housing inequities directly but discussed observations where they lived; effects of being an immigrant to the US; being an advocate for others • 4: police need to rethink assumptions – expecting to encounter “criminal element” in poorer neighborhoods; address lack of health care access in certain neighborhoods; change conversations by asking questions; integrated housing is preferred • 5: glad we're becoming more aware of white privilege; should not have to dress or behave in a certain way to be treated equally • 6: experience of Holocaust survivors with restrictions on housing; do we really value the richness of diversity? 	<p>1:16:05 – 1:29:05</p>
<p>Benjamin: Concluding Remarks</p> <ul style="list-style-type: none"> • Diverse life experiences bring value and prevent group think • Discrimination of many kinds continues to exist • Fear of the police and racial profiling • Do more listening than speaking 	<p>1:30:13 – 1:33:12</p>



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Content	Time Segment
<p data-bbox="186 304 1112 367">Final question – If integration has not gone well in the past, what can we do differently?</p> <ul data-bbox="235 378 1226 661" style="list-style-type: none"><li data-bbox="235 378 1226 441">• Bring integration about in all systems; move from words to action; make local, state, and personal budgets equitable<li data-bbox="235 451 1226 514">• How do we generate empathy? – look at the history, use the information that already exists and ask why was it designed that way, to what purpose?<li data-bbox="235 525 1226 588">• Bring people together that don't normally see each other – build relationships with people who don't look like you<li data-bbox="235 598 1226 661">• When policy decisions are being made, people who will be impacted must be in the room; ask who will be disadvantaged and how do I mitigate that?	<p data-bbox="1274 304 1388 367">1:33:13 – 1:45:01</p>



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WORKSHOP #4: Building Bridges for Racial Justice

Panelists:

- [Karla Bruce](#), Chief Equity Officer, Fairfax County, VA
- [Marty Swaim](#), Founder, Challenging Racism

Content	Time Segment
Introduction to workshop and to ICD	0
Concepts covered in previous workshops: <ul style="list-style-type: none"> • Racism is a social construct, not biology-based • Systemic racism has deep historical roots and persists on 3 levels: structural/institutional; personally mediated; internalized • Societal forces undergird our perspectives • Racism negatively affects the whole of society Focus of this meeting <ul style="list-style-type: none"> • Efforts to combat systemic racism in our county and our community • Opportunities for continued engagement to disrupt racism 	10:17 – 14:57
Introduction of speakers	15:12 – 17:55
Marty Swaim: Using History to Build a Just Society <ul style="list-style-type: none"> • The assumption that Blacks are somehow lesser is the foundation of racist beliefs and needs to be undone. • Learning about it is a lifelong journey and is important for building a just, beloved community. • History of racism in this country begins in 1619 with arrival of the first slaves; the Africans had to be deemed less than human to justify owning them as slaves. We need to be honest about the history of these lies about White superiority and plan how to challenge them. • Two periods of history: Colonial America through the Civil War; after the war, 2 tracks – one in the South, the other in the remainder of the country <ul style="list-style-type: none"> ○ Greed – desire for free labor; quick way to riches ○ Americans in both South and North were socialized to view slavery as normal; many Colonial leaders were slaveowners ○ Constitution counted enslaved people as 3/5 of a person – giving slave-holding states more representation in Congress ○ The message that Blacks’ gain requires Whites’ loss was politically useful ○ After Civil War, White Southerners immediately began efforts to prevent freed slaves from exercising their new rights; violence against, and exclusion of, Blacks • Today’s achievement and opportunity gaps for children are unacceptable. We can adopt the school standards that apply in all 	17:55 – 36:28



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Content	Time Segment
<p>developing countries:</p> <ul style="list-style-type: none"> ○ Elementary class size is 15-20 students ○ Teachers receive top pay ○ All teachers are trained to be reading teachers ○ All students are on grade level by grade 3 <ul style="list-style-type: none"> ● Change the things we say or do without thinking that affect the self-image of Black students. ● Create civic pride -- every teacher should push back hard against the lie. 	
<p>Karla Bruce: Becoming One Fairfax</p> <ul style="list-style-type: none"> ● Map from Northern Virginia Health Foundation “Getting Ahead” report shows the uneven distribution of opportunity and vulnerability landscape in Fairfax; greater disadvantages in areas with higher concentrations of people of color. Variances are structural; don’t just focus on social and economic needs of individuals. ● History of Government and Race: initially explicit; became implicit; now working toward racial equity through policies, practices, and procedures ● One Fairfax recognizes that government has to play a role in advancing racial equity <ul style="list-style-type: none"> ○ 2016 adoption of resolution; 2017 policy adopted – commits County to intentionally consider equity in government actions ○ Understand impact of our local history and decide what we want in future ○ Establishing priorities, being innovative, engaging community & stakeholders ○ As a member of government Alliance on Race and Equity, we follow their framework for change – normalize, organize, and operationalize to achieve vision of One Fairfax ○ Goal of racial equity: One can no longer predict advantage or disadvantage by group identity ● Equity = fairness, not sameness ● Recommended video resource is the documentary series: <i>RACE: the power of an illusion</i> (https://vimeo.com/133506632) ● One Fairfax focuses on institutional and structural barriers to opportunity ● Operationalizing: County-wide strategic plan to turn “islands of disadvantage” into “communities of opportunity” <ul style="list-style-type: none"> ○ Vision for the next 10-20 years; 9 priority areas ○ Concept of targeted universalism – replacing a one-size-fits-all formula with a more inclusive and outcome-oriented approach ○ Four parts: understand vulnerability & opportunity; target interventions to build opportunity; target interventions to 	<p>37:01 – 1:06:15</p>



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Content	Time Segment
<p style="text-align: center;">connect to opportunity; encourage development of an inclusive economy</p> <ul style="list-style-type: none"> • Asking different questions: What’s causing racial inequities? What are the effects? What institutional systems are responsible? What are proactive solutions? • Key takeaways (summary) 	
Reports and Resources	1:06:16
Q&A – <ul style="list-style-type: none"> • Meaning of “one” in One Fairfax • Opportunity zip codes – reference Raj Chatty 	1:06:23 – 1:08:25
Breakout Group Instructions	1:08:46 - 1:10:37
Highlights of Breakout Groups <ul style="list-style-type: none"> • Community-building <ul style="list-style-type: none"> ○ House of worship inviting neighboring community and outreach to students to build understanding ○ Reading relevant books and holding book discussions ○ Outreach to build relationships in community ○ Training in diversity ○ Challenging myth of meritocracy ○ Working with diverse neighbors, including mentoring incarcerated youth • Health <ul style="list-style-type: none"> ○ Educate people about risk factors ○ Share resources ○ Maternal health disparities ○ Advocate for individuals ○ In all of our self interests to pursue health equity; COVID puts that in start perspective • Education <ul style="list-style-type: none"> ○ After school support and tutoring provided by house of worship ○ Needs of homeless students • Housing <ul style="list-style-type: none"> ○ White privilege previously obstructed some participants’ ability to see disparities ○ Poor credit is an obstacle; find ways to make these families more welcome and help them overcome the credit barrier to get into appropriate housing ○ Consider working with companies that manage multiple buildings to address affordable housing 	1:10:38 – 1:24:57



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Content	Time Segment
<ul style="list-style-type: none">• Police/Judicial<ul style="list-style-type: none">○ Value of individual citizens getting a first-hand experience of the criminal justice system (courts) – maybe ICD can create an opportunity	
Concluding Call to Action	1:25:15 – 1:26:49



INTERFAITH COMMUNITIES FOR DIALOGUE (ICD)

WORKSHOP #5: Racism: Costs For Everyone And Ways To Prosper Together

Panelist: [Karla Bruce](#), Chief Equity Officer, Fairfax County, VA

Content	Time Segment
Introduction to ICD	0 – 2:15
Introduction to workshop and Agenda Review	2:16 – 4:22
[View Heather McGhee TedTalk at: https://www.youtube.com/watch?v=eaCrsBtiYA4&ab_channel=TED]	
Transition to Speaker	4:35 – 5:00
<p>Karla Bruce: Becoming One Fairfax: We ALL Do Better, When We ALL Do Better</p> <ul style="list-style-type: none"> • The “uneven opportunity landscape” in Fairfax County – mapping variances • One Fairfax approach to governance and management to advance equity • Equity v. Equality – equity = fairness • 3 Categories of racism: Individual, Systemic, Interpersonal • Understanding the history of government policies and race in the US • One Fairfax places a strategic focus on creating “Communities of Opportunity” • Principle of “Targeted Universalism” – a universal goal using multiple, customized strategies that are more inclusive and outcome-oriented • Key elements of a “Community of Opportunity” – e.g., education, housing, healthcare • Role of those outside of government is a key to “inside/outside” strategy • Community action drives change 	5:11 – 33:18
What have we learned? – review of previous ICD workshops; McGhee’s key points; Bruce’s presentation	33:25 – 37:26
<p>Transition to breakout groups to address the following:</p> <ul style="list-style-type: none"> • What is your view of the “zero sum” concept? • How have policies and practices which excluded targeted groups affected you? • Describe your vision of an equitable future • What role do you see for faith communities in overcoming zero sum thinking and systemic racism? 	37:26 – 38:29
Reports from breakout groups	38:36 – 49:15
Speaker Q&A	49:33 – 1:07:59
Concluding remarks	1:07:59 – 1:09:58



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DISCUSSION QUESTIONS AND ACTION IDEAS

WORKSHOP #1: Understanding Racism

Discussion Questions

1. *Which analogy speaks to you the most? (Room with door, garden, cliff) In what ways have you seen each of these at play in your life?*
2. *How can understanding the broader context help us to address the root causes of disadvantage?*
3. *How will you disrupt these patterns?*

Ideas

WORKSHOP #2: Racism in the Education, Police, and Judicial Systems

1. *How does parental involvement influence these areas?*
2. *What questions should we be asking policy-makers?*
3. *What ways can you as a community member step in?*

Ideas

WORKSHOP #3: [Systemic Racism in Health and Housing](#)

Housing

Discussion Questions

1. What are our own personal implicit biases that can affect housing patterns in our area?
2. How has the history of redlining affected housing in our area?
3. What changes are needed in governmental, institutional, and corporate policies to assure equity of opportunity in housing access?

Ideas

1. Tax credits toward purchasing a first home.
2. Making sure that segregation is not encouraged in drawing school districts lines.
3. Creating citizen input into Housing and Planning organizations that create fairness in land use and development policies.
4. Creating ethnically and economically diverse and mixed communities where all are able to access transportation and needed community services.
5. Use FC planning groups such as the Chairman's Taskforce on Equity and Development, One Fairfax and the Human Rights Commission to create opportunities for all populations.



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Health Access

Discussion Questions

1. How has COVID disproportionately impacted communities of color?
2. How are the impacts of climate change and evolving work patterns disproportionately affecting communities of color?

Ideas

1. Identify inequities in access to health care.
2. Use positive zoning and transportation access to make sure access is guaranteed to all.
3. Identify implicit biases that interfere with access.

WORKSHOP #4: Building Bridges for Racial Justice

Discussion Questions

Ideas (from breakout group discussions)

COMMUNITY-BUILDING:

1. Opening your place of worship; invite neighbors in the community
2. Outreach to students to build understanding
3. Community outreach to build friendships/relationships/partnerships
4. Being a good neighbor translates to community action
5. Book club/book discussions – diversity training and effecting change
6. Leadership to change the faith (or other, such as military) community that you're a part of
7. Justice for Juniors – working with incarcerated youth; mentorship; educating about legal status; providing motivation

HEALTH:

1. Educate people about risk factors
2. Sharing resources
3. Maternal health disparities
4. Advocacy for individuals
5. In all of our self-interests to pursue health equity for all (COVID-19 puts it in stark focus)

EDUCATION:

1. After-school support, mentoring, tutoring
2. Addressing needs of homeless students

HOUSING:



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1. Understanding white privilege and its historical impact on current housing disparities
2. Importance of inequities in access to credit and income
3. Faith-based organizations may be able to help:
 - a. vouch for low-income families to overcome negative credit record
 - b. support families while they get on their feet
 - c. Contact federal agencies to press for overcoming credit barrier
4. Incentivize companies that own or are constructing multiple buildings to include affordable housing units
5. Support efforts of One Fairfax, Northern Virginia Affordable Housing Alliance, others

POLICE/JUDICIAL:

1. Provide opportunity for individual citizens to get a first-hand experience of criminal justice system; e.g., observing courtroom (ride along type)

WORKSHOP #5: [Racism: Costs For Everyone And Ways To Prosper Together](#)

Discussion Questions

1. What is your view of the “zero sum” concept?
2. How have policies and practices which excluded targeted groups affected you?
3. Describe your vision of an equitable future
4. What role do you see for faith communities in overcoming zero sum thinking and systemic racism?

Ideas from breakout groups:

1. Begin with ourselves and become “bridge people”
2. Within our faith communities, build greater understanding and intentionally welcome diversity and inclusivity.
3. All are diminished by a zero-sum perspective.
4. Faith communities can benefit from greater awareness of community needs and resources including inequities in housing, education, health, and law enforcement.

Ways to engage suggested by speaker Karla Bruce:

1. Influence policy and legislation – including at the most local level
2. Mobilize neighborhoods and communities
3. Build coalitions and networks
4. Change organizational practices
5. Educate staff and volunteers
6. Promote community education and understanding (e.g., through programs such as this)
7. Strengthen individual knowledge and skills



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RACISM AND SYSTEMIC BIAS: PANELIST BIOS

GEORGES C. BENJAMIN, MD

Executive Director, American Public Health Association (APHA)



Georges Benjamin is known as one of the nation's most influential physician leaders because he speaks passionately and eloquently about the health issues having the most impact on our nation today. From his firsthand experience as a physician, he knows what happens when preventive care is not available and when the healthy choice is not the easy choice. As executive director of APHA since 2002, he is leading the Association's push to make America the healthiest nation in one generation.

He came to APHA from his position as secretary of the Maryland Department of Health and Mental Hygiene. Benjamin became secretary of health in Maryland in April 1999, following four years as its deputy secretary for public health services. As secretary, Benjamin oversaw the expansion and improvement of the state's Medicaid program.

Benjamin, of Gaithersburg, Maryland, is a graduate of the Illinois Institute of Technology and the University of Illinois College of Medicine. He is board-certified in internal medicine and a fellow of the American College of Physicians, a fellow of the National Academy of Public Administration, a fellow emeritus of the American College of Emergency Physicians and an honorary fellow of the Royal Society of Public Health.

An established administrator, author and orator, Benjamin started his medical career in 1981 in Tacoma, Wash., where he managed a 72,000-patient visit ambulatory care service as chief of the Acute Illness Clinic at the Madigan Army Medical Center and was an attending physician within the Department of Emergency Medicine. A few years later, he moved to Washington, D.C., where he served as chief of emergency medicine at the Walter Reed Army Medical Center. After leaving the Army, he chaired the Department of Community Health and Ambulatory Care at the District of Columbia General Hospital. He was promoted to acting commissioner for public health for the District of Columbia and later directed one of the busiest ambulance services in the nation as interim director of the Emergency Ambulance Bureau of the District of Columbia Fire Department.

At APHA, Benjamin also serves as publisher of the nonprofit's monthly publication, *The Nation's Health*, the association's official newspaper, and the *American Journal of Public Health*, the profession's premier scientific publication. He is the author of more than 100 scientific articles and book chapters. His recent book *The Quest for Health Reform: A Satirical History* is an exposé of the nearly 100-year quest to ensure quality affordable health coverage for all through the use of political cartoons.

Benjamin is a member of the National Academy of Medicine (formerly the Institute of Medicine) of the National Academies of Science, Engineering and Medicine and also serves on the boards for many organizations including Research!America and the Reagan-Udall Foundation. In 2008, 2014 and 2016 he was named one of the top 25 minority executives in health care by Modern Healthcare Magazine, in addition to being voted among the 100 most influential people in health care from 2007-2017. In April



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2016, President Obama appointed Benjamin to the National Infrastructure Advisory Council, a council that advises the president on how best to assure the security of the nation's critical infrastructure.

KARLA BRUCE

Fairfax County Chief Equity Officer



Karla Bruce is a dedicated public servant with more than 20 years of experience leading efforts to address the most challenging social issues facing communities. She currently serves as the Chief Equity Officer for Fairfax County, Virginia. In that role, she provides overall management of the One Fairfax strategic framework by serving as the county's racial and social equity liaison, engaging stakeholders and partners, and advising and supporting the Board of Supervisors, executive leadership and department Leadership in shaping and directing policy and practice to create equitable opportunity for all Fairfax County residents.

Bruce was also charged with leading a Task Force on Equity and Opportunity created by the Fairfax County Board of Supervisors after a police use of force incident in the Mount Vernon area. The purpose of the Task Force was to “explore the range of situations and conditions that contribute to disproportionate trends, facilitate shared responsibility and collective action, build on the strengths of our community and lift up solutions to make all residents and neighborhoods more resilient”. Ms. Bruce holds a Master of Public Administration and certification in Process Management from George Mason University and is also a Certified Public Manager and a Certified Therapeutic Recreation Specialist.



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CAMARA PHYLLIS JONES, MD, MPH, PHD
Family Physician, Epidemiologist, Past President of APHA



Camara Phyllis Jones is a family physician and epidemiologist whose work focuses on naming, measuring, and addressing the impacts of racism on the health and well-being of the nation.

She is a Past President of the American Public Health Association and was the 2019-2020 Evelyn Green Davis Fellow at the Radcliffe Institute for Advanced Study at Harvard University. She has taught at the Harvard School of Public Health, Morehouse School of Medicine, and Rollins School of Public Health and served as a medical officer at the Centers for Disease Control and Prevention.

Her allegories on "race" and racism illuminate topics that are otherwise difficult for many Americans to understand or discuss. Recognizing that racism saps the strength of the whole society through the waste of human resources, she aims to mobilize and engage all Americans in a National Campaign Against Racism.



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MICHELLE KROCKER, MUEP

Executive Director, Northern Virginia Affordable Housing Alliance



Michelle Krocker is a public policy and community development consultant, assisting private sector organizations and local governments in creating diverse, affordable communities through effective housing and land use policies. She is a founding member and Executive Director of the Northern Virginia Affordable Housing Alliance, a regional advocacy coalition engaged in expanding the base of political will for adequate public resources to address the unmet housing needs of Northern Virginia's low and moderate income households.

Prior to joining the Alliance, Michelle was Director of Housing and Community Development for Cornerstones (formerly Reston Interfaith), a human services agency serving low income families in northwestern Fairfax County. In that capacity she led the department in the acquisition, financing and rehabilitation of scattered-site rental housing for households served by the agency.

Michelle has served on multiple citizen advisory boards. She was a member of the Tysons Land Use Task Force (2005 – 2010), charged with planning the redevelopment of 1700 acres of Tysons Corner, and Chair of its Affordable Housing Subcommittee. She also served on the Housing Advisory Board to the Loudoun County Board of Supervisors, acting as Chairman for two years. Current advisory boards include BB&T's Community Development Advisory Committee, The Housing Leaders Group of Greater Washington, the Fairfax County Affordable Housing Advisory Committee, the Alexandria Affordable Housing Advisory Committee (Chair), and the Board of Directors for Housing Virginia, a statewide housing education, advocacy and policy organization.

Michelle holds a Bachelor of Arts in Political Science from George Mason University, and a Master of Arts in Environmental and Urban Planning from the University of Virginia.



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CAPTAIN DARRELL NICHOLS **FCPD Equity Lead**



Captain Nichols started his career with the Fairfax County Police Department in November 1992. He is currently one of four Staff Duty Officers assigned to the Patrol Division, in which he commands field operations for the Fairfax County Police Department. Since May 2019, Captain Nichols has been involved with One Fairfax and currently serves as the FCPD Lead representative in One Fairfax.

Captain Nichols is a Co-Chair for the Human Relations Policy Committee, which focuses on procedural justice. He has led numerous Town Hall meetings focused on equity in policing and race, led Community Inclusion Groups, focused on reviewing FCPD policies and procedures to ensure equity and racial equity, and collaborated with external partners. He maintains liaison relationships with Center for Policing Equity and advises the Chief of Police on equity matters. Captain Nichols is currently drafting a guidance document for FCPD leadership on the topic of disproportionality and disparity as it relates to use of force and race relations, and trust building.

His recent assignments were Deputy Incident Commander for the Emergency Service Bureau, Assistant Commander of the Mount Vernon District Station, Assistant Commander of the Personnel and Resources Division, Second Lieutenant with the Internal Affairs Bureau, and a Second Lieutenant in the Patrol Bureau. Captain Nichols is a passionate mentor coach, expert communicator with a high EQ; has authored policies, and procedures; and has a graduate degree in Homeland Security from American Military University in West Virginia. Captain Nichols is an innovative police leader who is focused on building and sustaining community relationships.



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SEAN PERRYMAN

President, Fairfax County NAACP



Sean Perryman is the president of the Fairfax County NAACP. He's the youngest president in the branch's 102 year history. In this organization, he has been a leader on addressing the school to prison pipeline, police reform, affordable housing, and worker protections during the coronavirus pandemic. He recently announced he's running for Lieutenant Governor of Virginia. A frequent speaker and author on race, equity, and police & criminal justice reform, Sean is also an acknowledged leader and speaker for equity in technology and artificial intelligence policy.

Sean graduated from Baruch College and then went on to earn a law degree from Vanderbilt University. Sean works as Director of Social Impact Policy at Internet Association (IA).

Sean and his family reside in northern Virginia. He's proud to call this his community and he strives to give back to it every day.



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MARTY SWAIM, MA

Co-founder, Challenging Racism



Marty Swaim, the co-founder of Challenging Racism (CR), an Arlington based educational NGO, is a retired Arlington Public School (APS) social studies teacher. She returned to teaching after her children were all in school. She is a lifetime National Education Association member and two time local president of the Arlington Education Association. She holds a BA in Government from Oberlin College, an MA in American History from Howard University, is a Teacher consultant from the George Mason University Writing Project, a certified facilitator in Results Based Facilitation, and she held certification in Secondary teaching and Administration in Virginia.

Her journey to understanding racism grew out of her teaching experience in Arlington Public Schools when she began to question how it was possible that the best funded school system in Virginia produced large numbers of Black and Latinx students who could not write in 9th grade. In 2004-2005, she began a series of conversations on challenging racism with the goal of creating a community of people in Arlington who would support and demand the end of achievement gaps and other forms of racism. These conversations developed into a process that provides knowledge about racism, develops self-knowledge around race and racism, builds relationships among people who are on the journey of anti-racism, and incorporates practice in applying listening skills and engaging in difficult conversations in order to challenge racism.



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B. MICHAEL WOLTZ, 3RD

Chair, Fairfax Title I Parent Advisory Committee



Mike Woltz is a father of two students in Fairfax County Public Schools in Virginia. His educational advocacy began when he served as PTA President of Weyanoke Elementary. Since that time, he has spearheaded fatherhood engagement initiatives, chairs the Fairfax Title I Parent Advisory Committee, which seeks to ensure equity for students and families in Title I schools, and chairs the Northern Virginia District PTA's Diversity, Inclusion, and Outreach Committee. He also Chair of the Fairfax NAACP's Legal Redress Committee. Mike is an attorney for the federal government.



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WORKSHOP SERIES: RACISM AND SYSTEMIC BIAS
SUGGESTED RESOURCES¹

BOOKS:

	Under- standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Alexander, Michelle, <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (2020)	*		*			
Angelou, Maya, <i>I Know Why the Caged Bird Sings</i> (1969)			*			
Arnold, Jenna, <i>Raising Our Hands</i> (2020)	*					
Baldwin, James, <i>The Fire Next Time</i> (1963)	*					
Bazelon, Emily, <i>Charged: The New Movement to Transform American Prosecution and End Mass Incarceration</i> (2019)			*			
Boggs, Grace Lee, <i>The Next American Revolution: Sustainable Activism for the Twenty-First Century</i> (2011)	*					
Butler, Paul, <i>Chokehold: Policing Black Men</i> (2017)			*			
Coates, Ta-Nehisi, <i>Between the World and Me</i> (2015)	*					
Collins, Patricia Hill, <i>Black Feminist Thought</i> (1990)	*					
Cooper, Brittney, <i>Eloquent Rage: A Black Feminist Discovers Her Superpower</i> (2018)	*					
Darity, William A., and Mullen, A. Kirsten, <i>From Here to Equality: Reparations for Black Americans in the Twenty-First Century</i> (2020)	*					
Desmond, Matthew, <i>Evicted: Poverty and Profit in the American City</i> (2016)					*	*
DiAngelo, Robin, <i>White Fragility: Why It's So Hard for White People to Talk about Racism</i> (2018)	*					
Forman Jr., James, <i>Locking Up Our Own: Crime and Punishment in Black America</i> (2017)			*			
Hurston, Zora Neale, <i>Their Eyes Were Watching God</i> (1937)	*					
Katznelson, Ira, <i>When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America</i> (2005)						
Kendi, Ibram X., <i>How To Be An Antiracist</i> (2019)	*					
Kendi, Ibram X., <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (2017)	*					
Laymon, Kiese, <i>Heavy: An American Memoir</i> (2018)	*					
Lorde, Audre, <i>Sister Outsider</i> (1984)	*					
McGhee, Heather C., <i>The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together</i> (2021)	*					*

¹ The ICD does not take any official position on the views expressed in these publications. They are shared for your personal continued exploration.



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	Under- standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Mock, Janet, <i>Redefining Realness</i> (2014)	*					
Moraga, Cherríe, <i>This Bridge Called My Back: Writings by Radical Women of Color</i> (1981)	*					
Morrison, Toni, <i>The Bluest Eye</i> (1970)	*					
National Academies of Sciences, Engineering, and Medicine. <i>Communities in Action: Pathways to Health Equity</i> . National Academies Press, 2017. https://www.ncbi.nlm.nih.gov/books/NBK425839/#sec_000020				*		
Oluo, Ijeoma, <i>So You Want to Talk About Race</i> (2018)	*					
Perry, Andre M., <i>Know Your Price Valuing Black Lives and Property in America's Black Cities</i> (2020)					*	
Reynolds, Jason and Kendi, Ibram X., <i>Stamped: Racism, Antiracism, and You</i> (2020)	*					
Robinson, Randall, <i>The Debt: What America Owes to Blacks</i> (2001)	*					
Rothstein, Richard, <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i> (2018)			*			
Saad, Layla F., <i>Me and White Supremacy</i> (2020)	*					
Stevenson, Bryan, <i>Just Mercy: A Story of Justice and Redemption</i> (2015)			*			
Swaim, Martha, <i>Challenging Racism: Learning How</i> workbook for participants and handbook for facilitators, 2016, 2017	*					*
Swaim, Marty, "Teaching Across Cultures", in Strand, P, Smith, RG, Cotman T, Robinson C, Swaim M, <i>Gaining on the gap: Changing hearts, minds, and practice</i> (2011)		*				
Swaim, Marty and Swaim, Stephen, <i>Teacher Time</i> (1999)		*				
Tatum, B. D., <i>Why are all the black kids sitting together in the cafeteria? And other conversations about race</i> (1997, 2 nd edition 2017)	*					
Wilkerson, Isabel, <i>Caste: The Origins of Our Discontents</i> (2020)	*					
Wilkerson, Isabel, <i>The Warmth of Other Suns</i> (2010)	*					



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ARTICLES:

	Under- standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Acs G, Pendall R, Treskon M, Khare A. <i>The Cost of Segregation. National Trends and the Case of Chicago, 1990–2010</i> . Washington, DC: Urban Institute, 2017. https://www.urban.org/research/publication/cost-segregation					*	*
Axios. <i>Race and Housing in America</i> , December, 2020. https://www.axios.com/hard-truths-deep-dive-housing-america-1d5309d2-700f-4050-b1cb-5a115d7a9a3b.html?deepdive=1					*	
Burling, James. <i>America’s Sordid History of Exclusionary Zoning</i> , Real Estate Issues, Nov, 2020, https://www.cre.org/wp-content/uploads/2020/11/Real-Estate-Issues-Americas-Sordid-History-of-Exclusionary-Zoning-1.pdf					*	*
Center on Society and Health for the Metropolitan Washington Council of Governments (COG), June 2020, “Health Equity: How Opportunities for Health are Shaped by Race and Ethnicity”				*		
Chan, Adeel, “Ruth Bader Ginsburg and Chadwick Boseman: a tale of two cancers in America”, KevinMD.com, https://www.kevinmd.com/blog/2020/10/ruth-bader-ginsburg-and-chadwick-boseman-a-tale-of-two-cancers-in-america.html?th=1&xid=fb-md-cbtm-gastro-pbraf&fbclid=IwAR3RyCUofGg5cmVPqHWwmRrP9nj--4abqoGO9Tb7InVsZCocMe8muHn7dZY				*		
Eligon, John, “Black Doctor Dies of Covid-19 After Complaining of Racist Treatment”, NY Times, December 23, 2020, https://www.nytimes.com/2020/12/23/us/susan-moore-black-doctor-indiana.html?smid=em-share				*		
Hilovsky K, Lim K, Taylor Williams T, “Creating The Healthiest Nation: Health and Housing Equity”, American Public Health Association, May 2020. https://www.apha.org/-/media/files/pdf/topics/equity/health_and_housing_equity.ashx?la=en&hash=FEDA5CD7041C72CBA783AB614E5EC20CAA040DCA				*		
https://www.mwcog.org/documents/2020/06/10/health-equity-how-opportunities-for-health-are-shaped-by-race-and-ethnicity/				*		
LaVeist TA, Benjamin GC, “60 Black Health Experts Urge Black Americans to Get Vaccinated”, New York Times, February 7, 2021. https://www.nytimes.com/2021/02/07/opinion/covid-black-americans.html?action=click&module=Opinion&pgtype=Homepage				*		
Magnan, S. “Social Determinants of Health 101 for Health Care: Five Plus Five.” (<i>NAM Perspectives</i> . Discussion Paper, National Academy of Medicine, Washington, DC., 2017) https://doi.org/10.31478/201710c				*		



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	Under- standing & * Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack" https://www.racialequitytools.org/resourcefiles/mcintosh.pdf (excerpted from a 1988 working paper; numerous versions on Internet)	*					
McMullen, Troy, "For Black Homeowners, A Common Conundrum With Appraisals", Washington Post, January 21, 2021, https://www.washingtonpost.com/realestate/for-black-homeowners-a-common-conundrum-with-appraisals/2021/01/20/80fbfb50-543c-11eb-a817-e5e7f8a406d6_story.html					*	
Stafford, Zach, "When you say you 'don't see race', you're ignoring racism, not helping to solve it" (The Guardian; 26 January 2015) https://www.theguardian.com/commentisfree/2015/jan/26/do-not-see-race-ignoring-racism-not-helping	*					
Winkler, Erin N., "Children Are Not Colorblind: How Young Children Learn Race" (PACE, Vol. 3 No. 3, 2009) https://nmaahc.si.edu/sites/default/files/downloads/resources/children_are_not_colorblind.pdf		*				

VIDEOS:

	Under- standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Chetty, Raj: <i>Reviving the American Dream: Lessons from Big Data</i> , (TEDxStanford, 2016) https://www.youtube.com/watch?v=u2U9-Wq2ub0&ab_channel=TEDxTalks					*	
Crenshaw, Kimberlé: <i>The Urgency of Intersectionality</i> (TED talk, 2016) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality	*					
https://ssir.org/videos/entry/three_questions_with_angela_glover_blackwell	*					
Jones, Camara: "Allegories on Race and Racism", https://www.google.com/search?q=camara+jones+ted+talk&oq=CAMARA&aqs=chrome.5.69i57j0j46j0l3j69i61l2.7871j0j4&sourceid=chrome&ie=UTF-8	*					
Lopez, Mark and Rothstein, Richard, "Segregated By Design", https://www.segregatedbydesign.com/					*	
Stanford Social Innovation Review, "Three questions with Angela Glover Blackwell"						



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	Under-standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Verna Williams, "You can help stop the violence against young black men" https://www.youtube.com/watch?v=6gTfX4U6C_0&ab_channel=TEDxTalks			*			
INTERFAITH COMMUNITIES FOR DIALOGUE (ICD) RACISM AND SYSTEMIC BIAS WORKSHOP RECORDINGS						
• #1: Understanding Racism, October 25, 2020 (https://youtu.be/RnQwsKSBclY)	*					
• #2: Racism in Education, Police, and Judicial Systems, November 8, 2020 (https://youtu.be/HqbYbjMZLS4)		*	*			
• #3: Systemic Racism in Health and Housing, January 31, 2021 (https://youtu.be/CNh77vLIBsw)				*	*	
• #4: Building Bridges to Racial Equity: March 7, 2021 (https://youtu.be/FFAn6Q1jVEQ)	*	*	*	*	*	
• #5: Racism: Costs For Everyone and Ways To Prosper Together (https://youtu.be/jC8W1SaV3jQ)						*

REPORTS/DATA

	Under-standing & Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Getting Ahead: The Uneven Opportunity Landscape in Northern Virginia (https://novahealthfdn.org/wp-content/uploads/NVHF-Issue-Brief-FINAL.pdf)				*		*
Uneven Opportunities: How Conditions for Wellness Vary Across the Metropolitan Washington Region (https://www.mwcog.org/documents/2020/10/26/uneven-opportunities-how-conditions-for-wellness-vary-across-the-metropolitan-washington-region-health-health-data/)				*		*
Racial Inequities in Fairfax County 2011-2015 (https://www.urban.org/research/publication/racial-inequities-fairfax-county-2011-15)	*					
Health and Human Services Needs Assessment 2019 (https://www.fairfaxcounty.gov/strategymanagementhhs/sites/strategymanagementhhs/files/assets/data%20analytics%20files/2019%20needs%20assessment.pdf)				*		



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	Under- standing & * Confronting Racism	Education	Police/ Judicial	Health	Housing	Costs for All
Equitable Growth Profile of Fairfax County (https://www.fairfaxcounty.gov/topics/sites/topics/files/assets/documents/pdf/equitable-growth-profile-report.pdf)	*					*
COVID-19 Vulnerability Index (https://fairfaxcountygis.maps.arcgis.com/apps/MapSeries/index.html?appid=b9b5f7cb1c8b45469408ddff18c04200)				*		
The Opportunity Index for Northern Virginia (https://opportunityindex.cnova.org/)	*					
Healthy Places Index: A New Resource for Measuring Opportunity in Northern Virginia (https://novahealthfdn.org/healthy-places-index/)	*			*		*
Fairfax County Strategic Plan (https://www.fairfaxcounty.gov/news/shaping-future-5-things-know-about-proposed-countywide-strategic-plan#sthash.Rkg6sjKz.dpbs)	*					
Fairfax County Public Library page on social and racial justice (https://www.fairfaxcounty.gov/library/fcpls-stand-social-and-racial-equity)	*					
Chairman’s Task Force on Equity and Opportunity Recommendations (Fairfax County Board of Supervisors, February 23, 2021) https://www.fairfaxcounty.gov/chairman/sites/chairman/files/assets/documents/combined%20list%20of%20recommendations.pdf	*					
One Fairfax, additional information: (https://www.fairfaxcounty.gov/topics/one-fairfax)	*					
Deeply Rooted – Recalling how past policies shaped the present reminds us that today’s policies can shape the future (Center on Society and Health, Northern Virginia Health Foundation) (www.historyfortomorrow.org)						*
Zoning and Segregation in Virginia: Part 1 (www.mcguirewoods.com)						*
Targeted Universalism Othering & Belonging Institute (https://belonging.berkeley.edu/targeted-universalism)						*
Stanford Social Innovation Review: The Curb-Cut Effect (https://ssir.org/articles/entry/the_curb_cut_effect)						*