



Leadership Seminar on Racial Equity and Youth Development

Convened by:

The Aspen Institute Roundtable on Community Change

July 16– 20, 2006

Aspen Meadows—Aspen, Colorado

All seminar sessions will be held in the Booze Allen Room in the Koch Building

Breakfast is served from 7– 9 am and lunch from 12– 2 pm in the Meadows Restaurant

Sunday, July 16

3:30 pm

Refreshments will be available at the Booze Allen Room

4:00–6:30 pm

Session One: *Welcome, introductions, overview of the seminar and of the structural racism analytical framework*

Discussion Questions:

What insights does the structural racism framework offer? What is most intriguing about this framework? How does structural racism affect youth development? Have you seen evidence of this effect in the young people with whom you work?

Readings:

- Aspen Institute Roundtable on Community Change, *Structural Racism and Youth Development*. Washington, DC: (2005).
- Margaret Beale Spencer and Sanford M. Dornbusch, “Challenges in Studying Minority Youth.” in S. Feldman and G. Elliott (eds.) *At the Threshold: The Developing Adolescent*. Cambridge: Harvard University Press (1990): 123-26; 130-35; 140-42.
- Eunai K. Shrake, “Ethnic identity as a predictor of problem behaviors among Korean American Adolescents.” *Adolescence*: (Fall 2004): 1-4; 8-10.
- The Center for Social Inclusion, “Thinking Change: Race, Framing and the Public Conversation on Diversity. What Social Science Tells Advocates About Winning Support for Racial Justice Policies.” (2005).

Film excerpt: *Race the Power of an Illusion*

7:00–9:30 pm

Group Dinner, Bernhardt Room, Aspen Meadows

Monday, July 17

8:30 am–12:00 pm

Session Two: *Dominant Consensus on Race: National Values, Racial Meanings, and the Construction and Maintenance of Privilege*

Purpose:

To identify and reflect on what are often referred to as national values or American values. To re-examine these values and identify ways they shape popular and political debates about social outcomes. To explore the historical and contemporary meanings of race and the ways racial meanings shape our understanding of social issues. To think about the implications of national values and racial meanings for public policy and institutional practices.

Discussion Questions:

Certain values are held up as fundamentally American (e.g., justice, individualism, meritocracy, equal opportunity and equality). What groups were considered in the conceptualization of these values and why might that be an important point for reflection? Are these national values universal, which is to say, do they manifest for all social groups in the same way?

Readings:

- Thurgood Marshall, “Commentary: Reflections on the bicentennial of the US constitution.” *Harvard Law Review* (November, 1987).
- William Bradford Reynolds, “Another View: Our magnificent constitution.” *Vanderbilt Law Review* (November, 1987).
- US Supreme Court Case: The Civil Rights Cases (October 15, 1883).
- US Supreme Court Case: Plessy v. Ferguson (May 18, 1896).
- Angela P. Harris, “Symposium on Law in the Twentieth Century: Equality Trouble: Sameness and Difference in Twentieth-Century Race Law.” *California Law Review* (December, 2000): 1-18.
- Christian Sunquist, “Equal opportunity, individual liberty, and meritocracy in education: Reinforcing structures of privilege and inequality.” *Georgetown Journal on Poverty Law & Policy*, IX (1) (2002): 230-236.

12:00–2:00 pm

Lunch

2:00–4:30 pm

Session Two (cont.): *Dominant Consensus on Race: National Values, Racial Meanings, and the Construction and Maintenance of Privilege*

Discussion Questions

What is Race? Why have racial categories been created? How does race complicate the way we think about and act on issues? How can we explain the fixed social position for some groups and the fluidity for others? How are social positions along the hierarchy determined?

Readings:

- Meizhu Lui, et. al. “Overview: The Roots of the Racial Wealth Divide.” in *The Color of Wealth, The Story Behind the U.S. Racial Wealth Divide*. NY: New Directions (2006): 1-27.
- Frederick Rivara and Laurence Fineberg, “Use of the terms Race and Ethnicity.” *Archives of Pediatrics & Adolescent Medicine* 155(2) (2001): 119.
- Michael Omi and Howard Winant, *Racial Formation in the United States From the 1960s to the 1990s*. NY: Routledge (1994): 53-65.

6:00–8:30 pm

Group Dinner in town

Tuesday, July 18

8:30 am–12:00 pm

Session Three: *Social and Institutional Manifestations of Inequity: Popular Explanations and Alternative Perspectives*

Purpose:

To examine the dominant ideology operating in the 21st century and explore the ways it finds expression in discourse about racial disparities among youth and in public policy. We will explore the three most common explanations of racial and ethnic disparities among youth, and articulate the similarities and differences in definitions, underlying assumptions, and beliefs about change.

Discussion Questions:

The term ideology is often used to mean cultural beliefs, values, and attitudes that explain and justify social systems. Do you think there is a dominant ideology in America? How would you characterize it? How does the dominant ideology

support or challenge the ways power and privilege are organized nationally and in your community?

Explanations of disparity and prescriptions for change can be articulated with an individual, institutional or structural lens. How would you characterize these different perspectives? Which perspective most frequently informs public policies and institutional initiatives in your community...in your organization? How do the three perspectives reinforce or challenge the dominant ideology? ...your own views?

Readings:

- Abigail Thernstrom, "Close the Gap by teaching social skills." *The Philadelphia Inquirer*. June 27, 2004.
- Orlando Patterson , "A Poverty of the Mind." *Philadelphia Daily News*. March 31, 2006.
- The Future of Children, *School Readiness: Closing Racial and Ethnic Gaps*. Princeton: Woodrow Wilson School of Public and International Affairs. 15 (1) (Spring 2005): Cover page.
- Susan Ledlow, "Is Cultural Discontinuity an Adequate Explanation for Dropping Out?" *Journal of American Indian Education* 31 (3) (May 1992).
- Tim Wise, "Not-so-Little White Lies: Education and the Myth of Black Anti-Intellectualism." <http://www.lipmagazine.org>.
- Rebecca Gordon, Libero Della Piana, & Terry Kelleher, "Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools." Oakland: Applied Research Center (2000): 1-25.
- Aspen Institute Roundtable on Community Change, *Structural Racism and Youth Development: Issues, Challenges and Implications*. Washington: The Aspen Institute (2005): 29-41.

12:00–5: 00 pm

Lunch and Free Time

5:00 pm

Refreshments will be available at the Booze Allen Room

5:30—7:30 pm

Session Four: *Dominant Consensus on Race: Popular Representations*

Purpose:

To reflect on the representations of different groups in popular culture and the ways in which these representations reinforce the dominant ideology and justify the racial disparities that we observe among young people.

Discussion Questions:

How do the widely held societal beliefs about the different racial and ethnic groups who are experiencing longstanding disparities in key opportunity areas, such as education, employment, health, and juvenile justice, compare with the national values we discussed this morning?

How do these beliefs illuminate, obscure, or undermine the root causes of the racial disparities that we observe among youth? What are the consequences of these beliefs for public policies, institutional practices, and youth development?

Readings:

- Building Blocks for Youth, “Off Balance: Youth, Race and Crime in the News.” (2003).
- “The Harm of Native Stereotyping.”
<http://www.bluecorncomics.com/stharm.htm>.
- Aspen Institute Roundtable on Community Change, *Structural Racism and Youth Development: Issues, Challenges, Implications..* (2005): 5-7; 25-28.
- Ronald Takaki, “Organizing Principles: The Myth of the Model Minority.” in *Strangers from a different Shore: A History of Asian Americans*. Boston: Little, Brown (1989): 474-487.

Film: *Ethnic Notions*

7:30

Dinner on your own

Wednesday, July 19

8:30–10:30 am

Session Five: *Implications and Action: What Might A Racial Equity Theory of Change (RETOC) Look Like?*

Purpose:

To unpack the term racial equity and to focus on its meaning and implications within communities and organizations. We will reflect on the type of social change agenda that would be necessary to address racial disparities. Participants will be introduced to the RETOC process and discuss the rationale for linking the structural racism analysis to the RETOC.

Discussion Questions:

What does racial equity look like? What public policies, institutional practices, and popular cultural representations need to change in order to achieve racial equity in the area that is of greatest concern to you? What areas could your organization take on to address racial equity for youth in your community?

Readings:

- Aspen Institute, Roundtable on Community Change “A racial equity theory of change.” (2005).

Resources and Tools:

- The Aspen Institute Roundtable on Community Change, “Literature review of organizations’ experiences addressing structural racism.” (2006).
- Pedro Noguera, “Unequal Outcomes, Unequal Opportunities: Closing the Achievement Gap in Berkeley.” in *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teachers College Press (2003): 59-81.
- The Aspen Institute Roundtable on Community Change, “Racial equity workbook.” (2006). This document will be mailed to participants after the seminar.

10:30 am– 12:30 pm

Session Five (cont.): Developing a Racial Equity Theory of Change (RETOC)

Purpose:

To provide an opportunity for participants to think through strategies for addressing racial equity in their work with youth and in their organizations.

Discussion Questions:

Think of one opportunity area (education, employment, criminal justice, health, etc.) in which there are stark racial disparities in outcomes for youth in your hometown. What is your highest priority, long-term racial equity goal in this area? What indicators would you use to document success in achieving racial equity in this outcome?

What are the most important preconditions, or building blocks, necessary for the realization of this racial equity goal?

What public policies, institutional practices and cultural representations are currently acting as barriers to producing the preconditions required to realize this racial equity goal?

What types of coalitions or strategic alliances would your organization need to build in order to eliminate the barriers posed by the policies, practices and representations listed above?

12:30 pm–2:00 pm
Lunch

2:00–5:00 pm

Session Six: *The View Inside Your Organization: Developing an Organizational Change Strategy*

Purpose:

To apply the racial equity lessons from the previous days to your internal organizations and see that internal diversity and inclusion (i.e., racial and ethnic equity, among other aspects of diversity) are essential to effectively achieving your youth related missions. Participants will have an opportunity to explore some possible strategies and approaches to change their environments to create more diverse and inclusive workplaces.

Discussion Questions:

How racially diverse is your organization? Is there racial equity within your organization?

What is your racial equity vision for your organization? Is internal diversity and inclusion important to achieving your organization's mission? Why or why not?

What types of changes are needed to begin to create an inclusive work environment?

What strategies and approaches have helped you make progress on racial equity and inclusion in your organization? What have been your biggest challenges in this area?

What steps will you take to create an organizational environment that is more inclusive and racially equitable tomorrow than it is today?

Readings:

- Peggy Macintosh, "Unpacking the Invisible Knapsack." excerpted from Working Paper #189 *White Privilege and Male Privilege a Personal Account of Coming to See Correspondences through Work in Women's Studies*. Wellesley, MA: Wellesley College Center for the Study of Women (1989).
- Keith Caver and Ancella Livers, "Dear White Boss..." *Harvard Business Review* (November 2002).
- William Bowen, Derek Bok and Glenda Burkhart, "A Report Card on Diversity: Lessons for Business from Higher Education." *Harvard Business Review* (1999).

- David A. Thomas, “Diversity as Strategy.” *Harvard Business Review* (2004).
- Alan Deutschman, “Change” *Fast Company* (May 2005).

6:30–7:30

Reception: Hefner Lounge and Brown Library

7:30– 9:00 pm

Group Dinner: Merrill Patio

Thursday, July 20

8:30– 11:45 am

Session Seven: *Taking What We Have Learned Back Home*

Purpose:

To discuss participant’s preliminary RETOCs to promote racial equity for youth in their communities and strategies to develop more inclusive work environments. We will also have an opportunity to reflect on what we learned over the course of the seminar and how to communicate this knowledge with our colleagues and others.

Discussion Questions:

What is your biggest take away from the seminar? What do you expect to do differently to address racial equity in your work with and on behalf of youth? ...within your organization? What kind of support do you feel you need to carry out this work? What do you believe are the best ways to communicate what you learned with your colleagues when you return home? What did you find most useful about your seminar experience? What would you change about this experience?

Resources and Tools:

- The Center for Social Inclusion, “Thinking Change: Race, Framing and the Public Conversation on Diversity. What Social Science Tells Advocates About Winning Support for Racial Justice Policies.” (2005).

11:45

Seminar Ends (those with 1:10 flights depart for airport)

12:00– 2:00

Lunch