SOMETHING IS WRONG: Exploring the Roots of Youth Violence

Edited by Mariame Kaba, J. Cyriac Mathew, and Nathan Haines

Layout and Design by Caitlin Ostrow

PREFACE—Why this Curriculum Guide?

This curriculum guide is inspired by a simple and profound question from an incredible young woman named Shania[1] who was struggling to make sense of the senseless. I sat in a peacemaking circle with her in early October, a little over a week after the killing of Derrion Albert. *Derrion Albert, 16, a student at Fenger High School in Chicago died on September 24th 2009.* This fact is sad on its face but it would have garnered little attention beyond that of his friends and family if his death had not been captured on a cell phone video. The video shows Albert's fatal beating as he walked into a melee, allegedly two gangs fighting, on a Chicago street. The video shows a group striking him with boards and kicking him as he lay on a sidewalk. This tragedy captured the attention of the national media and politicians.

For the young woman who sat with me in early October, the animating question was "Why?" "Why Did Derrion Die?" Shania said that one of her closest friends had known Derrion and that her friend was devastated by his loss. Her friend wanted revenge; she was demanding that the young men who were accused of killing Derrion be given the death penalty for their actions. And yet, Shania was conflicted. She wanted to comfort her friend who was obviously hurting from the loss of someone dear while not losing track of the humanity of those young men who had been accused of killing Derrion. On that October day, those of us in the circle who were adults struggled to provide any sort of adequate answer to Shania's troubling and important question of "Why Did Derrion Die?"

Those of us who work here in Chicago with youth (as teachers, youth workers, mentors, organizers, allies, etc…) are finding ourselves at a loss about how to help young people process the root causes of the violence in their lives and to ultimately heal. When young people ask: "Why Did Derrion Die?" the answers developed by us, as adults, feel unsatisfactory and ultimately lacking. As such, we believe that there is value in helping to foster spaces in communities across the city where young people themselves can develop their answers and search for relevant remedies.

The Chicago Freedom School, Project NIA and Teachers for Social Justice have partnered along with other volunteers to **develop a curriculum guide** in order to contribute to the ongoing efforts by young people and their adult allies to analyze the root causes of youth violence and to create local solutions.

At a time when frustration is running high and many are expressing a sense of powerlessness in the face of pervasive violence, this curriculum guide is an offering intended to make a positive contribution to the dialogue about violence in the lives of young people. In the words of historian and community activist Barbara Ransby, our goal is to help "young people to channel their righteous rage" towards the actual sources of their oppression.

There have been many Derrions in Chicago over the past few years. This curriculum is dedicated to all of the young people who have succumbed to violence. We honor your lives.

In Peace and Solidarity,

Mariame Kaba
Founder and Director, Project NIA
Co-founder and current board chair, Chicago Freedom School
Co-founder and adult ally, Rogers Park Young Women's Action Team

Note: Questions about this curriculum guide can be directed to me at mariame@project-nia.org.

---

1. Shania is a pseudonym intended to protect confidentiality.

TABLE OF CONTENTS

SECTION FIVE: YOUTH-LED RESEARCH AND ORGANIZING

SECTION SIX: CURRICULAR RESOURCES

SECTION SEVEN: MISCELLANEOUS

INTRODUCTION

> Where justice is denied, where poverty is enforced, where ignorance prevails, and where one class is made to feel that society is organized in a conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.
>
> —*Frederick Douglass*

Since the mid-90's, the rate of violent crimes by youth perpetrators ages 12–17 has been steadily declining[2]. So what explains the mass media's fixation on sensational cases of violence perpetrated by youth? Sociologist Mike Males believes that those in power have an interest (economic, social, and political) in engaging in fearmongering with respect to young people. He suggests that the "politician-media-institution campaign on 'youth[3] violence' is bigoted and devoid of genuine concern for youths." "Real concern," he writes, "would involve lamenting the major causes of violence against youths."[4] We are at great pains in this curriculum to avoid linking an entire population class, in this case young people, with a negative behavior practiced by only a few of its members because this would indeed be bigotry.

This is a curriculum that rejects the traditional conceptualization of youth violence as mainly peer to peer violence. In order to truly understand youth violence, it must be re-defined as violence in the lives of young people. Only in this way can the real scope of the problem be grasped and eventually addressed. Most of the perpetrators of youth violence are adults who do harm to young people in a number of settings (at home, at school, in the streets, and at the highest levels of government through detrimental policies).

Violence is a real problem for many young people, though not always or even usually in the form of the sensational incidents that tend to dominate the headlines and create pressure for solutions. As mentioned previously, youth encounter violence in every arena of their daily lives – at home, at school, through the media, or on the streets of their neighborhoods. This curriculum guide adopts a holistic approach to addressing violence in the lives of young people. Because violence is so prevalent and ubiquitous, these conditions serve to make it seem normal and acceptable even while we desire peaceful lives and a world free of conflict. All of us must make sense of the culture of violence in which we live and of the many messages either glorifying or vilifying it. Throughout this curriculum, we offer a look at some of the roots and practices shaping the culture of violence in the U.S. and provide youth with an opportunity to explore its toll on our overall well-being and sense of humanity.

The Frederick Douglass quote cited above speaks to the reality that violence is the glue that holds oppressions in place. It is impossible to understand violence without deeply probing and analyzing oppression and how it works. This curriculum attempts to do just that. It also highlights the gendered and racialized nature of youth violence which is often seen as primarily male and mainly affecting youth of color. We know however that violence in the lives of young people is pervasive and impacts youth in all walks of life. With this acknowledgement, we do not discount the fact that youth of color experience higher levels of oppression. Therefore it is not surprising that they also do suffer a disproportionate amount of violence. Violence in the lives of young people is complex, multi-faceted, and deeply embedded in the social inequalities that permeate our country

---

2. America's Children: Key National Indicators of Well-Being, 2009
3. For the purposes of this curriculum, the term "youth" includes children and adolescents under 18.
4. Mike Males (2004) Kids & Guns: How Politicians, Experts, & the Press Fabricate Fear of Youth. *http://home.earthlink.net/~mmales/contents.htm*

and the world. Until the solutions that are offered are equally complex, multi-faceted and committed to up-rooting social inequality, not much will change.

This is not a traditional violence prevention curriculum though our belief is that as young people develop critical thinking skills and socio-political consciousness about the root causes of violence, then they will be more likely to become resisters of all forms of violence. This is a first and necessary step to becoming a peacemaker. As allies to young people, we struggled to find the appropriate tools to help us engage youth in analyzing the root causes of violence. There are some terrific curricula out there but they tended to be specific to particular issues (gender-based violence, racism, gang violence, etc…). We wanted to create a curriculum that would provide a holistic view of violence in the lives of young people across a number of arenas. Through this curriculum, we want to challenge youth to think about a) the roots of violence in their lives; b) the enforcers and victims of violence; c) the effects of violence on both victims and perpetrators; and d) how violence can ultimately be minimized through systemic changes.

We believe that preventing violence before it happens means ensuring that young people have, at minimum, sound education, job opportunities, outlets for recreation, safe neighborhoods, supportive adults in their lives, protection from guns, good nutrition, access to affordable healthcare and stable housing. Our curriculum addresses itself to this by ensuring that we address the structural underpinnings of social inequality which are kept in place through violence.

We encourage all facilitators to read through section seven of this guide where we provide resources and information that we hope are useful. In particular, the framework for exploring the roots of youth violence document is intended to underscore our approach to addressing these issues. We also offer tips for facilitating discussion with young people and provide a glossary of key terms that might be useful in leading discussion.

We hope this guide spurs you to organize one or more workshops of your own, opportunities that will bring adults and youth together to discuss the important issue of violence. While we have put a lot of thought into the curriculum units selected and developed for this guide, we encourage you to customize them to fit your own priorities and circumstances.

Please let us know how you are using this guide and whether it has been effective in promoting discussion and raising consciousness among young people in your community. This has been a completely volunteer-led effort and our reward will be to encourage the development of spaces where youth and adults engage in productive conversation and develop local solutions to violence.

We wish all of you peace!

CONSIDERATIONS FOR FACILITATING DISCUSSIONS

By Mariame Kaba

POPULAR EDUCATION

The aim of this curriculum guide is to get participants to piece together their individual experiences in a way that clarifies their understanding of oppression and its connection to violence. We assume that young people acquire a basic knowledge of how oppression and violence work through their own lives and experiences. In addition, when they get a chance to share their knowledge with others in a group, they can teach each other a lot. Popular education is about creating a community of learners—each person in the group is a teacher, a learner and a member of the community created by the workshop.

The objective of popular education is for people to have more control over their own lives. As such the educational method should not contradict this by treating participants as passive learners who require input of knowledge or information from a teacher or expert. An approach to education that focuses on content may increase an individual's knowledge but this does not thereby enable him or her to take action. In our experience it is not a lack of knowledge or information that keeps people from taking action but rather a lack of confidence or ability in analyzing the information they already know.

Popular education values and respects people as their own experts, and challenges the notion that the educator or organizer's role is as an expert who works "for" people. It is based on the belief that people themselves have sufficient knowledge and that they can work out the solutions to their own problems.

The following definition of popular education developed by Project South serves as a good anchor for our approach in this curriculum guide.

> Popular education, n. 1. [Education for liberation]—Popular education is essential in developing new leadership to build a bottom-up movement for fundamental social change, justice and equality; see also **liberation, revolution, social and economic equality**.

2. [Accessible and relevant]—We begin by telling our stories, sharing and describing our lives, experiences, problems and how we feel about them.

3. [Interactive]—We learn by doing: we participate in dialogue and activities that are fun, including cultural arts such as drama, drawing, music, poetry and video.

4. [Education with an attitude]—We are not neutral: through dialogue and reflection we are moved to act collectively—creating change that will solve the problems of those at the bottom in our communities, those of us who are most oppressed, exploited and marginalized.

5. [Egalitarian]—We are equal. All of us have knowledge to share and teach. All of us are listeners and learners, creating new knowledge and relationships of trust as we build for our future.

6. [Historic]—We see our experience within the context of history, indicating where we have come from and where we are going.

7. [Inclusive]—We see ourselves in relation to all people, including those of different ethnic groups and nationalities, social classes, ages, genders, sexualities and abilities.

8. [Consciousness raising]—We critically analyze our experiences, explaining the immediate causes of our problems and discovering the deeper root causes in the structures of the economy, political institutions and culture.

9. [Visionary]—We are hopeful, creating an optimistic vision of the community and global society we want for ourselves and our families.

10. [Strategic]—We are moved to collective action, developing a plan for short-term actions to address the immediate causes of our problems, and long-term movement building to address the root causes of our problems.

11. [Involves the whole person]—We use our head for analysis, reflection, and consciousness; our heart for feeling and vision; and our feet for collective action for the short term and the long haul.

Source: *Project South*

FACILITATION

The goals of facilitation are:

- To create a forum for group discussion

- To educate

- To articulate and respond to the questions and concerns of group members

- To clarify and address issues

Facilitating Behaviors

Clarifying	Interpreting , clarifying misunderstandings, defining terms "Tell us what you meant when you said that it was oppressive. We may not all have the same definition of oppressive."
Encouraging	Being warm, friendly, responsive, respectful "We're all learners in this process."
Evaluating	Asking questions that encourage group members to examine an issue from a different perspective. "How does that comment relate to the way others in the room might feel in a similar situation?"
Gatekeeping	Managing time and group participation "Let's hear from some of the people who haven't said much today…"
Giving	Offering facts or personal experiences to clarify a point "That is a relevant observation. In fact, that very thing happened at …"
Initiating	Suggesting new ideas, definitions, approaches "Perhaps if we looked at the issue this way…"
Orienting	Bringing the group back to task "That's an interesting point. Perhaps we can discuss it further later or during a break because now we really need to get back to what we started."

Resolving Conflicts	Conciliating differences, cooperative problem solving "Even though you feel that way, Jason, can you understand what Tina is saying?"
Seeking	Asking for clarification, suggestions, more information "What has your experience been?"
Summarizing	Pulling it all together, restating points "What I think I hear you saying is…" "Let's review what we just discussed…"

PREPARING TO LEAD A DISCUSSION
(adapted from Girl Circle Facilitator Manual, 1997 and A World of Difference Institute—A Classroom of Difference Trainer's Manual)

In preparation for leading a structured discussion, the facilitator can use the following guidelines:

- Always remember that your role is as a facilitator, not a lecturer or presenter.

- Understand and prepare the objectives and learning points. Know where you are going with the discussion.

- Know about the topic you are discussing by studying or reading up on it. You must have knowledge of the topic in order to lead the discussion.

- Prepare your questions in advance that will help to stimulate discussion. This is key to leading and managing a discussion. The right types of questions will engage the group, stimulate their thinking, and shape the group discussion.

- Set the stage for the discussion by laying out the subject matter first to give the group an understanding of what is to be discussed. A short lecture, readings, or a video are some different ways to lay the groundwork for the discussion.

In general, statements and questions that begin with "What," "How," and "Tell me…" will keep a discussion going. For example, the following statements and questions can keep a good discussion going and the participants talking:

- What do you think about that?

- What are you thinking?

- Tell me more about that.

- Give me an example.

- How do you feel about that?

- Tell me some specifics.

- What else do you think?

- What are some important issues about this discussion?

- How can you apply what we've talked about?

- What can we learn from this?

STRATEGIES FOR ENCOURAGING PARTICIPATION

Seven methods for encouraging participation are:

1. Non-verbal probes—(nod, smile)

2. Short verbal probes—("uh, huh," "yes," "I understand")

3. "W" (or journalistic) word probes—(Who? What? Where? When? Why?)

4. Statement probes—("Tell me more; can you expand on that?")

5. Echo probes— (restating what you just heard; "From what I hear you saying…")

6. Reflective probes—(changing the speaker's words while retaining the meaning; "It sounds as if you're saying that…")

7. Specialized reflective probes—(reflecting a participant's emotions rather than the person's actual words; "It sounds as if you feel very uneasy about taking this up with your boss; maybe teacher? Parent?—did I get that right?")

QUESTION/ANSWER TECHNIQUES

Handling and using questions is an extremely useful tool in a facilitative environment. By using questions skillfully, you can bring out your audience by:

- Harnessing the "power" and "voice" of the group

- Provoking thought and arousing interest

- Broadening discussion

- Stimulating participants

- Creating a listening environment

One common mistake facilitators make is asking a question and then repeating it or rephrasing it if they do not get an immediate response. Remember, some of the questions you will be asking will take thought and consideration. So, ask and be still! Waiting 10-15 seconds in silence for a response is okay. The question should only be repeated or rephrased if the participants did not understand what you are asking.

There are two types of questioning techniques:

1. *Open Questions*—solicits information that requires more than yes/no answers. They begin with WHO, WHAT, WHEN, WHERE, WHY and HOW.

2. *Closed Questions*—solicit yes/no answers, should be used sparingly as they can have a "ping-pong" effect, i.e. question, answer, question, answer, etc. with no real discussion.

It is important to be a good listener when you use open questions.

When to use questions…

- To initiate a discussion

- To gain participants' attention

- To review material that has been covered

- To test understanding

- To determine a participant's needs

- To help a participant recall and retell a past experience

- To help solve a problem

- To stimulate group participation

Categories of Questions	Examples
Thought Provoking Questions: Arouse interest, stimulate discussion, reveal understanding, expose interest and abilities, and help one figure out their own problems.	"What do you think is most important about…?" "Why should you care about…?" "Tell me what that means to you…"
Interest Arousing Questions: Focus attention, stimulate thinking, make situation more realistic, gets one thinking about different factors or variables.	"Tell us why adults are different than teenagers…" "Tell me about an example of this situation…" "What other situations are similar…?" "Why does this make a difference…?"
Canvassing Questions: Questions asked of the entire group to discover information.	"Who can tell me the reason to…?" "Who has had an experience with…?"
Explanatory Questions: Questions used to obtain reasons or explanations, to find out additional information and broaden discussion.	"Good, that's right. And why do you think that _____? "Interesting point. What more can you say about that?
Leading Questions: Used to introduce a new idea, or pose a suggestion.	"Do you agree that gun control is important and why?" "So that brings to mind _____, what do you think?"
Hypothetical Questions: Used to develop new ideas, encourages participants to think of other possibilities.	"Think about someone who expressed their anger violently towards you…what would that be like?" "Let's look at another side. What would happen if…?"
Coordinating Questions: Questions used to develop group consensus or to take action with group consensus.	"How many of you want to try this over the next week?"
Reversed Questions: These are questions returned to the person who asked them. It gives them an opportunity to express their point of view and avoids having the facilitator answer all the time. It brings participants thoughts/opinions out in the open.	"Susan, that's a good question. What do you think?" "Before I give my answer, I would like to hear your thoughts about it."
Questions to Elicit More Involvement:	"That's a great answer. Tell us more about that if you can." Or: "Who else wants to add anything to what John said?"

THE POWER OF GOOD QUESTIONS

By asking good questions and facilitating a lively group discussion, you are enabling your participants to think critically, form their own thoughts, beliefs, opinions, decisions, and actions and share them with the group. In addition, they get to hear from the peers, which may support and help mold and shape their decisions. Most importantly, a good discussion can lead them to think and act in ways that they perhaps have not explored before. By leading them to healthy thoughts and decisions that they make ON THEIR OWN, we have truly done our job as good facilitators.

When first forming your questions, start with general questions and then move to more specific questions. This way, you are asking your participants to take less of a risk while first answering more general questions that apply to a larger audience, i.e. their friends, peers, family, etc. Then, move to more specific questions that are directed more to the participant's own personal experiences. Keep in mind that it is at first easier to talk about issues impersonally and in general until one feels safe enough to reveal more personal information.

Questioning is a critical skill in creating a facilitative group environment. Use a combination of questions to facilitate the participants to reach the learning objective. Remember…**PEOPLE DO NOT ARGUE WITH THEIR OWN DATA**. Don't tell them the answer if you don't have to…get them to tell you!

CONSIDERATIONS FOR FACILITATING DISCUSSIONS ON CONTROVERSIAL ISSUES

1. **There is no one right way**. Each person brings his or her strengths to the experience.

2. **Facilitators do not have to have all the answers**. Recognize the importance of everyone's contributions to the discussion. The combined wisdom of the whole group will always be greater than the wisdom of any one or two facilitators.

3. **Anticipate conflict**. These are complicated issues for which there are no easy answers. Establish ground rules for the discussion with the group and ensure that everyone abides by them.

4. **Listening carefully**. How well trainers facilitate the discussion will depend, to some extent, on how well they can hear and translate what is being said and not said.

5. **Be a good role model**. Do not allow an oppressive remark to go unaddressed. If a bigoted remark is made, a facilitator might ask the group, "Does everyone agree with that last statement?" or "How do others feel about that?"

6. **Don't be afraid of silence**. Give people time to think. A pause in the discussion does not have to be filled immediately with another question.

7. **Good trainers acknowledge their own humanity**. The facilitator is part of the self-examination process, too. Be willing to be introspective and self-critical. Trainers are part of the learning process.

8. **Be flexible**. Things don't always work out the way they are planned. Try to balance the interests and needs of the group with the goals set forth at the beginning of the workshop.

9. **Keep current**. Be aware of current issues that could potentially be divisive within the workshop. Consider possible strategies that will promote productive discussion of these topics.

ACKNOWLEDGEMENTS

Steve Schnapp of United for a Fair Economy for his help in developing the American Casino curriculum unit.

Special thanks to Caitlin Ostrow who donated her time to lay out and design this curriculum guide. Your skills and talents have been invaluable to this project.

This curriculum is for educational purposes only. It is not intended to be sold or used for paid trainings and workshops. Our goal is to share the information here at no cost to participants. This was a volunteer-led project and is the result of contributions from some wonderful organizers, educators, young people, and community members. Whenever particular activities were derived from or inspired by existing resources, we have attempted to credit the source. We invite you to feel free to adapt any of the tools in this guide to fit your audience. Whenever possible, we have included resource sheets and handouts for use in your workshops. We do ask however that you credit particular contributors when you do use their materials. We thank you for your consideration.

CURRICULUM UNIT DETAILS

SECTION TWO: UNDERSTANDING OPPRESSION

We suggest that facilitators start with one of these units before moving on to selecting more subject specific units in sections 3 and 4.

Curriculum Unit	Length	Author	Notes
Understanding Oppression	70 minutes	Mariame Kaba with activities from Anne Bishop	The lesson helps participants to understand the concepts of oppression and privilege.
Understanding Oppression	120 minutes to 150 minutes	Mariame Kaba with activities from Anne Bishop	The lesson helps participants to understand the concepts of oppression and privilege.
How Do We Relate?	45 minutes (1 class period)	Southerners on New Ground	The lesson helps participants to understand the interconnections between forms of oppression.
Root Causes	45 minutes (1 class period)	Mikva Challenge	The lesson gives participants a way to think about root causes.
The Ecological Model	90 minutes (2 class periods)	Mikva Challenge	The lesson helps participants look at the causes of an issue on many levels.
The Race	45–60 minutes (1 class period)	Activity adapted from Paul Kivel, Martin Cano, and Jona Olsson	The lesson teaches about the advantages and disadvantages that affect our lives and how they relate to opportunities and successes.
Power & Violence	90–100 minutes (2 class periods)	Mariame Kaba with an activity by Charles Howard	The lesson helps participants to understand what power is and how it affects us and to explore the link between power and violence.
It's Not Just One Thing: Young Women's Oppression	90 minutes–150 minutes (2 class periods)	Young Women's Action Team (YWAT)	The lesson helps participants to analyze how violence impacts the lives of young women, particularly young women of color, in our society.
Tommy's Story: Understanding the Roots of Violence	65–85 minutes	Mariame Kaba with an activity by H.O.P.E.	The lesson helps participants analyze the problem of violence and its root causes which detrimentally affect so many young people, especially youth of color, in our society.
Roots of Heterosexism	3 hours	Gender Just	The lesson helps participants to develop a shared recognition of systemic violence based on sexual orientation and gender-identity.

SECTION THREE: TYPES OF VIOLENCE ENCOUNTERED BY YOUNG PEOPLE

These workshops can be implemented independently though we do encourage facilitators to build a foundation of participant knowledge about the nature of systemic violence first. There are a couple of activities that can be selected from the "Introductory Activities" that we have provided in section six to do this. In particular, the interpersonal and systemic violence activity developed by Cyriac Mathew is a good way to start.

Curriculum Unit	Length	Author	Notes
Youth Homicide in Chicago	45–90 minutes (Up to 2 class periods)	Mariame Kaba	The lesson helps participants to understand youth homicide and articulate the impacts of youth violence using images, creative writing, and discussion.
Media Violence: Beyond Beats & Rhymes Screening and Discussion**	40 minutes–120 minutes	Adapted by Mariame Kaba	The lesson helps participants to explore the roots of violence through exploring media and popular culture.
Media Literacy and Violence	3 class sessions (180 minutes)	Beyondmedia Education	The lesson introduces participants to basic media literacy concepts to help them think about media violence.
The Youth, The Media, & Violence	3 class sessions (180 minutes)	Brad Hug, Derek Funk, Robert Petrone	The lesson helps participants to understand how the media intersects with violence.
Plantations & Penitentiaries: The Prison Industrial Complex**	60–90 minutes	Mariame Kaba	The lesson helps participants to define the prison industrial complex and to identify who suffers and benefits from prisons.
Locked Up	45 minutes–90 minutes	IndyKids	The lesson explores the phenomenon of mass incarceration in the U.S.
Gangs & Violence: Historical Context & Root Causes**	90 minutes–120 minutes	Mariame Kaba	The lesson helps participants to understand how gangs arise and how they affect young people and their communities.
The Columbine School Shootings: A Rare but Important Event	90 minutes–120 minutes	Mariame Kaba	The lesson helps participants to explore the myths and realities of school shootings while underscoring the genesis and impact of zero tolerance policies.

Police Violence: Fear & Loathing among Youth of Color	90 minutes–120 minutes	Mariame Kaba	The lesson helps participants explore police violence and its impact on youth of color and their communities.
American Casino: Economic Violence in the U.S.**	150 minutes	Adapted by Mariame Kaba with activities by United for a Fair Economy	The lesson helps participants to understand the policy decisions that contributed to the growth of the housing bubble and the systemic economic violence that was experienced by people of color.
Why We Fight: War & Militarism	90 minutes–150 minutes	American Friends Service Committee (with an activity by Mariame Kaba & Melissa Spatz)	The lesson looks at the pattern of military intervention by the U.S. throughout history, at the reasons why the U.S. invaded Iraq, and defines the U.S. military industrial complex and militarism.

** Four of these curriculum units rely heavily on film screenings. We have deliberately insured that these films are available at low cost. None of the films cost over $25 to purchase. In particular, the Media Education Foundation is providing facilitators who use this guide with an opportunity to purchase Beyond Beats & Rhymes at a cost of $19.95 (including screening rights).

SECTION FOUR: ARTIVISM

Curriculum Unit	Length	Author	Notes
Shoot Em' Up: Cultural Youth Genocide	80 minutes (2 class periods)	Lulua Al-Osaimi	The lesson helps participants to explore how music might impact violence and how art can be used as a catalyst for expression.
The Usual Suspects	60 minutes	Mariame Kaba	The lesson gives participants an opportunity to write about and discuss issues of identity and oppression. This lesson can be paired with the police violence curriculum unit.
Something is Wrong: "Why Did Derrion Die?"	90 minutes–120 minutes (At least 2 class periods)	Mariame Kaba & J. Cyriac Mathew	The lesson helps participants to explore the root causes of violence through the Derrion Albert incident.

SECTION FIVE: YOUTH-LED RESEARCH AND ORGANIZING
Curriculum units in section five are best used after youth have gained a solid understanding of how oppression works.

Curriculum Unit	Length	Author	Notes
Exploring the Roots of and Community Responses to Violence: A Youth Action Research Project	6 weeks (3 hours a week in class; 3 hours a week outside of school time)	David Cherry, Dr. Bonny Gildin, Dr. Carrie Lobman	The lesson helps participants to be better informed about what types of programs and organizations are successful at developing young people and to learn the skills necessary to conduct research.
Asset Mapping Our Communities	90 minutes (2 class periods)	Mikva Challenge	The lesson helps participants to be able to identify all of the assets in their community when they work to develop solutions to violence or other issues in their communities.
Survey Your Community	120 minutes (3 class periods)	Mikva Challenge	The lesson helps participants to learn how to develop a high quality survey, give a survey, and tally a survey.
Research through Interviews	45 minutes (1 class period)	Mikva Challenge	The lesson prepares participants to do interviews on their issue and to develop their oral communication skills.
Know Your Options	45 minutes (1 class period)	Mikva Challenge	The lesson helps participants to learn the various strategies they have to address their problem. The strategies in this lesson are tailored to changing policy.
Why Should I Care?	90 minutes (2 class periods)	Mikva Challenge	The lesson is meant to start a conversation among participants about whether or not they should be trying to make a difference in their communities.
Baby at Your Doorstep	60 minutes	Melissa Spatz	The lesson helps participants to understand the difference between the two types of social action-social service and organizing.

SECTION SIX: CURRICULAR RESOURCES

These resources can be used by facilitators as short activities or as more in-depth reading for participants.

Curriculum Unit	Author	Notes
Introductory Activities		This series of exercises are opportunities for youth to explore the meaning of violence, the forms that violence takes, the concept of nonviolence, and the root causes of violence. Offered as individual units or combined for a longer workshop, these are useful introductory exercises.
The Death of Derrion Albert	Maulana Karenga	In this article, the author attempts to contextualize the Derrion Albert incident with a particular emphasis on the issues plaguing the African American community. This can be used as a think, pair, and share activity.
The Wednesday Papers—Youth Violence and Poverty	Steve Rhodes	This article makes the case that economic oppression (in particular, poverty) is at the root of youth violence. This can be used as a think, pair, and share activity.
The Race to Incarcerate in the Age of Correctional Keynesianism (Race, Poverty and Prisons)	Paul Street	This long article can be used as a think, pair, and share activity with participants if you have enough time to delve into the topic of the Prison Industrial Complex.
Police Brutality Selections	Numerous authors	These selections offer opposing viewpoints about the root causes of police brutality. They include discussion questions. The writings can also be used as a think, pair, and share activity in conjunction with the police violence curriculum unit in section three.

SECTION TWO:
Understanding Oppression

UNDERSTANDING OPPRESSION
(shorter version)

By Mariame Kaba, with activities adapted from Anne Bishop

Purpose: To help participants understand the concepts of oppression and privilege

TIME
1 hour and 10 minutes

MATERIALS
- Butcher paper / newsprint
- Markers

A primary principle of addressing the roots of violence is an understanding of oppression as structural and historical. There are some specific assumptions to keep in mind:

1. We all have the experience of both being oppressed and oppressing others;

2. Our experience of oppressing others is often hard to access because privilege is invisible; and

3. Our oppression of others is based on unhealed, and often unconscious, pain from our own experience of being oppressed.

Oppression can be seen, heard, and felt by those who are its targets. On the other hand, it is difficult to be aware of one's experience of oppressing others. Oppression is structural. We derive benefits from being male or white or straight or able-bodied without taking any personal action against a woman, a person of color, a gay/lesbian/bisexual person, or a person with a disability.

ACTIVITY: THE POWER LINE (*ADAPTED FROM ANNE BISHOP*)—25 MINUTES

1. Participants imagine a line drawn down the middle of the floor. One side has power and privilege, the other side is oppressed.

2. Facilitator reads different forms of oppression: ableism, sexism, specieism, adultism, racism, heterosexism, lookism, classism, anti-semitism…

3. As different forms of oppression are called out, people go to one side of the line or the other. For example, when the issue is sex, men go to the privileged side of the line, women to the oppressed side. There are sometimes people in the middle who have experienced both or neither side of a given form of oppression.

4. Note to Facilitators: When sexual orientation comes up, you might choose not to ask youth to go to one side of the line or the other but instead explain the risks gay, lesbian and transgender people face when they become visible. You might do this early in the activity so that any gay, lesbian, or trans youth do not have to worry about what they will do in this situation.

5. Take-away from this activity: We have all been on both sides of the line.

6. The activity gives a good starting point from which participants can reflect on their experiences on both sides of the line and the lessons learned on each side that can be useful when one is on the other side.

7. Split into groups of two or three and have the youth debrief the activity.

Debriefing questions for the Power Line:

a. What did you learn from participating in the activity?

b. What are your experiences in the areas where you are a member of the oppressed group?

   • Notice your experiences on five levels:

     1. How has that identity affected how you think of yourself?

     2. Your interaction with others?

     3. How do members of that group treat each other?

     4. How do you feel about other members of your group?

     5. How are members of your group treated by society at large?

c. What are your experiences when you are a member of the dominant group (the group with privilege)?

   • Notice your experiences on five levels:

     1. How has that identity affected how you think of yourself?

     2. Your interaction with others?

     3. How do members of that group treat each other?

     4. How do you feel about other members of your group?

     5. How are members of your group treated by society at large?

ACTIVITY: OPPRESSION/PRIVILEGE WORKSHOP (*ADAPTED FROM ANNE BISHOP*)— 30 MINUTES

The Oppression/Privilege Workshop provides another means of reflecting on participants' experiences of being a member of both oppressed and oppressor groups.

1. At the beginning of the exercise, participants are asked to form small groups of two to four members, who experience the same form of oppression. This can be done in an open "marketplace" style, where one person might call out "Who would like to work with me on adultism?" and another person, or several others join him/her.

2. When the groups are formed, each one gathers around a sheet of flipchart paper to answer the questions:

3. "I know I am in the presence of _____ (the form of oppression chosen) when…" For example, "I know I am in the presence of body image oppression when someone makes a nasty comment about my dress size."

4. The group should label their page with a heading at the top and fill in as many indicators of that form of oppression as they can fit on the page.

5. After all the groups have spoken, ask the participants to form new groups, also with two to four people in them, based on shared membership in a dominant group. Again the "marketplace" method can be used. This time, ask the groups to complete the sentence: "What privileges do we get from being _____ (a member of the dominant group)? For example, "What privileges do we get from being men?"

6. Ask the group to identify patterns that they see in the sheets on the wall.

7. Facilitator asks: "What can we learn from our experiences of oppression that helps us become allies when we are in the dominant group?"

ACTIVITY: WHEN I SEE, HEAR, FEEL—15 MINUTES

1. The purpose of this exercise is to identify oppression at work in various settings.

2. In small groups, participants complete the sentences: "When I see… When I hear… When I feel… I know that [a particular form of oppression] is at work."

Resource Sheet

SOCIAL OPPRESSION: AN OPERATIONAL DEFINITION

By Rita Hardiman and Bailey Jackson

OPPRESSION is a systematic social phenomenon based on the differences between social groups that involve ideological domination, institutional control, and the promulgation of the oppressor group's ideology, logic system and culture on the oppressed group. The result is the exploitation of one social group by another for its own benefit, real or perceived.

Social oppression is not merely an ideology or set of beliefs (prejudices) that asserts one groups' superiority over another. Nor is it random or isolated acts of discrimination or harassment toward members of a subordinated group. It is a system of domination with many interlocking parts that are mutually reinforcing. We contend that a condition of social oppression exists when the following conditions are realized within a given nation or society:

1. The oppressor group has the societal power to define and enact reality. The dominant group determines what is "normal," "real" and "correct;" and the subordinate group's way of naming reality and their culture is eradicated, misrepresented or discounted, and the dominant group's culture is subsequently imposed.

2. There is psychological "colonization" of the oppressed group, whereby the oppressed internalize their own oppressed condition and collude with their oppressors – what Paolo Friere refers to as "the oppressed playing host to their oppression."

3. Genocide, harassment, discrimination and other forms of differential and unequal treatment are institutionalized and systematic. When a condition of oppression is fully realized, the conscious efforts of individual people are not necessary to keep it going. The system will support social oppression as part of "business as usual."

4. Individual members of both the oppressor and oppressed groups are socialized to play their roles and see those roles as normal and correct. The oppressors and the oppressed play their roles in a manner that supports the continuation of social oppression through their individual behaviors, attitudes, and beliefs, and by legitimating their prescribed roles as oppressor and oppressed.

UNDERSTANDING OPPRESSION
(longer version)

By Mariame Kaba, with activities adapted from Anne Bishop

Purpose: To help participants understand the concepts of oppression and privilege

TIME
2 hours to 2.5 hours

MATERIALS
Copies of handout

A primary principle of addressing the roots of violence is an understanding of oppression as structural and historical. There are some specific assumptions to keep in mind:

1. We all have the experience of both being oppressed and oppressing others;

2. Our experience of oppressing others is often hard to access because privilege is invisible; and

3. Our oppression of others is based on unhealed, and often unconscious, pain from our own experience of being oppressed.

Oppression can be seen, heard, and felt by those who are its targets. On the other hand, it is difficult to be aware of one's experience of oppressing others. Oppression is structural. We derive benefits from being male or white or straight or able-bodied without taking any personal action against a woman, a person of color, a gay/lesbian/bisexual person, or a person with a disability.

ACTIVITY: THE POWER LINE (ADAPTED FROM ANNE BISHOP)—25 MINUTES

1. Participants imagine a line drawn down the middle of the floor. One side has power and privilege, the other side is oppressed.

2. Facilitator reads different forms of oppression: ableism, sexism, specieism, adultism, racism, hetero-sexism, lookism, classism, anti-semitism…

3. As different forms of oppression are called out, people go to one side of the line or the other. For example, when the issue is sex, men go to the privileged side of the line, women to the oppressed side. There are sometimes people in the middle who have experienced both or neither side of a given form of oppression.

4. *Note to Facilitators*: When sexual orientation comes up, you might choose not to ask youth to go to one side of the line or the other but instead explain the risks gay, lesbian and transgender people face when they become visible. You might do this early in the activity so that any gay, lesbian, or trans youth do not have to worry about what they will do in this situation.

5. Take-away from this activity: We have all been on both sides of the line.

6. The activity gives a good starting point from which participants can reflect on their experiences on both sides of the line and the lessons learned on each side that can be useful when one is on the other side.

7. Split into groups of two or three and have the youth debrief the activity.

Debriefing question for the Power Line:

a. What did you learn from participating in the activity?

IDENTITY PROFILES: TARGET/NON-TARGET GROUP ACTIVITY (40–60 MINUTES)

1. Distribute Handout on Types of Oppression to participants.

2. Introducing the concepts: Lots of people use different words to distinguish between different groups of people. Words indicate who has power within a particular group. For the purposes of this workshop, we will be using the terms Target Group (the target of oppression or an 'ism') and Non-target or Dominant group (the perpetrators of an 'ism' or oppression). Ask participants—What do people think these terms mean?

3. Facilitator note: Give an example of a target identity that you belong to. For example, "I am a member of a target group—women—which is one of my target identities. Because I am also able-bodied, that is one of my non-target or dominant identities." As we saw in the power line activity, each of us has many target/dominant identities as we are all members of many different groups.

4. Ask participants to do some individual thinking about the following questions(target group identities):

a. Which target groups are you or have you been a member of? Circle all that apply.

b. What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

c. Now think about a time you were treated as "less than" because of your membership in one of the groups you've circled. Write down the words that come to mind to describe being treated as "less than."

Note to facilitators: If you have enough time, ask participants to choose one of their target identities and split into groups of two. Each person will talk for two minutes, the other person is to listen, not interrupt, and just let the person talk. Each person should talk about what it has been like for them to live that target identity. Ask them to focus on how it felt or feels to be a member of that target group. Tell them to notice their experience on five levels:

• How has that identity affected how you think of yourself?

• How has it affected your interactions with others?

• How do members of that identity group treat each other?

• How do you feel about other members of your group?

• How are members of your group treated by society at large?

Write up on the board or flip chart how that felt, get people to state which identity they were speaking from. Note that people were speaking from different target identities, but that similar feelings were written

up. People who don't have many target identities want to forget what that feels like—some positives but lots of negatives.

1. Ask participants the following questions about their non-target group identities:

    a. Which non-target groups are you or have been a member of? Circle all that apply.

    b. What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

    c. Now, think about a time you were treated as "better than" because of your membership in one of the groups you've circled. Write down the words that come to mind to describe being treated as "better than."

    d. Or, a time when you found yourself treating a person in a target group as "less than" (may have been intentional or unintentional, conscious or unconscious).

Note to facilitators: If you have enough time, ask participants to keep working with their partner. From the same target identity you were just exploring, what do you know about the corresponding non-target or dominant group? For example, if you were exploring the experience of being a woman, now you will look at what you know about men. What do you know, or guess, about what their experience is like? Each person will talk for two minutes, the other person is to listen, not interrupt, and just let the person talk. Again, pay attention to all five levels, talking about what you know about how they think, feel, act, about their relationship to society and each other and to the target group:

- How do members of the dominant group think themselves?

- What is their interaction with others?

- How do members of that identity treat each other?

- How do they feel about other members of their group?

- How are members of the dominant group treated by society at large?

Write up on the board or flip chart how that felt, get people to state which non-target identity they were speaking from. Note that we were all speaking from different non-target (or dominant) identities. Since each of us has both target and non-target (dominant) identities, we each experience some combination of each of these profiles. We can get an enormous amount of information from our own experience to help us understand other people's experience.

So note that if I had asked you to pick a dominant identity, such as male or white, to talk about what your experiences are as a member of that dominant group, we probably would not have come up with this list. So now I challenge us to read this list from the perspective of our own dominant identity.

Read off the list as "as a white person, or as an able-bodied person I…":

Ask: What does this feel like to hear this?

Ask: So where do we go with this? Think from your target identity. What do you need to see in the dominant group to know whether you will trust them? And you'll know a way to start.

OPPRESSION (40 MINUTES)

1. Ask participants & Make a List of their Responses—How would you describe oppression?

Oppression of one group by another group occurs when there is an unequal distribution of power. It is the systematic subjugation of a disempowered social group by a group with access to social power.

An easy definition: Oppression = Power, Control, and Access

What is Oppression?

The combination of prejudice and power which creates a system of advantage that benefits some groups (often called the "dominant groups") and discriminates against other groups (often called the "target groups"). This system of advantage enables dominant groups to exert control over target groups by limiting their rights, freedom and access to necessary resources. Terms commonly referred to as the "isms" are specific examples of oppression: racism, sexism, classism, ageism, heterosexism, anti-Semitism, ablesim.

2. Describe the different Levels of Oppression

   - PERSONAL—the ideas inside one's self which minimize, degrade or dehumanize others. One may hold prejudice against people of color, or gay or lesbian people and think bad thoughts about them.

   - INTERPERSONAL—the action or activity that happens between people when one holds prejudice against another, for example telling oppressive/offensive jokes, name calling, violence, and discrimination.

   - INSTITUTIONAL—the culture or practices within an institution in our own society, for example; organizations, the government, police departments, the court system, schools, churches, etc…

   - CULTURAL/SOCIETAL—what happens in a society as a whole, sometimes hard to identify because this kind of oppression is widespread and pervasive. These forms of oppression are often found in the media, language, social norms, and "morals."

3. Connect all of this to Violence

When violence comes at a non-power group from a power group, we call it oppression.

Violence is a weapon used to keep oppressions in place. Physical harm, loss of jobs/housing, access to education, rape, threats, starvation, and unjust laws—all of these are forms of violence used as weapons to keep oppressions in place.

Oppression isn't just "violent" violence, but also the discrimination that goes on day after day.

Handout for Participants

Types of Oppression	Variable	Non-Target Groups	Target Groups
Racism	Race	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Educational Level Place in Hierarchy	Formally Educated Managers, Exempt, Faculty	Informally Educated Clerical, Non-Exempt, Students
Religious Oppression	Religion	Christians, Protestants	Muslims and Others
Anti-Semitism	Religion	Christians	Jews
Militarism	Military Status	WW I & II, Korean, Gulf War, Operation Iraqi Freedom, Afghan War	Vietnam Veterans
Ageism	Age	Younger Adults	Elders (over 65)
Adultism	Age	Adults	Children/Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual, Transgender
Ableism	Physical or Mental Ability	Temporarily Able-Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	U.S. Born	Immigrant (documented or undocumented)
Linguistic Oppression	Language	English	English as a second language Non-English
Specieism	Species	Human	Animal/Plants/Flora

Resource Sheet for Facilitators

SIMPLE GLOSSARY OF TERMS

Ableism: A system of advantage based on physical or mental characteristics.

Ageism: A system of advantage based on age.

Anti-Semitism: The fear, dislike or hatred of Jews, people of Jewish descent or Judaism.

Classism: A system of advantage based on socio-economic class.

Heterosexism: A system of advantage which favors heterosexuals.

Racism: A system of advantage based on race.

Sexism: A system of advantage based on sex.

Xenophobia: The fear, dislike or hatred of people who are not born in your particular country.

Adapted by Southerners Organizing on New Ground (SONG)

HOW DO WE RELATE?
The Relationships Between
Forms of Oppression

by Southerners on New Ground—adapted from: In Our Best Interest.
Pence, Ellen. Minnesota Prog Inc 1987.

	People of Color	Elders and Youth	Poor People/ Low-Income	Lesbian, Gay, Bisexual and Transgender People	Undocumented Immigrants	Women	People with Disabilities
Isolation	Police abuse us, rarely ever help us. We lose our homes through **gentrification.** Many neighborhoods are unsafe for us.	High rises become ghettos for Elders. Youth are separated from each other by race and class.	We can only afford low-income housing – are kept away from everyone else. Lack access to transportation.	Forced to stay closeted at risk of violence. Many neighborhoods are unsafe for us.	We are limited in ability to travel, forced to work jobs under the table, and forced to live in partial hiding at all times.	Dominant culture says women need a man for protection. Women out alone are seen as whores, looked down upon.	We are forced into institutions, supposedly separated from other communities for "our own good."
Emotional Abuse	**We are called lazy and stupid, seen as having low morals, our cultures are made invisible.**	**We are ignored, our ideas are not listened to. We are patronized and made invisible.**	**We are called lazy and stupid, seen as having low morals. We are blamed for our poverty.**	**We are seen as having low morals, and as being perverted and sick. We are taunted in public.**	**We are seen as less than citizens, people who don't deserve the rights of citizens, as intruders to the US.**	**We are seen as stupid and treated as sexual objects. We are seen as virgins or as whores.**	**We are seen as stupid, assumed to be inferior in physical, mental, and emotional ways.**
Economic Abuse	We are the last to be hired, and the first to be fired. We mostly get poor paying jobs.	We are low priorities for government funding.	Welfare regulations keep us down, because we are poor, the government works to control all aspects of our lives.	We face discrimination in employment, and a lack of benefits for our families.	We are forced to work for terrible wages, long hours and in bad conditions under fear of deportation.	We get paid less for the same work, we often do a lot of work we are not paid for –taking care of people emotionally, and childcare.	We are discriminated against in employment, we are denied services we need. We are among the poorest people in the country.

	People of Color	Elders and Youth	Poor People/Low-Income	Lesbian, Gay, Bisexual and Transgender People	Undocumented Immigrants	Women	People with Disabilities
Sexual Abuse	Racism tells us we are either sex-crazed or not sexual at all. We are survivors of racist pornography, and **sexual objectification**. Police do not protect us from rape. We are at higher risk for **sex trafficking**.	Youth are at much higher risk for sexual abuse than adults. When we are abused, we are often told we are lying and are not helped. Children are high risk for sex trafficking.	We have little or no police protection from sexual violence. We are at higher risk for sex trafficking.	We are assumed to be child molesters and sexually sick. Little or no police protection. Our intimate relationships are not seen as being as real or valid as heterosexual ones. Many trans folks are forced into sex work because of being poor.	We are not protected against sexual violence at work, and police do not protect us from rape because we fear deportation.	We are at high risk for rape, incest, sex trafficking. We are constantly sexually objectified.	We are at much higher risk for sexual abuse than people who do not have disabilities. We are told that we can never have healthy sexual relationships because we have disabilities.
Giving Us Less	We have less access to education, work opportunities, and equal treatment in the court systems.	We are seen as unimportant because many of us do not bring incomes into the house – our contributions are not appreciated.	Middle class values are seen as most important and right. We have less access to education, work opportunities, and equality in the court systems.	Heterosexual relationships are celebrated and seen as normal, our relationships are seen as sick and unimportant, and we are told we are flaunting them when we are open about them.	We pay taxes but we cannot attend many schools, or have access to equal work opportunities or social services. We cannot even fly on a plane without fearing deportation.	We are constantly told we are subservient to men, that we exist to serve men. Some religions use their texts to justify our second class status.	We are told that we are not fit to make any decisions about our own lives, and are denied work and educational opportunities – all the while being told it is for our own good.
Threats	We are survivors of police brutality, and hundreds of years of **terrorism** by the white power structure.	Threats of violence due to our assumed weakness. Complaints not taken seriously.	The government threatens to take our benefits all the time, telling us we are unworthy.	Police brutality, daily threats of violence on the streets.	We are threatened with raids by the government and by anti-immigrant vigilante groups.	Threatened with labels like 'lesbian,' 'slut,' and 'bitch' when we do not allow ourselves to be controlled by men, and by a society of sexism	Constantly jeered at and harassed for the way our bodies look or the way we are.

	People of Color	Elders and Youth	Poor People/Low-Income	Lesbian, Gay, Bisexual and Transgender People	Undocumented Immigrants	Women	People with Disabilities
Taking Our Children/Being Taken from Our Families	The government takes our children and says that white people would be "more fit" parents	For elders, having children taken because we are "too old" to care for them, for youth not having a voice in where we will live.	Welfare threatens to take our children when we do not do what they want us to do. If there are problems in our homes, we don't get help solving them – they just take our kids.	We are considered 'unfit parents' simply because of our sexuality, our kids can be taken from us at any time.	We constantly live in fear that, though most of us came to the US to give our kids a better life, we will be separated from our kids across national borders. We fear our deportation or theirs.	If we are women who in any way break out of the white, middle class conservative idea of what it means to be a good parent, our children can be taken from us for 'moral reasons.'	More often than not we are considered 'unfit parents,' we are rarely offered help with our kids, instead they are just taken away.
Intimidation	Police stops and threats. More arrests.	Many elders fear being out at night, feel that we are easy targets for attacks.	We are not welcome in middle class spaces, threatened if we try to 'move up' the class ladder.	Homophobia rarely challenged publicly. We are threatened whenever we show pride in who we are.	We are threatened at grocery stores where we can find food from home. We are blamed for US econ problems.	Police will just as likely hurt us as protect us. We are threatened with sexual and physical violence for "acting out."	We are threatened with having our services taken away when we act anything less than grateful for our second class status in society.
Violence	Genocide, slavery, lynchings, Trail of Tears, torture, ethnic cleansing	Mugging, physical abuse, the brunt of our families' anger	Death by lack of healthcare, world wide deaths from hunger, poverty, and homelessness	Torture, queer bashing, murder death in concentration camps	We die everyday crossing into the US, we are murdered & sold out by smugglers and US authorities.	Domestic violence, murder by our batterers and rapists. Bear the brunt of men's anger.	Death in concentration camps, torture in institutions, physical abuse
Human Rights	We are seen and treated as less than human.	We are seen and treated as less than human.	We are seen and treated as less than human.	We are seen and treated as less than human.	We are seen and treated as less than human.	We are seen and treated as less than human.	We are seen and treated as less than human.

For Facilitators Using The Tool

- Why would the lines in the graph be dotted? Could any of the statements for any of the groups fit in a different box? Which ones? Why? What would be an example of a reality discussed for one oppressed group that could be moved to a different box? (Example: People of Color with Disabilities are experiencing all these things at the same time, or "Lack of benefits for our families" under the LGBTQ column could just as easily go under the People of Color or Low-income column).

- Discuss words in bold: gentrification, sex trafficking, sexual objectification, terrorism. Ask if anyone in the group knows what these terms mean.

- Pull out the emotional abuse column (in bold) to use as an example of how many similarities persist in the ways that oppression plays out, while at the same time acknowledging to the group how different oppressions are from each other—find an opportunity to ask the group about the differences between forms.

  a. What's an example of a difference?

  b. How does it play out?

  c. Is it hard to believe that it "really is that bad" for groups that we are not part of? What could that be about?

  d. **What could be at risk if we do see oppressions as inter-connected?**

  e. **What could be at risk if we don't see them as connected?**

ROOT CAUSES

Designed by: The Mikva Challenge

Narrative Summary: If students want to develop thoughtful, unique solutions to violence, or any other issue, they need to be able to analyze which root causes lead to the problem. This lesson will give students a way to think about root causes.

GRADE LEVELS
High School

TIME ALLOCATION
1 day

This lesson is part of a larger course, *Democracy in Action*. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OVERVIEW
In this lesson, students will use their research and their own expertise to dig to the root causes of their issue. Students learn to use a Root Cause Tree as a model for framing an issue's causes and symptoms.

STUDENT OBJECTIVES
- Analyze an issue in terms of its symptoms and causes
- Understand what root causes are and how to identify them

MATERIALS
- Root Cause Tree on butcher paper
- butcher paper
- markers/colored pencils
- *Root Cause Tree* worksheet

VOCABULARY
- symptom
- cause
- root cause

ASSESSMENT
Root Cause Tree

BELL-RINGER: JOURNAL ENTRY (5 MINUTES)

Have students write in their journals in response to the following questions:

1. Violence is unfortunately present in everyone's life in one form or another. When and where have you witnessed or participated in violence? What was the situation?

2. Why did violence break out in this situation? What was the cause of the tension?

3. Why do YOU think those involved chose to use violence? How else could the incident have been resolved?

BEFORE: DEFINING OUR TERMS (5 MINUTES)

Have a few students volunteer their answers to the bell-ringer. Use the answers to create a t-chart on the board: **Cause** and **Symptom**. The Cause column should list the reasons why violence occurred. The Symptom column should list the examples of violence and the outcome of the incident.

Ask if anyone can define cause and symptom.

> **symptom:** "a sign or indication of something"
> **cause:** "the producer of an effect"

(For example, in medicine, the symptom of having chicken pox is getting red, itchy bumps all over. But sometimes there are symptoms that are less visible, like your body temperature rising.)

DURING: MODELING ROOT CAUSES (10 MINUTES)

To illustrate the idea of symptoms and causes, you will be modeling filling in a Root Causes Tree so either have one drawn on a sheet of butcher paper or on an overhead. Indicate that, for the moment, the class will be focusing on the issue of youth violence. Write "Youth Violence" in the *trunk* of the tree.

Ask students what the symptoms of youth violence are. What do they see happening? What are the consequences for the perpetrator, the victim, and the families and friends of both? Write these in the Root Cause Tree's *foliage*. Some examples include:

- death (of participants and innocent bystanders)
- fear at school
- community gets bad reputation, businesses leave
- families torn apart
- perpetrator doesn't finish school, may be imprisoned, can't get a job

Now have students think about why youth violence happens. Write these causes in the *roots* of the tree.

Challenge students to think deeper about each cause. Can any of them be explained by a further cause? For example, "gangs" might be a cause of youth violence, but the existence of gangs have their own causes, too. Here are some ideas:

- no love/care at home
- lack of jobs so trying to make money
- no other group to belong to (youth group, after-school programs, etc.)

These may be some root causes of youth violence.

> **root-cause:** the fundamental, basic cause for why an issue happens

AFTER: DIAGRAMMING ROOT CAUSES (15–20 MINUTES)

Have students complete a root cause tree for your class's issue. It might be easier for students to partner up on this activity so they can brainstorm ideas. The purpose here is to have them practice what you just modeled for them.

CLOSER: CHECK-IN (2 MINUTES)

See where students are at with completing the diagram and if necessary, have them finish for homework.

ROOT CAUSE TREE

Name: _____ Date: _____ Class:_____

ROOT CAUSE TREE

SYMPTOMS

_____

_____

_____

_____

_____

*Many of the challenges you might find in your community are symptoms of the same big issue. This issue, in turn, is the result of several **root causes**. Use this tree diagram to piece together your issue with its symptoms and root causes.*
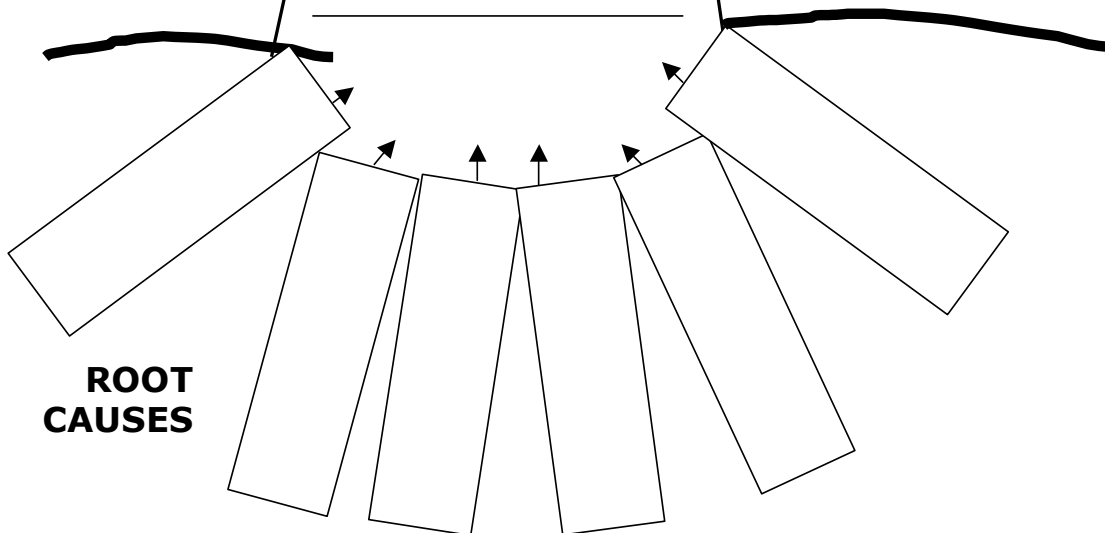
▲
THE BIG ISSUE

Your best shot at effectively tackling an issue is to go after one of its root causes. Think about not only what causes the issue to exist, but also what things make it worse. Those can be considered root causes as well.

_____

_____

_____

ROOT CAUSES

THE ECOLOGICAL MODEL

Designed by: The Mikva Challenge

GRADE LEVELS
High School

Narrative Summary: The Ecological Model is another way for students to think about the root causes of violence or any other issue. It helps students look at the causes of an issue on many levels: the individual level, the relational level, the community level, and the society level. This is very useful when you work with a group of students who tend to solely blame their peers for the violence in their schools and communities.

TIME ALLOCATION
At least 2 days (class periods)

This lesson is part of a larger course, *Democracy in Action*. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OBJECTIVES
- apply root causes to Ecological Model
- Understand that there are many influences that lead to issues in our community

MATERIALS NEEDED
- Copies of Ecological Model and Root Causes handout
- Copies of Ecological Model and Root Causes handout Material
- Ecological Model example
- Butcher paper model of Ecological model (or on the board or as an overhead)

ASSESSMENT
Ecological Model: Root Causes handout

BELL-RINGER: BUILDING THE TREE (5 MINUTES)
Give each student two post-its and have them write one root cause on one post it and a symptom on the other post-it from their *Root Causes Tree* from yesterday.

BEFORE: OUR ROOT CAUSES TREE (5 MINUTES)

Have students put their post-its up on a large scale version of the Root Causes Tree (it's best to do this on chart paper so you can save it for reference. Since the ideas are on post-its, they can be swapped out easily) and discuss the ideas.

DURING: THE ECOLOGICAL MODEL (15–20 MINUTES)

During this section, the teacher will model how to view root causes through the Ecological Model designed by the World Health Organization. Present a butcher paper rendering of the model.

Hand out *The Ecological Model & Root Causes* and have volunteers read aloud the description of each level. Have student highlight, underline annotate the reading as it is read aloud. They can put ? on things they are unsure about, circle any confusing words and highlight key ideas.

Explain to students that they will be filling out an Ecological Model for the class's issue, but that you will model one for them first. This is also a good opportunity for a Think Aloud (see teaching strategies), for you to make explicit to students how you arrived at the choices you made. (An example is provided)

AFTER: STUDENTS FILL OUT ECOLOGICAL MODEL (10–15 MINUTES)

Give each student a copy of the *Ecological Model* handout and have them complete it for the class's issue.

Explain that students should come up with people (e.g. family), groups/institutions (e.g. school), or circumstances (e.g. poverty) on every level of the Ecological Model that can cause the issue. Have students share out their models, discuss and correct as a class as necessary.

CLOSER: REFLECTION (5 MINUTES OR FOR HOMEWORK)

Students should reflect on the following questions either orally or in writing:

- How can we use this model to explore different issues?

- Are these levels distinct, separate? Do they overlap at all?

- How much does one level affect the others?

- Where do leaders fit into the Ecological Model? (Great leaders can affect all levels despite being individuals.)

The Ecological Model & Root Causes

WHAT IS IT?

- The Ecological Model is a framework first developed in the 1970s as a way to study child abuse and other types of violence.

- It is a tool that will help us think about complex issues (not just violence) on different levels.

- It's useful because it forces us to think about the **different influences that contribute to an issue or problem**, while also encouraging us to think about **how those influences interact and intersect**.

WHAT DO THE DIFFERENT LEVELS MEAN?

Individual

- Looks at biological and personal history factors that influence how **individuals** behave and are affected by an issue.

- Some of these factors could be:
  - Age, education, income, gender, etc.
  - History of experiencing abuse
  - Substance abuse
  - Personality traits

Relationship

- Looks at close **relationships**, such as those between:
  - Family
  - Friends
  - Boyfriends/girlfriends
  - Peers

- Explores how these relationships influence a person's behavior and actions.

Community

- Looks at the contexts and **communities** in which these relationships occur.

- Some of these "contexts" could be:
  - Schools
  - Workplaces
  - Neighborhoods
  - Churches

- This level looks at how these "contexts" influence relationships between people.

Society

- This level looks at the broad **societal** factors that help create a climate that supports or inhibits a problem or issue.

- This level includes things like:
  - Social and cultural norms
  - Availability of weapons
  - Health, social, economic, and educational laws

REMEMBER…

- The problems and issues that we will look at over the year are complex and multi-layered.
- Challenge yourselves to think about things on the different levels.
- How do these levels interact and overlap? How are they separate?

The Ecological Model: Root Causes

Society

Community

Relationship

Individual
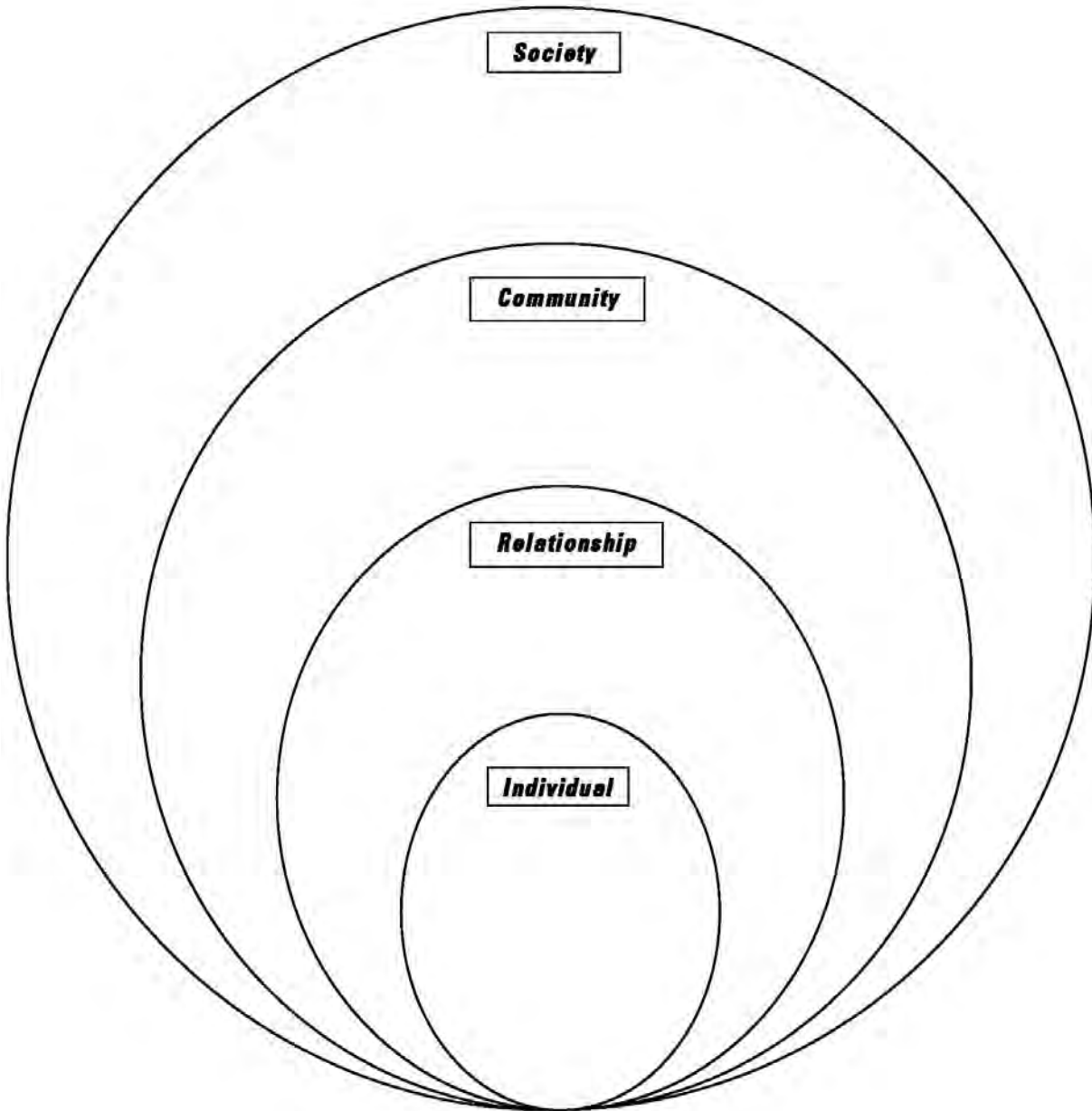
The Ecological Model: Root Causes

EXAMPLE: VIOLENCE

Society

- American culture is violent – tv shows, music, movies glorify violence.

Community

- Lives in a violent neighborhood
- All boys are expected to fight to show their manhood

Relationship

- Abused by parents
- Picked on my other kids – learned how to fight as survival mechanism

Individual

- Has a bad temper/anger management issues
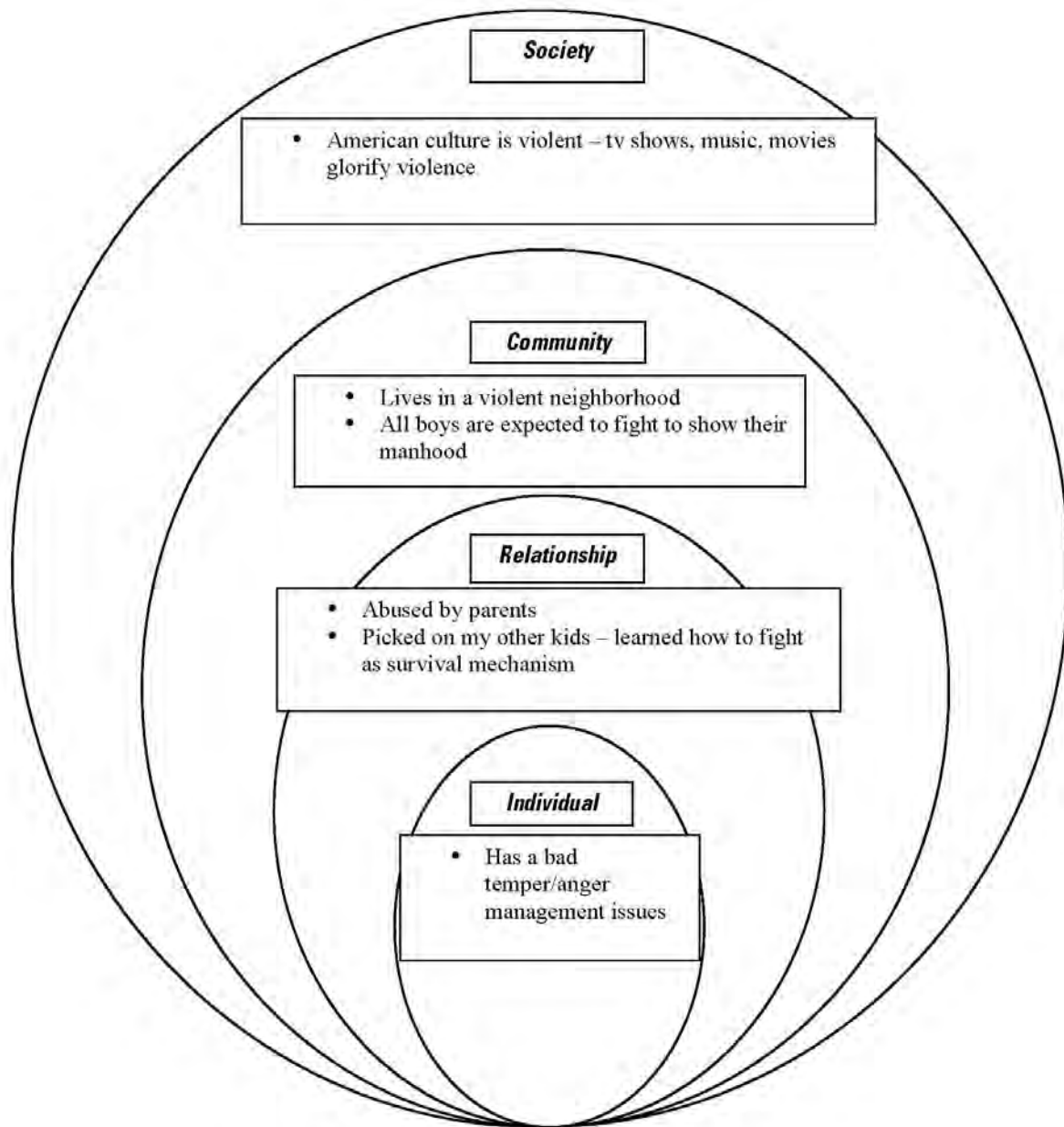
THE RACE

*This training was adapted from exercises developed by
Paul Kivel, Martin Cano, and Jona Olsson*

Purpose: To teach about the advantages and disadvantages that affect our lives and how they relate to opportunities and successes.

MIN./MAX. # OF PARTICIPANTS
6–50

TIME
45–60 minutes

MATERIALS
Copy of questions for the facilitator

SPECIAL NOTE
This exercise requires a large open area. Participants will be moving and there is some running involved. *Facilitator Note*: If you are working with a group where there are some accessibility issues, you can drop the running part of this activity.

ACTIVITY

1. Everyone needs to form a line in the middle of the room.

2. Facilitator says: "I am going to read a list of statements, if the statement is true for you, you will be asked to take a step forward or backwards. I want everyone to hold hands." *Note to Facilitator*: Read the attached list, taking time for people to respond and move. Take some time for people to observe the movement as you read the questions. You may get a lot of questions for clarification. Avoid a debate, let the person decide what they should do. For the private school question, even if they attended for a short time have them move forward. Some folks will get hung up on one parent or both parents. If it applies to one parent have them move forward or back.

3. After reading the questions, facilitator says: "That was the last statement. I want everyone to freeze in place, and to look around and notice where they and everyone else is. What patterns do you notice? Now wherever you are in the room, after I count to three, race to the wall you are facing when I say go."

4. Have them put their chairs back in a circle. Have each person find someone they feel comfortable with and discuss their immediate feelings of the exercise. This conversation should last 3–5 minutes.

5. If there are less than 25 participants, process with the entire group. If more than 25, break into groups of 8-10 for debriefing for 20 minutes using the process questions. After 15 minutes, reconvene and ask for comments from the entire group for fifteen minutes.

6. Ask the following processing / discussion questions:

   - What did this exercise teach you?

- What is the point of this activity?

- What does this have to do with prejudice?

- Do we all start off equal in life?

- When did you stop holding hands?

- Is it possible to be the fastest runner and still lose the race?

- What is the responsibility of those who get to the wall first to those who get there last?

- Given where you ended up after the statements were read, how did that affect how hard you ran towards the finish line?

7. *Facilitator Debrief:*

- Many people believe that the reason a person is successful or not successful in our society is principally related to a person's character. Unsuccessful people are lazy and stupid. Successful people are smart and work hard.

- This belief in the equality of people in the U.S. discounts or ignores the fact that most white people have many advantages and opportunities that they take for granted. White privilege is a system that began centuries ago. All United States citizens are not playing on the proverbial level playing field.

- One of the underlying beliefs that is fostered by the principle of individualism taught in the U.S. is that since the percentage of African Americans, Latinos, and Native Americans in poverty is much greater than for white ethnic groups, people of color deserve their fate. They are blamed for their poverty and victimization. It is quite common in prejudice awareness workshops for White people to assume they have started on a level playing field with people of color.

- Since unemployment is so much a part of the economic system in which we live, as well as competition for jobs, education, benefits, and limited resources, that success often depends on external factors. These external factors such as informal rules, often provide Whites with competitive advantages.

- One should not misrepresent the importance of taking responsibility for one's own life and the importance of struggling for a better world and a better life.

- Simply recognizing oneself as a victim is not productive. However, it is important to understand that for people of color to blame themselves and/or be blamed by whites for their victim status fosters a sense of inferiority and powerlessness which can lead to hopelessness.

8. Optional: After the activity and the debrief point out that the race actually took place in a stadium. The winners of this race were declared before the race started. The group with privileges is sitting in the stands watching the whole event with amusement. They don't have to race because they have already been awarded most of the prizes before the race began. They put up a small amount of their winnings to spur the contestants so they would produce an entertaining race. How does this extra information affect your commitment to the race? To how hard you might run? To your sense of justice? *Note to Facilitator*: Note this is a difficult time for people who just realized their privilege or lack of privilege. Acknowledge the emotion. Watch for people who are having difficulty and try to support them. This can be a very painful experience for some people.

Facilitator's Questions for
Level Playing Field Exercise

All those whose parent or parents have completed college, take one step forward.

All those who have a parent or parents who never completed high school, take one step back.

All those who went or currently go to a private school, take one step forward.

All those who commonly see people of their race as heroes and heroines on television programs or movies, take one step forward.

All those who commonly see people of the race on television or movies in roles you consider degrading, take one step back.

All those who ancestors were forced to come to this country, or forced to relocate from where they were living, take one step back.

All those who regularly cash checks without showing additional identification, take one step forward.

All those who can walk into a store without having clerks assume by your race that you are going to steal something, take one step forward.

All those who had a relative, of any generation, lynched, take one step back.

All those whose parents spoke English as a first language, take one step forward.

All those who have been called names or ridiculed because of your race, sexual orientation, or class, take one step backwards.

All of those who have a college degree, take one step forward.

All of those who have ever been battered, take one step back.

All of those who have ever been denied a job because of their race, take one step backward.

All of those who ever skipped a meal or went away from a meal hungry because there wasn't enough money to buy food, take one step back.

All of those who have health insurance, take one step forward.

All of those who grew up in a single parent household for most of your childhood, take one step back.

All of those who had their own bedroom when you were growing up, take one step forward.

All of those who have visible or invisible disabilities, take one step back.

All of those who have assumed that they would spend time in jail, take one step back.

All of those who have taken AP classes in high school, take one step forward.

All of those who have ever received a car from their parents, take one step forward.

All of those who have ever considered joining the Army because it opened career options, take one step back.

All of those who were raised to view the police as a potential threat, take one step back.

All of those who, in general, can avoid those communities or places that are considered dangerous, take a step forward.

All of those who were raised to believe that you could become anything that you wanted, step forward.

POWER & VIOLENCE

By Mariame Kaba with an activity developed by
Sgt. Charles Howard, Fort Lee (Virginia)

Purpose: To understand what power is and how it affects us; to explore the link between power and violence.

TIME
90–100 minutes or 2 class periods

MATERIALS
- Enough copies of handouts for all participants
- Newsprint
- Markers
- Masking tape

ACTIVITY #1: THE DRAWBRIDGE (45 MINUTES) IN JUDITH KATZ'S *WHITE AWARE-NESS: HANDBOOK FOR ANTI-RACISM TRAINING* (1978).

Goals

1. To explore individual values connected with institutional racism or institutional sexism

2. To better understand the role of individuals and institutions in oppression

Instructions

1. Read to the group the story "The Drawbridge."

2. Ask participants to rank the characters in descending order of responsibility for the death of the baroness (1—most responsible; 6—least responsible). This list should be prepared by one's own value system, not the values of the time of the story.

3. Divide the group into small groups of four to six persons. Have each person share his or her list. Then ask the group to develop a final list by coming to consensus.

4. Ask each group to report out the final list, giving reasons for the choices. Record each list on newsprint.

5. Then share an alternative way of looking at each character as a symbol of some aspect of modern society:

   - Baron = white society.

   - Baroness = people of color, women and other marginalized groups.

   - Gateman = Police force or military.

   - Boatman = Institutions (Church, social services, hospitals, business, etc…)

   - Friend =Liberals

   - Lover = Enticements (such as Declaration of Independence, the Constitution, other American ideals of freedom)

6. Discuss whether this view of the characters in the story influences people to change their lists. Discuss the issues of blaming the victim, and action and inaction. Ask: Do you notice that we spend a lot of time blaming victims for the violence perpetrated against them? Why do we do this? What is obscured when we do this?

Note to Facilitator:

a. Give the groups ample time to develop and negotiate their group lists.

b. Depending upon the results in each group, you may want to compare and contrast the assumptions made in each group.

c. Check to see whether the participants' responses change after they see the analogies to modern societal roles.

d. Ask: How often do we look at events as individual incidents outside the societal contexts?

   • How does that view change the focus and the reality? How often do we blame the victims for attempting to gain something that rightfully belongs to them?

e. Highlight the fact that many people play a role in perpetuating the cycle of oppression and violence.

ACTIVITY #2: POWER & VIOLENCE (30 MINUTES)

1. Ask participants & make a list of their responses to the question, "What is power? "

2. Ask the participants: "How did the people in power during Slavery or Jim Crow maintain control over others?" "How did the Baron maintain control over others?"

   Have youth generate a list, which might include:

   • Dictating where people can live and what kind of work they can do

   • Establishing curfews, and limiting travel

   • Denying them education, jobs, and access to medical care

   • Preventing them from voting or having any voice in political decisions

   • Denying them police protection

   • Denying them fair treatment in court

   • Preventing people from gathering

   • Limiting access to information

   • Creating negative stereotypes through media

3. Ask the participants: "How did those in power use violence and the threat of violence?"

   Have youth generate a list, which might include:

   • Police harassment

   • Threats and intimidation (burning crosses on people's lawns)

   • Imprisonment of political activists

   • Torture

- Lynching

- Killing of those who speak out against oppressive system

4. Ask participants, "How does this affect oppressed peoples' ability to express themselves and work towards freedom from oppression?"

- People are afraid for themselves and their families.

- They feel hopeless, powerless.

- They feel there is no point in trying to change the system

- They might fight each other

5. Draw a large pyramid on the board, with a line through it:
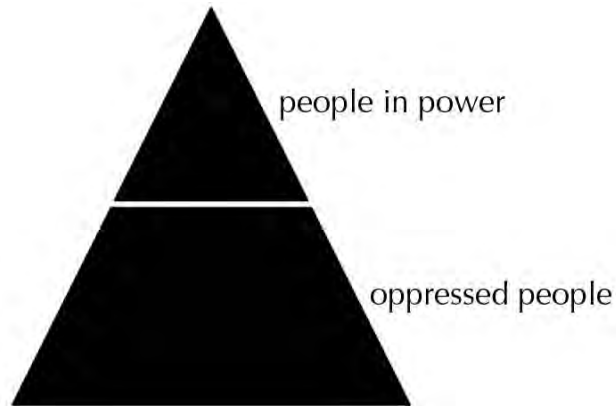
6. Ask participants: What beliefs would you imagine the white people in power had about their rights to control other people? *These, and following responses about the white people in power, should be written into the top of the pyramid*.

- That white people are superior

- That they have the right to rule the land they "conquered"

- That they have the right to do whatever it takes to maintain the order they have established

7. Ask participants: How do you think they justified the oppression to themselves and to others?

- By saying that people of color need to be "ruled," or they will take over and cause chaos

- By saying that people of color are less intelligent and capable, and that they are unable to make good decisions.

8. Ask participants: How did the people in control act? How did they feel?

- Entitled, all powerful, and that they could do whatever they wanted to

- Threatened and afraid that oppressed people would try to take power

9. Ask participants: How did the people at the bottom of the pyramid feel about their lack of power? *These, and following responses, should be written into the bottom of the pyramid.*

- Hopeless, angry, trapped, despairing, voiceless, powerless, vulnerable, vengeful, depressed, and self-destructive

- Fearful of speaking up against the oppressor, and fearful about teaching their children the truth of the situation because they might be imprisoned or killed.

10. Ask participants: Why didn't the people at the bottom of the pyramid tell those in power how they felt?

   - They were afraid of being tortured, imprisoned or killed.

   - They came to believe that things would always remain the way they were. Over time, however, some courageous people began to speak up against the injustice.

> **Facilitator should note:** People with less power in our society are oppressed, and have less access to work, education, housing, protection by the law, control of government, and other resources. Again, this oppression is not asked for or earned; it is gained through membership in a particular group.

ACTIVITY / MINI LECTURE: TYPES OF POWER (20 MINUTES)

When we talk about power, we are talking about who controls what, especially who controls resources and institutions.

Power exists on four levels:

- Individual/personal (Attitudinal)

- Interpersonal (Individual)

- Group

- Intergroup (systems) (Institutional)

Obviously everyone has personal power—over what they do and don't do.

On an **interpersonal level**, anyone can oppress others through actions/words/decisions, or can be oppressed by others at that level of interaction. Facilitator: Go back to the drawbridge activity and talk about the ways that power played out on the interpersonal level, perhaps make reference to domestic violence.

When we are talking about **group power**, we are talking about which group has control or access to resources. Facilitator: Give example here—big corporation, Catholic Church, etc.—and ask group to brainstorm examples.

In describing **intergroup power**, we are taking about institutions of power, and how the groups of people interact. People often have difficulty noticing their participation and connection to power at this level because the impact on their group or other groups may seem more impersonal and indirect. Regardless, this is the level at which a group's inclusion or exclusion from cultural or institutional control results in an unequal distribution of resources, or power.

It is important to shift from an understanding of power at a personal and interpersonal level to an understanding of power at a group/intergroup level, also described as a Social or Systemic Power, which is access and availability to resources needed to get what you want and influence others.

By power we are not referring to power from within, or inner strength, but power over—power to control the social, economic and political institutions of our society. Groups with more power in our society have

privilege—the privilege of more access to work, education, housing, protection by the law, control of the government and other resources. This privilege is not asked for or earned; it is gained through membership to a particular group.

Facilitator Note: Maybe go back to the earlier exercises now and ask, what types of power were in place in Jim Crow / slavery? Interpersonal, group, intergroup all were present...How might this make it harder for people at the bottom of the pyramid to challenge those at the top?

LINKING VIOLENCE AND POWER

The source of almost all of the violence in the U.S.—comes from the imbalance of power between groups of people (see: Drawbridge example).

Some people, like Paul Kivel, theorize that inequalities in power and privilege are the roots of all violence in society. The social systems of our society separate people into groups based on differences, including; race and ethnic heritage, gender, sex, sexual orientation, religion, age, socio-economic status, education level, immigration status, physical or cognitive ability/disability, and others. These differences are assigned power in our society, with members of some groups having more power within our social systems than members of other groups.

Power relationships can be thought of as a pyramid. The person or people at the top are in control, and the person or people on the bottom are relatively powerless.

A good way to understand this kind of system is to think of Slavery or Segregation in the United States. In the U.S., the white majority attempted to maintain control over the black slave population and then blacks in general.

Handout for Participants

....

THE DRAWBRIDGE STORY

As he left for a visit to his outlying districts, the jealous baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young baroness grew lonely, and despite her husband's warning she decided to visit her lover, who lived in the countryside nearby.

The castle was situated on an island in a wide, fast-flowing river. A drawbridge linked the island to the mainland at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the baroness returned to the drawbridge, only to find it blocked by a gateman wildly waving a long, cruel knife.

"Do not attempt to cross this bridge, Baroness, or I will have to kill you," he cried. "The baron ordered me to do so."

Fearing for her life, the baroness returned to her lover and asked him for help.

"Our relationship is only a romantic one," he said. "I will not help."

The baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five marks."

"But I have no money with me!" the baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

Her fear growing, the baroness ran crying to the home of a friend and after explaining her desperate situation, begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the gateman.

Handout for Participants

∙∙∙

THE DRAWBRIDGE WORKSHEET

Instructions:

In the first column, rank the characters in descending order of responsibility for the death of the baroness (1—most responsible; 6—least responsible). This list should be prepared by your own value system, not the values of the time of the story.

In the second column, *your group* must rank the characters in descending order of responsibility for the death of the baroness (1—most responsible; 6—least responsible). Your group must come to a consensus. This means that everyone must agree on the order of responsibility.

	1st (INDIVIDUAL)	2nd (GROUP)
Baron		
Baroness		
Gateman		
Boatman		
Friend		
Lover		

"IT'S NOT JUST ONE THING"— Young Women's Oppression and Liberation

Developed by the Rogers Park Young Women's Action Team
(with support from adult ally, Mariame Kaba)

Purpose: To help youth analyze the problem of violence and its root causes which detrimentally affect so many young people, especially young women of color, in our society.

TIME
1.5 hours (if the creative writing activity is added the workshop can take up to 2.5 hours)

MATERIALS
- Enough copies of the lyrics of "Brenda's Got a Baby" for the participants
- CD player
- CD with "Brenda's Got a Baby" by Tupac Shakur
- A large chalkboard, dry erase board, or large sheets of paper; chalk or markers.
- Large "chain links" made out of paper that can be easily connected. Make sure you have links of five different colors and twenty links of each color.
- A poster that explains the meaning of the different colored links: Green = physical environment; Blue = social; Red = economic; Yellow = behavioral; Purple = political; and Beige = biological.
- A picture of Brenda.
- A picture of a tombstone (RIP).
- Enough copies of "Song No. 2" for participants, if you choose to do the Optional Creative Activity
- Pens & paper for Optional Creative Activity

Today's culture is increasingly hostile to young women. This workshop is about the social forces that impact women and girls lives and envisioning a different future.

ACTIVITY #1—HOW DOES THE OPPRESSION OF YOUNG WOMEN PLAY OUT?
(30 MINUTES)
Pass out copies of the lyrics to "Brenda's Got a Baby" by Tupac.

Play the song and ask participants to pay close attention to the words.

1. Ask the following question: Why did Brenda die?

2. Brainstorm with the group. Write down all of their causes on newsprint paper. Every time someone gives a cause for Brenda's death, the facilitator should ask why this cause happened: i.e. why did Brenda end up running away from home? Why is Brenda not attending school? Each cause should be analyzed to get at deeper root causes. Facilitators should write own as many different causes on a chalkboard or butcher paper as the group can come up with.

3. After everyone is satisfied that all of the answers are on the board, the facilitator should say: "OK, now let's identify the factors that are involved in each of these causes." Facilitator Note: Create a display by taping paper in the different colors listed above to represent the social forces. You can do this using

large white posterboard as your backdrop. List the type of social force that each color represents on the posterboard. This provides participants with visual representation of each social force that contributed to Brenda's death. Ask the audience to classify their brainstorms in each of these categories (there can be more than one social force for each cause).

4. Facilitators should have participants start at the beginning of the list of causes and identify which factors (Biological, Behavioral, Economical, Physical Environment, Political, Social) are involved in those causes. The participant who identifies the first factor should take a chain link in the color that represents that factor and attach it to Brenda's picture. As each cause is analyzed, participants add different colored links in the chain until it reaches the image of the tombstone. After all the causes are analyzed, have participants tally up the number of links for each type of factor that contributed to Brenda's death.

5. Ask participants to respond to the following question: What are the major factors that cause youth violence? Facilitators can highlight the significant number of social, political, and economic factors that contribute to youth violence. Usually, individual behavior is just an outcome of the root societal causes that lead to youth violence.

6. Ask the audience to share what they learned from this activity and any other thoughts that they want to share.

7. Young women and girls are subject to multiple forms of oppression and there are multiple social forces that impact our lives. You can take any issue and do a root cause analysis. At its roots, youth violence is based in and relies on the maintenance of oppressions including but not limited to sexism, racism, classism, colonialism, heterosexism, fundamentalism, imperialism, and ableism; these forms of oppression cannot be separated because they work in concert to reinforce each other. As such, if we are committed to ending violence against young women, we must confront and dismantle all of these systems of oppression. This will entail a mass movement of people who will develop systemic, institutional, and individual interventions.

ACTIVITY #2—RESISTANCE AND ORGANIZING (15 MINUTES)

Ask the question: "What is our vision for young women's liberation?" Ask the group to throw out ideas of what our society would look like if young women and girls were not oppressed.

Conclusion—5 minutes

1. Recap the main points:

   • Oppression against young women plays out in many different ways and affects various women differently.

   • Violence against young women and girls holds oppression in place.

   • It is important to move beyond blaming individual young women and girls for their oppression. We have to place the responsibility on the social forces that negatively impact our lives.

   • It is the responsibility of all people who live under this system to fight for an end to the oppression of young people.

OPTIONAL CREATIVE ACTIVITY: SONG NO.2 BY SONIA SANCHEZ (30 MINUTES TO ONE HOUR)

If you are working with a gender-specific group of young women and have enough time, it is good to end with a creative activity. The YWAT loves Sonia Sanchez's poem, Song No. 2. It fits with the theme of this workshop which focuses on the multiple ways in which young women are oppressed. We are grateful to Literature for All of Us for providing us with some discussion questions when we were first learning how to facilitate dialogue about the poem.

1. Encourage participants to silently read the poem.

2. The facilitator should read the poem out loud once.

3. Then ask for volunteers to read the poem round-robin style.

4. Ask questions about the poem (see attached resource sheet).

5. Finally, you can ask participants to write their own poem "to her sisters."

Handout for Participants

LYRICS TO "BRENDA'S GOT A BABY"

Brenda's got a Baby
Brenda's got a Baby

I hear Brenda's got a baby
Well, Brenda's barely got a brain
A damn shame
Tha girl can hardly spell her name
(That's not her problem, that's up ta Brenda's family)
Well let me show ya how it affects tha whole community
Now Brenda never really knew her moms and her dad was a
junky
Went in debt to his arms, it's sad
Cause I bet Brenda doesn't even know
Just cause your in tha ghetto doesn't mean ya can't grow
But oh, that's a thought, my own revelation
Do whatever it takes ta resist tha temptation
Brenda got herself a boyfriend
Her boyfriend was her cousin, now lets watch tha joy end
She tried to hide her pregnancy, from her family
Who didn't really care to see, or give a damn if she
Went out and had a church of kids
As long as when tha check came they got first dibs
Now Brendas belly is gettin bigger
But no one seems ta notice any change in her figure
She's 12 years old and she's having a baby
In love with tha molester, who's sexed and crazy
And yet she thinks that he'll be with her forever
And dreams of a world with tha two of them are together,
whatever
He left her and she had tha baby solo, she had it on tha
bathroom floor
And didn't know so, she didn't know, what ta throw away and
what ta keep
She wrapped tha baby up and threw him in tha trash heep
I guess she thought she'd get away
Wouldn't hear tha cries
She didn't realize
How much tha tha little baby had her eyes
Now tha babys in tha trash heep bawling

Momma can't help her, but it hurts ta hear her calling
Brenda wants ta run away
Momma say, you makin' me lose pay, tha social workers here
everyday
Now Brenda's gotta make her own way
Can't go to her family, they won't let her stay
No money no babysitter, she couldn't keep a job
She tried ta sell crack, but end up getting robbed
So now what's next, there ain't nothin left ta sell
So she sees sex as a way of leavin hell
It's payin tha rent, so she really can't complain
Prostitute, found slain, and Brenda's her name, she's got a baby

To My Sisters

. . . .

What advice do you have to offer to other girls/young women, your fellow "sisters"? What would you tell them about navigating, surviving and thriving in the world around them? Think about the things you "can't let go unsaid."

Try to find a phrase such as, "i say." to repeat throughout your poem. Feel free to borrow lines from Sonia Sanchez's "Song No. 2" if it will help shape your poem, but be sure to include your own voice and sentiments…

SONG NO. 2
(1)
i say. all you young girls waiting to live
i say. all you young girls taking yo pill
i say. all you sisters tired of standing still
i say. all you sisters thinking you won't, but you will.
don't let them kill you with their stare
don't let them closet you with no air
don't let them feed you sex piecemeal
don't let them offer you any old deal.
i say. step back sisters. we're rising from the dead
i say. step back johnnies. we're dancing on our heads
i say. step back man. no mo hangin by a thread
i say. step back world. can't let it all go unsaid.
(2)
i say. all you young girls molested at ten
i say. all you young girls giving it up again & again
i say. all you sisters hanging out in every den
i say. all you sisters needing your own oxygen.
don't let them trap you with their coke
don't let them treat you like one fat joke
don't let them bleed you till you broke
don't let them blind you in masculine smoke.
i say. step back sisters. we're rising from the dead
i say. step back johnnies. we're dancing on our heads
i say. step back man. no mo hanging by a thread.
i say. step back world. can't let it go unsaid.

by Sonia Sanchez

Resource Sheet for Facilitators for Optional Activity

QUESTIONS YOU MIGHT USE FOR DISCUSSION OF SONG NO.2 (FROM *LITERATURE FOR ALL OF US*):

- What do you think of this poem? How does it make you feel? Do you like it? Why or why not?

- Are there any lines or stanzas that you can particularly identify with? What are they and why do you feel a connection to them?

- Why do you think Sonia Sanchez wrote this poem? What's the message/point of it, if there is one? Who do you think she's speaking to in this poem?

- In the second and fourth stanzas who is this, "they" she repeatedly refers to? [**Note: As with all points of the discussion, it's great if there are dissenting opinions, when people can read different things into the context…**]

- In the first stanza, Sanchez says, "i say. all you sisters tired of standing still/i say. all you sisters thinking you won't, but you will." What is it that her sisters think they won't but they will?

- In the second stanza, do you agree with the sentiment that others try to "kill" girls/you and your sisters "with their stares"? How could someone kill with a stare? When does this happen to girls?

- What about the rest of the second stanza? Do you think that we, as women and girls, are "fed sex piecemeal"? Where? How? [**Depending on your group, you may have to decode "sex piecemeal".**]

- Looking at the fourth stanza, do you ever feel like you "need your own oxygen"? What could Sanchez mean by this? Why wouldn't her sisters have their own oxygen? What's stopping them or challenging them from having it? Do you feel challenged to create your own space and "oxygen" in the world around you? How do you accomplish that?

- In the fifth stanza, what sort of "masculine smoke" do you think Sanchez is talking about? Do you ever feel "blinded" by influences of the world around you? Are they predominately male? Do you feel overwhelmed by other influences trying to shape and inform you?

- What do you feel are the tones of the third and sixth stanzas? Do you feel proud when you read them? Empowered? What "dead" do you think Sanchez is encouraging her sisters to rise from?

- What is it that Sanchez and her sisters "can't let go unsaid"?

TOMMY'S STORY:
Understanding the Roots of Violence

By Mariame Kaba

*This training is based on work by Health Organizing
through Popular Education (HOPE).*

Purpose: To help youth analyze the problem of violence and its root causes which detrimentally affect so many young people, especially youth of color, in our society.

TIME
65 to 85 minutes

MATERIALS
- Enough copies of "Too Busy Treating the Victims" for the participants
- Enough copies of "Tommy's story" for the participants.
- A large chalkboard, dry erase board, or large sheets of paper; chalk or markers.
- Large "chain links" made out of paper that can be easily connected. ***Make sure you have links of five different colors and twenty links of each color.***
- A poster that explains the meaning of the different colored links: Green = physical environment; Blue = social; Red = economic; Yellow = behavioral; Purple = political; and Beige = biological.
- A picture of Tommy.
- A picture of a tombstone.

ACTIVITY: TOO BUSY TREATING THE VICTIMS (20–25 MINUTES)

1. Read "Too Busy Treating the Victims."

Too Busy Treating the Victims
Two fishermen were fishing by a stream one day when they noticed someone floating downstream. They both jumped in, pulled the person out of the water, gave mouth-to-mouth resuscitation, and saved his life.

The next day, they were fishing in the same spot and noticed another person floating down the stream. Again, they jumped in and saved that person's life.

Day after day, people had to be rescued, and many died en route to the hospital. The city council decided to build a hospital on that very spot so that they wouldn't have to transport nearly downed patients to the nearest hospital, which was 80 miles away.

The hospital became very busy and began to grow and expand. In fact, the hospital became very well known across the country for its treatment of drowning victims. Many interns served their residencies there. One day, one of those interns approached the administrator and thanked him for the opportunity to do his internship with the hospital.

"There is one thing that bothers me, though," the intern said to the administrator. "Has anyone ever gone upstream to see why people are jumping into the river?"

"No," the administrator answered, "We just don't have time. We are too busy treating the victims."

—*Author Unknown*

2. Ask the group to react to the piece:

- What's happening in this story?

- What do you think about the intern's question: Has anyone ever gone upstream to see why people are jumping into the river?"

Point to Stress: If we think of the people in the river as having experienced violence, it is certainly important to help survivors of violence heal after we have pulled them out of the river. But if we are going to stop violence, we also have to examine its origins and roots.

ACTIVITY: WHY DID TOMMY DIE? (45–60 MINUTES)

1. Read "Tommy's Story" as a group.

2. Why did Tommy die?

3. Brainstorm with participants—As participants come up with causes, the facilitators should ask why this cause happened (i.e. Why did he drop out of school? Why did he join a gang?) Each cause should be analyzed to get at deeper root causes. Facilitators should write own as many different causes on a chalkboard or butcher paper as the group can come up with.

4. What factors are involved in each of these causes? Facilitators should have participants start at the beginning of the list of causes and identify which factors (Biological, Behavioral, Economical, Physical Environment, Political, Social) are involved in those causes. Each cause may involve more than one factor. The participant who identifies the first factor should take a chain link in the color that represents that factor and attach it to Tommy's picture. As each cause is analyzed, participants add different colored links in the chain until it reaches the image of the tombstone. After all the causes are analyzed, have participants tally up the number of links for each type of factor that contributed to Tommy's death.

5. Discussion question: Is Tommy's death an example of youth violence? Why or Why Not?

6. What are the major factors that cause youth violence? Facilitators can highlight the significant number of social, political, and economic factors that cause youth violence. Usually, individual behavior is just an outcome of the root societal causes that lead to youth violence.

Handout for Participants: Tommy's Story

This is the story of a little boy named Tommy J. who died suddenly at age 9 of an asthma attack. He was in his backyard playing when the attack came on quickly and fiercely. Although he had had a slight cold the last few days and had felt at times that an attack could be coming on, he hadn't been paying much attention to the slight wheezing. He tried to ignore it because he didn't want to upset his parents anymore. Things had been so tense in the house with so much yelling and screaming—he just tried to stay out of the way. It seemed that the fighting just made his wheezing worse.

Tommy would say that all the problems started when his dad got laid off at work. Dad had been a sheet metal worker and had worked for an automobile manufacturing company. Sometimes his dad and he would lean over the railing at the highway overpass and watch the cars whiz underneath. His dad would brag about the different models of cars that he had helped to build. Tommy was proud of his dad's strong back and muscular arms that molded those sports cars and family vans. He never thought about the pollution spewing from the vehicles' exhaust pipes. Tommy's mom was a hairdresser who worked at a nearby salon and attended the local state university part-time. She was working towards a degree in business administration and hoped someday to open up her own small business. Tommy was proud of his mom for working so hard to earn a college degree.

But then the automobile manufacturer "down-sized" and laid off a couple thousand workers in his town. The company had decided to build these cars in Mexico where the labor was cheaper and the environmental restrictions more relaxed. The factory workers were incensed that the local government officials hadn't offered the auto company some incentives to keep the jobs in the area. Mr. J. was disappointed in the union leadership who said that they had done all they could to avoid the lay-offs. All of a sudden, Tommy's father's pay stub of $15.65 an hour was gone. Their health insurance, retirement, and other benefits had also disappeared.

Severance pay and unemployment benefits kept the family going for a while as Mr. J. looked for another job. But he learned that despite his good health and excellent work record, he had few marketable skills and another job in the industrial sector was hard to find. With just a high school diploma, he was locked out of employment opportunities in any technical field. He thought to enroll himself in a job re-training program, but he couldn't afford the fees and he needed to earn money now to pay the bills.

Mrs. J. cut back on her class load in order to put in more hours at the beauty parlor. Mr. J. found himself working two jobs—both low-paying, both with few or no benefits. In the early morning and late afternoon he drove a school bus for the district. $35.00 a day, no benefits. In between bus routes he worked at a fast-food restaurant. Two jobs, longer hours—and he felt all the time just one step ahead from the collecting agency.

What worried the J. family the most was lack of health insurance. The fast food restaurant offered Mr. J. health benefits, but only for him. He would have to pay the cost of coverage for the rest of the family. But frankly, they couldn't afford it. Besides, they were still trying to pay off a hospital bill from a few months back when Tommy had a particularly bad attack and had required intensive respiratory

treatment. So the Js decided to try to stay healthy and utilize community health services as much as possible. They were caught in the middle—too poor for private health insurance, too rich for public assistance. It was during times like this that Tommy's mother felt regret for not breastfeeding, because she had heard it might have helped Tommy stay healthy.

Tommy's first asthmatic attack had occurred when he was just 3 years old. It had frightened the whole family, but Tommy's breathing had relaxed with the first injection given to him in their local ER. Follow up visits with the family care provider were helpful. They learned about asthma, how to handle the disease, what to do to prevent attacks, and what to do when wheezing started.

Tommy's dad managed to stop smoking, and his mom carefully changed her clothes before coming home from the salon for fear of what perfumes and chemicals might be in the hair products she used at work. They moved to an apartment in a newer building. The rent was higher, but there was less concern over molds that are common in older buildings. Tommy still suffered occasional attacks, but for the most part his asthma was under control.

At least it was so until his dad had lost his job at the car factory, and he got so crabby and so tired, and his mom so nervous and so irritable. Tommy's attacks increased in frequently and intensity. They could no longer afford the private pediatrician's fees, and began seeking care at different community clinics and emergency rooms. Different faces, different treatment styles. Some health workers were friendly, some were mean and chewed out Tommy's parents for one thing or another. Like the time they had to wait so long to be attended and Tommy's younger sister started acting up. The clerk yelled at Tommy's mother until she nearly cried. They returned home so frazzled that Tommy's parents swore they would never return to that clinic again. When an attack came on, the Js tried to control it at home as much as possible. But it couldn't always be done.

Life just unraveled. Screaming, yelling, crying, mom and dad working so hard, so little food on the table, no McDonald's, no trips to the mall. The Js couldn't afford the high rent anymore, so they move into a basement apartment belonging to Mrs. J's boss. The dampness and molds were not good for Tommy. Nor was the stale smoke from his dad's cigarettes as Mr. J. had recently started up smoking again, and he was smoking heavily. Not only that, but the apartment happened to be next to a brown field and a community with a lot of factories. Very often, the atmosphere was full of a hazy smoke.

Maybe it was the foods Tommy was eating that were causing problems. With the house in such turmoil and so little money, it was hard to maintain any sense of nutrition and dietary control. The Food Pantry was helpful, but Mrs. J. had been told once not to serve so much processed package food. But then, who can afford fresh fruits and vegetables, chicken, and fish? Tommy had had a few episodes of wheezing, and all of his medication had been used up. The Js were waiting until the next paycheck to buy his meds.

When the attack came on, it was late afternoon and Tommy and his younger sister Ann were alone in the house. Their mother was working at the beauty salon a few blocks away, and their dad was driving the school bus. Ann rushed to the neighbor's house to call their mother, who came running home. Mrs. J. felt helpless.

There was nothing to give Tommy and he was fighting to catch his breath. The neighbor called 911, and thank God, the paramedics came quickly. They attended to Tommy, gave him some oxygen and some meds, stabilized him, and took him to the nearest ER. At the hospital, Tommy was checked. His breathing was calmer, but he needed to be admitted. However, the hospital could not accept Tommy because the Js had no insurance. Tommy was transferred to County Hospital. One the way there, Tommy suffered a severe attack that could not be stopped. He died shortly after arriving at County.

Tommy's Story, courtesy of Health Organizing through Popular Education (H.O.P.E.).

Handout for Participants:
Too Busy Treating the Victims

Two fishermen were fishing by a stream one day when they noticed someone floating downstream. They both jumped in, pulled the person out of the water, gave mouth-to-mouth resuscitation, and saved his life.

The next day, they were fishing in the same spot and noticed another person floating down the stream. Again, they jumped in and saved that person's life.

Day after day, people had to be rescued, and many died en route to the hospital. The city council decided to build a hospital on that very spot so that they wouldn't have to transport nearly downed patients to the nearest hospital, which was 80 miles away.

The hospital became very busy and began to grow and expand. In fact, the hospital became very well known across the country for its treatment of drowning victims. Many interns served their residencies there. One day, one of those interns approached the administrator and thanked him for the opportunity to do his internship with the hospital.

"There is one thing that bothers me, though," the intern said to the administrator. "Has anyone ever gone upstream to see why people are jumping into the river?"

"No," the administrator answered, "We just don't have time. We are too busy treating the victims."

—Author Unknown

POPULAR EDUCATION EXERCISE: ROOTS OF HETEROSEXISM

*Developed by Youth Leadership of Gender JUST**

TIME NEEDED
3 hours

SUPPLIES NEEDED
Butcher block paper to capture thoughts and ideas

GOALS
Develop a shared recognition of systemic violence based on sexual orientation and gender-identity.

PROJECTED OUTCOME
Trainees should be able to understand the ways in which everyone is impacted by systemic violence based on sexual orientation and gender-identity, as well as the ways that it is connected to other forms of systemic violence such as white supremacy and imperialism.

1. INTRODUCTION (15 MINUTES)

Trainer explanation of training: *We are all impacted by violence against Lesbian, Gay, Bi-Sexual, Transgender, Queer communities. The goal of this training is to come to a common recognition of this violence, so that we can understand of the ways that such violence is systemic and ways that we are all harmed by it.*

As this is a difficult discussion, we need to be sensitive to each other's experiences and needs. We will now come up with a series of group norms (or ground rules) to guide this discussion so that it can be productive and non-harming.

(Sample/suggested norms are provided below to guide the conversation or assist in the case of getting stuck)

    I.   1 voice/1 mic/1 meeting—don't talk over others
    II.   Share airtime
    III.   "I" statements—speak for yourself /"We" statements—think collectively
    IV.   Listen especially to those with whom you disagree
    V.   "Ouch!"—if someone says something that is offensive, say "ouch!" to remind the group
    VI.   Confidentiality—What's said here stays here
    VII.   Don't kill ideas
    VIII.   Don't put others down
    IX.   Speak up
    X.   Have fun
    XI.   Be additive—not repetitive
    XII.   Avoid binaries and all/none thinking
    XIII.   Avoid gendered pronouns unless you know the person wants to be addressed as such
    XIV.   When in doubt, ask about pronouns
    XV.   Be respectful!

2. DISCUSSION OF 10 KEY CONCEPTS (1 HOUR)

Trainer explanation of exercise: *For the purpose of this training, we will be using several concepts which may or may not be part of your everyday language. First, we will discuss these concepts and come to agreement on shared definitions for the purpose of this training.*

(Simplified sample definitions are provided to guide the conversation or assist in the case of getting stuck)

I.   LGBTQ—the umbrella acronym referring to all the many individuals/communities with diverse sexual orientations and/or gender-identities differing from heterosexual and cis-gendered (specifically stands for Lesbian, Gay, Bisexual, Transgender, and Queer).

II.   Queer/Gender-Queer—an identity of someone whose gender and/or sexual orientation doesn't fit into the traditional binary system of gay/bi/straight and/or male/trans/female.

III.   Transgender—an identity of someone who's biological sex doesn't match with their gender identity.

IV.   Cis-Gendered—an identity of someone who's biological sex does match with their gender identity.

V.   Heterosexism—a system of violence privileging those who are cis-gendered and heterosexual at the expense of other identities.

VI.   Homophobia – the interpersonal violence as a result of heterosexism.

VII.   Patriarchy—a system of violence privileging heterosexual, cis-gendered men at the expense of others.

VIII. White Supremacy—a system of violence privileging white people at the expense of people of color.

IX.   Capitalism—an economic system based on private ownership which benefits the small minority who accumulate the majority of wealth.

X.   Imperialism—a system of violence privileging those benefiting from capitalism at the expense of others.

Trainer wrap up of exercise: *The key here is that heterosexism, white supremacy, patriarchy, and imperialism are systems of violence; heterosexism is violence based on sexual orientation and gender-identity, white supremacy is violence based on race and ethnicity, patriarchy is violence based on gender, and imperialism is violence based on economic status and socio-economic level. For the purpose of this training, we need to think about violence in this broader form and context.*

3. SMALL GROUP DISCUSSION OF PERSONAL EXPERIENCES (45 MINUTES)

Trainer explanation of exercise: *We are all impacted by all of these systems of violence, no matter who we are. For instance, as a white person, you may be impacted by white supremacy both through the privilege you receive as a result of that system and through the alienation you might experience as a member of an oppressing group.*

We will now break into small groups and discuss ways that we are each impacted by heterosexism and homophobia. Please discuss concrete examples of instances of homophobia you have each experienced or witnessed and how that has impacted you.

Trainer explanation of report-back: *Without breaking confidentiality of people in your small group, can anyone tell us if there is anything you learned about yourself or about the system of heterosexism in this discussion?*

4. SMALL GROUP DISCUSSION OF BROADER IMPLICATIONS (45 MINUTES)

Trainer explanation of exercise: *Now that we have an understanding of the way that heterosexism operates in our lives, we need to understand the way that heterosexism intersects with other systems of violence. None of our multiple identities - as people of color, as queer, etc.—operate independently; our identities all intersect and so do the systems of violence against them.*

We will now break into small groups and discuss the ways that heterosexism intersects with white supremacy, patriarchy, and imperialism. Please discuss the ways that these systems of violence depend on each other (for example, heterosexism depends on patriarchy to hold up the "traditional" family as a justification for violence against LGBTQ communities) and give specific examples of how this plays out.

Trainer explanation of report-back: *Does anyone want to present to the full group on something you learned in this discussion?*

5. CONCLUSIONS (15 MINUTES)

Trainer explanation of exercise: *As a full group, let's talk about how this exercise made us feel and what we learned.*

*ABOUT GENDER JUST

Gender JUST (Gender Justice United for Societal Transformation) is a multi-racial, multi-ethnic, and multi-generational grassroots organization of Lesbian, Gay, Bi-sexual, Transgender, Queer, Allied, and Gender-Non-Conforming (LGBTQAGNC) young people, LGBTQAGNC people of color, and LG-BTQAGNC grassroots folks developing leadership and building power through organizing.

The goals of Gender JUST are to hold LGBTQA communities accountable around race, class, gender, age, religion, disability, size, and all factors necessary for a multi-dimensional and powerful movement & to move the LGBTQA struggles forward by organizing through a racial, economic, and gender justice framework.

Gender JUST organizes around the call for a world where all races, classes, sexual orientations, and gender identities are free to express their gender and sexuality, without institutional barriers, economic or legal consequences, or fear of repercussion.

As the struggle for racial justice, economic justice, and gender justice are intricately connected, Gender JUST believes that you cannot fight against sexual and gender oppression without fighting against racism, poverty, and all oppression. Because of this, it is especially important for Gender JUST to fight against racism, classism, sexism, ageism, ableism, and sizeism within LGBTQAGNC communities.

Check out *www.genderjust.org* for more info!

SECTION THREE:
Types of Violence Encountered by Young People

YOUTH HOMICIDE IN CHICAGO

By Mariame Kaba

Purpose: To increase participants' understanding of youth homicide in order to probe stereotypes about the nature of youth violence. A secondary purpose is to help participants understand and articulate the impacts of youth violence using images, drawing, creative writing and discussion.

TIME
45 minutes to 1.5 hours (depending on whether the closing activity is included in the workshop)

MATERIALS
- Chalkboard or flip chart
- Butcher paper
- Markers for facilitator and for participants
- Tape
- Loose leaf paper and pens (if closing activity will be included in the workshop)
- List of youth under 18 years old killed in Chicago in 2009
- Copies of Maps of Youth Homicides by Police Districts and Student Mobility
- Optional: Copies of Nas's piece "Open Letter to Young Warriors in Chicago."

In this lesson, youth will accomplish the following:

- Recognize that while homicide is the second leading cause of death for young people ages 10-24, it is still a rare phenomenon.

- Understand the range of victims and types of crimes involved.

- Explore the impact(s) of youth violence.

ACTIVITY—YOUTH HOMICIDES (20 MINUTES)

1. Ask participants to stand (if possible). Tell them that we can often become desensitized to the violence that we experience in the world. It is important that victims of violence not only be considered as statistics. Read the list of youth under 18 years old killed in Chicago in 2009.

2. After you read the list, ask participants for their reactions:

   - How did you feel about what you just heard?

   - Think of one or two words that describe how this makes you feel? [List participants' feelings on the board]

   - For Chicago youth: Were there any names that you recognized from the list?

- Imagine if this happened to a friend or family member you care about. How would you feel? [add new feelings to the board]

3. Next the facilitator can ask the following questions:

- Did you notice how many were young men vs. young women? Did you notice how many died of gun violence? [Give the numbers for each: Of the 52 youth on the list, 44 (or 85%) were young men and 8 (or 15%) were young women. 41 of the youth (or 79%) were shot.] *Note to facilitator*: you can ask youth to also calculate the other percentages based on this list.

- The overwhelming majority of those young people were killed by adults and not by other youth? Children are in fact much more likely to be killed by adults than by other children. Is this fact surprising to you? Why or why not?

4. Take a look at the maps of youth homicides by police districts and of student mobility. Do you notice any connections between the two? If yes, what are those connections?

FACILITATOR TEACHING POINTS

While the death of a child is tragic, statistically death is an uncommon outcome of violence for children and youth. In 2007, 11% (1,810) of all murder victims were under age 18. More than one-third (35%) of all juvenile murder victims were under age 5, but this proportion varied widely across demographic groups. This is a very small percentage of the overall population of young people under 18 across the country (there are over 55 million school aged children in the US—pre-kindergarten to high school).

Among 10 to 24 year-olds, 87% (5,159) of homicide victims were male and 13% (799) were female (CDC 2009). Guns are the leading cause of fatal teen violence. Among homicide victims ages 10 to 24 years-old, 84% were killed with a firearm (CDC 2009).

In 2008, at the top of a handful of the nation's largest cities, Chicago had a homicide rate of about 1.8 youth homicides per 100,000 residents. The city's rate exceeded that of Los Angeles, which saw 1.1 youth homicides per 100,000 residents in 2008[1].

Through November 16th 2009, 52 young people in Chicago were victims of homicide[2]. Chicago is on pace this year for a youth homicide rate of 1.5 per 100,000. That figure is almost a third higher than the youth homicide rate of the next closest city, Phoenix, which is around 1.2 homicides per 100,000.

Any loss of life is tragic and yet headline-grabbing incidents to the contrary, many people may not realize how infrequent it is for violence to end a young person's life.

Although violent death is a relatively rare occurrence among children and youth overall, the costs in terms of anguish, lost potential, and lost productivity are, of course, much higher than other violence-related outcomes. **And, although rare, homicide is still the second leading cause of death for young people ages 10 to 24 years old in the United States** (CDC 2009).

---

1. Chicago again poised to be country's most violent city for youth by Adam Wren (November 24, 2009)—Story URL: *http://news.medill.northwestern.edu/chicago/news.aspx?id=149207*
2. Special Thanks to Tracy Swartz from Red Eye's Homicide Tracker for providing us with the names and information of those young victims of homicide.

ACTIVITY—IMPACTS OF YOUTH VIOLENCE (30 MINUTES)

1. Divide participants into groups of three to five people.

2. Give each group a piece of butcher paper.

3. Ask the groups to list the several ways that young people are impacted by violence.

4. Next ask them to consider the several ways that communities are impacted by youth violence.

5. Once everyone has had 10 minutes to work with their group, ask for a spokesperson to summarize their discussion for the larger group of participants.

6. Facilitator concludes this activity by asking participants why they believe that it is important to understand the impact(s) of violence.

CLOSING ACTIVITY: OPEN LETTER TO YOUNG WARRIORS IN CHICAGO (OPTIONAL— IF TIME PERMITS—30 MINUTES)

1. Distribute copies of NAS' Open Letter to Young Warriors in Chicago.

2. Facilitator should read the piece by NAS out loud once and then ask for some volunteers who are willing to read it round robin style.

3. Discuss this piece:

   - What's going on in this piece?

   - Ask a youth to summarize the message of the piece.

   - Who is NAS talking to? Who is the audience?

   - What is NAS saying about the nature of youth violence?

   - Which parts of NAS's argument do you agree with? Where do you disagree with him? Why?

   - NAS addresses his letter to "young warriors." Do you think that this is a good way to describe young black teenagers? Why or why not?

4. Creative Activity: Invite participants to write their own "open letter to young warriors in Chicago." What do participants want to say to those young people? If time permits you can ask for volunteers to read their letters.

Note to Facilitator: A resource sheet is included here to provide some of the critiques of Nas's letter to young warriors. It is important that you read the resource sheet to inform the discussion that you might lead with youth. If you have time, you might read one of the posts to participants and discuss it with them.

Resource Sheet

OPEN LETTER TO YOUNG WARRIORS IN CHICAGO

By Nas

Dear Young Warriors fighting the wrong wars! Killing each other is definitely played out. Being hurt from the lost of a loved one was never cool.

Dear Young Warriors fighting the wrong war! I know that feeling, that frustration with life and needing to take it out on someone, any one. But…

We chose the dumbest things to go the hardest for. I remember seeing deaths over 8 ball jackets, Fila sneakers, and name plate chains. Deaths over "he say, she say"!!!!! "I'm from this block or I'm from that block," or "my moms n pops is f*cked up now the whole world gotta pay"!!!!

I remember feeling like I was the hardest "n*gga" breathing. And I couldn't wait to prove it. But let's think. What are we really proving?? And proving what to who?? Everybody knows Chicago breeds the strongest of the strong but I just feel, me, being ya brother from another state feels your pain as if I grew up with you in ya very own household.

You have the ability and mindpower to change the way we are looked at. Look who's watching us young warriors, look who's throwing us in jail constantly, look at the ignorance in the world. Look at the racist dogs who love to see us down. Loving to bury us in the ground or in jail where we continue this worthless war on one another.

Young warriors…We are WASTING more and more time. We gotta get on our jobs and take over the world. Cuz this movie left the theaters years ago, Juice, Menace, Boys n the Hood, Blood n Blood Out, Belly!

When we see each other why do we see hatred? Why were we born in a storm, born soldiers, WARRIORS…and instead of building each other up we are at war with each other… May the soul of this young person find peace with the almighty. I'm with you young warriors. You're me and I'm you. But trust me! You are fighting the wrong war.

This sh*t sucks!!

http://globalgrind.com/channel/news/content/1020340/Open-Letter-To-Young-Warriors-In-Chicago/

OTHER RESOURCES:
Nas talking about his open letter: *http://www.youtube.com/watch?v=XrkfwwEowpk&feature=related*

Nas being challenged on CNN: *http://www.youtube.com/watch?v=eKBjbgqLLfc*

Resource Sheet for Facilitators

LIST OF YOUTH UNDER 18 YEARS OLD KILLED IN CHICAGO IN 2009

Compiled by Tracy Swartz, Red Eye (for Mariame Kaba on 11/16/09)

JANUARY
- Ava Henry, 9 months, female, black, shot in the Near South Side, 0 W. 15th St., Jan. 24.
- Itzel Fernandez, 7, female white/Hispanic, burned in an arson fire in Albany Park, 3900 W. Argyle St., Jan. 31.

FEBRUARY
- Johnel Ford, 16, male, black, shot in Chicago Lawn, 5900 S. Campbell Ave., Feb. 12.
- Johnny Vasquez, 16, male, black, shot in the Lower West Side, 1900 S. Loomis St., Feb. 14.
- Racheal Beauchamp, 16, female, white, shot in Brighton Park, 2500 W. 42nd Pl., Feb. 19.
- Johnny Edwards, 13, male, black, shot in South Chicago, 8700 S. Exchange Ave., Feb. 20.
- Kendrick Pitts, 17, male, black, shot in South Chicago, 8700 S. Exchange Ave., Feb. 20.
- Raheem Washington, 15, male, black, shot in South Chicago, 8700 S. Exchange Ave., Feb. 20.
- Kamereon Foster, 5 months, male, black, blunt force trauma in West Englewood, 7000 S. Wolcott Ave., Feb. 22.

MARCH
- Franco Avila, 17, male, white/Hispanic, shot in Albany Park, 4900 N. Ridgeway Ave., March 10.
- Gregory Robinson, 14, male, black, shot in Morgan Park, 1100 W. 110th Pl., March 13.
- Jonathan Wilson, 17, male, black, shot in Austin, 5000 W. LeMoyne St., March 15.
- Lee Miller, 15, male, black, shot in Woodlawn, 1500 E. 65th Pl., March 16.

APRIL
- Tommy Williams, 17, male, black, shot in Woodlawn, 6100 S. Cottage Grove Ave., April 2.
- Marquell Blake, 15, male, black, shot in Auburn Gresham, 7700 S. Carpenter St., April 8.
- Juan Casarez, 14, male, white/Hispanic, shot in New City, 1700 W. 50th St., April 16.
- Damier Love, 16, male, black, shot in Austin, 5300 W. Chicago Ave., April 30.

MAY
- Alex Arellano, 15, male, black, shot in Gage Park, 3000 W. 54th Pl., May 1.
- Ramone Morris, 16, male, black, shot in West Garfield Park, 4400 W. Adams St., May 6.
- Jaquan Reed, 3, male, black, shot in Austin, 4700 W. Van Buren St., May 17.
- Eddrickt Walker, 17, male, black, shot in Woodlawn, 6500 S. Evans Ave., May 21.
- Trenton Booker, 13, male, black, died in auto crash in Auburn Gresham, 8100 S. Ashland Ave., May 22.

JUNE
- Ebrheem Tabani, 15, male, white, shot in Ashburn, 5100 S. Mozart St., June 14.
- Shawn Wilson, 16, male, black, shot in Ashburn, 3500 W. 80th St., June 17.
- Andres Yanez, 16, male, white/Hispanic, died in an auto crash in Clearing, 6100 S. Cicero Ave., June 18.
- James Thomas, 17, male, black, shot in North Lawndale, 1300 S. Albany Ave., June 19.
- Chastity Turner, 9, female, black, shot in Englewood, 7400 S. Stewart Ave., June 24.
- Jovon Lee, 14, male, black, shot in Chicago Lawn, 5900 S. Maplewood Ave., June 26.

JULY
- Terrance Green, 16, male, black, shot in West Englewood, 1400 W. 72nd Pl., July 3.
- Eric Navarro, 17, male, white/Hispanic, assaulted in West Garfield Park, 4200 W. Madison St., July 10.
- Miguel Loreto, 17, male, white/Hispanic, shot in Logan Square, 2900 W. Palmer St., July 15.
- Terrance Hollins, 17, male, black, shot in Englewood, 6400 S. Eggleston Ave., July 16.
- Martez Powell, 17, male, black, shot in New City, 1400 W. 54th St., July 18.
- Jose Corona, 17, male, white/Hispanic, shot in Gage Park, 5600 S. Artesian Ave., July 23.
- Isaly Navia, 7 months old, female, white/Hispanic, abused on the East Side, 10600 S. Ave. E, July 24.
- Martin Rodriguez, 17, male, white/Hispanic, shot in Irving Park, 4500 W. Cornelia Ave., July 29.
- Omar Sanchez, 15, male, white/Hispanic, shot in Hermosa, 4100 W. Palmer St., July 30.
- Nashawn Lewish, 19 months, male, black, abused in Auburn Gresham, 1600 W. 79th St., July 30.

AUGUST
- Justin Daniels, 17, male, black, shot in South Shore, 6900 S. Cornell Ave., Aug. 8.
- Dajae Guy, 11 months, female, black, died of trauma in Riverdale, 300 E. 132nd Pl., Aug. 15.
- Derrick Harris, 16, male, black, shot in Humboldt Park, 1100 N. Harding Ave., Aug. 23.

SEPTEMBER
- Luis Hernandez, 17, male, white/Hispanic, shot in South Lawndale, 3900 W. 30th St., Sept. 12.
- Corey McLaurin, 17, male, black, shot in Auburn Gresham, 8100 S. Green St., Sept. 19.
- Derrion Albert, 16, male, black, died of trauma in Roseland, 200 W. 111th St., Sept. 24.
- Percy Day, 17, male, black, shot in East Garfield Park, 3700 W. Polk St., Sept. 25.

OCTOBER
- Ramiro Guevara, 17, male, white/Hispanic, shot in Logan Square, 2200 N. Milwaukee Ave., Oct. 15.
- Gamaliel Toscano, 17, male, white, shot in New City, 1100 W. 47th St., Oct. 22.
- Dequarruis D. Cannon, 17, male, black, shot in Washington Heights, 10500 S. Peoria St., Oct. 24.
- Martel Barrett, 17, male, black, shot in West Englewood, 6700 S. Damen Ave., Oct. 26.
- Desiree Holmes, 16, female, black, beaten to death in Austin, 4900 W. Iowa St., Oct. 29.
- Aurora Hall, 3 months, female, black, abused in Avalon Park, 1700 E. 84th Pl., Oct. 30.

NOVEMBER
- Sherrell Williamson, 16, male, black, shot in North Lawndale, 1500 S. Christiana Ave., Nov. 8.

Resource Sheet for Facilitators

··

There have been some strong critiques of Nas's Letter
especially from some feminists of color. Below are a couple
of blog posts and articles that speak to this criticism.

DEAR RUSSELL SIMMONS & NAS—TEENS WHO KILLED DERRION ALBERT NOT "YOUNG WARRIORS" THEY'RE "URBAN TERRORISTS"

September 30th, 2009

"Dear Young Warriors fighting the wrong wars! Killing each other is definitely played out. Being hurt from the lost of a love one was never cool. You have the ability and mindpower to change the way we are looked at. Look who's watching us young warriors, look who's throwing us in jail constantly, look at the ignorance in the world. Look at the racist dogs who love to see us down. Loving to bury us in the ground or in jail where we continue this worthless war on one another." **Incredibly STUPID Washed-Up Rapper NAS on Global Slime.**

Leave it to the chief defender of the Hip Hop Industrial Complex to try to wash his hands clean with the blood of young Black children. This ranks up there with Russell Simmons trying to "empower" Black women by using Global Slime to publish a letter from a White woman telling Black women "B*tch Get Your Own Man!"

Now he's back at it publishing this nonsensical letter from Nas directed at teens in Chicago who are slaughtering each other. Sandra Rose outright refused to publish this "open letter". Her reasoning:

A few of you emailed me today asking me to post some random letter written by the rapper Nas whose entire career is based on gimmicks and sensationalism.

Here's a man (and I use the term loosely) whose violent lyrics helped contribute to the environment that bred the wild children who opened up another child's head with sticks and laughed while doing it.

And now that his rap career is just about washed up, his sorry azz writes a letter.

I didn't get to read this "open letter" until I got home and I couldn't get past the first paragraph where NAS refers to those who are slaughtering innocent men women and children as "Young Warriors." Doesn't that about sum up the CANCER that is the Hip Hop Industrial Complex? Trying to make the dishonorable , honorable. The immoral, laudable. The inhumane, human.

Let's call these people what they are URBAN TERRORISTS! Their war is against US—innocent Black civilians trying to make our way in the world the best way we know now. Russell Simmons is like the UBL of Urban Terrorists. He's their "spiritual leader" and he and the HIC are funding a jihad on innocent Black civilians. If they want to be warriors go sign up for the Army, Navy, Airforce or the Marines. Go do something, anything other than terrorize kids trying to go to school.

Take time out today to draft your own "open letter" to the innocent civilians that are being hunted down and slaughtered by Nas' "young warriors."

Then when you get through with your letter, I want you to email it to the editorial board of every newspaper in Chicago and your home town too.

http://www.whataboutourdaughters.com/2009/09/chicago-teens-not-young-warriors-theyre-urban-terrorists-nas-russell-simmons-global-slime-exploits-the-death-of-derrion-albert/

MAKE IN PLAIN: READING NAS'S LETTER TO 'YOUNG WARRIORS'

by David Ikard

So rapper Nas wrote an open letter to black male teens that condemned the senseless killing of honors student Derrion Albert and issued a plea to young black men to stop taking their social frustrations out on each other. He writes passionately:

"Killing each other is definitely played out. Being hurt from the lost of a love one was never cool. Dear Young Warriors fighting the wrong war! I know that feeling, that frustration with life and needing to take it out on someone, any one. But we chose the dumbest things to go the hardest for. I remember seeing deaths over 8 ball jackets, Filas, and name plate chains. Deaths over 'he say she say'!!!!! 'I'm from this block or I'm from that block", or 'my moms n pops is f***ed up now the whole world gotta pay!!!"

Even though Nas's words hit home for a great many black and brown folks that are forced to contend with such violence on the daily—either from each other or the criminal justice system—there were several feminist groups that were quick to indict his gesture. Referring to Nas as a "washed up" and "sorry azz" rapper, blogger Sandra Rose refused to post his open letter on her blog, writing:

"Here's a man (and I use the term loosely) whose violent lyrics helped contribute to the environment that bred the wild children who opened up another child's head with sticks and laughed while doing it."

On the politically progressive website whataboutourdaughers.com—whose expressed raison d'etre is "to use economic power to impose economic sanctions on those who are producing destructive images of black women and girls"—the acid attacks on Nas continue. Zeroing in the Nas's reference to young black men as "warriors," one blogger writes, "Let's call these people what they are URBAN TERRORISTS! Their war is against US—innocent black civilians trying to make our way in the world the best way we know how." The terms "savage" and "savagery" emerged time and again as references to these young urban black men on other blog entries. This is not to say that there weren't other blogs that avoided such jabs because there were. The most insightful engaged our nation's preoccupation with thug images of black masculinity, a preoccupation that works directly to undermine the presence and productivity of honor students such as Albert.

I focus here more on the acidic ones because as a black man invested in progressive antisexist, antiracist, anti-capitalistic models of empower, I don't see how these gendered attacks against Nas and

young urban black men help us initiate the kinds of substantive dialogue about hyper-black masculinity and culturally sanctioned violence against black women that we advocate.

There is no debating that Nas' patriarchal rhetoric reinforces the hyper-black masculinity discourse that is partly to blame for why these young men acted out in the vicious ways that they did. But, he clearly does not see that. Even though he does not possess the critical and historical frameworks to fully understand his complicity in the status quo, he clearly knows that something about the ways that black men are thinking about their manhood and expressing their anger is wrongheaded. He also knows—and is indeed trying to fend off with his references to these young men as "warriors"— that the tendency in the public domain is for our nation to write these boys off as "savages," "thugs," "urban terrorists," and the like.

However impolitic is his expression of concern, Nas is rightly trying to refocus the debate on the patterns of structural inequality that encourage such black-on-black violence. Rather than attack the brotha's language and shortsighted patriarchal politics, we should reach out to him. Send him what Mark Anthony Neal's calls a "black feminist care package," including books by scholar-activists like Barbara Smith, Angela Davis, Patricia Hill-Collins, Michael Awkward, Nellie McKay, Mark Anthony Neal, and Joan Morgan. We should think of this intervention as—dare I say—a "teaching moment" for Nas and the male-centric black communities.

And, since good teaching is always a two-way street, we should also remain open to what we can learn from Nas and those brothas and sistas that come out of these environments. Indeed, street literacy in the form of understanding how black masculinity is performed and read in certain 'hoods can be a matter of life and death. However productive and smart we might think our theories for resolving these problems are, if they are divorced materially from the realities on the ground, then they are essentially bankrupt. If someone is hungry, she is more likely to hear and appreciate your theories about resolving her hunger after you address the most pressing concern and give her something to eat. No matter how smart or useful is your theory for resolving hunger, if you skip this vital step, you lose the interest—and perhaps even the respect—of your audience.

Suffice it to say, that if our goal is to reach out and help transform our communities on issues of gender and violence, then its high time that we start "keeping it real" about the limitations of our vantage points and theories. To riff on Mohandas Gandhi's poignant words, "we have to become the change we want to see" in black communities.

————

David Ikard, Assistant Professor, Ph.D, University of Wisconsin-Madison (2002), specializes in twentieth century literature (with a specialty in African American), black feminist criticism, hip hop culture, and black masculinity studies. In 2007, he published his first book, *Breaking The Silence: Toward a Black Male Feminist Criticism* and was also awarded a Ford Postdoctoral Fellowship. His current book length project reconsiders rigid identity-focused approaches to African American Literature with an eye towards developing expansive critical models of black humanity.

http://newblackman.blogspot.com/2009/10/make-in-plain-reading-nass-letter-to.html

Handout for Participants (Optional)

OPEN LETTER TO YOUNG WARRIORS IN CHICAGO

By Nas

Dear Young Warriors fighting the wrong wars! Killing each other is definitely played out. Being hurt from the lost of a loved one was never cool.

Dear Young Warriors fighting the wrong war! I know that feeling, that frustration with life and needing to take it out on someone, any one. But…

We chose the dumbest things to go the hardest for. I remember seeing deaths over 8 ball jackets, Fila sneakers, and name plate chains. Deaths over "he say, she say"!!!!! "I'm from this block or I'm from that block," or "my moms n pops is f*cked up now the whole world gotta pay"!!!!

I remember feeling like I was the hardest "n*gga" breathing. And I couldn't wait to prove it. But let's think. What are we really proving?? And proving what to who?? Everybody knows Chicago breeds the strongest of the strong but I just feel, me, being ya brother from another state feels your pain as if I grew up with you in ya very own household.

You have the ability and mindpower to change the way we are looked at. Look who's watching us young warriors, look who's throwing us in jail constantly, look at the ignorance in the world. Look at the racist dogs who love to see us down. Loving to bury us in the ground or in jail where we continue this worthless war on one another.
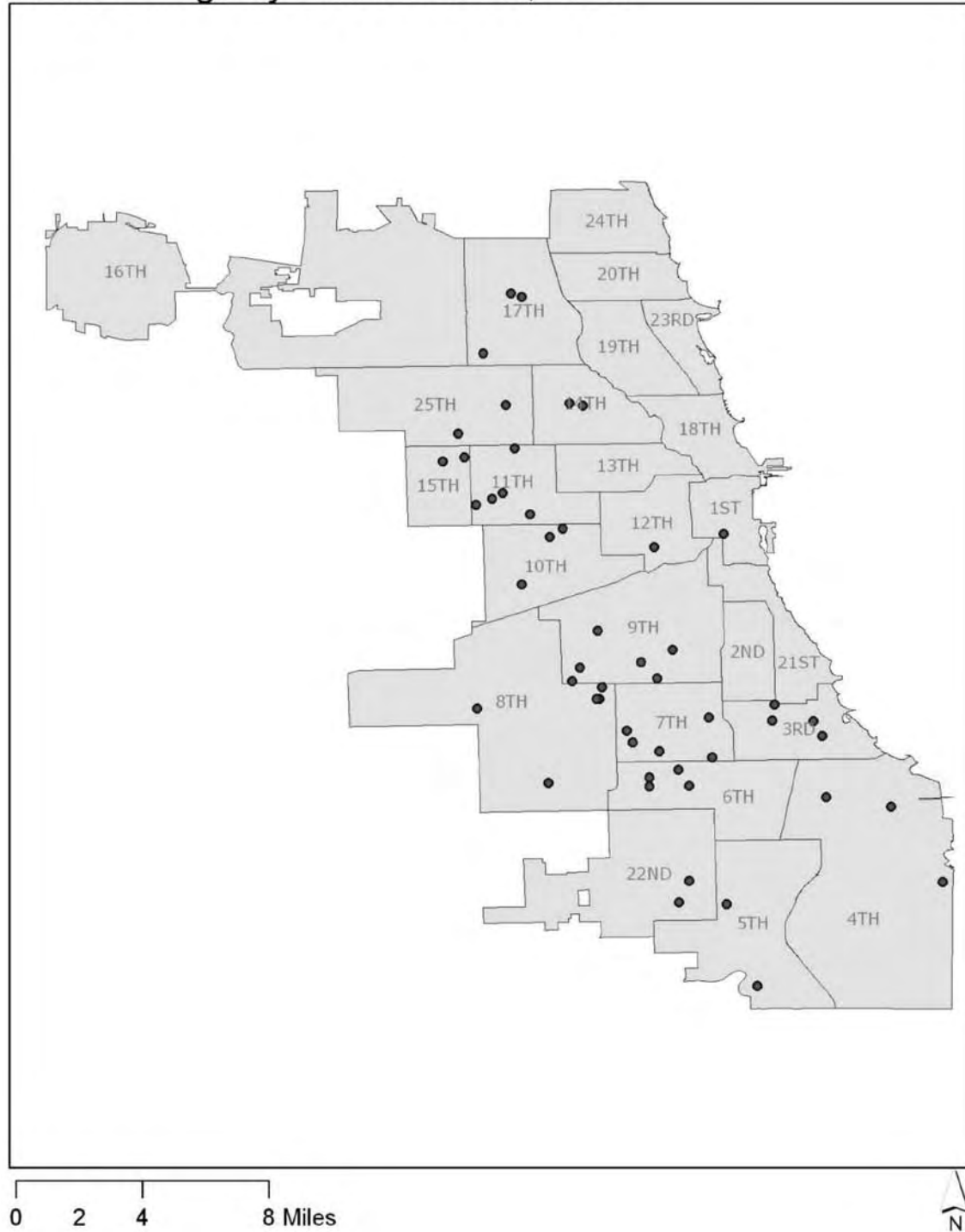
Young warriors…We are WASTING more and more time. We gotta get on our jobs and take over the world. Cuz this movie left the theaters years ago, Juice, Menace, Boys n the Hood, Blood n Blood Out, Belly!

When we see each other why do we see hatred? Why were we born in a storm, born soldiers, WARRIORS… and instead of building each other up we are at war with each other… May the soul of this young person find peace with the almighty. I'm with you young warriors. You're me and I'm you. But trust me! You are fighting the wrong war.

This sh*t sucks!!

http://globalgrind.com/channel/news/content/1020340/Open-Letter-To-Young-Warriors-In-Chicago/

Youth Killings by Police District, 2009

2007 CPS Mobility Figures:
Total number of students
changing schools

○ 0.0 - 16.5

● 16.6 - 35.4

● 35.5 - 188.0

1 inch equals 5.4 miles

N

Source: Chicago Public Schools; Projection: NAD_1983_StatePlane_Illinois_East_FIPS_1201_Feet

BEYOND BEATS & RHYMES

*(Adapted from a draft copy of Hip Hop: Beyond Beats and Rhymes
Resource and Discussion Guide, May 2007)*

The **Media Education Foundation** has agreed to offer the film Beyond Beats & Rhymes to interested facilitators at a cost of $19.99. This includes screening rights to the film. Copies of the film can be ordered for this special price by visiting the following website: *www.mediaed.org/chicago*

The *Chicago Freedom School*, *Project NIA*, and *Teachers for Social Justice* would like to thank the Media Education Foundation for partnering with us.

TIME FOR SCREENING AND DISCUSSION
1.5 to 2 hours

INTRODUCTION TO THE FILM
Hip-hop has undeniably become the universal language for young people—from kids in urban neighborhoods, to youth on reservations and suburban hamlets. No longer the domain of "inner city" youth, hip-hop culture is exported across the globe—providing millions a window into the hearts and minds of a handful of mostly young, male African American artists. The lyrics and videos of these mainstream artists often present a world of violence and drugs, newfound wealth and materialism, homophobia and misogyny.

The violent and hypersexual imagery in hip-hop has been a topic of heated debate on school campuses, in civic organizations, legislative sessions, women's magazines, churches and homes. These debates stir strong emotions, with particular resonance among African Americans, arguably the community most affected by the negative messages and stereotypes reinforced by the music. The conversations expose divisions along lines of gender and sexual orientation and between hip-hop's young fans and their Civil Rights era elders.

Even outside of the African American community, opinions about hip-hop are deeply polarized with little room left for a middle ground. Some defend the right to self-expression or argue that hip-hop encourages entrepreneurship; others link it to an increasingly nihilistic youth culture that supports violence against women and homosexuals. Missing from the debate are tools to help communities lead and sustain productive conversations that engage all sides. HIP-HOP: *Beyond Beats and Rhymes* examines representations of manhood, sexism, and homophobia in hip-hop culture through the eyes of an adult fan, an African American male, and anti-sexism trainer. Instead of offering simple conclusions about hip-hop's fans and creators, the candid voices in the film describe the cultural and political environment in which the music is created, commercialized, and consumed.

Parents, educators, artists and other professionals can use the film and resources in this guide to engage both young consumers and media makers in discussions about gender, race and community values, support media literacy, and encourage young men and women to reflect on the impact of the violent and sexual imagery on themselves, in their relationships and in their communities. It can also inspire intergenerational conversations on an increasingly violent, materialistic and sexually explicit American culture using hip-hop as a point of reference. As each generation has expressed itself in a new musical genre, hip-hop is the voice of our youth. With these resources viewers can better listen, understand and respond.

PAVING THE WAY FOR A PRODUCTIVE CONVERSATION

The film raises many complex and emotionally charged issues around race, gender, sexuality, power, identity and violence. The role of the facilitator is to help the group discuss these complex issues by creating a safe space for dialogue. People who feel safe, encouraged, respected and challenged are likely to share openly and thoughtfully. Here's how you can encourage that kind of participation:

Prepare yourself
Identify your own hot-button issues. View the film before your workshop and give yourself time to reflect so you aren't dealing with raw emotions at the same time as you facilitate a discussion.

Consider a co-Facilitator
With gender as a focal point of the film, it might be helpful to consider a co-facilitation (with a male and female) as a way to engage all participants.

Be knowledgeable
You don't need to be an issue expert to lead a workshop, but knowing the basics can help you keep a discussion on track and gently correct misstatements of fact.

Prepare the group
Ensure that everyone has an opportunity to be heard. Be clear about how people will take turns and indicate that they want to speak. Plan a strategy for preventing one or two people from dominating the discussion.

Explain the difference between dialogue and debate. In a debate, participants try to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and listening to each other actively. Remind people that they are engaged in a dialogue.

Encourage active listening. Ask the group to think of the event as a listening, as well as discussing event. Encourage participants to listen for things that challenge as well as reinforce their own ideas. You may also consider asking people to practice formal "active listening," where participants listen without interrupting the speaker, then re-phrase to see if they have heard correctly.

Remind participants that everyone sees through the lens of their own experience. Who we are influences how we interpret what we see. So participants may have a different view about the content and meaning of the film they have just seen, and all of them may be accurate. Inviting speakers to identify the evidence on which they base their opinion can help people to understand one another's perspectives.

GENERAL DISCUSSION PROMPTS

Take a few moments after the film to allow the viewers time to process what they have seen. Gauge the mood of the participants. If the group needs more time to decompress before a discussion, offer time for a free write where participants jot down their feelings before speaking.

If you could respond to one person in the film who would it be and what would you say?

What person or scene made the strongest impression on you?

How did you feel about hip-hop music and videos before seeing the film? How have those feelings changed after seeing the film?

MEDIA LITERACY, ACCOUNTABILITY, PRODUCTION, IMAGES AND STEREOTYPES

Who do you feel bears the most responsibility for the images in hip-hop videos – directors, artists, dancers, or record company executives? What responsibility do viewers carry? In what ways might viewers hold these players responsible for images they deem unacceptable?

Jada Kiss argues that most violent lyrics are for entertainment and should not be taken literally, much like action movies are accepted as fantasy. Does all violent imagery (action movies, hip-hop videos, news clips) feel the same to you? How do you distinguish realistic violence from entertainment?

Should artists create socially responsible work? Why or why not? Are artists of all ethnic backgrounds held to the same standards when it comes to creating art? Where might those differing expectations come from?

When speaking of white fans, rapper M-1 argues that their appreciation and understanding of hip-hop is "*as put on as baggy jeans…that's all*". In another scene, a young white woman explains that her interest in the music, "*appeals to our sense of learning about other cultures*", but that it also reinforces stereotypes about African Americans. What are the implications when hip-hop serves to represent an entire community for those with little personal interaction with African Americans?

Filmmaker Byron Hurt defends his critique of hip-hop by saying that he is also a fan. How would you have felt if the filmmaker was not a fan? Was not African American? Was a woman? How does Byron's onscreen identity impact your reaction to his critique?

Consider these two quotes:

> "*The time when we switched to gangsta music was the same time that the majors bought up all the [record] labels… and I don't think that is a coincidence.*" —Carmen Ashurst-Watson, former president of Def Jam. "*The industry don't give us deals when we speak righteously… they think we don't want to hear that*" —Unidentified M.C. on the street.

What did you learn about the record label's influence over the types of artists that are signed and heavily marketed? Do you think that record companies base their decisions on economics, politics or aesthetics? What are some of the effects of those decisions?

CONSTRUCTION OF MANHOOD AND REPRESENTATIONS OF MASCULINITY

Which political or cultural figure most influenced your gender identity as an adolescent? What attributes did you most admire in that person? If you were to choose a public figure that represents your ideal of manhood or womanhood today who would that be and why? How does that differ from your earlier role model?

Do you agree with Michael Eric Dyson's statement, "*The notion of violent masculinity is at the heart of American identity*"? What examples can you think of to support or refute this notion.

Play the montage of clips showing politicians, businessmen, musicians, athletes and actors displaying aggressive behavior. Stop the tape. Ask the group to consider the trajectory of Governor Arnold Schwarzenegger's career from action hero to statesman, or the career of Jesse Ventura, a professional wrestler-cum-state governor. Imagine how a hip-hop artist such as Jada Kiss might be viewed if he attempted to enter into political office. How are perceptions of masculinity influenced by the economic status of the person? How are they shaped by race?

"We're playing a role from the time we're 7 and were walking down the street and someone call us a sissy, sucker, church boy, and we start playing that role." In this quote, Rev. Conrad Tillard speaks about the roles that young men play to maintain the respect of their peers. Where do young men receive messages about what it means to "be a man"? In what circumstances are young men encouraged to be sensitive? What are the implications of a society that raises young men to stifle certain emotions, and project others? How can we support young men who refuse to "play the role"?

Rev. Conrad Tillard argues that, *"we have to challenge this notion that it's ok for black males to die early."* Do you believe that Americans have become desensitized to images of violence against black men? If so, how have we arrived at this point? Can hip-hop artists paint a realistic picture of the realities in their communities and also challenge that notion? How can communities challenge that notion?

GENDER VIOLENCE AND HOMOPHOBIA

Hurt describes his experiences as an anti-sexism trainer that led to an increased sensitivity to degrading lyrics in hip-hop music. Can you recall an incident, or series of experiences, that lead you to become more sensitive to how certain groups are talked about or portrayed in media? How have those experiences shaped your consumer choices?

Media educator Sut Jhally suggests that, *"hip-hop culture is not separate from the rest of American culture… the objectified female bodies… are everywhere."* If hip-hop music is holding a mirror up to American society, what do we learn about the value of women's bodies in mainstream media?

Professor Jelani Cobb argues that, *"music videos have taken a view of women of color that is not radically different from the views of 19th century white slave owners."* What "view of women" is Cobb describing? In what other ways can you identify the legacy of slavery within hip-hop culture?

> *"Generally speaking, Black people do not believe that misogyny, sexism and violence against women are urgent issues. We still think that racism, police brutality, black male incarceration are the issues that we need to be concerned about."* —Dr. Beverly Guy-Shefthall

Why do you think sexism has taken a back seat to other forms of oppression in certain communities? What would it take to elevate the importance of combating sexism in all communities?

In a scene from Daytona, Florida a group of young women are asked how they feel when they are called derogatory names because of how they are dressed. One woman responds, *"It's not really directed towards you personally. I know he's not talking to me. I know what I am."* At the same time, one young man explains, *"You know who are the bitches cause you see how they are dressed…sistas don't' dress like that."* If mainstream hip-hop has put manhood in a box, how has the music reinforced a limited view of what it means to be a woman?

While mainstream media becomes more accepting of homosexuality, homophobic slurs found throughout hip-hop continues to represent the ultimate insult to one's manhood. Why do you think hip-hop has become one of the last art forms to take an openly hostile stance on homosexuality?

RESOURCES

For fact sheets and issue briefs related to the film, visit *http://www.itvs.org/outreach/hiphop/*

ALTERNATE ACTIVITY (ADAPTED FROM HIP HOP: BEYOND BEATS & RHYMES)

Study Guide written by Bill Yousman [Media Education Foundation])

TIME
40 minutes or one class period

> If you do not have enough time to show the entire film, just show the first two sections (introduction and everybody wants to be hard).

THE KEY POINTS OF SECTION 2—EVERYBODY WANTS TO BE HARD

- Filmmaker Byron Hurt attended Spring Bling in Florida and talked to aspiring rappers. He found that all of their raps revolve around guns, killing, being tough and invulnerable, feminizing other men, and terrorizing other men.

- This vision of violent masculinity is not found only in rap music. In fact, it is a longstanding and central part of American culture and American identity.

- By way of example, Michael Eric Dyson points to the early years of America, the expansion of the frontier, and the manner in which guns were equated with manhood and the ability to protect and care for one's family.

- Guns in American culture are in fact a standard symbol of masculinity.

- Today young men of color employ gun and gunplay as outlets for their rage.

- The ability to use words skillfully and aggressively is central to being masculine in the hip-hop world, as is the ability to survive the violence that is so much a part of young, poor, and working class men's lives.

- Hip Hop and rap were born out of poverty, created in what Kevin Powell calls urban "war zones," cityscapes torn apart by neglectful and abusive government policies.

- This societal neglect is itself a form of violence in America—a systematic, structural form of violence historically directed at poor people.

- From out of these conditions emerged the creative defiance and energy of rap music, dance, graffiti art, fashion, and other aspects of hip-hop culture.

- Rap also grew out of a long tradition of male boasting in African American culture, a tradition of boys and men fighting for respect by projecting and proclaiming their own power and ability while simultaneously denigrating other men.

- Being "hard" in American culture is equated with being a real man. Not showing any weakness or emotion is a crucial aspect of being hard and therefore considered "manly."

- Jackson Katz argues that males who feel powerless—particularly men of color and working-class white men—often turn to their own bodies as a source of power. Men who have other forms of power (economic, social, political) do not have the same need to adopt this kind of hyper-aggressive physical posture.

- Chuck D. points out that often men of color don't confront the real sources of their oppression, but instead turn their rage on each other. He refers to this as a culture of "black animosity."

- Violence is so much a part of American culture that we have become desensitized to it. It is found not only in rap music, but across the culture in movies, sports, video games, and the real-world politics of militarism and war.

- American culture as a whole, at its very historical core, is hyperviolent and hypermasculine.

- There is a self-destructive element to this societal glamorization of violence. Black men, in particular, are murdering one another in disproportionate numbers, and the notion that this is simply a natural state of events must be challenged.

- But Chuck D. argues that instead of challenging the notion that black male violence is natural, the industries that produce popular culture actually exploit stories and images of black death for profit.

DISCUSSION QUESTIONS

1. Hurt asks the question: "Why are so many rappers preoccupied with violence and gunplay?" What answers does the film offer? What do you think is the answer to this question?

2. Fat Joe says "everybody wants to be hard." Do you agree? Why or why not? Does "everybody" include women?

3. He also imitates the tough demeanor of men in clubs. Do you see this kind of behavior when you go out? Where else do you see it?

4. Katz argues that not only men of color but also working class white men feel the need to be physically hard and tough. Do you think his argument could be extended to other men as well? Why or why not? What connections do you see between this working class white male need to be tough and what Hurt is saying about the need of so many black men to project hardness?

5. What do you think is meant by the phrase "the culture of black animosity"? What is your initial response to that phrase?

Some Things to Think About

MEDIA VIOLENCE RESOURCE SHEET

Because children and adolescents have so much exposure to technology and media through television computers, movies, music, video games etc…, there is a lot of concern about the amount violence that they are exposed to at young ages. The Kaiser Family Foundation reports that 99% of Children in America live in homes with televisions. According to the American Psychiatric Association, the average American child watches 28 hours of television each week and will have seen 16,000 murders and 200,000 acts of violence by the age of 18. Prime-time programming for adults is far less violent than commercial television for children. Some cartoons, for example, include more than 80 violent acts per hour.

Studies have found that violence in the media poses three threats to children. First, young children who are exposed to media violence become desensitized to acts of aggression and violence and perceive reality to be more violent than it actually is. Second, due to their inability to separate fiction from reality, young children begin to imitate the violent behaviors that they see. In fact, studies have found that children who see aggressive acts on television are more likely to imitate those actions in play, or generally be more aggressive in their interactions. Third, children exposed to media violence are more likely to fear becoming a victim of such acts[3] (Huesmann, Moise-Titus, Podolski, & Eron, 2003).

---

3. Source: Children Exposed to Violence by Linh Vuong, Fabiana Silva, Susan Marchionna (in FOCUS: Views from the National Council on Crime and Delinquency, August 2009).

MEDIA LITERACY CURRICULUM

(In 3 Parts: Analyze/Evaluate, Relate/Create, Disseminate)
Designed by Beyondmedia Education

GRADES
7–12

MEDIA LITERACY & VIOLENCE, PART 1 OF 3: ANALYZE & EVALUATE
The goal of this lesson is to introduce students to basic media literacy concepts so they are able to think critically about the production and dissemination of media around violence.

Objectives
In this lesson, participants will accomplish the following:

- Recognize that all media is constructed

- Understand the foundations of media literacy

- Understand mainstream media's role in shaping the definition of violence

Time
Minimum time needed 1 hr.

Materials Needed

- TV or projector

- Computer with Internet connection

- Handouts/worksheets for participants and writing utensils

- Blackboard or butcher paper & markers

- Copy of a Superbowl commercial that depicts violence (stream from Internet or DVD); Internet connection or DVD player *OR* Article of a news report on youth & violence (collected reports can be found online on the Chain of Change Media Justice Blog: *cocmediajustice.wordpress.com*)

Activity—Deconstructing Media

- Group Discussion (20 mins)
  As a group discuss the following questions:

  - What is media?

  - What are the major media conglomerates?

  - What is media literacy?

(Please refer to the Key Terms Pt 1 & 2006 Entertainment State handouts)

- Deconstructing a Superbowl Ad or a local news report on youth violence (40 mins)
  Pass out the Deconstructing Media Worksheet. Select either the Superbowl commercial or a news report and the media example participants will deconstruct.

Examples

For Superbowl commercial:

Screen a Superbowl commercial to participants. Play it once, and then ask participants to answer questions 1–3 on the Deconstructing Media worksheet. Play the commercial one more time and ask participants to answer questions 4 and 5 on the Deconstructing Media worksheet. Go through your answers as a group.

For the news report:

Pass out a copy of the report to each participant. Have them read the report to themselves. Once everyone has read it once, ask participants to fill out the Deconstructing Media worksheet individually. It is okay if they do not know all the answers. Ask volunteers to read the report out loud to the group. As a group answer the questions from the handout.

You may need to have participants do research on the Internet if they come across questions they are unsure of.

By the end of this activity, make a point of going back over media literacy concepts and their link to the deconstruction activity.

Facilitator teaching points & resources:

Superbowl Commercial examples:

- *www.hulu.com/superbowl*

- *www.superbowl-ads.com*

Articles on Youth and Violence examples:

- *http://cocmediajustice.wordpress.com/*

Handouts:

- Key Terms Pt 1

- 2006 Entertainment State

Make sure as a facilitator that you note that the term media includes a broad range of items not just television, newspaper/magazine, and radio.

As a facilitator you should complete the Deconstructing Media worksheet for your selected example before the session. To find information on the company you are exploring in your example go to their website and click the "about," "terms of service," or "contact" links.

Make sure the commercial example you select displays an act of violence (physical harm/abuse, objectification of another person, verbal abuse, etc.) Superbowl commercials were selected for this activity because of the ease in finding out more about them, such as who made the ad, how much they paid for it, and their target audience.

Handouts/Resources for Participants:

Handouts:

- Media Literacy Concepts (from the New Mexico Media Literacy Project)

- 2006 Entertainment State Handout

- Deconstructing Media Worksheet

Websites:

- New Mexico Media Literacy Project: *www.nmmlp.org*

- *www.StopBigMedia.com*

MEDIA LITERACY & VIOLENCE, PART 2 OF 3: RELATE & CREATE

The goal of this lesson is for participants to become media makers by using the Chain of Change (CoC) toolkit to create a short video around their perspectives on the roots of violence and strategies for prevention.

Objectives

In this lesson, participants will accomplish the following:

- Understand the transformative power of media for themselves and others

- Create their own short video on violence

Time

Minimum time needed is 3 hrs. This can be broken into two 90 mins sessions.

Materials Needed

- CoC toolkit (Flip camera, tripod, CoC manual)

- Handouts/worksheets for participants and writing utensils

- Computer with USB port

- Blackboard or butcher paper & markers

- Internet access

- TV or projector

Activity—Screen CoC video (30 mins)

- Select and screen a short video from *www.ChainofChange.com* (10 mins)

- Discussion (20 mins)
  Go over the Key Terms Pt 2 handout so that all participants have a common definition for terms used. Compare mainstream media violence to CoC videos/participants experience with violence. Some questions to ask participants after viewing:

  - How do these youth videos compare to mainstream videos?

  - How is the violence they experience in their lives different/same as the violence depicted in mainstream media?

  - What forms of violence does mainstream media show?

  - Who is shown perpetuating violence in mainstream media?

Activity—Plan short video (60 mins)

- Introduce CoC discussion questions and takes notes/copy down participants' responses. (Toolkit manual pg. 4) (20 mins)

- Based on the discussion about youth and violence select as a group one response to focus on. Based on that, brainstorm short video ideas and plan your short video. (Toolkit manual pgs. 5–8) (40 mins)

Activity—Media Production, shoot short video (90 mins)

- Prep and shoot video (Please refer to CoC toolkit manual for instructions on how to operate camera equipment and pointers on how to shoot video.)

Facilitator Teaching Points & Resources:

- Key Terms Pt 2 handout

- Chain of Change project: *www.chainofchange.com*

- Beyondmedia Education: *www.beyondmedia.org*

- CoC Toolkit: Flip camera, tripod, and CoC manual (please contact Beyondmedia for a CoC toolkit at beyond@beyondmedia.org)

Facilitator takes on the role of the director and assign participants roles for production.

Handouts & Resources for Participants:

- Key Terms Pt 2 handout

- Chain of Change Toolkit Manual

MEDIA LITERACY & VIOLENCE, PART 3 OF 3: DISSEMINATION OF MEDIA
The goal of this lesson is for participants to engage others in youth and anti-violence work by hosting a screening & discussion of their short video.

Objectives
In this lesson, participants will accomplish the following:

- Learn how to use the media they create for social change

- Learn how to mobilize support

Time
Minimum time needed is 2 hrs., which can be broken into two-1 hr sessions. Plus the time of the actual screening/discussion, which can run about 1 hr.

Materials Needed
Blackboard, butcher paper or paper and writing utensils

Activity-Plan a screening (2 hrs)
Organize participants into 3 small groups. Each group will work on one area of the screening to organize.

Group 1 is responsible for the logistics of the screening, such as:

- Find a space/location

- Set a date/time

- Define how many people can attend, who is your target audience

- Decide if there will be refreshments

- Decide who will facilitate/MC

- Decide if there will be a presentation to go along with screening/discussion

Group 2 is responsible for the advertising of the screening, such as:

- Decide what type of advertising will be used: paper (flyers, invitations, etc.), viral/ social networking (E-vites, Facebook, etc.), word of mouth/peer-to-peer, etc.

- Decide where to send the advertisements and to whom the advertisements should be targeted (based on target audience decided upon in Group 1)

- Implement/create advertising: participants will create the paper (flyers, invitations, etc.), viral/ social networking (E-vites, Facebook, etc.), word of mouth/peer-to-peer, etc.

Group 3 is responsible for the program of the screening such as:

- Decide the agenda of the event and create the actual event program

- Create the list of open-ended questions for audience members about the video

- Decide how the discussion will be organized, who will facilitate and who will respond to questions (all participants or selected participants)

- Allocate resources for the event (laptop, digital projector, TV, DVD player…)

Facilitator Teaching Points & Resources
Encourage the participants to take ownership over the event. Make sure everyone has a role/duty in the planning and the actual event.

Deconstructing Media Handout

BEYONDMEDIA EDUCATION
WWW.BEYONDMEDIA.ORG

Based on the media example, please answer the following questions:

1. What type of media is this? What are some text, images, and/or sound that were used to create it?

2. Who created this media and the message? Who paid for it?

3. Why was this piece of media made? What are they selling/advertising? Who is the "target audience" for this media? What is the purpose of this media?

4. What information/message(s) is this media presenting? How is it presented? How do you interpret this information/message?

5. How does this media affect you? How do you feel after experiencing it? How does this media influence how you view your society?

Key Terms Pt 1

BEYONDMEDIA EDUCATION
WWW.BEYONDMEDIA.ORG

MEDIA
The means of communication, as radio and television, newspapers, and magazines that reach or influence people widely. With the advent of new technology, media is not just what is shown on television, heard on the radio, or read in a magazine/newspaper. Media also includes things such as billboards, video games, the internet, etc.

MASS MEDIA
Media that is specifically designed to reach a very large audience, such as the population of a nation. Media conglomerate- A term that describes companies that own large numbers of companies in various mass media such as television, radio, publishing, movies, and the Internet. There are only 9 major media conglomerates that own the majority of U.S. media.

MEDIA LITERACY
The process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. It uses an inquiry-based instructional model that encourages people to ask questions about what they watch, hear, and read.

Media Literacy Concepts from New Mexico Media Literacy Project

(*http://www.nmmlp.org/media_literacy/ML_concepts.html*)

The study and practice of media literacy is based on a number of fundamental concepts about media messages, our media system, and the role of media literacy in bringing about change. Understanding these concepts is an essential first step in media literacy education.

We've organized Media Literacy Concepts into three levels: Basic, Intermediate and Advanced. Basic concepts focus on how media affect us. Intermediate concepts examine more closely how we create meaning from media messages. Advanced concepts examine the interaction of media and society, and the role of media literacy in bringing about change.

BASIC CONCEPTS

1. Media construct our culture. Our society and culture—even our perception of reality - is shaped by the information and images we receive via the media. A few generations ago, our culture's storytellers were people—family, friends, and others in our community. For many people today, the most powerful storytellers are television, movies, music, video games, and the Internet.

2. Media messages affect our thoughts, attitudes and actions. We don't like to admit it, but all of us are affected by advertising, news, movies, pop music, video games, and other forms of media. That's why media are such a powerful cultural force, and why the media industry is such big business.

3. Media use "the language of persuasion." All media messages try to persuade us to believe or do something. News, documentary films, and nonfiction books all claim to be telling the truth. Advertising tries to get us to buy products. Novels and TV dramas go to great lengths to appear realistic. To do this, they use specific techniques (like flattery, repetition, fear, and humor) we call "the language of persuasion."

4. Media construct fantasy worlds. While fantasy can be pleasurable and entertaining, it can also be harmful. Movies, TV shows, and music videos sometimes inspire people to do things that are unwise, anti-social, or even dangerous. At other times, media can inspire our imagination. Advertising constructs a fantasy world where all problems can be solved with a purchase. Media literacy helps people to recognize fantasy and constructively integrate it with reality.

5. No one tells the whole story. Every media maker has a point of view. Every good story highlights some information and leaves out the rest. Often, the effect of a media message comes not only from what is said, but from what part of the story is not told.

6. Media messages contain "texts" and "subtexts." The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message.

7. Media messages reflect the values and viewpoints of media makers. Everyone has a point of view. Our values and viewpoints influence our choice of words, sounds and images we use to communicate through media. This is true for all media makers, from a preschooler's crayon drawing to a media conglomerate's TV news broadcast.

8. Individuals construct their own meanings from media. Although media makers attempt to convey specific messages, people receive and interpret them differently, based on their own prior knowledge and experience, their values, and their beliefs. This means that people can create different subtexts from the same piece of media. All meanings and interpretations are valid and should be respected.

9. Media messages can be decoded. By "deconstructing" media, we can figure out who created the message, and why. We can identify the techniques of persuasion being used and recognize how media makers are trying to influence us. We notice what parts of the story are not being told, and how we can become better informed.

10. Media literate youth and adults are active consumers of media. Many forms of media—like television—seek to create passive, impulsive consumers. Media literacy helps people consume media with a critical eye, evaluating sources, intended purposes, persuasion techniques, and deeper meanings.

INTERMEDIATE CONCEPTS

11. The human brain processes images differently than words. Images are processed in the "reptilian" part of the brain, where strong emotions and instincts are also located. Written and spoken language is processed in another part of the brain, the neocortex, where reason lies. This is why TV commercials are often more powerful than print ads.

12. We process time-based media differently than static media. The information and images in TV shows, movies, video games, and music often bypass the analytic brain and trigger emotions and memory in the unconscious and reactive parts of the brain. Only a small proportion surfaces in consciousness. When we read a newspaper, magazine, book or website, we have the opportunity to stop and think, re-read something, and integrate the information rationally.

13. Media are most powerful when they operate on an emotional level. Most fiction engages our hearts as well as our minds. Advertisements take this further, and seek to transfer feelings from an emotionally-charged symbol (family, sex, the flag) to a product.

14. Media messages can be manipulated to enhance emotional impact. Movies and TV shows use a variety of filmic techniques (like camera angles, framing, reaction shots, quick cuts, special effects, lighting tricks, music, and sound effects) to reinforce the messages in the script. Dramatic graphic design can do the same for magazine ads or websites.

15. Media effects are subtle. Few people believe everything they see and hear in the media. Few people rush out to the store immediately after seeing an ad. Playing a violent video game won't automatically turn you into a murderer. The effects of media are more subtle than this, but because we are so immersed in the media environment, the effects are still significant.

16. Media effects are complex. Media messages directly influence us as individuals, but they also affect our families and friends, our communities, and our society. So some media effects are indirect. We must consider both direct and indirect effects to understand media's true influence.

17. Media convey ideological and value messages. Ideology and values are usually conveyed in the subtext. Two examples include news reports (besides covering an issue or event, news reports often reinforce assumptions about power and authority) and advertisements (besides selling particular products, advertisements almost always promote the values of a consumer society).

18. We all create media. Maybe you don't have the skills and resources to make a blockbuster movie or publish a daily newspaper. But just about anyone can snap a photo, write a letter or sing a song. And new technology has allowed millions of people to make media—email, websites, videos, newsletters, and more—easily and cheaply. Creating your own media messages is an important part of media literacy.

ADVANCED CONCEPTS

19. Our media system reflects the power dynamics in our society. People and institutions with money, privilege, influence, and power can more easily create media messages and distribute them to large numbers of people. People without this access are often shut out of the media system.

20. Most media are controlled by commercial interests. In the United States, the marketplace largely determines what we see on television, what we hear on the radio, what we read in newspapers or magazines. As we use media, we should always be alert to the self-interest of corporate media makers. Are they concerned about your health? Do they care if you're smart or well-informed? Are they interested in creating active participants in our society and culture, or merely passive consumers of their products, services, and ideas?

21. Media monopolies reduce opportunities to participate in decision making. When a few huge media corporations control access to information, they have the power to make some information widely available and privilege those perspectives that serve their interests, while marginalizing or even censoring other information and perspectives. This affects our ability to make good decisions about our own lives, and reduces opportunities to participate in making decisions about our government and society.

22. Changing the media system is a justice issue. Our media system produces lots of negative, demeaning imagery, values and ideas. It renders many people invisible. It provides too little funding and too few outlets for people without money, privilege, influence, and power to tell their stories.

23. We can change our media system. More and more people are realizing how important it is to have a media system that is open to new people and new perspectives, that elevates human values over commercial values, and that serves human needs in the 21st century. All over the world, people are taking action to reform our media system and create new alternatives.

24. Media literate youth and adults are media activists. As we learn how to access, analyze and interpret media messages, and as we create our own media, we recognize the limitations and problems of our current media system. Media literacy is a great foundation for advocacy and activism for a better media system.

Key Terms Pt. 2

BEYONDMEDIA EDUCATION
WWW.BEYONDMEDIA.ORG

MAINSTREAM MEDIA
A synonym for mass media and defined not as independent media.

INDEPENDENT MEDIA
Media that is produced without support from major media conglomerates.

VIOLENCE
Rough or injurious physical force, action, or treatment; an unjust or unwarranted exertion of force or power, as against rights or laws; damage through distortion or unwarranted alteration.

Encourage participants to add their own definitions/examples of violence.

THE YOUTH, THE MEDIA, AND VIOLENCE

Designed by: Brad Hug, Derek Funk, Robert Petrone,
University of Nebraska at Lincoln

GRADE LEVEL(S)
11–12

Narrative Summary: The purpose of this unit is to show how the media targets young audiences to sell them products, some of which create an idea that the adolescent years are filled with violence, and how that message can actually cause the violence as opposed to students naturally being violent.

After taking this unit, hopefully youth will be able to do the following: understand how the media can both sell an image as well as create what is popular for many youth in America, how advertisements and commercials have sold youth the image of violence and how that has in turn been representational of youth in mainstream culture, how to spot when youth are being stereotyped, among others.

TIME ALLOCATION
Approximately 3 weeks

OBJECTIVES

Youth will know:

- How the media can both sell an image as well as create what is popular for many youth in America.

- How advertisements and commercials have sold youth the image of violence and how that has in turn been representational of youth in mainstream culture.

- How these messages affect youth.

- That not all violence is physical (such as self-inflicted violence through eating disorders, etc.).

Youth will be able to:

- Spot when youth are being stereotyped.

- Create their own advertisements challenging those that stereotype them.

- Be aware when a demographic is being stereotyped based on the knowledge they've accumulated through this unit.

FACILITATOR PREPARATION
There are other sources included under the heading "**Second Week.**"

Finders, Margaret J. *Just Girls: Hidden Literacies and Life in Junior High*. New York: TeachersCollege, 1997. Print.

Generation Rx. Dir. Kevin P. Miller. Common Radius Films, 2008. DVD.

"How To Detect Bias In News Media." *Fairness & Accuracy In Reporting (FAIR)*. Web. 12 Dec. 2009. <http://www.fair.org/index.php?page=121>.

"Media Giants." *Frontline: The Merchants of Cool*. PBS Online, 2001. Web. 7 Feb. 2005.

PoliticalCartoons.com Homepage. Web. 11 Dec. 2009. <http://www.politicalcartoons.com/>.

MATERIALS NEEDED FOR THIS UNIT
- The *Merchants of Cool* documentary by PBS.
- News, magazine, or television ads that portray youth, or youth products through violent images. Some themes the ads could address are: Attitude being essential, Caveman mentality, heroic violence, girls that must be skinny to be happy (form of psychological violence), etc.
- Some sample political cartoons, with articles highlighting the topic covered by those cartoons.
- The ads used in the activities (URL's are provided)
- Paper and Pens/Pencils.

ACTIVITIES (ALL TIMES ARE PROJECTED, THEY SHOULD BE FLEXIBLE AS NECESSARY)
Week 1—Give students a 5–10 minute framing period where you set up the film *Merchants of Cool*, explaining what it is and what it will cover, as well as asking the students to think about certain questions, such as what is media and what media affects youth? Then follow up with viewing the film for around 20 minutes. Ask students to record at least four quotes that caught their interest and rationale for why during the film. After the film is stopped for the day, begin a discussion of the film based on the students' quotations and questions for the remainder of the class, allowing the students to control discussion. This format will be repeated for the following two days until the film is finished. This will begin to show the student how the media can actually dictate what they view as popular, as opposed to the other way around, and will help students actually believe that these companies can have control over what they do and enjoy.

Here is my version of the double-entry journal, which is an assignment proposed by Cris Tovani, and that gives both a model for the students to see so that they can better note the film, as well as some possible topic questions in case the students are feeling shy that day.

Things that struck me	Potential questions/thoughts that arise
It's like Africa.	While I get the comparison here, it seems like a pretty large generalization to compare what is happening in this realm to what has happened to the people of Africa.
Typical American teenager will see 10,000,000 ads by 18 years old.	If that figure is true, there is no doubt that such a large amount of advertisement could definitely hold an impact on kids, especially since television and the internet are so relevant in today's society.

70% of teens have television in their rooms.	Perhaps this has a large amount to do with why reading is failing, but along with that this figure makes me ask how most students couldn't see the large impact advertisements have on their lives, when that large of a majority have televisions that contain ads in movies, shows, video games, and others.
"Cool-Hunting"	Do they really care what these kids are interested in, or are they only getting to know them so they can get their money? And, are they also alienating even more kids by projecting what is "cool", causing other kids to feel inadequate?
Teens had been overloaded with ads (During the Sprite segment).	I wonder why kids continue to use these products if they know they are being deceived for profit? Do they not feel like they have an alternative choice?
"Have to think how they think."	If Sprite paid those kids to attend, and MTV promoted the bands through Sprite, which in turn made it look like those bands were extremely popular because of the launch party, what they are doing is lying to kids to sell a product.
What happens to the hours of research? It turns up in Fratboys dancing on stage with women, or dominating figures ruling houses in *The Real World*.	When kids see this as being rewarded by peers, it only entices them to act accordingly, which perpetuates these stereotypes about youth.
Wrestling is enormously popular with teens, being televised 14 hours a day by the few big television companies.	As if we can pretend these shows don't perpetuate violence.
Gender-Role of females. I'm a sex-object, hear me roar.	This can perpetuate violence in that it often casts the skinny or blatantly sexual female as being successful, pretty, popular, or a combination of all three. This can cause girls to make many violent choices on their bodies to reach this image, such as bulimia or anorexia.
"If I don't look good for people, it will ruin my day."	I wonder if this girl's reaction is a perfect example of how the media has infiltrated the life of children. This girl had been taught throughout life that if she does not appear proper in public, others will treat her adversely. Magazines that come to mind are "Teen People" or "Seventeen."

"There was a year where we went family-friendly." – The WB	They attempted to, but were beat out by shows that were more visually stimulating, showing more graphic images of sexual content and violence. MTV's undressed is an example of a no plot, all pop show.
No teenager will be satisfied with PG-13, they all want blood and guts.	Is the consumer deciding what the teenager will like, or is the teenager deciding what the consumer sells? This line makes it sound like the businesses are producing what is "youth" in movies, not allowing young people to decide for themselves (an example is the first *Ring* movie, which terrified me to death, only in theaters, and was PG-13.
Help kids understand the "real world." Sex is in their lives, so we might as well talk about it.	Very true, but talking about it so that kids can responsibly handle many of these issues and selling extreme cases for dollar signs are two different things. For instance, the *Dawson's Creek* example comes to mind. How many kids regularly have affairs with their teachers? Very few.
Insane Clown Posse—A mostly young, white male subculture that seems ingrained in violence, homophobia, and the subjugation of women.	This is an example of rebellion from mainstream, and not the media creating violence. But what the media then did was use Limp Bizkit (which is a band cut from the same mold as ICP) to gain access to this subculture so that they could start making a profit off of it, destroying the message that the music is made for in the first place.
When it time for Bizkit to release a new album, MTV put them on TRL since they were working together, and paid kids to cheer in the background.	That album sold faster than any other album in Rock history.
ICP signed into a major record label.	Kids cannot trust parents or schools, but they can trust corporations because they understand them (ICP, Limp Bizkit, etc.).

Once this activity is done, the remainder of the week (1–2 days) should be used placing the students into their groups (as advised in the second portion of the unit) and getting them started on their search for their ads portraying violent images on youth.

Second Week—Rationale: To put the film "The Merchants of Cool" into a context that discusses the relationship between media images and youth violence, by showing examples of ads that use violent behavior, both subversively and overtly, to sell a product.

Students will demonstrate:

- An awareness of violent imagery in advertisements directed toward youth.

- An awareness of strategies the advertisers use to direct their messages toward young people.

- An understanding of the effects of media violence on young people.

  1. Body image concerns

  2. Violent behavior

  3. Objectification of youth in the media and society.

This discussion can be broken into several class periods if necessary for time concerns

Guided Discussion: (It may be beneficial to appoint a volunteer to take notes of class discussion on the board.)

Ask students, "Is violent behavior condoned or encouraged in athletics?" and ask for examples of "why" or "why not?" writing students' answers on the board. (Students should hopefully arrive at an answer of "yes." If they do not, bring up examples of American Football, Ultimate Fighting Championship, fighting in the NHL and any other examples of which you can think.)

Ask students, "How does the media spread the idea that, within certain contexts such as sports, violence is okay?" and write their suggestions on the board.[4]

Next, show the following "Under Armour" and "Nike" ads and ask students to take notes on a piece of paper when they see anything that they feel "glorifies" or "exemplifies" violent behavior, whether or not the behavior is condoned or punished, and who the violence is between (Men vs. Men, Women vs. Men, Race, etc.):

- *http://www.youtube.com/watch?v=mSzGpC5Xihc&feature=related* (Nike: New Warriors)

- *http://www.youtube.com/watch?v=BOM1k4oLGJU&feature=related* (Nike: Good vs. Evil)

- *http://www.youtube.com/watch?v=32ZLYQqnhzs&feature=related* (Under Armour: Protect This House)

- *http://www.youtube.com/watch?v=DvQYaGyVWS8&feature=related* (Under Armour: Pop Warner)

Ask students, "In what ways are these ads effective?" writing their answers on the board. "To whom are these ads directed toward?" (Men vs. Women, Young vs. Old etc.) "How do you know?" writing their answers on the board.

…

Hopefully by this point in the discussion students are going to be becoming increasingly aware of contexts in which society seems to condone violent behavior. If you feel it necessary, it may be prudent to take a moment to recap what has been discussed so far before moving any further.

…

Ask students to come up with examples of when violent behavior is trivialized by the media in advertising. Write their suggestions on the board.

Next show the following ad for video games that trivialize violent behavior, asking students to take notes on the following questions: Are these ads effective? How are they different from the Under Armour and Nike ads? Who are they directed toward?

- *http://www.youtube.com/watch?v=0G-423GfknM* (Mortal Kombat)

---

4. Student answers, written on the board, should be compiled into a one-page handout given to students at the end of the unit.

- *http://video.google.com/videoplay?docid=7098937648618507097&ei=QHglS_WVH4uwqAOq-oVS&q =violent+ads&hl=en&view=3&client=firefox-a#* (Xbox 360 Standoff)

When you are done showing the ads, ask each student to share something that they've written in response to those questions.

…

Take the next few minutes to discuss the following points:

- Men are often seen as aggressive and usually as the perpetrators of violent acts. Are women seen the same way? Why not?

- Are women stigmatized as "victims" in the media?

- Men commit 90% of violent crime.

- 70% of victims in violent crime are also men. —Does this coincide with what was just discussed about women as the "victim?" Why or why not?

- How many examples of cross-gender violence have we seen in the ads shown in class so far? (None).

- Do the students believe there is a correlation between the statistics about violence and the media? (Most violent content in the media is directed toward a young-male audience. Most violent crime is committed against males, by males.)

…

Now may be a good time to shift the discussion toward violence against the self.

Ask students to think about the following question: "How do media images affect one's perception of his or her physical self?" and ask them to freewrite for five minutes on it. After the freewrite period, ask the students to freewrite again, for five minutes about what they perceive to be the ideal physical attributes of a man or woman. At the end of the five-minute period, ask students to hand in their papers. Take a few minutes to read through what the students have written and write the most suitable and acceptable answers on the board. Look for some variation of the following:

Men:
- Muscular
- Tall
- Chiseled
- Handsome
- Athletic
- Assertive

Women:
- Thin
- Tall
- Long-legged
- Pretty
- Passive
- Stylish

Ask students to silently think about the following question, "How many people do you know that exhibit ALL of these qualities?" (The answer should be a very low number if not zero.) Next ask students to think of how many ads they've seen, in either print media or television, that use "average" looking people. (Average = any person who is not the "ideal" man or woman as the class has just defined them.) (Again, the answer should be a very low number, if not zero.)

Show students the edited print ads attached at the end of this discussion outline, and ask them what they think the ads are advertising based purely on a literal interpretation of the ad. (It may be easier to print the ads from their locations and edit them by placing a piece of paper over the company name.)

After students have had time to discuss and guess what products the ads are advertising, remove the paper covering the company name. Ask the following discussion questions:

- Do these ads have anything to do with their products?

- What kind of message do you think the ads send? Why would an advertising company send such a message?

- Are these messages believable, or even appealing?

- Are there any other ads you can think of that use a similar strategy?

The following ad by Axe Body Spray uses a similar strategy of hyper-sexualized persuasion: *http://www. youtube.com/watch?v=fvIzHgWtwTU&feature=related* (Axe)

ACTIVITY (3 DAYS, IN CLASS)

Put your students in groups of two or three and have them create a satirical ad based on the ad that they found after viewing "The Merchants of Cool," highlighting and lampooning the use of violence to persuade. Students can either form their own groups, or if you feel it necessary you may group them together based on the ads they found. The satirical ad can take the form of either a print or video ad if the resources to make a video are available to them within the school. After the third day, each group will present their satirical ad to the class.

(A satirical ad may take the form of an "Under Armour" commercial, in which the school's chess club or tennis team acts in a fashion similar to the football players in the actual ads, in order to highlight the extreme amount of aggression in their behavior—or whatever creative ideas students may come up with.)
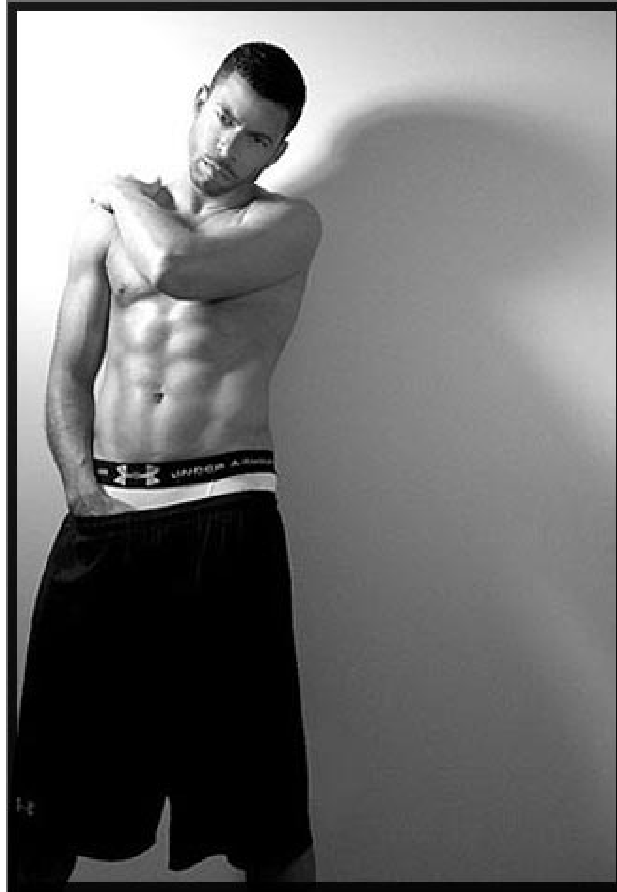
Examples of Edited Ads:

http://www.trendhunter.com/images/phpthumbnails/33719_1_468.jpeg

http://www.trendhunter.com/images/phpthumbnails/33719_3_468.jpeg

http://www.celebrityclothingline.com/wordpress/wp-content/uploads/2008/05/under-armour-alreynolds.jpg

Final Week—Give the students an example of a political cartoon along with an article that it seems to attack, and explain how political cartoons are used (one source for info is the website listed above). The next 2 days will be devoted to finding an article in the news or mainstream culture that seems to stereotype youth as violent (an ad or article from the previous section can be used, in which case those students may work on their cartoon. This time is allocated in case students had trouble finding an ad). The students will then be asked to produce a 1–2 page paper highlighting the instances when this article or ad is stereotyping youth as violent, and why that example is relevant. One technique that can be used to simplify finding these moments in the article is underlining any time race, gender, age, or occupation is used in the article, and then classifying those descriptors as being either relevant to the article, or unnecessary and stereotypical in nature.

The remainder of the week will be used for developing the students' final project—a political cartoon attacking the article or ad they have selected. This is chosen as the final project because it combines all of the knowledge that youth should accumulate through this unit. It asks students to be able to recognize when an article or ad is pushing an image on a group of people, specifically youth and violence, and also asks them to be able to provide rationale for why that particular ad or article seems to be stereotyping a group. They then must be able to provide a creative project that tries to alleviate that faulty message, thus proving themselves as producers of their own image. It is also a different assignment in that students will be making a creative image as a project, as opposed to a traditional paper, which is intended to engage the students so

that this does not feel like a typical assignment. And for that reason, we do not feel these projects or assignments should be graded, other than giving an incomplete or a complete, because grading this unit will only place a barrier between the kids and the information.

OTHER MEDIA SOURCES THAT CAN BE USED TO BRIDGE THE IDEA OF VIOLENT STEREOTYPES AND YOUTH INVOLVING…

Mental Illness—
Generation Rx. Dir. Kevin P. Miller. Common Radius Films, 2008. DVD.

Community and surrounding factors—
Boyz n the Hood. Dir. John Singleton. Perf. Ice Cube, Laurence Fishburne, Cuba Gooding Jr. Columbia, 1991. DVD.

City of God. Dir. Fernando Meirelles and Kátia Lund. Perf. Alexandre Rodrigues, Alice Braga, Leandro Firmino. Miramax, 2002. DVD.

School—
Friday Night Lights. Dir. Peter Berg. Perf. Billy Bob Thornton, Lucas Black, Garrett Hedlund. Universal, 2004. DVD.

PLANTATIONS TO PENITENTIARIES: THE PRISON INDUSTRIAL COMPLEX

By Mariame Kaba

Purpose: To define the Prison Industrial Complex and to identify who suffers and who benefits from prisons.

TIME
1 hour (without creative activity); 1.5 hours (with creative activity)

MATERIALS
- Markers and Flip Chart
- Books NOT Bars DVD (to order this film visit *www.witness.org*—it costs $20 for an individual and $50 for non-profit organizations. It also includes 6 lesson plans on CD).
- Loose Leaf Paper and Pens for Participants

ACTIVITY #1—THE GREAT INCARCERATION RACE: WHO IS BEING LOCKED UP? (20 MINUTES)
This activity is adapted from the Political Education Workshop Manual by SOUL, with new statistics and information added. This exercise highlights which groups are targeted by mass incarceration policies.

1. Ask participants the following questions:

   a. What are we taught about the people who are in prison?

   b. What crimes do they commit? Take several comments.

2. On the wall, put up a sign that says "PRISON." Ask everyone to stand at the other end of the room. Explain that the facilitator will read out a statement. If the statement applies to them, each participant will take one step forward. After everyone moves, the facilitator will read out a statement about how that specific group is represented in prison.

3. Statements:

   - If you are a person of color, take a step forward closer to prison.

     1 in 10 (10.4%) black males aged 25–29 was in prison or jail in 2008 as were 1 in 26 (3.8%) Hispanic males as opposed to 1 in 63 (1.6%) white males in the same age group.

     40% of persons in prison or jail in 2008 were black and 20% were Hispanic.

   - If you are under 18 years old, take a step forward closer to prison.

     In Illinois, there was a 27% increase in juvenile arrests from 2000 to 2005 (Illinois Criminal Justice Information Authority).

     In Illinois, 48,065 arrests of youth were entered into Illinois' computerized criminal history record (CCH) system, a rate of 3,831 arrests per 100,000 youth ages 10 to 16 in 2007. In calendar year 2007, 58 percent of arrests were of black youth and 41 percent were of white youth. Ethnicity is not captured in Illinois arrest

data: therefore, the number of Hispanic youth arrests were unknown. (Juvenile Justice System and Risk Factor Data, 2007 Annual Report, ICJIA).

- If you are a youth of color take a step forward closer to prison.

    Children and youth face high risk of future involvement in the juvenile and adult criminal justice system. A Black boy born in 2001 has a 1 in 3 chance of going to prison in his lifetime; a Black girl has a 1 in 17 chance. A Latino boy born in 2001 has a 1 in 6 chance of going to prison in his lifetime; a Latina girl has a 1 in 45 chance (Children's Defense Fund)

    Although they represent about 40 percent of the U.S. juvenile population, minority youth represent about 60% of committed juveniles (Children's Defense Fund).

    In calendar year 2007, there were 14,154 admissions of youth ages 10 to 16 to secure detention statewide. In calendar year 2007, detention rates of black youth in Illinois were six and a half times that of white detention rates. In 2005, more than half of detained juveniles were identified as black (59 percent) and 28 percent were identified as white. Hispanic youth accounted for 11 percent. Males accounted for 83 percent of the detention population (Illinois Criminal Justice Information Authority).

- If you are Native American, take a step closer to prison.

    Native Americans have the highest per capita incarceration rate. They are ten times more likely than Whites to be in prison (ColorLines Magazine, Fall 1998).

- If you are African American, take a step closer to prison.

    In many detention centers across the U.S., the majority of youth locked up are African American. Nationally, African-American youth comprised 43% of youth detained in detention centers in 2006 (Campaign for Youth Justice, 2008).

    Black males have a 32% chance of serving time in prison at some point in their lives; Hispanic males have a 17% chance; white males have a 6% chance (Bureau of Justice Statistics).

    The incarceration rate among African Americans is nine times higher than the rate for whites (Public Safety Performance Project).

- If you are Latino/Latina, take a step forward closer to prison.

    Latino children are 43% more likely than white youth to be waived to the adult system and 40% more likely to be admitted to adult prison (Campaign for Youth Justice, 2009).

- If you are man, take one step forward closer to prison.

    93% of prison inmates are male, 7% female (Bureau of Justice Statistics).

    Nationally, 69 females per 100,000 women are serving a sentence in prison; 957 males per 100,000 men are in prison (Bureau of Justice Statistics).

- If you are a woman, take two steps forward closer to prison.

    The incarceration rate of women is rising by 300%.

    The number of incarcerated mothers has more than doubled (122%) from 29,500 in 1991 to 65,600 in 2007 (The Sentencing Project, 2009).

- If you or anyone you know has ever been charged with a non-violent crime, take one step forward closer to prison.

82% of these sentenced to state prisons in 2004 were convicted of non-violent crimes, including 34% for drug offenses, and 29% for property offenses (Bureau of Justice Statistics).

- If you or anyone you know is a high school dropout, take one step forward closer to prison.

   One in every 10 young male high school dropouts is in jail or juvenile detention, compared with one in 35 young male high school graduates. The picture is even bleaker for African-Americans, with nearly one in four young black male dropouts incarcerated or otherwise institutionalized on an average day. That compares with about one in 14 young, male, white, Asian, or Hispanic dropouts (The Consequences of Dropping Out of High School, 2009).

- If you or anyone you know is growing up with only one parent, take a step forward closer to prison.

   In 2007 there were 1.7 million children in America with a parent in prison, more than 70% of whom were children of color. This is an 82% increase since 1991. In 2007, there were 809,800 parents incarcerated in U.S. state and federal prisons, an increase of 79% since 1991 (The Sentencing Project, 2009).

4. Wrap up by explaining that this is the first myth about prisons: That prisons are filled with people who have committed violent crimes like murder and rape. This exercise shows us that the truth is that the prisons are being filled up with poor people who are committing non-violent crimes usually because they are poor.

ACTIVITY #2—WATCH THE FILM: BOOKS NOT BARS (22 MINUTES)—40 MINUTES FOR THE ACTIVITY

Books Not Bars is a powerful indictment of the growing prison industrial complex in America—a system in which youth of color are four to five times more likely to be incarcerated than educated. Examples of peer activism, youth organizing, and mobilization around prison issues provide young audiences with tangible ways to get involved with the movement to reform the U.S. juvenile justice system.

1. Watch the video, Books NOT Bars.

2. Discussion Questions:

   - Based on the video, how would you define the prison industrial complex?

   - Who benefits from prisons and who suffers?

   - What is the connection between violence and the prison industrial complex?

3. Share the following quote with participants:

   > "Prisons do not disappear problems, they disappear human beings. And the practice of disappearing vast numbers of people from poor, immigrant, and racially marginalized communities has literally become big business." Angela Y Davis, "Masked Racism: Reflections on the Prison Industrial Complex," Colorlines, Fall 1998).

4. Discussion: What do you think of Davis's quotation? What is the author saying about prisons? Do you agree or disagree? Explain.

ACTIVITY #3—OPTIONAL CREATIVE ACTIVITY (30 MINUTES)

What stories have you heard about being incarcerated? What is life like on the inside? Use your imagination. What are the sounds, the smells, daily routines that happen inside a prison? Write about a place or

situation that is not a prison but imprisons people all the same (relationships, neighborhoods, jobs…etc). Why do people feel trapped in this place?

You can use one of these phrases to start, if you like:

Prison is a place where…

Prison is like…

Note to Facilitator: Attached is a resource sheet to provide you with more background about the expansion of the prison industrial complex. This is only a start but there is a lot of other information easily available online.

Resource Sheet for Facilitators

. . . .

The United States incarcerates more people than any country in the world, including the far more populous nation of China. In 2008, the American penal system held more than 2.3 million adults. China was second, with 1.5 million people behind bars, and Russia was a distant third with 890,000 inmates.

More than 1 in 100 adults is now locked up in America. For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20–30 year olds. Among men, the highest rate is with black males aged 20-34. Among women, it's with black females aged 35–39.

WHO'S BEHIND BARS	
MEN	WOMEN
White men ages 18 or older – 1 in 106	White women ages 35–39 – 1 in 355
All men ages 18 or older – 1 in 54	Hispanic women ages 35–39 – 1 in 297
Hispanic men ages 18 or older – 1 in 36	All women ages 35–39 – 1 in 265
Black men ages 18 or older – 1 in 15	Black women ages 35–39 – 1 in 100
Black men ages 20–34 – 1 in 9	

Source: The Pew Center on the States, One in 100: Behind Bars in American 2008

Illinois spends 2.8 times as much per adult prisoner as per public school student. In 2003, Illinois spent $23,441 per prisoner and $8,287 per pupil (Children's Defense Fund).

For every dollar that Illinois spent on higher education in 2007, it spent 0.51 cents on corrections. In 1987, Illinois spent 0.30 cents on corrections for every dollar spent on higher education (One in 100: Behind Bars in America 2008, the Pew Center on the States).

It costs the state of Illinois over $70,000 to incarcerate a juvenile in IDOC (ICJIA).

Between 1995 and 2005, corrections spending from Illinois' general fund rose by 70 percent, from $705 million to 1.2 billion. During that time, the state's prison population increased by 18% to 44,919. The annual cost of incarcerating Illinois' drug offenders reached an estimated $240 million in 2005 (Public Safety Performance Project, Pew Charitable Trusts).

Sociologist Paul Hirschfield makes the following salient argument in his recent article "Preparing for prison? The criminalization of school discipline in the USA":

> "Penal expansion helped the State manage both rural and urban economic crises. With respect to urban economic devastation, a campaign of arrest and incapacitation of an unprecedented pace and scope kept a lid on unrest and opened the door to strategic urban redevelopment within designated 'safe zones' (Parenti, 2000). The prison-industrial complex also curbed the decline of many white rural areas and, more broadly, pacified the white working class. Criminal justice expansion artificially tightens the labor market (Western and Beckett, 1999), stimulates the economy

of ailing rural communities (Huling, 2002), and affords rural residents greater electoral representation and population-based federal appropriations (Huling, 2002). Accordingly, many rural politicians stake their political careers on the location of juvenile and adult prisons in their districts and the hundreds of stable, well-paying jobs that they promise to generate for their constituents."

Note to facilitator: If you have enough time to do so, it would be worthwhile to share both Angela Davis's quote featured in the curriculum and Paul Hirschfield's quote featured here together. You can then share with students some recent newspaper articles that have been published about the desire that the town of Thompson Illinois has to house the Guantanamo Bay prisoners in their small rural community. This current issue illustrates all of the major points in Davis's and Hirschfield's quotes.

For some more background about the expansion of the prison industrial complex, the following is some suggested reading:

One in 100: Behind Bars in America 2008. The Pew Center on the States. This can be found for free downloading online.

Are Prison's Obsolete? By Angela Davis (2003). This short book packs a big punch and provides a cogent theoretical introduction about the expansion of the prison industrial complex. It is worth reading if you would like more background connecting the prison industrial complex to oppression and violence.

Resource Sheet for Facilitators

- If you are a person of color, take a step forward closer to prison.

  1 in 10 (10.4%) black males aged 25–29 was in prison or jail in 2008 as were 1 in 26 (3.8%) Hispanic males as opposed to 1 in 63 (1.6%) white males in the same age group.

  40% of persons in prison or jail in 2008 were black and 20% were Hispanic.

- If you are under 18 years old, take a step forward closer to prison.

  In Illinois, there was a 27% increase in juvenile arrests from 2000 to 2005 (Illinois Criminal Justice Information Authority).

  In Illinois, 48,065 arrests of youth were entered into Illinois' computerized criminal history record (CCH) system, a rate of 3,831 arrests per 100,000 youth ages 10 to 16 in 2007. In calendar year 2007, 58 percent of arrests were of black youth and 41 percent were of white youth. Ethnicity is not captured in Illinois arrest data: therefore, the number of Hispanic youth arrests were unknown. (Juvenile Justice System and Risk Factor Data, 2007 Annual Report, ICJIA).

- If you are a youth of color take a step forward closer to prison.

  Children and youth face high risk of future involvement in the juvenile and adult criminal justice system. A Black boy born in 2001 has a 1 in 3 chance of going to prison in his lifetime; a Black girl has a 1 in 17 chance. A Latino boy born in 2001 has a 1 in 6 chance of going to prison in his lifetime; a Latina girl has a 1 in 45 chance (Children's Defense Fund)

  Although they represent about 40 percent of the U.S. juvenile population, minority youth represent about 60% of committed juveniles (Children's Defense Fund).

  In calendar year 2007, there were 14,154 admissions of youth ages 10 to 16 to secure detention statewide. In calendar year 2007, detention rates of black youth in Illinois were six and a half times that of white detention rates. In 2005, more than half of detained juveniles were identified as black (59 percent) and 28 percent were identified as white. Hispanic youth accounted for 11 percent. Males accounted for 83 percent of the detention population (Illinois Criminal Justice Information Authority).

- If you are Native American, take a step closer to prison.

  Native Americans have the highest per capita incarceration rate. They are ten times more likely than Whites to be in prison (ColorLines Magazine, Fall 1998).

- If you are African American, take a step closer to prison.

  In many detention centers across the U.S., the majority of youth locked up are African American. Nationally, African-American youth comprised 43% of youth detained in detention centers in 2006 (Campaign for Youth Justice, 2008).

  Black males have a 32% chance of serving time in prison at some point in their lives; Hispanic males have a 17% chance; white males have a 6% chance (Bureau of Justice Statistics).

  The incarceration rate among African Americans is nine times higher than the rate for whites (Public Safety Performance Project).

- If you are Latino/Latina, take a step forward closer to prison.

  Latino children are 43% more likely than white youth to be waived to the adult system and 40% more likely to be admitted to adult prison (Campaign for Youth Justice, 2009).

- If you are man, take one step forward closer to prison.

  93% of prison inmates are male, 7% female (Bureau of Justice Statistics).

  Nationally, 69 females per 100,000 women are serving a sentence in prison; 957 males per 100,000 men are in prison (Bureau of Justice Statistics).

- If you are a woman, take two steps forward closer to prison.

  The incarceration rate of women is rising by 300%.

  The number of incarcerated mothers has more than doubled (122%) from 29,500 in 1991 to 65,600 in 2007 (The Sentencing Project, 2009).

- If you or anyone you know has ever been charged with a non-violent crime, take one step forward closer to prison.

  82% of these sentenced to state prisons in 2004 were convicted of non-violent crimes, including 34% for drug offenses, and 29% for property offenses (Bureau of Justice Statistics).

- If you or anyone you know is a high school dropout, take one step forward closer to prison.

  One in every 10 young male high school dropouts is in jail or juvenile detention, compared with one in 35 young male high school graduates. The picture is even bleaker for African-Americans, with nearly one in four young black male dropouts incarcerated or otherwise institutionalized on an average day. That compares with about one in 14 young, male, white, Asian, or Hispanic dropouts (The Consequences of Dropping Out of High School, 2009).

- If you or anyone you know is growing up with only one parent, take a step forward closer to prison.

  In 2007 there were 1.7 million children in America with a parent in prison, more than 70% of whom were children of color. This is an 82% increase since 1991. In 2007, there were 809,800 parents incarcerated in U.S. state and federal prisons, an increase of 79% since 1991 (The Sentencing Project, 2009).

LOCKED UP

Purpose: To explore the phenomenon of mass incarceration in the U.S.

MATERIALS
Enough copies of handouts for all participants

ACTIVITY

1. Discussion Question: What do you think should be the role of prisons? Punishment, penitence, rehabilitation?

2. Share this quote with participants **"The degree of civilization in a society can be judged by entering its prisons."** – *Russian author Fyodor Dostoyevsky*

3. What do you think of Dostoyevsky's quotation? Do you agree or disagree? Explain.

4. Approximately how many times larger is the U.S. prison population than that of Japan?
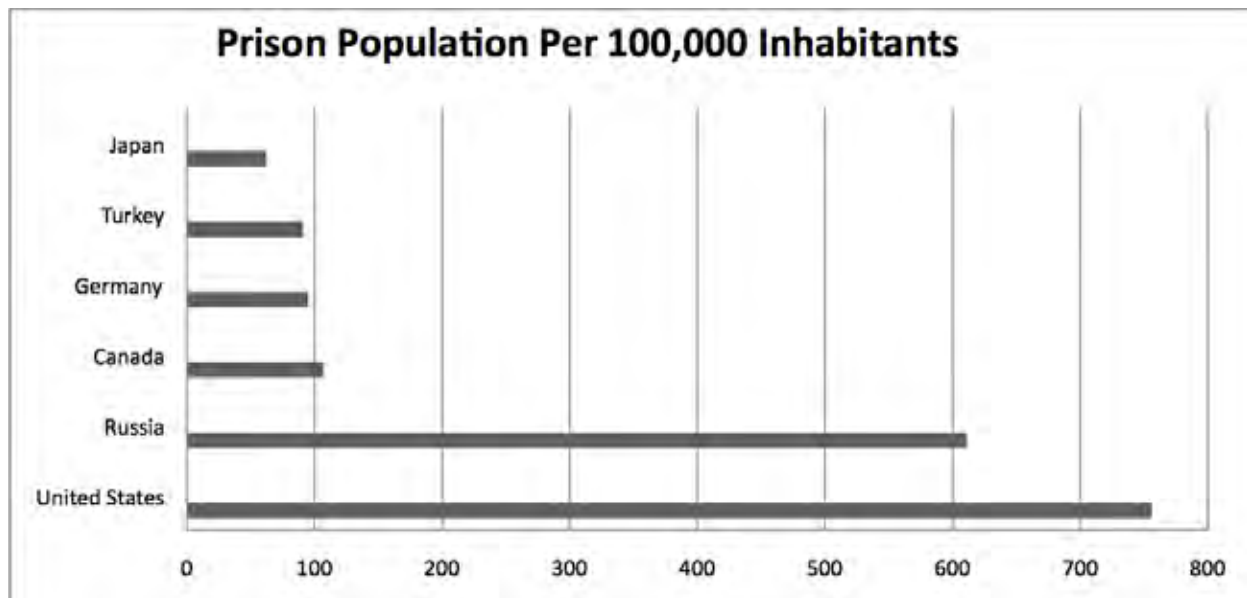
Prison Population Per 100,000 Inhabitants

Prison Population per 100,000 Inhabitants
- United States – 756
- Russia – 611
- Canada – 107
- Germany – 95
- Turkey – 91
- Japan – 62

5. Math Question: What is the population of your state? If 756 per every 100,000 people are in prison, approximately how many people in your state are currently imprisoned?

6. Discussion Question: Why does the United States put so many people behind bars, at great hardship for families and great expense to taxpayers?

7. Discussion Question: What would you do to reduce the prison population in the country?

8. In what ways does the prison industrial complex contribute to violence in the lives of young people?[5]

9. Creative Activity: Write a letter back to Brigitte and Sparkle, commenting on the details in their letters. Do you have any questions? Is there anything you'd like to let them know?

LETTERS FROM RIKERS ISLAND PRISON, NEW YORK CITY

I am 28 years old and have been on this island for 26 months. It began with an awful, nauseating bus ride from the courthouse. You spend about twenty-four hours in intake getting processed. They send you to either a dorm (big room with some metal beds) or a unit with individual cells.

The food is so unhealthy. Nothing but starch and carbs. There is no gym or any real way to stay in shape. They count us like six times a day to make sure we haven't run away. Commissary sells a bunch of junk food. The healthiest things in there are tuna and tea.

The worst part about jail is the strip-searches and the regular searches. When you first come in you are strip-searched. When you return from anywhere outside (i.e. working, hospital, court) they search your cell. It is so degrading and humiliating.

The best things, which they make hard for you anyway, are visits and getting mail.

I just want to sum up by saying not everyone in jail is guilty. We are detainees. We are here to prove our innocence. But to the Department of Corrections we are not innocent until proven guilty. We are guilty until proven innocent.

—*Brigitte Harris*

My first day at Rikers was horrible. I had to be checked out by doctors and sleep on the floor. The food was cold and looked like dog food. The Cos (correctional officers) treated me badly. They cursed and called me names.

I try to stay out of trouble and read more, but there is so much drama around me. They have roaches that fly and all types of bugs I have never seen before. It's very dirty. Most people don't take showers. The CO searches my clothes and me at any given time. There is a limit to phone calls, visits, TV, everything. Jail is not the place to be. Freedom is everything.

—*Sparkle Daniel*

10. Optional activity: Interview a person who has been in prison or who has visited someone in prison.

---

5. This question was added by the editors of this guide.

Handout for Participants

Here is a look at the history of prisons in the United States and prisons today.

U.S. PRISON TIMELINE:

1790
First state penitentiary opened in Pennsylvania. The early prisons tried to make prisoners "penitent," or sorry for their crimes.

1819
First prison using "hard labor" opened in New York. Around this time prisons focused on using work as punishment.

1920
Prisons redefined as "correctional" institutions; probation and parole were widely used.

1960s–1970s
Prisoners' Rights Movement resulted in cleaner prisons and better health care. Prisoners organized, staged riots and protested to demand better conditions.

1973
Rockefeller Drug Laws required prison time for some drug convictions, which resulted in a growing prison population.

1980s
Politicians got "tough on crime." The use of prohibition and parole decreased. More people were imprisoned for longer periods of time, which resulted in severe overcrowding.

1986
The Anti-Drug Abuse Act of 1986 created mandatory minimum sentences for having even small amounts of certain drugs.

Since 1990
Even though crime rates have gone down since 1990, more people are being imprisoned. More people are being put in prison, prison terms are being lengthened and more kinds of crimes are bringing prison sentences. Now over 50 percent of people in federal prison are there for drug crimes, not for violent crimes.

PRISON FACT SHEET:

Race Matters

- African Americans, who represent 12.4 percent of the U.S. population, make up 50 percent of all prisoners.

- African American children are eight times more likely than white children to have a parent in prison. Hispanic children are three times more likely than white children.

Prisons Cost Taxpayers a Lot

- It costs U.S. taxpayers an average of $24,000 a year to keep one person in prison.

- From 1987 to 2007 the amount of money states spent on prisons increased by 127 percent, compared to 21 percent for colleges and universities.

Prison Affects Families

- More than 1.7 million children (2.3 percent of all children in the United States) have at least one parent in prison.

- 52 percent of prisoners in U.S. have at least one child under the age of 18.

Statistics from: The Pew Center on the States, U.S. Senator Jim Webb, U.S. Department of Justice.

Handout for Participants

···

LETTERS FROM RIKERS ISLAND PRISON, NEW YORK CITY

I am 28 years old and have been on this island for 26 months. It began with an awful, nauseating bus ride from the courthouse. You spend about twenty-four hours in intake getting processed. They send you to either a dorm (big room with some metal beds) or a unit with individual cells.

The food is so unhealthy. Nothing but starch and carbs. There is no gym or any real way to stay in shape. They count us like six times a day to make sure we haven't run away. Commissary sells a bunch of junk food. The healthiest things in there are tuna and tea.

The worst part about jail is the strip-searches and the regular searches. When you first come in you are strip-searched. When you return from anywhere outside (i.e. working, hospital, court) they search your cell. It is so degrading and humiliating.

The best things, which they make hard for you anyway, are visits and getting mail.

I just want to sum up by saying not everyone in jail is guilty. We are detainees. We are here to prove our innocence. But to the Department of Corrections we are not innocent until proven guilty. We are guilty until proven innocent.

—Brigitte Harris

My first day at Rikers was horrible. I had to be checked out by doctors and sleep on the floor. The food was cold and looked like dog food. The Cos (correctional officers) treated me badly. They cursed and called me names.

I try to stay out of trouble and read more, but there is so much drama around me. They have roaches that fly and all types of bugs I have never seen before. It's very dirty. Most people don't take showers. The CO searches my clothes and me at any given time. There is a limit to phone calls, visits, TV, everything. Jail is not the place to be. Freedom is everything.

—Sparkle Daniel

I've been in prison for going-on a year. It's a very dirty and dangerous place to be. The inmates don't get the help that is greatly needed for their cases. It's a place you don't want to come to – so please obey the law and stay in school. This place is scary. So please do the right thing, and say no to drugs.

—Luz Mendez

I am 25 years old and right now I am on Rikers Island. I have no children. However, I have raised children – so I know what it is to want the best for the younger generation. The first thing that I want you guys to know is that jail is not only for "bad people." Jail holds all types of people (good, bad, nice, mean, etc.).

A lot of the women in jail are good people who at one point in time made a bad decision.

It is very important to love what you do and be focused. For example, when you're in school some children would say it's boring. I think you should find something you like in school that'll keep your mind entertained and focus on that. Before you know it, it'll be time to go home and you would have had a good day.

Whenever you are going through something, please speak about it. Talk to your counselor, your parents, or even your older siblings. Don't be afraid to express yourself. Always remember that you are somebody, and your feelings really do matter. Be good at what you do and remain focused. Although it may be fun and cool to be outside in the streets, when you really think about it, there's nothing you can learn from them. Ask to be in as many programs as possible. Love your life and remember you are somebody. Make the people who love you, care for you, and have helped you at one point in time be happy. Finish school and become an important person in this world. When you see people doing things that they're not supposed to, stay away from them. You will be in the same amount of trouble as them if you were just there. Always be a leader, and not a follower.

—Daisha Galarza

I've been on Rikers Island for two years and some months…and I believe we all deserve a second chance. This place is no place for women. Jail is no place for anyone. It's a lot to endure. When I think of the word "jail," here are a few words that come to mind: favoritism, cut-throat, degrading, loneliness, filth. After reading that list, you tell me if it's a place you want to be.

The story is as follows…a cutthroat world inside a world; jail – a building with gates that locks you; you would swear a black cloud lived over it. Favoritism and ignorance is the norm. Either you're not the right color or you don't have the right look. Where does that come in in the job description?

Degrading: they strip search us, throw us around our property, and take whatever they want from us. Jealousy is all over the place. People hate you because they are not as fortunate as you. And they get angry when you don't want to talk to them or share your business. You could be embarrassed at any time. The officers talk to you like you're worthless.

Loneliness is an emotion that is always there. It's hard to share your feelings with anyone. There are psychiatrists you can talk to, but they might most likely try to give you medication that you don't need – as opposed to talking to you.

Let's not forget the filth: it's dirty. There are bugs, huge roaches, and mice. The food is horrible, and you only get to talk to your family 21 minutes at a time – if you have money. A visit is only an hour. Imagine a limit on the amount of time you spend with your loved ones and family! At home you can be around your family all day…plus eat home-cooked food.

The list could go on and on, but the best way to cope is to stay away. Everyone makes mistakes. There are some good women here, but my advice is before you do something foolish, think about what you have to lose. So stay free, stay happy.

—Erica Olivencia

Five words to describe Rikers:

1. Unlawful: adj 1) not lawful: contrary to law: ILLEGAL 2) not morally right or conventional. Unlawful

2. Unjust: adj: characterized by injustice: deficient in justice and fairness: wrongful {complained of unjust treatment in court} Unjust

3. Inhumane: adj 1) lacking pity or kindness: savage. 2) lacking human warmth: impersonal. 3) not fit, adequate, or worthy. Inhuman

4. Degrade: vb 1) depose 2) to drag down in moral or intellectual character {degraded by a life of crime} Degrading

5. Alone: adj 1) separated from others: ISOLATED {alone in my room} 2) exclusive of anyone or anything else. Lonely

6. Jail: n: a building for the temporary custody of prisons {"little cage"}.
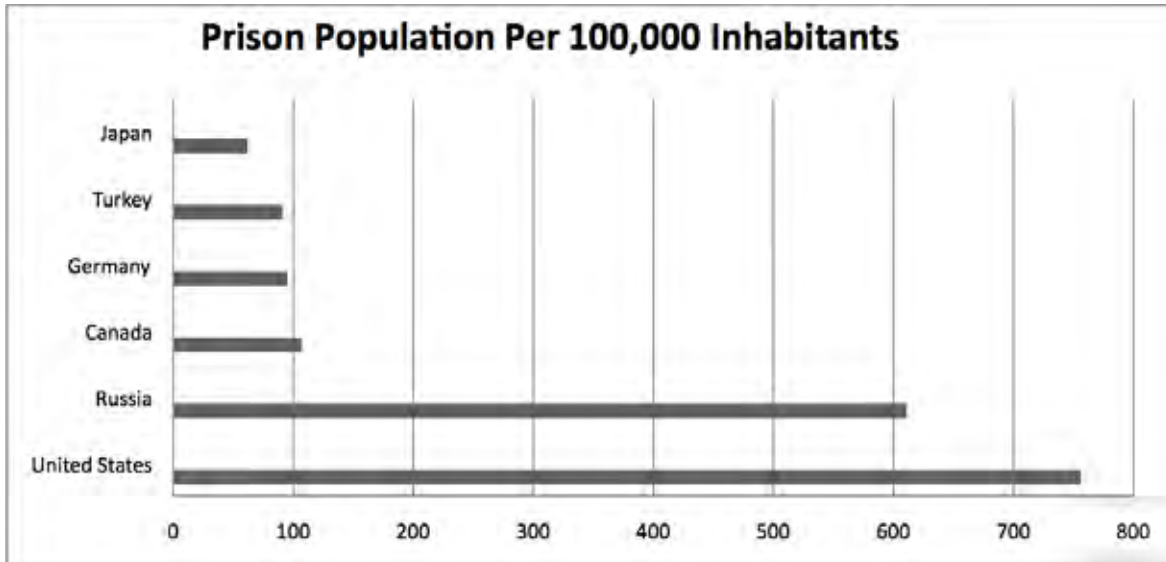
What do freedom, love and family mean to you?

—*Ruby Malik*

Handout for Participants

1 in every 100 adults in the United States is in prison, a far greater number than any other country in the world.

Prison Population Per 100,000 Inhabitants

United States – 756
Russia – 611
Canada – 107
Germany – 95
Turkey – 91
Japan – 62

Resource Sheet for Facilitators

You can use these pieces of writing by other young people with participants to provide some examples of youth-created work.

WHEN FAMILY MEMBERS ARE IN JAIL
By students at the Frederick Douglass Academy in New York City

My mother has been to jail before. She was in jail for sixty days. My mother and her jail mates did a lot of things together and even though they were in jail, it didn't seem like it because they were having too much fun. One of the craziest things my mother and her jail mates did was she lit a cigarette with eyeglasses. I know that my mother has learned that she should never do what she did again. But my mother has become more fun from the kindness and funniest jail mates ever, and I thank them for that.
—*Tamara Jones, 12*

A couple of my family members went to prison. My brother John went for five years for drug dealing. He learned his lesson and got a good job. My brother Phillip went for four years for armed robbery. He learned his lesson and got a good job too. My father Jimmy got out of prison six years ago after serving 10 years for drug dealing. But he learned his lesson. My brother Steven and his wife went to jail for attempted murder and both served 10 years. My brother Sean is in jail now and has been in jail before and is coming out in February of 2010. The people who have gotten out of jail, all of them are successfully and all of them turned out to better themselves.
—*Nicholas Walker, 11*

My aunt went to jail for one year because she was a drug addict. She now is changing her life by becoming closer to God, trying to find a job and taking care of her children. She also challenged herself to see how long she can stay clean without smoking or drinking. She has made it several years. She doesn't even like to drink anymore.
—*Tyesha Henry, 11*

GLOSSARY
Parole: When a prisoner is released for good behavior before completing his or her prison sentence.

Probation: Instead of going to prison, a person lives at home but must have regular meetings with a probation officer.

Sentence: A punishment given to a criminal by a court.

GANGS AND VIOLENCE: HISTORICAL CONTEXT AND ROOT CAUSES

By Mariame Kaba

Purpose: To help youth to understand how gangs arise and how they affect young people and their communities.

MATERIALS
- Crips & Bloods: Made in America DVD (available for purchase at *www.pbs.org* for $19.95 or Amazon.com for $14.00)
- Loose-leaf paper and pens for creative activity (optional)
- Enough Copies of Poem "To the Young Who Want to Die" for all participants

TIME
2 hours (if you include the creative activity)

ACTIVITY: CRIPS & BLOODS (90 MINUTES)

1. Show the first 60 minutes of Crips & Bloods: Made in America (end before the California Love: Crack & Gangs section).

   Note to facilitator: the entire film runs for approximately 1 hour and 40 minutes. It is well worth it to screen the entire film if you have the time. However, if you only have a couple of hours it will be fine to screen only the first hour.]

2. Ask the following questions after the screening:

   a. What is the significance of the title, "CRIPS AND BLOODS: Made in America?" Is there something unique about the United States that causes it to produce gangs and gang warfare?

   b. Why is the fighting between the Crips and the Bloods not recognized as a civil conflict and treated as such by government authorities?

   c. In 1965, when riots broke out in Watts, older and younger African Americans responded differently base on their perspectives on race relations. The former urged caution and nonviolence, whole the latter chose to fight in the streets. What accounted for the different responses by the older and younger generations?

   d. Commenting on the street violence in South Los Angeles, Senator Tom Hayden says, "it's been defined as a crime problem and a gang problem, but it's really an issue of no work and dysfunctional schools." Do you agree? Why or why not?

   e. What will it take to stop the gang warfare? Where should efforts begin?

   f. What responsibility does the government have in controlling or ending the violence in South Los Angeles? What about the mothers, sisters, and other women whose male relatives have been involved in the violence – what power do they have to make change happen?

g. The film shows numerous shots of South Los Angeles today. What do those pictures tell about the current conditions there?

h. What is your assessment of race relations today? What changes, if any, have taken place in your community over the last decade or two? Is there evidence that shows a need for further change? Explain.

i. Do you think the election of Barack Obama will be a catalyst for change in places such as South Los Angeles? Why or why not?

OPTIONAL CREATIVE ACTIVITY (30 MINUTES)

1. Facilitator should read the poem out loud once and then ask for some volunteers who are willing to read it round robin style.

2. Discuss the themes of the poem:

   - What's going on in this poem?

   - Ask participants to summarize the message of the poem.

   - Who is the poet talking to? Who is the audience?

3. How does this poem relate to the topic of gang violence? What is the poet saying about the nature of violence in the lives of young people?

4. Invite participants to write their own poem "To the Young Who Want to Die." What do participants want to say to the young people who have joined gangs? If time permits, you can ask for volunteers to read their poems.

To The Young Who Want to Die
By Gwendolyn Brooks

Sit down. Inhale. Exhale.
The gun will wait. The lake will wait.
The tall gall in the small seductive vial
will wait will wait:
will wait a week: will wait through April.
You do not have to die this certain day.
Death will abide, will pamper your postponement.
I assure you death will wait. Death has
a lot of time. Death can
attend to you tomorrow. Or next week. Death is
just down the street; is most obliging neighbor;
can meet you any moment.
You need not die today.
Stay here – through pout or pain or peskiness.
Stay here. See what the news is going to be tomorrow.
Graves grow no green that you can use.
Remember, green's your color. You are Spring.

Handout for Participants

··

TO THE YOUNG WHO WANT TO DIE

By Gwendolyn Brooks

Sit down. Inhale. Exhale.
The gun will wait. The lake will wait.
The tall gall in the small seductive vial
will wait will wait:
will wait a week: will wait through April.
You do not have to die this certain day.
Death will abide, will pamper your postponement.
I assure you death will wait. Death has
a lot of time. Death can
attend to you tomorrow. Or next week. Death is
just down the street; is most obliging neighbor;
can meet you any moment.
You need not die today.
Stay here – through pout or pain or peskiness.
Stay here. See what the news is going to be tomorrow.
Graves grow no green that you can use.
Remember, green's your color. You are Spring.

Resource Sheet for Facilitators

YOUTH IN GANGS (BY MARIAME KABA)

Nationwide, 23% of students report the presence of gangs at their schools (Dinkes, Kemp, & Baum, 2009). Nationally, 5% of youth report gang involvement. The national data show that the racial/ethnic groups most affected by gang involvement are American Indians (15%), Hispanics (8%), and African Americans (6%). These percentages represent the proportion of gang-involved youth within each race/ethnicity. In other words, 15% of American Indian youth are gang involved, however since the aggregate number of American Indian youth is much smaller than other ethnicities, their overall numbers will be smaller than those of Latino and African American youth.

A sizeable proportion of youth who report gang involvement are female (32%). Although some national estimates downplay the number of girls in gangs, several surveys indicate that the percentage of self-reported gang members who were female ranged from 8% to 38% (Moore & Hagedorn, 2001).

Nationally, the average age of gang-involved youth is 16. Research has found that youth who join gangs tend to do so by about age 15 (Howell, 2003).

There are varying definitions of what constitutes a youth gang. The National Youth Gang Center (Howell & Egley, 2009) provides the following definition:

"A youth gang is commonly considered a self-formed association of peers having the following characteristics:

- Three or more members, generally ages 12 to 24;

- A name and some sense of identity, generally indicated by such symbols as style of clothing, graffiti, and hand signs;

- Some degree of permanence and organization; and

- An elevated level of involvement in delinquent or criminal activity."

Gang members are responsible for a disproportionate amount of adolescent delinquency and crime. For example, the Rochester youth study found that gang members represented 31% of the study sample but had carried out 82% of serious offenses such as aggravated assault and robbery (Howell, 2003). Youth also tend to carry out more serious and violent acts while in a gang than after leaving a gang.

Although studies have shown that a key reason youth join gangs is for safety or protection, data indicate that gang members tend to experience considerably more victimization than non-gang youth.

Why do gangs emerge?
Hagedorn (1988), Jackson (1991), and Klein (1995) are among the researchers who argue that gang formation is a product of postindustrial development. In their views, the growth of gangs cannot be seen apart from the economic devastation of inner-cities. Several studies have shown that gang

formation (for both males and females) is related to deteriorating inner-city economic conditions. Numerous studies indicate that poverty, unemployment, the absence of meaningful jobs and social disorganization contributes to the development of gangs. But because most youth who reside in economically precarious neighborhoods and choose not to join gangs, additional factors are required to explain why youth join gangs.

Why join a gang?
The reasons for any single young person's joining a gang are complex and personal.

Familial Factors Include: [THESE FACTORS ARE GIVEN THE MOST WEIGHT IN THE LITERATURE]
Protection from abuse or already initiated into the life by a family member. Deficient family relations—specifically it has been suggested that gangs provide emotional support that is not available from family. However, many researchers report that "gang members were just as likely to come from intact nuclear families as "broken" homes, and in fact, found that many gang members reported close relationships with their families." These findings suggest that family problems may not be associated with gang membership to any greater degree than with serious problem behavior in general.

Neighborhood Factors Include:
Economic Reasons—making money—There is some evidence that low socioeconomic status is associated with gang membership among girls and boys.

** Protection from neighborhood crime/protection from other gangs (need safety and protection can serve as motivating factors for youth gang involvement).

Psychosocial Factors Include:
Friendship or Peer Pressure—The research suggests that association with delinquent peers is one of the strongest predictors (that is, risk factors) of gang membership. Solidarity, Self-Affirmation, Excitement.

REFERENCES

Dinkes, R., Kemp, J. & Baum, K. (2009). *Indicators of school crime and safety: 2008.* Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, US Department of Justice.

Howell, J.C. (2003). *Presenting & reducing juvenile delinquency*. Thousand Oaks, CA: Sage.

Howell, J.C. & Egley, Jr., A. (2009). *Frequently asked questions regarding gangs*. National Youth Gang Center.

Moore, J. & Hagedorn, J. (2001). *Female gangs: A focus on research*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

Source: *"Youth in Gangs: Who is at Risk?"* by Caroline Glessman, Barry Krisberg, and Susan Marchionna. *In Focus: Views from the National Council on Crime and Delinquency* (July 2009).

Resource Sheet for Facilitators

. . . .

ILLINOIS CODE 147.10. DEFINITIONS

"Street gang" or "gang" or "organized gang" or "criminal street gang" means any combination, confederation, alliance, network, conspiracy, understanding, or other similar conjoining, in law or in fact, of 3 or more persons with an established hierarchy that, through its membership or through the agency of any member engages in a course of pattern or criminal activity.

"Streetgang member" or "gang member" means any person who actually and in fact belongs to a gang, and any person who knowingly acts in the capacity of an agent for or accessory to, or is legally accountable for, or voluntarily associates himself with a course or pattern of gang-related criminal activity whether in a prepatory, executory, or cover-up phase if any activity, or who knowingly performs, aids, or abets any such activity.

"Streetgang related" or "gang-related" means any criminal activity, enterprise, pursuit, or undertaking directed by, ordered by, authorized by, consented to, agreed to, requested by, acquiesced in, or ratified by any gang leader, officer, or governing or policy-making person or authority, or by any agent, representative, or deputy of any such officer, person, or authority:

1. With the intent to increase the gang's size, membership, prestige, dominance, control in any geographical area; or

2. With the intent to provide the gang with any advantage in, or any control or dominance over any criminal market sector, including but not limited to, the manufacture delivery, or sale of controlled substances or cannabis, arson or arson-for-hire; traffic in stolen property or stolen credit cards; traffic in prostitution, obscenity, or pornography; or that involves robbery, burglary, or theft, or

3. With the intent to exact revenge or retribution for the gang or any member of the gang, or

4. With the intent to obstruct justice, or intimidate or eliminate any witness against the gang or any member of the gang; or

5. With the intent to otherwise directly or indirectly cause any benefit, aggrandizement, gain, profit, or other advantage whatsoever to or for the gang, its reputation, influence, or membership.

Resource Sheet for Facilitators

(FROM THE FILES OF BUILD, INC)

Chicago gangs are divided into two alliances – the People & Folks Nations. Some typical gangs under these alliances:

A. People (Left) – Vice Lord, Latin Kings, & Affiliates – "All is well"

1.	Gold & Black	Latin Kings
2.	Black & Gold/Black & Red	Vice Lords
3.	Black & Gray	Gaylords
4.	Black & Orange	Familia Stones
5.	Black & White	Insane Unknowns
6.	Blue & Red	El Rukns
7.	Red, Green, & Black	Cobra Stones
8.	Black & White	Pachucos
9.	Red & Black	Spanish Lords
10.	Grey & White	Cullerton Deuces
11.	Black & Red	Latin Counts
12.	Brown & Black	Bishops
13.	Gray & Black	Kents

B. Folks (Right) – Disciples – " All is one"

1.	Black & Blue	Black Gangsters Disciples
2.	Tan & Black	Latin Jivers
3.	Pink & Black	Imperial Gangsters
4.	Black & Blue	Simon City Royals
5.	Gold & Brown	Orchestra Albany
6.	Black & Blue	Maniac Latin Disciples
7.	Green & Black	Insane Spanish Cobras
8.	Green, Red, & White	C-Notes
9.	Black & Green	YLO C's
10.	Beige & Brown	Two Two Boys
11.	Beige & Black	Two Sixers
12.	Red, White, & Green	La Raza
13.	Purple & Black	Harrison Gents
14.	Black & Green	Cobra Deuces
15.	Maroon & Gray	Dragons
16.	Orange & Black	Milwaukee Kings
17.	Black & Gray	Latin Eagles

"Super" gangs are gangs that have factions of their organization in many neighborhoods of Chicago:

Gangster Disciples, Latin Kings, El Rukns, Vice Lords, Simon City Royals

Resource Sheet for Facilitators

This is adapted from the *Crips and Bloods: Made in America* Discussion Guide (Independent Lens, 2009—*www.pbs.org/independentlens/cripsandbloods*).

Special thanks to the Independent Television Service for their permission to use this information.

FILM SYNOPSIS

With a blend of on-camera interviews, historical footage, and scenes of current conditions, CRIPS & BLOODS: Made in America graphically portrays the ongoing street violence between rival African American gangs in South Los Angeles. In this 40-year feud, in which neighborhoods are staked out and rigid boundaries are drawn, crossing a street or taking a wrong turn can mean death. What is it that causes gang members to lock themselves into these tightly-defined zones and so fiercely protect their turf? That question is at the heart of this film.

Three former gang members – Ron, Bird and Kumasi – recount their experiences growing up in South Los Angeles in the 1950s, when segregation ruled, both in organizations such as Boy Scouts and through neighborhood covenants that kept black and whites strictly separated. Young black males began forming their own groups – clubs where they could find a sense of belonging. Fighting between rival clubs became part of that culture, but the only weapons then were a strong pair of fists.

Despite the discrimination experienced by African Americans, the 1950s were a period of black prosperity and optimism in Los Angeles, fed by the abundance of industry-based jobs. By the late 1950s however, those industries began to disappear, resulting in high rates of unemployment and displacement of unskilled black workers. Their downward economic spiral combined with years of prejudice, racial profiling and heavy-handed police methods to produce an explosive situation. In 1965, a routine traffic stop erupted into full-scale civil conflict on the streets of Watts.

Some rays of hope appeared during the late 1960s, with the rise of the Black pride movement. As groups such as the Black Panthers and the Student Nonviolent Coordinating Committee began providing services and involving young people in community organizing, gang activity hit an all-time low. The FBI, however, considered the Panthers a threat to the internal security of the country and began to target the leaders; many of them were killed or jailed. Without strong leadership to steer black youth in positive directions, gangs became active once more; and this time their weapons were guns.

In CRIPS & BLOODS: Made in America, current gang members describe gang life and the status, protection and other benefits that gang membership gives them. Their statements paint a bleak picture of the physical, social and personal devastation that is the hallmark of South Los Angeles. Even after a second eruption of riots in 1992, after the Rodney King police brutality trial, little has been done to rebuild the area and to provide the education and employment opportunities that could reduce violence and bring stability to those neighborhoods. With little help coming from the government, the vicious cycle of shootings and retaliation (which has produced an estimated 15,000 casualties in the past four decades) continues.

Academics and other experts appear throughout the film, including California state senator Tom Hayden and author Gerald Horne. They offer perspectives on gang behavior and the disintegration of civil rule, and who suggest ways of solving the underlying problems, rather than just attacking gang-related street violence. The most promising solutions, however, may come from the people of South Los Angeles themselves, where former gang members and other concerned individuals have taken on the task of working with young people and providing a positive alternative to gang membership. Examples of their work, and the new groups they have created, give the film an upbeat ending.

BACKGROUND INFORMATION

The Attraction of Gangs
Society's contribution
Certain factors create pre-conditions that can make gang membership an attractive and desirable option for young people. Societal factors include:

- **Racism**: Denied access to opportunities and resources, young people may form or seek to join an anti-establishment group.

- **Poverty**: Being unable to partake in the economic life of a community, or even to obtain basic goods and services, can result in a sense of hopelessness and a lack of self-worth. One way to earn cash is to join a gang involved in the drug trade or other illicit, but lucrative, activities.

- **Lack of a support network**: When basic needs for love and protection are not met because of family dysfunction, and if youth programs are not available in the community to provide additional support young people may turn to gangs to meet those needs.

Who's at risk?
On a personal level, the list of risk factors includes:

- Family poverty and dysfunction

- Absence of a father figure

- Low school achievement, possibly due to learning disabilities

- Having friends who are delinquent

- No positive activities or interests outside of school

- Lack of positive role models

- Behavioral problems at an early age

Add to these personal factors the feelings of boredom that can come from living in an environment without acceptable outlets for young people along with the peer pressure that is a fact of life among the young, and gang membership can become an irresistible attraction.

Who joins and why?
Gang characteristics
In general, gangs tend to be urban, male and young. Within those parameters, there are numerous variations in gang membership, with The Crips and Bloods representing one type of gang, the "turf"

gang. As its name suggests, this type of gang is based on geography, albeit a limited one – the geography of perhaps a few dozen city blocks. Ethnic gangs are defined by the nationality or race of the gang members, e.g., Latino or Asian; others, such as neo-Nazi gangs are defined by their opposition to certain ethnic or religious groups. A third type of gang is the prison gang, which is made up of street gang members who continue their gang activity in prison. Gangs may also start in prison and keep going once members are released.

Estimates from the U.S. Department of Justice provide a rough profile of gang composition:

- In 2000, 94 percent of gang members were male and 6 percent were female.

- 39 percent of gangs active in 2000 had at least one female member; 2 percent of gangs were identified as being composed of predominantly female members.

- In 1996, 50 percent of gang members were under the age of 18, but in 1999 only 37% of gang members were under the age of 18.

- In 1999, 47 percent of gang members were Hispanic, 31 were African American, 13 percent were white, and 7 percent were Asian. These percentages have remained fairly steady over the years.

In addition, in 2001, 100 percent of cities with a population of 250,000 or more reported gang activity and 85 percent of cities with a population between 100,000 and 229,999 reported gang activity.

For young people experiencing the risk factors described previously, a gang can provide:

- Acceptance, structure, and discipline

- A sense of self-worth, status and respect

- Recognition and power

- A sense of belonging, a "family"

- Companionship, training, excitement, and activities

- Physical safety and protection

- The continuation of a family "tradition," i.e. following in an older relative's footsteps.

Gang intervention strategies – Do they work?
There have been few rigorous evaluations of gang intervention program, with most studies focused on community-based programs. A Bureau of Justice Assistance report of results of gang-reduction strategies shows a very mixed picture:

Prevention programs have shown some positive results. The Department of Justice's school-based G.R.E.A.T. project has had modest effects on adolescents' attitudes and delinquency risk factors. The Gang Prevention Through Targeted Outreach (GPTTO) program, operated by the Boys and Girls Club, showed more positive outcomes for high risk than low risk youths. Neither program, however, had an impact on gang membership.

Intervention programs seem to work better when conducted intensively by a team of service agency professionals, rather than a one-on-one approach with gang members.

Suppression programs using traditional law enforcement approaches result in an increase in arrests and incarceration, but have no long-term effects on gang membership and activity. Some programs that involve multiple criminal justice agencies seem to be more effective.

Comprehensive programs that include suppression, intervention and prevention activities within the community have shown substantial effectiveness in reducing gang violence. With a comprehensive approach, communities assess their own gang problems and create a complement of programs and anti-gang strategies.

RESOURCES

South LA Interactive Map
http://www.pbs.org/teachers/connect/resources/6995/preview/

Gang Information & History
http://people.howstuffworks.com/street-gang.htm—This site offers a general overview of street gangs and their history.

www.knowgangs.com/gang_resources/menu.php—Founded by a law enforcement officer, this site provides gang profiles, resources, and other details about gangs.

www.streetgangs.com/history/hist01.html—This site features an article called "Black Street Gangs in Los Angeles: A History."

www.gangresearch.net/GangResearch/Policy/cripsbloodsplan.html—Check out a comprehensive plan for the reconstruction of South Los Angeles, drawn up in 1992 by the Bloods and the Crips, as a reaction to the aftermath of the Rodney King trial.

http://teenvoices.com/issue_current/articles/dec_09_gang_violence.html—This is a youth-driven magazine that has done a feature piece on girls in gangs. The December 2009 edition also includes a Q & A with a former girl gang member.

THE COLUMBINE SCHOOL SHOOTINGS: A RARE BUT IMPORTANT EVENT

By Mariame Kaba

Purpose: To explore the myths and realities of school shootings while underscoring the genesis and impacts of zero tolerance policies.

TIME

1.5 hours (2 hours if you include the third activity)

MATERIALS

- Copies of handouts for participants
- Butcher paper and markers for participants

ACTIVITY #1: UNDERSTANDING SCHOOL SHOOTINGS (45–60 MINUTES)

1. Ask participants if they have ever heard about the Columbine School Shooting. If some say yes, ask them to share what they know about it.

2. The facilitator can provide some background to what happened by relying on the following mini-lecture:

The highly publicized school shootings of the 1990's generated nationwide concern about the safety of our schools. In 1999, Columbine High School became the best-known high school in America when two boys went on a shooting spree that killed twelve students and a teacher before they killed themselves. There was a dramatic national response to the school shootings. Both the U.S. Senate and the House of Representatives held hearings on youth violence. The Clinton White House held a conference on school violence, and both the FBI and Secret Service conducted studies of school shootings (O'Toole, 2000; Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). The U.S. Department of Education distributed "warning signs" guidebooks to schools giving advice on identifying potentially violent students (Dwyer, Osher, & Warger, 1998).

Less obvious , but even more important, local school authorities across the country, adopted new security measures, implemented tougher zero tolerance policies, and greatly expanded their use of school security officers and regular police officers. For example, in the 2002-2003 school year, more than 29,700 children were suspended from Chicago Public Schools. Every day, on average, more than 266 suspensions are doled out by CPS during the school year. In 2002-2003, CPS reported that 712 students were expelled; however news accounts suggest that the number of expulsions has mushroomed from 32 in 1995 to 3,000 in school year 2003-2004. These school exclusions are often accompanied by an arrest – leaving these youth with fewer opportunities to learn and with a juvenile or criminal record (Education on Lockdown, 2005).

The school shootings frightened the public (including many parents) and generated a widespread belief that there was an epidemic of violence in our schools. This epidemic was a myth. School violence has not increased over the past 20 years, it has actually declined.

3. Ask participants: What do you think are the characteristics of the type of young people who become school shooters? [Write the list on a chalkboard or flip chart] **Note to facilitator**: If youth get stuck, you can help by offering your own ideas… For example, they are mostly male…; they are from rich families…

4. After participants have completed their list, pass out the handout "Findings from The Secret Service's Study about Young School Shooters" and "Profiles of School Shooters." Split participants into groups of three and ask them to silently read the handouts.

5. Ask them to respond to the following questions in their groups and give them 20 minutes to work:

   • Was there anything surprising to you about the findings from the Secret Service's research? Why was it surprising to you?

   • How did you feel in reading the actual names and information about school shooters?

   • Based on their findings, your group should come up with its own analysis of the root causes of this type of youth violence. Easy access to guns might be identified as a root cause.

   • The secret service researchers found that there is no profile that fits all those who kill. How do you feel about knowing this?

   • What suggestions would you make to address this problem? Make a list of your recommendations.

6. After the 20 minutes are up, ask for a spokesperson from each group to summarize their responses to the first 4 questions. Tell them not to share their responses to the final question: "What suggestions would you make to address this problem?" They will have chance to respond to the question later on in the workshop.

Things to Stress to Participants:

• School shootings are very rare. As Dewey Cornell[6] suggests: "News media attention to school shootings in the 1990s made them seem like frequent events, but actually homicides committed by students at school are rare events when you consider that there are more than 53 million students attending 119,000 public and private schools in the United States (U.S. Department of Education, 2002). According to the National School Safety Center (2003), there were 93 incidents in which a student murdered someone at school during the ten years from the 1992-93 school year to the 2001–02 school year. Considering that 93 incidents occurred in ten years, you can expect 9.3 incidents per year in the nation's 119,000 schools. This means that the annual probability of any one school experiencing a student-perpetrated homicide is about 1 in 12,804. In other words, an educator can expect a student to commit a murder at his or her school once every 12,804 years." [See attached Resource Sheet for Facilitators for more information.]

• Ninety percent of America's firearms killing was perpetrated by adults 20 and older, causing 30,000 deaths per year in the 1990s (Males, 2004).

• There are other forms of low-level violence at schools including bullying, verbal abuse, sexual harassment, etc… Those are bad things but can be addressed without relying on zero tolerance policies if school officials choose to do so.

• There is no profile of a typical school shooter.

---

6. Myths about youth violence and school safety by Dewey G. Cornell, University of Virginia. *http://youthviolence.edschool. virginia.edu/*

- The thing that all of the shooters have in common is easy access to guns. Gun removal is an adult responsibility. We cannot focus all of our attention on prohibiting youth from getting guns. We should focus on ADULT GUN REMOVAL. As Ayers, Ayers, and Dohrn (2001) have written: "If we must have zero tolerance, let it be for gun makers, gun dealers, and gun owners who encourage or allow youth access."

ACTIVITY #2—THE EFFECTS OF HYPING THE THREAT OF STUDENT HOMICIDES— THE PREVALENCE AND IMPACTS OF ZERO TOLERANCE POLICIES IN SCHOOLS (30 MINUTES)

1. Distribute "Zero Tolerance" handout to participants.

2. Read the quote by Reverend Jesse L. Jackson Sr:

> "Fear of our children is at the heart of zero tolerance policies in our schools. Guided largely by fear, the education system has sought to exert power and control over our children, and has abdicated its responsibility to guide, nurture, and protect (Zero Tolerance: Resisting the Drive for Punishment in Our Schools, 2001).

3. Ask these discussion questions about the quote:

- What are zero tolerance policies?
  Note to facilitator: The following is a definition of zero tolerance from the Advancement Project: Zero tolerance, a term taken from the war on drugs (where law enforcement agencies swiftly and harshly responded to drug offenders), was initiated in school districts in numerous states during an increase in juvenile crime in the late 1980's. Congress later passed the Gun-Free Schools Act of 1994, which required states to enact laws mandating that schools expel any student found on school property with a firearm. Many states, however, went above and beyond the federal mandate, passing laws that required expulsion or suspension for the possession of all weapons, drugs, or other serious violations on or around school grounds.

- What do you think about the quote? What point is Reverend Jackson making?

- Do you agree or disagree with his point? Why?

4. According to the Chicago Police Department, a growing number of youths, especially students of color are being arrested in Chicago public schools. In 2003, 8,539 young people were arrested in public schools. Of the 2003 arrests, an astounding 830, or almost 10%, were arrests of children aged 12 and under.[7] Most of these arrests were for simple assaults or batteries which involve no serious injuries or weapons and are often nothing than threats or minor fights. Seventy-seven (77%) of the arrests were of Black students even though they constituted only 50% of student enrollment.

   Most of these cases are so minor that institutions beyond the schoolhouse doors dismiss them or send the youth involved to diversion programs (Education on Lockdown, 2005).

---

7. *Education on Lockdown: The Schoolhouse to Jailhouse Track by Advancement Project* (March 2005)

Number of Chicago Public School Students Arrested by Age: 2003	
	Number Arrested
7-year olds	4
8-year olds	17
9-year olds	52
10-year olds	98
11-year olds	196
12-year olds	463
13-year olds	810
14-year olds	1363
15-year olds	2176
16-year olds	1627
17-year olds	1089
18-year olds	444
Source: Chicago Police Department	

5. Ask participants if they want to respond to anything from this arrest table.

6. Let's go back to your group projects. I would like volunteers to share your group's responses to the question that I asked: "What suggestions would you make to address the problem of school shootings?"

7. After each group has shared, ask them if after having discussed the unintended consequences of zero policies they would modify their recommendations in any way.

The authors of the Secret Service study raise questions about the responses that many schools have taken to school shootings. They warn of over-reliance on metal detectors, SWAT teams, profiles, warning signs and checklists, zero-tolerance policies and software. They ask:

• Why focus on which kids fit a profile or on warning signs, when there is no profile that fits all those who kill?

• Why expel students immediately for the most minor infractions, when expulsion was just the spark that pushed some students to come right back to school with a gun?

• Why rely on metal detectors and police officers in schools, when the shooters often make no effort to conceal their weapons?

The answer, the researchers believe, lies more in listening to children, dealing fairly with grievances such as bullying, improving the climate of communication in schools, keeping guns away from children, and investigating promptly and thoroughly when a student raises a concern.

Key points to stress:

1. Student homicides are rare and yet the press likes to cover these sensational incidents. What effect does this have?

2. Zero tolerance policies are ineffective and counter-productive in trying to address the very rare problem of student homicides in schools. They have become tools to further oppress youth and have accelerated the schoolhouse to jailhouse pipeline.

ACTIVITY #3—CAMERA'S IN CHICAGO PUBLIC SCHOOLS (OPTIONAL—20–30 MINUTES)

1. Pass out a copy of the article titled "90 cameras to be installed outside CPS schools." Ask for volunteers to take turns reading the article out loud.

2. Discussion Questions:
   What do you think about installing cameras inside and outside schools to prevent violence? Is this a good solution to the problem of youth violence?

Note to Facilitator: For a comprehensive review of the Columbine incident, read an incredibly well-written book called *Columbine* by Dave Cullen (2009).

Resource Sheet for Facilitators

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. From July 1, 2006, through June 20, 2007, there were 55 school-associated violent deaths in elementary and secondary schools in the United States (Indicators of School Crime and Safety 2008). In this indicator, a school-associated violent death is defined as "a homicide, suicide, legal intervention (involving a law enforcement officer), or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States. Only two percent of the total number of youth homicides of school-children occurred at school. This pattern has remained consistent since 1992.

TABLE 1. NUMBER OF SCHOOL-ASSOCIATED VIOLENT DEATHS, HOMICIDES AND SUICIDES OF YOUTH AGES 5-18, 1992–2007

	Homicides of youth ages 5–18		Suicides of youth ages 5–18	
Year	Homicides at school	Total homicides	Suicides at school	Total Suicides
1992–93	34	2,689	6	1,680
1993–94	29	2,879	7	1,723
1994–95	28	2,654	7	1,767
1995–96	32	2,512	6	1,725
1996–97	28	2,189	1	1,633
1997–98	34	2,056	6	1.626
1998–99	33	1,762	4	1,597
1999–2000	13	1,537	8	1,415
2000–01	14	1,466	4	1,493
2001–02	16	1,468	6	1,400
2002–03	18	1,515	9	1.331
2003–04	22	1,437	4	1,285
2004–05	22	1,535	7	1,471
2005–06	19	1,646	3	1,408
2006–07	27	--	8	--

Source: *National Center for Education Statistics*

Handout for Participants

FINDINGS FROM THE SECRET SERVICE'S STUDY ABOUT YOUNG SCHOOL SHOOTERS

In 2000, the Secret Service completed an analysis of 41 school shooters in 37 incidents, and shared its results:

- There is no profile of a typical child who kills. The shooters come from many types of families, from all incomes, from all races, from all academic backgrounds. No easy explanations—mental illness, drugs, video games—explain their actions. No profile rules anyone in or out.

- The shooters did not snap. These attacks were neither spontaneous nor impulsive. Half considered the attack for at least two weeks and had a plan for at least two days. The shooters usually had chosen targets in advance: students, principals and teachers.

- Many shooters had more than one motive. The most frequent motivation was revenge. More than three-fourths were known to hold a grievance, real or imagined, against the target and; or others.

- Many of these children saw the killing as a way to solve a problem, such as to stop bullying by other children.

- The school shooters aren't "loners." In more than three-fourths of the cases, the attacker told someone about his interest in mounting an attack at school. The shooters told their friends of their grievances, and often told them of the violence they planned. Those who knew in advance sometimes egged on the shooters, and rarely told any adult.

- Few shooters had been diagnosed with a mental illness, or had histories of drug or alcohol abuse. But more than half had a history of feeling extremely depressed or desperate. About three-fourths had threatened to kill themselves, made suicidal gestures or tried to kill themselves before the attack. Six killed themselves during the attack.

- These weren't rampage killers. Many of the killers made lists of targets.

- Most were not bullies, were not frequently in fights, and had not harmed animals.

- Six in 10 showed interest in violent themes in media, games, or, more frequently, their own writings.

- Getting weapons was easy. Most of the attackers were able to take guns from their homes or friends, buy them (legally or illegally), or steal them. Some received them as gifts from parents.

Handout for Participants

....

PROFILES OF SCHOOL SHOOTERS

Anthony Barbaro, 18, Olean, N.Y., Dec. 30, 1974. Honor student brought guns and home-made bombs to school, set off the fire alarm, and shot at janitors and fireman who responded. SWAT team found him asleep, with headphones playing 'Jesus Christ Superstar.' Hanged himself while awaiting trial.	**Nicholas Elliot**, 16, Virginia Beach, Va., Dec. 16., 1988. Went to school with a semiautomatic pistol, 200 rounds of ammunition and three fire bombs. He wounded one teacher, killed another and fired on a student who had called him a racist name.	**Leonard McDowell**, 21, Wauwatosa, Wis., Dec 1, 1993. Former student killed an associate principal who had handled his long history of disciplinary problems.
John Christian, 13, Austin, Texas, May 19, 1978. Son of George Christian, former press secretary to President Lyndon B. Johnson, honor student, shot and killed teacher.	**Cordell "Cory" Robb**, 15, Orange County, Calif., Oct. 5, 1989. Took kids hostage in drama class with a shotgun and semiautomatic pistol with the goal of getting his stepfather to school so he could kill him; the stepfather planned to move the family. Shot a student who taunted him. Had told several students what he planned.	**Clay Shrout**, 17, Union, Ky., May 26, 1994. Killed his family, then sat in class with a gun before surrendering.
Robin Robinson, 13, Lanett, Ala., Oct 15, 1978. After a disagreement with a student, he was paddled by the principal. He returned to school with a gun; when told he would be paddled again, he shot and wounded the principal.	**Eric Houston**, 20, Olivehurst, Calif., May 1, 1992. Former student was upset over losing a job because he had not graduated. Killed three students and a social studies teacher who had given him a failing grade; injured 13 people. Held students hostage.	**Nicholas Atkinson**, 16, Greensboro, N.C., Oct 12, 1994. Suspended student shot and wounded assistant principal killed himself.
James Alan Kearbey, 14, Goddard, Kan., Jan 21, 1985. Killed the principal and wounded three others in his junior high school. Said he was bullied and beaten by students for years.	**John McMahan**, 14, Napa., Calif., May 14, 1992. Bullied by other boys, he opened fire with a .357 in first period science class, wounding two students.	**Chad Welcher**, 16, Manchester, Iowa, Nov. 8, 1994. Fired two shotgun blasts into the principal's office, hitting a secretary.

Kristopher Hans, 14, Lewiston, Mont., Dec. 4, 1986. Failing French, tried to kill the teacher but shot and killed her substitute. Injured a vice principal and two students. Had threatened to kill the French teacher.	**Wayne Lo**, 18, Great Barrington, Mass, Dec 14, 1992. At an exclusive college-prep boarding school, Lo killed two people and wounded four others. School administrator knew he had received a package from an ammo company and had decided to let him keep it. A student tried to warn counselors.	**John Sirola**, 14, Redlands, Calif., Jan 23, 1995. Shot principal in the face and shoulder; died of self-inflicted wound, which may have been accidental.
Nathan Faris, 12, Dekalb, Mo., March 2, 1987. Teased about his chubbiness, Faris shot a classmate, then shot himself to death.	**Scott Pennington**, 17, Grayson, Ky., Jan 18, 1993. Held his high school English class hostage after killing his teacher and killing a custodian.	**Toby Sincino**, 16, Blackville, S.C., Oct 12, 1995. Sincino was picked on by students. A week before the shooting, he had been suspended for making an obscene gesture. He shot and wounded a math teacher, killed another math teacher, then killed himself.
Jamie Rouse, 17, Lynnville, Tenn., Nov. 15, 1995. Upset over failing grade, fired at teachers, killing one, wounding another. When firing at a third teacher, he hit a female student, who died. Had told five friends that he planned to bring rifle to school.	**Luke Woodham**, 16, Pearl, Miss., Oct 1, 1997. Killed his mother, then killed two students and wounded seven. Was urged on by other boys.	**Kip Kinkel**, 15, Springfield, Ore., May 21, 1998. After being expelled for bringing a gun to school, Kinkel killed his parents, then two students in the cafeteria, wounding 25. Father had given him the Glock.
Barry Loukaitis, 14, Moses Lake, Wash., Feb 2, 1996. Walked into algebra class with a hunting rifle, two handguns and 78 rounds of ammunition. Killed the teacher and two students, wounded a third. One of the students killed had teased him.	**Michael Carneal**, 14, West Paducah, Ky., Dec 1, 1997. Used a stolen pistol to kill three students and wound five in a prayer group, including his ex-girlfriend.	**Shawn Cooper**, 16, Notus, Idaho, April 16, 1999. He rode the bus to school with a shotgun wrapped in a blanket. He pointed the gun at a secretary and students, then shot twice into a door and at the floor. He had a death list, but told one girl he wouldn't hurt anyone. He surrendered.
Name and location withheld by investigators, 16, Feb 8, 1996. Wounded a student and killed himself. He had tried to commit suicide in the past. Other students knew he had been asking for a gun but didn't report it.	**Joseph "Colt" Todd**, 14, Stamps, Ark, Dec. 15, 1997. Shot two students. Said he was humiliated by teasing.	**Eric Harris**, 17, and **Dylan Klebold**, 18, near Littleton, Colo., April 20, 1999. The pair killed 12 students and one teacher, wounded 23 students, and killed themselves. They had planned far more carnage at Columbine High School, spreading 31 explosive devices. They had detailed plans, including hand signals for "use bomb" and "suicide (point to head w gun)."

Anthony Gene Rutherford, 18, **Jonathan Dean Moore**, 15; **Joseph Stanley Burris**, 15; Patterson, Mo., March 25, 1996. The three killed a student at a rural Christian school for troubled youths. They thought he might intervene in an attack they planned on the school.	**Mitchell Johnson**, 13, and **Andrew Golden**, 11., Jonesboro, Ark., March 24, 1998. The pair killed four female students and a teacher after pulling the fire alarm. They had stolen the guns from Golden's grandfather.	**Thomas Solomon**, 15, Conyers, Ga., May 20, 1999. Fired at the legs and feet of students, injuring six. Had turned sullen after being dumped by his girlfriend, and had talked of bringing a gun to school.
David Dubose Jr, 16, Scottsdale, Ga., Sept. 25, 1996. A student at the school for less than a week., Dubose shot and killed a teacher.	**Andrew Wurst**, 14, Edinboro, Pa., April 25, 1998. Killed a teacher and wounded three students at a dinner dance. He had talked of killing people and taking his own life.	**Victor Cordova Jr.**, 12, Deming, N.M., Nov. 19, 1999. Shot a student in the head killing her.
Evan Ramsey, 16, Bethel, Alaska, Feb, 19, 1997. Killed the principal and one student, wounding two, with a shotgun. Had told many students what he would do.	**Jacob Davis**, 18, Fayetteville, Tenn., May 19, 1998. An honor student three days before graduation, Davis used a rifle to shoot another boy in a dispute over a girl.	**Seth Trickey**, 13, Fort Gibson, Okla., Dec. 6, 1999. Wounded four students outside Fort Gibson Middle School.
		Nathaniel Brazill, 13, Lake Worth, Fla., May 26, 2000. Had been sent home for horseplay with water balloons on the last day of school. Returned with a gun and killed a teacher.

Source: *Chicago Sun Times*, October 2000 – by Bill Dedman.

Handout for Participants

ZERO TOLERANCE

The following is a quote by Reverend Jesse L. Jackson Sr:

> "Fear of our children is at the heart of zero tolerance policies in our schools. Guided largely by fear, the education system has sought to exert power and control over our children, and has abdicated its responsibility to guide, nurture, and protect" (Zero Tolerance: Resisting the Drive for Punishment in Our Schools, 2001).

Number of Chicago Public School Students Arrested by Age: 2003	
	Number Arrested
7-year olds	4
8-year olds	17
9-year olds	52
10-year olds	98
11-year olds	196
12-year olds	463
13-year olds	810
14-year olds	1363
15-year olds	2176
16-year olds	1627
17-year olds	1089
18-year olds	444
Source: Chicago Police Department	

http://www.suntimes.com/news/education/1948416,chicago-public-schools-cameras-121909.article

Handout for Participants

90 CAMERAS TO BE INSTALLED OUTSIDE CPS SCHOOLS
December 19, 2009
By Fran Spielman City Hall Reporter

Ninety cameras will be installed outside Fenger and 39 other Chicago Public high schools to stop what Mayor Daley called the ugly "epidemic of children killing children," thanks to a $2.25 million gift from the banking giant that employs the mayor's brother, Sun-Times reports.

Last year, a bloody weekend for CPS students prompted Daley to link 4,844 cameras inside schools and 1,437 exterior school cameras to police districts, squad cars and the 911 center. Until that time, real-time video from school cameras was accessible only to school security.

Thanks to J.P. Morgan Chase, where William Daley serves as Midwest chairman, 40 more high schools will get exterior cameras. They include Fenger, where 16-year-old Derrion Albert was beaten to death in September during a brawl captured on videotape and played around the world.

Another camera will be installed outside Walter H. Dyett High School, 555 E. 51st St., where two students have been murdered this year.

The extra layer of protection can't come soon enough for sophomore Brandi Wilson, who's tired of "gang wars" that sometimes extend her school day.

"They happen around 3 p.m. or 4 p.m. when we're getting out of school, and I just don't feel safe," Wilson said after Daley's news conference at Dyett.

"I call my mom and I tell her, `Mom, I'm not coming home right now. I'm staying inside of the school because there's shooting going on outside or there's a gang fight going on outside.' And she's like, `They're gonna have to do something. I don't like that you don't feel protected.'"

With the outdoor camera, Wilson said, "Maybe we can concentrate more on our school work instead of having to worry about the next violent thing that's gonna happen."

Schools CEO Ron Huberman stressed that some of the new cameras would be "outside the immediate envelope" of the school because that's where the violence takes place.

Daley stressed that none of the new cameras would have blue strobe lights that carry the stigma of a high-crime area.

"You won't even see this unless you're looking for it," he said.

Over the last four years, Chase has donated more than $15 million to support academic programs, college scholarships and principal and teacher development.

In 2003, Chase Chairman Jamie Dimon also made an extraordinary personal gift to the city: $1.2 million so Chicago could buy 120 thermal-imaging cameras—enough to equip every firehouse in Chicago.

POLICE VIOLENCE: FEAR AND LOATHING AMONG YOUTH OF COLOR

By Mariame Kaba

Purpose: Allegations of police abuse are rife in cities throughout the country and take many forms. Police violence is considered to be an important source of oppression in the lives of youth of color (in particular). In this curriculum unit, participants explore police violence and its impact on youth of color and on their communities.

MATERIALS
- Enough Copies of Handouts for participants
- Copy of the lyrics of American Skin (41 shots) by Bruce Springsteen
- American Skin Song (featured on the album, *Bruce Springsteen & the E Street Band: Live in New York City*)

TIME
1.5 hours (if you include the optional reading/debate activity this workshop will run to 2.5 hours)

BACKGROUND
In the summer of 1968, youthful protesters at the Democratic National Convention in Chicago were met by police who beat them with clubs and seriously injured many. Although police brutality[8] was not uncommon at the time, the Chicago incident was captured on film and broadcast to a large number of viewers. This led to a more generalized national concern about police brutality.

Policing has historically played an oppressive role in communities of color. Most young people of color have a story to tell about their own personal negative encounters with the police or those of their friends and family members.

Black people in particular have had a contentious relationship with the police. Over the past 25 years, the beating of Rodney King by police in Los Angeles, the sodomy of Abner Louima and the shooting of Amadou Diallo by police in New York City, along with the killing of Johnny Gammage by police in Pittsburgh have served to fuel and rekindle racial tensions between members of the Black community and the police. A 1989 Gallup Poll revealed that 50% of the Blacks interviewed believed that most police officers view all Blacks as suspects and are likely to arrest the wrong person. In a similar survey, 25% of the Black men polled reported that they had been harassed while driving through predominantly White neighborhoods (Bessent & Tayler, 1991).

In a study of African American high school males by Delores D. Jones-Brown, a majority of her respondents experienced the police as a repressive rather than facilitative agent in their own lives and in the lives

---

8. Police brutality is a term used to describe the excessive use of physical force, assault, verbal attacks, and threats by police officers and other law enforcement officers. The term may also be used to apply to such behavior when use by prison officers. Widespread, systematic police brutality exists in many countries, even those which prosecute it. Brutality is one of several forms of police misconduct which include false attest, intimidation, racial profiling, political repression, surveillance abuse, sexual abuse, and police corruption (Wikipedia).

of their friends and relatives[9]. The vast majority of the young black men in Brown's (2000) study reported being stopped by the police at least once. Most of these stops occurred in the company of friends (56.8%) during the 12 months preceding the interview. These young people believed that race plays a role in police-citizen encounters. In fact, police brutality is often associated with the phenomenon of racial profiling.

ACTIVITY #1 (30 MINUTES)

1. Handout the following excerpt to participants.

> *"Police don't respect the rights of young people." —Richie Perez, National Congress for Puerto Rican Rights*
>
> *"We're not out there to antagonize or oppress, we're out there to maintain the peace." —Dennis Fitzgerald, New York City police officer*
>
> One summer night in 1995 in New York City, teenager Rance Scully and three of his friends were walking home from a party when they noticed a police car following them. The four teenagers were doing nothing wrong, so Scully convinced his friends that they should turn around and go talk with the officers. When they headed for the patrol car, the officers suddenly blinded them with a police light and ordered them to stop and spread their legs. Three cops jumped out of the car with guns drawn and surrounded the frightened teens. After aggressively interrogating and searching Scully and his friends, the police released them.

2. The facilitator should ask for volunteers who are willing to read the excerpt aloud.

3. *Discussion Questions*:

   - What is this excerpt about? What are the main points stressed?

   - Do you agree with the quote from Richie Perez? Why or why not?

   - Do you agree with the quote from Dennis Fitzgerald? Why or why not?

   - How many people have ever interacted with the police? What happened?

   - How many people have had a negative encounter with the police? What happened?

ACTIVITY #2 (30 MINUTES):

1. Handout the excerpt from the article "*Oakland shooting fuels anger over police brutality.*"

2. Ask for volunteers to read it aloud.

3. Ask participants to offer their own definitions of police brutality. Come to a consensus as a group about the definition.

4. *Facilitator Note*: You can also share the definition of police brutality offered by Wikipedia to participants.

> Police brutality is a term used to describe the excessive use of physical force, assault, verbal attacks, and threats by police officers and other law enforcement officers. The term may also be used to apply to such behavior when use by prison officers. Widespread, systematic

---

9. Jones-Brown, Delores. "Debunking the Myth of Officer Friendly: How African American Males Experience Community Policing." *Journal of Contemporary Criminal Justice*, Vol. 14 No. 2, May 2000, 209-229.

police brutality exists in many countries, even those which prosecute it. Brutality is one of several forms of police misconduct which include false attest, intimidation, racial profiling, political repression, surveillance abuse, sexual abuse, and police corruption (Wikipedia).

5. *Discussion Questions*:

   a. What do you think are the root causes of police violence?—You can use the Mikva Challenge root causes tree activity for this.

   b. Who do you believe is most targeted by police violence? Why are these individuals or groups targeted?

   c. What impact(s) does police violence have on those who are targeted?

   d. *Facilitator Note*: Make sure to highlight that other marginalized groups have also been and continue to be victimized by police violence. I have included a reference from Amnesty International documenting police abuse against lesbian, gay, bisexual and transgender people.

6. *Facilitator Note*: For Chicago youth, you might share some of the key facts of the Burge Police Torture Case. I have included a resource sheet from a report developed by Human Rights Watch as background.

ACTIVITY #3—AMERICAN SKIN—THE AMADOU DIALLO CASE (30 MINUTES)

1. Pass out the lyrics of *American Skin* by Bruce Springsteen to participants.

2. *Facilitator Note*: I have attached a description of the controversy around this song as a resource sheet. I suggest that you read it prior to leading this unit.

3. Play the song and have participants follow along.

4. Discussion Questions:

   • What are the main ideas expressed in this song?

   • What is Bruce Springsteen referring to when he repeats "41 shots?" *Facilitator Note*: If none of the participants knows the reference, tell them about the Amadou Diallo police brutality incident in New York. I have included a resource sheet about the case.

   • "You Can Get Killed Just for Living in Your American Skin"—What does this mean to you?

   • Springsteen seems to be suggesting that police can get shot for the uniform they wear; minorities can get shot for the color of their skin. The lyrics note that "we're baptized in these waters / and in *each other's* blood" (emphasis added). Do you agree with his characterization of the issue of police violence?

ACTIVITY #4 (OPTIONAL)—DEBATING THE CAUSES OF POLICE VIOLENCE (1 HOUR)

1. *Facilitator Note*: I have included a few essays in section 6 of the guide which can be used with participants to debate the issue of police violence. These readings are excerpted from a book called *Police Brutality: Opposing Views*. Discussion questions are included to debrief the key concepts covered in the essays. This can be structured as a "think, pair, and share" activity as well.

Note from Author: I would like to highlight the fact that there are many great groups in Chicago who are addressing the systemic problem of police abuse and violence including Citizens Alert (*www.citizensalert.org*)

and Chicago Copwatch (*www.chicagocopwatch.org*). Both of these organizations provide workshops that focus more specifically on street law and on how young people can protect their rights if they encounter the police. It was beyond the scope of this unit to provide such information. The goal of this curriculum unit is to provide youth with an opportunity to analyze the root causes of police violence and to relate the ways in which police violence holds youth oppression in place.

RESOURCES:

Police Board 2008 Annual Report – provides information about complaints against Chicago Police.
http://egov.cityofchicago.org/webportal/COCWebPortal/COC_EDITORIAL/PB2008ReptEngFinal.pdf

A History of Extreme Police Brutality – A blog post that offers video clips and other content about key police brutality cases across the country.
http://www.complex.com/blogs/2009/01/08/a-history-of-extreme-police-brutality/

Stonewalled – Still Demanding Respect: Police Abuses against Lesbian, Gay, Bisexual, and Transgender People in the USA – this is a good report if you want to include examples of how other marginalized populations are treated by the police.
http://www.amnesty.org/en/library/asset/AMR51/001/2006/en/f420c754-d46f-11dd-8743-d305be-a2b2c7/amr510012006en.pdf

365 Days of Marching: The Amadou Diallo Story – movie trailer
http:// www.archive.org/details/365DaysOfMarching-TheAmadouDialloStory-TheOfficialMovieTrailer

Death of Two Sons – Tells the story of Amadou Diallo's life and death and that of a young white man named Jesse Thyne, who was a peace corps volunteer in Diallo's home country of Guinea (DVD available for $24.95)
http://www.deathoftwosons.com/index.php

Handout for Participants

"Police don't respect the rights of young people." —Richie Perez, National Congress for Puerto Rican Rights

"We're not out there to antagonize or oppress, we're out there to maintain the peace." —Dennis Fitzgerald, New York City police officer

One summer night in 1995 in New York City, teenager Rance Scully and three of his friends were walking home from a party when they noticed a police car following them. The four teenagers were doing nothing wrong, so Scully convinced his friends that they should turn around and go talk with the officers. When they headed for the patrol car, the officers suddenly blinded them with a police light and ordered them to stop and spread their legs. Three cops jumped out of the car with guns drawn and surrounded the frightened teens. After aggressively interrogating and searching Scully and his friends, the police released them.

Source: *Police Brutality from Opposing Viewpoints and Opposing Viewpoints in World History.* ©2001–2006 by Greenhaven Press, Inc., an imprint of The Gale Group. All rights reserved.

Handout for Participants

OAKLAND SHOOTING FUELS ANGER OVER POLICE BRUTALITY

(AP News, January 10th 2009)

The videotaped killing of an unarmed black man by a transit police officer here (in Oakland, CA) has inflamed long-running tensions between police and many African-American residents.

Public outrage at the New Year's Day slaying of 22-year-old Oscar Grant intensified as grainy footage of the shooting played repeatedly on television and the Internet, while the officer remained free and not charged with any crime.

Dozens of black community leaders and residents berated Bay Area Rapid Transit officials for hours at a meeting Thursday, the morning after demonstrators torched cars, smashed store windows and threw bottles at officers in downtown Oakland.

More than 100 people were arrested and about 300 businesses were damaged Wednesday. Three of the people arrested during the violence were arraigned Friday on various charges, including vandalism, arson and firearm possession.

To many, Grant's death is the latest in a series of incidents — from a deadly shootout with the Black Panthers in the 1960s to the fatal shooting of another armed man in July — that have fueled mistrust of the police.

"Oakland, unfortunately, has had a history of treating the African-American community unfairly," said George Holland Sr., an attorney who heads the Oakland chapter of the National Association for the Advancement of Colored People. "The community has a great distrust for police officers because they feel they can't be punished."

Harry Williams, an Oakland minister, viewed Wednesday's violent street protest in the context of that perceived injustice.

"People are just fed up, and Oscar Grant is the match that lit up the dynamite," he said. Many residents perceive the police as "keepers of the gate instead of servants of the people," he added.

JASON DEAREN and TERRY COLLINS. Oakland shooting fuels anger over police brutality. Copyright 2009

Handout for Participants

AMERICAN SKIN (41 SHOTS) BY BRUCE SPRINGSTEEN AND THE E STREET BAND

(41 shots)
(41 shots)
(41 shots)

41 shots, and we'll take that ride
'Cross this bloody river to the other side
41 shots, cut through the night
You're kneeling over his body in the vestibule
Praying for his life

Well, is it a gun, is it a knife
Is it a wallet, this is your life
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)
No secret my friend
You can get killed just for living in your American skin

(41 shots)
(41 shots)
(41 shots)
(41 shots)

41 shots, Lena gets her son ready for school
She says "On these streets, Charles
You've got to understand the rules
If an officer stops you, promise me you'll always be polite
And that you'll never ever run away
Promise Mama you'll keep your hands in sight"

Well, is it a gun, is it a knife
Is it a wallet, this is your life
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)
No secret my friend
You can get killed just for living in your American skin

(41 shots)
(41 shots)

(41 shots)
(41 shots)

Is it a gun, is it a knife
Is it in your heart, is it in your eyes
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)

41 shots, and we'll take that ride
'Cross this bloody river to the other side
41 shots, got my boots caked in this mud
We're baptized in these waters (baptized in these waters)
And in each other's blood (and in each other's blood)

Is it a gun, is it a knife
Is it a wallet, this is your life
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)
It ain't no secret (it ain't no secret)
No secret my friend
You can get killed just for living in
You can get killed just for living in
You can get killed just for living in
You can get killed just for living in
You can get killed just for living in your American skin

(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in
(41 shots)
You can get killed just for living in [fades out]

Resource Sheet for Facilitators

The repeated practice of torture by Chicago police came to light in the late 1980s and early 1990s.[1] One case involved Andrew Wilson, who was accused (and later convicted) of shooting and killing police officers William Fahey and Richard O'Brien on February 9, 1982.[2] When Wilson was questioned on February 14 at the South Side Area 2 station, he suffered multiple injuries: he claimed that officers supervised by Commander Jon Burge tortured and brutalized him during an interrogation that lasted for seventeen hours.[3] He claimed electric shocks were administered to his head and genitals and that police cranked a "black box" to produce electric currents after clips were attached to parts of his body; Wilson was also allegedly stretched over a hot radiator and burned.[4]

The People's Law Office, an activist firm, conducted an investigation and identified sixty-five suspects who were tortured by Burge or other officers and detectives between 1972 and 1991 in Areas 2 and 3.[5] A report by the police investigatory agency, the Office of Professional Standards (OPS), found that physical abuse "did occur and that it was systematic....[T]he type of abuse described was not limited to the usual beating, but went into such esoteric areas as psychological techniques and planned torture. The evidence presented by some individuals convinced juries and appellate courts that personnel assigned to Area 2 engaged in methodical abuse."[6]

After the city settled the claim of thirteen-year-old Marcus Wiggins, who alleged electric shock by Burge's detectives, the attorneys representing Wiggins fought for the release of the department's internal documents related to the case and its investigation, noting that the police are public servants and that issues of public safety and general public interest were at stake. The city and police union had argued to protect the privacy interests of the officers named in the files and a supposed chilling effect that would negatively affect future police internal investigations.[7] The court found in favor of the public's right to know, stating:

> No legitimate purpose is served by conducting [police internal] investigations under a veil of near total secrecy. Rather, knowledge that a limited number of persons, as well as a state or federal court, may examine the file in the event of civil litigation may serve to insure that these investigations are carried out in an even handed fashion, that the statements are carefully and accurately taken, and that the true facts came to light, whether they reflect favorably or unfavorably on the individual police officers involved or on the department as a whole.[8]

Andrew Wilson's first civil case alleging torture by the police resulted in a hung jury; his retrial did not find the officers personally responsible but did find a de facto policy within the Chicago police department to ill-treat certain suspects. After a complicated series of court challenges, Wilson won a judgment of over $1.1 million ($100,000 for damages and $1 million for attorneys' fees).[9] At least three other plaintiffs were awarded damages in civil lawsuits related to the torture allegations for an additional $250,000.[10]

In March 1994, the city argued that Burge and other detectives were not acting within the scope of employment when they abused Wilson, and that the city should not have to pay any jury award

against those officers; instead the payment should come from the officers themselves. In practice, this would mean that the victim would not be compensated appropriately. The city's court pleading stated, in part, "[I]mmediately following his arrest, plaintiff Wilson was placed in the custody of Chicago police. While in police custody, defendant Burge physically abused plaintiff Wilson by a variety of means including kicking him, electro-shocking and burning him by attaching him to a radiator...."[11]

After the Wiggins case in September 1991, and long after the Wilson allegations of torture, Burge was dismissed and two detectives involved in the Wilson case were suspended by the Police Board.[12] According to insider and press reports, as of 1997, no other detectives or others on the force had been disciplined for any of the other sixty-four cases where torture was alleged.[13] Indeed, several of Burge's colleagues involved in the torture cases had been promoted, commended or allowed to retire with full benefits.[14] OPS investigators reopened twelve of the torture cases and reportedly recommended discipline for several officers, but the OPS director overruled the recommendations.[15] In the cases of two sergeants identified as abusers involved with Burge, OPS investigators sustained complaints and recommended discipline; instead one sergeant was decorated for valor by the mayor (who also recommended him promoted to lieutenant) while the other retired with full benefits.[16]

No criminal prosecutions were pursued against the officers involved in the torture incidents. The U.S. Attorney's office reportedly learned of the Area 2 torture cases after the five-year statute of limitations for civil rights cases had passed; when it was suggested that conspiracy charges could still be brought against those involved who continued to cover up their involvement, there was still no action toward pursuing the cases.[17] Meanwhile, prisoners remain on death row following confessions forced by Burge and others on the police force through torture techniques.[18] Burge attempted to get reinstated, but his dismissal was upheld in February 1994. The police union expressed outrage when he was not reinstated: "This we feel is a miscarriage of justice.... In this entire case, there is not one shred of evidence. It's strictly a political victory and that's what this is, political."[19] Union officials further claimed the dismissal of Burge was an effort to "neutralize law enforcement."[20]

Endnotes

1. Torture by police officers is not, strictly speaking, use of excessive force, but is an unjustified and criminal assault. Torture is prohibited by international human rights treaties by which the U.S. is bound, including the International Covenant on Civil and Political Rights and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.

2. Amnesty International, "Allegations of Police Torture in Chicago, Illinois," December 1990 (hereinafter Amnesty International, "Allegations of Police Torture"); Ken Parish Perkins, "The bane of brutality," *Chicago Tribune*, July 4, 1994.

3. Ibid., John Gorman, "`Police tortured me,' cop killer says at suit hearing," *Chicago Tribune*, February 24, 1989; John Gorman, "`Torture' charged in rights suit," *Chicago Tribune*, February 16, 1989; Ken Parish Perkins, "The bane of brutality," *Chicago Tribune*, July 4, 1994; John Conroy, "Town without pity," *Chicago Reader*, January 12, 1996.

4. Ibid.

5. Telephone interview with attorney G. Flint Taylor of the People's Law Office, October 23, 1997; list of sixty-four alleged victims in Affidavit of G. Flint Taylor, *Illinois v. Patterson*, No. 86-

C-6091 (Cook County Cir. Ct. filed November 13, 1996); Statement of G. Flint Taylor, before the Congressional Black Caucus, September 12, 1997, p. 2. For a detailed description of many of the torture allegations, *see* Conroy, "Town without pity," *Chicago Reader*; and Conroy, "The shocking truth," *Chicago Reader*, January 10, 1997.

6. Office of Professional Standards report by investigator Michael Goldston, September 28, 1990 (hereinafter "Goldston Report"), p. 3. Goldston's report listed the names of fifty alleged victims of torture and brutality, the names of detectives who had been involved, and stated: "Particular command members were aware of the systematic abuse and perpetuated it either by actively participating in same or failing to take any action to bring it to an end." Ibid.

7. The contract between the city and the police union prevents the disclosure of the names of officers under investigation "unless there has been a criminal conviction or a decision has been rendered by the Police Board." Andrew Martin, "Badge shields cops accused of misconduct," *Chicago Tribune*, August 6, 1995. When names of officers are disclosed, they are usually provided by prosecutors' offices.

8. *Wiggins v. Burge* (Slip Op. At 6,) quoting *Mercy v. County of Suffolk*, 93 F.R.D. 520, 522 (E.D.N.Y.)

9. Telephone interviews, G. Flint Taylor, October 31, 1997 and January 15, 1998. Wilson's $100,000 was awarded to the estate of one of the police officers he was convicted of killing.

10. Amnesty International, "Allegations of Police Torture," p. 2 and telephone interview with G. Flint Taylor, October 31, 1997.

11. *See* para. 11 of the Cross-Claim of the City of Chicago against Officer Jon Burge, *Wilson v. City of Chicago*, No. 86-C-2360 (U.S. District Court, N.D. Ill. filed April 18, 1996). The judge ruled against the city. *See* also Charles Nicodemus, "City appealing brutality award," *Chicago Sun-Times*, January 11, 1997 and Conroy, "The shocking truth," *Chicago Reader*.

12. The Police Board issued its decision in February 1993; in December 1995, the officers' court appeals were exhausted and the punishments were upheld. Burge was dismissed for participating in and not stopping the abuse of Wilson, and the detectives were suspended for failing to stop or report the abuse. All three were found guilty of failing to obtain medical attention for Wilson. Supt. Matt Rodriguez reportedly attempted to also demote the detectives, but the punishment was overturned because the police union contract allows only one punishment for an infraction. Conroy, "Town without pity," *Chicago Reader*, January 12, 1996.

13. Taylor, statement before Congressional Black Caucus, p. 3, and Conroy, "Town without pity," *Chicago Reader*.

14. Taylor, statement before the Congressional Black Caucus, p. 3.

15. No investigation was reopened in the Melvin Jones case. Jones alleged that he was electric-shocked by Burge in the presence of several other detectives, and the city of Chicago reportedly admitted in court pleadings that Jones was tortured. *See* Local Rule 12 N Statement of the City of Chicago in Opposition to Plaintiff Andrew Wilson's Motion for Summary Judgment against the City of Chicago, Complaint, *Andrew Wilson v. City of Chicago*, U.S. District Court, Northern District of Illinois, No. 86-C-2360, para. 26, May 15, 1995: "Nine days before plaintiff was

abused, defendant Burge electro shocked Melvin Jones on the genitals and thigh with a device in a wooden box and threatened him with a gun, while he was handcuffed....in an attempt to coerce a confession from him...." City's answer: "The city admits the statements contained in para. 26." *See* also G. Flint Taylor, "Two significant decisions in Chicago torture cases," Police Misconduct and Civil Rights Law Reporter, vol. 5, issue 10, July/August 1997, p. 109.

16. One of those involved in the torture incident, Sgt. Peter Dignan, was promoted to lieutenant in 1995. When questions were raised about Dignan's connection with several allegations of brutality and torture - as established in OPS reports and publicized civil cases against the city - Superintendent Rodriguez told reporters that he was not aware of allegations against Dignan when he made his promotion selections. Charles Nicodemus, "Brutality rap hits merit cop," *Chicago Sun-Times*, March 18, 1995.

17. Conroy, "Town without pity," *Chicago Reader.*

18. According to attorney G. Flint Taylor, ten such prisoners remain on death row. A press report placed the number at six. Editorial, "Probe Illinois justice," *Chicago Sun-Times*, July 16, 1997.

19. Andrew Fegelman, "Cop firing in torture case upheld," *Chicago Tribune,* February 11, 1994.

20. Perkins, "The bane of brutality," *Chicago Tribune.*

Source: *Sheltered from Justice: A Report* by Human Rights Watch (1998)

Resource Sheet for Facilitators

Amadou Bailo Diallo (September 2, 1975 – February 4, 1999) was a 23-year-old Guinean immigrant in New York City who was shot and killed on February 4, 1999 by four New York City Police Department plain-clothed officers: Sean Carroll, Richard Murphy, Edward McMellon and Kenneth Boss. The four officers fired a total of 41 rounds. The shooting took place at 1157 Wheeler Avenue in the Soundview section of the Bronx. The four were part of the now-defunct Street Crimes Unit. All four officers were acquitted at trial in Albany, New York.

Diallo was unarmed at the time of the shooting, and a firestorm of controversy erupted subsequent to the event as the circumstances of the shooting prompted outrage both within and outside New York City. Issues such as police brutality, racial profiling, and contagious shooting were central to the ensuing controversy.

In September 1996, Amadou Diallo came to New York City where he and a cousin started a business, and to where other family members had immigrated. There he planned to enroll in college to pursue a computer science degree.

EVENTS SURROUNDING DEATH

Diallo had reportedly come to New York City to study but had not enrolled in any school. He sought to remain in the US on a long-term basis by filing an application for political asylum. He sold videotapes, gloves and socks from the sidewalk along 14th Street during the day and studied in the evenings.

In the early morning of February 4, 1999, Diallo was standing near his building after returning from a meal. Police officers Edward McMellon, Sean Carroll, Kenneth Boss and Richard Murphy passed by in a Ford Taurus when they thought Diallo matched the description of a (since-captured) serial rapist and approached him. The officers were in plain clothes. The officers claimed that they loudly identified themselves as NYPD officers and that Diallo ran up the outside steps toward his apartment house doorway at their approach, ignoring their orders to stop and "show his hands". As the suspect reached into his jacket, Carroll believed Diallo was drawing a firearm and yelled "Gun!" to alert his colleagues. The officers opened fire on Diallo and during the burst McMellon fell down the steps, appearing to be shot. The four officers fired forty-one shots, hitting Diallo nineteen times. Investigation found no weapons on Diallo's body; the item he had pulled out of his jacket was not a gun, but a wallet.

On March 25 a Bronx grand jury indicted the officers on charges of second-degree murder and reckless endangerment. On December 16 a New York appellate court ordered a change of venue to Albany, New York, stating that pretrial publicity had made a fair trial in New York City impossible. On February 25, 2000, after two days of deliberations, a mixed race jury acquitted the officers of all charges.

AFTERMATH

Diallo's death, the change of venue, and the verdict each sparked massive demonstrations against police brutality and racial profiling, resulting in more than 1,700 arrests over the course of many weeks. Those arrested in the daily protests at the entrance of One Police Plaza came from all walks of life,

and included former NYPD officers, former mayor David Dinkins, Congressmen Charlie Rangel and Gregory Meeks, the Revs. Al Sharpton and Jesse Jackson, New York State Assemblyman Ruben Diaz Jr., actress Susan Sarandon, as well as British documentary maker Louis Theroux, and more than a dozen rabbis and other clergy, and numerous federal, state, and local politicians. Charges against the protesters were later dropped. In 2001 the Justice Department announced that it would not charge the officers with having violated Diallo's civil rights.

On April 18, 2000, Diallo's mother, Kadiatou, and his stepfather, Sankarella Diallo filed a US$61,000,000 ($20m plus $1m for each shot fired) lawsuit against the City of New York and the officers, charging gross negligence, wrongful death, racial profiling, and other violations of Diallo's civil rights. In March 2004, they accepted a US$3,000,000 settlement. The settlement was reportedly one of the highest against the City of New York for a single man with no dependents under New York State's restrictive wrongful death law, which limits damages to pecuniary loss by the descendant's next of kin.

In April 2002, as a result of the killing of Diallo and other controversial actions, the Street Crime Unit was disbanded.

The event even spurred subsequent social psychology research. Eberhard and colleagues (2004) conducted experiments with police officers which revealed that they took longer to decide to not shoot an unarmed black target than an unarmed white target, and were quicker to decide to shoot an armed black target than an armed white target.

Retrieved from *http://en.wikipedia.org/wiki/Amadou_Diallo*

Resource Sheet for Facilitators

INFORMATION ABOUT AMERICAN SKIN

INTRO

Music and lyrics by Bruce Springsteen, AMERICAN SKIN (41 SHOTS) is a scathing comment on the New York City police fatal shooting (with 41 shots) of the unarmed Bronx resident Amadou Diallo in Feb 1999. The song debuted in concert in Atlanta on 04 June 2000, the final concert before the tour's final 10-show run at New York City's Madison Square Garden, where it was also featured on all ten. The live 01 Jul 2000 version (to which the above lyrics correspond) was released on *Live In New York City*, both the album and the DVD, while a studio recording of the song was never available commercially.

THE STORY BEHIND THE SONG

AMERICAN SKIN (41 SHOTS) was inspired from the incident that took place on 04 Feb 1999, when four white New York City plainclothes police officers, (Richard Murphy, Kenneth Boss, Sean Carroll, and Edward McMellon), shot dead Amadou Diallo, a 22 year old black West African immigrant. The four men suspected Diallo to match the profile of a rapist that had committed crimes in the area then (Bronx), and when he tried to pull out what they later found out was to be his wallet (which they presumed to be a gun), they opened fire, "41 shots", 19 of which hit the target. The officers were later tried for murder, but were found innocent by the jury. The verdict was not welcomed by many groups which created an atmosphere of tension in the city.

DEBUT AND CONTROVERSY

Bruce Springsteen unveiled AMERICAN SKIN (41 SHOTS) on 04 Jun of the following year when he performed it live at Philips Arena, Atlanta, GA. He wrote it during *The Reunion Tour* and after thorough checking with the band, he premiered in Atlanta. It was promptly posted on file-sharing Internet sites, with the media picking up on it as well. The song pushed "a lot of buttons in America," as Bruce commented. It sparked a wave of controversy, and it was even accused by some of being written in support of Hillary Clinton's race for mayor against Giuliani.

POLICE REACTIONS

The first comeback against it was made by Patrick Lynch, the president of the 27,000-member Patrolmen's Benevolent Association (PBA) in New York City, who sarcastically hadn't even heard the song. He posted a letter on the PBA's website on 08 Jun accusing Springsteen of "trying to fatten his wallet by reopening the wounds of this tragic case". He also encouraged officers to neither attend nor work as moonlighting security guards at Springsteen's upcoming ten-show stand at Madison Square Garden. Howard Safir, New York City Police commissioner, told the *New York Daily News* that he personally didn't care for Bruce Springsteen's song or music, while Bob Lucente, president of the New York State Fraternal Order of Police, called Springsteen a "fucking dirtbag" and declared that he goes on the boycott list.

Patrolmen's Benevolent Association
of the City of New York, Incorporated

TO ALL DELEGATES AND MEMBERS

June 8 , 2000

Singer Bruce Springsteen has begun performing in concert a song called "American Skin," - the title seems to suggest that the shooting of Amadou Diallo was a case of racial profiling - which keeps repeating the phrase, "Forty-one-shots." I consider it an outrage that he would be trying to fatten his wallet by reopening the wounds of this tragic case at a time when police officers and community members are in a healing period, and I have let his representatives and the press know how I feel about this song.

I strongly urge any PBA members who may moonlight as security or in any other kind of work at rock concerts to avoid working Springsteen concerts. He is scheduled to appear at Madison Square Garden for a 10-day stand beginning June 12, and the PBA strongly urges you not only not to work this or any other Springsteen concert but also not to attend.

Let's stick together on this important issue.

Fraternally,

Patrick J. Lynch
President

Not all police fractions were "out to kill"; some spoke in his defense. On 10 Jun, Rev. Al Sharpton praised The Boss and ripped into the PBA for urging a boycott of the concerts. "We were all born in the USA," "No one can tell us we can't stand for what is right," Sharpton said. He added that the Jersey rocker "can come up here anytime," and that he's invited "to march with us to Washington where we all will stand up against police brutality."

Lt. Eric Adams, spokesman for a group called 100 Blacks in Law Enforcement, told the *Association Press* that they "commend Bruce Springsteen, and we believe that he is courageous in the position that he is taking." Police lieutenant Michael J. Gorman wrote a letter to the *New York Times* noting, "trying to muzzle those who refer to this tragedy is wrong. Mr. Springsteen has generally been a supporter of police officers, giving generously to police charities. Attacks on him are not only unfair but also counterproductive." A notable incident was when a New York patrolman at one of Bruce's shows

in the city show brought along a sign that said "Here sits a NYC policeman who still loves Bruce!!" Springsteen, spotting it from the stage, said "Now there's a sign I like!"

RECEPTION

The song was described as "astonishing" by the *New York Post*'s Jack Newfield. Jon Pareles of *New York Times* praised the song as "a resonant elegy and a reflection on how fear can become deadly." Elysa Gardner of *USA Today* pointed out in her review of Springsteen's performance, "Those who would cast 'Skin' as an anti-police diatribe were off the mark. The song is more elegiac than angry in tone, expressing sorrow for all parties involved in the incident and, on a larger scale, asking what we can do to overcome the lack of communication that leads to such tragedies."

Bruce played the haunting song, without comment, on the last 11 shows of *The Reunion Tour* (the last show in Atlanta and each of the ten New York City shows) and he even included it on his *Live In New York City* album and DVD in 2001. After the first New York show, on June 12, he met with Diallo's parents who expressed their appreciation for the song. It seems that the boycott on Bruce Springsteen's New York shows went unnoticed; each of the ten Madison Square Garden shows was a sold-out, and scalpers were able to sell tickets at multiples of the face value.

SPRINGSTEEN'S COMMENTS

"Because a lot had been written about the case in magazines and newspapers," Springsteen explained later, "I was just setting out to basically continue writing about things that I'd written about for a long period of time, which is, who we are? What's it mean to be an American? What's going on in this country we live in? It was asking some questions that were hanging very heavy in the air... And it was an extension of just a lot of my other work." He added, however, "I think it dealt very directly with race, and that's a subject that pushes a lot of buttons in America." For his part, Springsteen said he was "surprised... there were so many people willing to comment so quickly about something they've never heard. That was just somewhat puzzling to me, because we'd only played the song once, in Atlanta, and there was no recorded version of it... There was a lot of misinterpretation and comment about something that I don't thing a lot of people had heard, and the song wound up being misrepresented by quite a few people."

Springsteen writes about AMERICAN SKIN in the new edition of his book *Songs*, "Though the song was critical, it was not 'anti-police' as some thought." As he also points out, the first verse is from the point of view of a police officer, "kneeling over his body in the vestibule, praying for his life." Rather than being an indictment of police, if the song points a finger at anyone, Springsteen suggests that it points at all US citizens, the singer included. "The idea was here," he writes: "Here is what systemic racial injustice, fear, and paranoia do to our children, our loved ones, ourselves. Here is the price in blood."

The *Live In New York City* DVD included a bonus 15-minute documentary titled *New York City Serenade* that contains footage of some other songs not included on the DVD in addition to segments of an interview by HBO's Bob Costas with Springsteen and the members of The E Street Band. Costas asks, "'American Skin', the story of Amadou Diallo, the West-African immigrant who was slain by police fire. What is about you do you think that makes you go in that direction?" Bruce replies, "Sort of

writing about what's in the air. I didn't think that song's particularly different from things I'd written in the past. It was just a part of the continuing work that I've done. It's sort of trying to figure out who am I, and who are we as Americans, what is Americaness. I think that my point of view with the song is that the Diallo's case ended of being a metaphor for a lot of people about feeling they don't have full citizenship..." He adds, "That was the essence of the title."

During *The Rising Tour* Springsteen opened his 12 Nov 2002 show at U.S. Bank Arena, Cincinnati, OH, with AMERICAN SKIN (41 SHOTS). He preceded the song with an introduction addressing racial tensions in the city:

> Thanks. Before we uh, before we start the show tonight, I'd just like to say, you know, I don't know if you've read about it in the newspapers at all out here but we've uh, been contacted by several organizations here in the city who are trying to combat... They're trying to combat the segregation and the economic apartheid and the racism that exists not just here in Cincinnati but everywhere in our country. As a young man, as a young man, I saw it up close in my own hometown, and while there've been many improvements since then, the core fact of racism continues to this day at all levels of our society. Well, I wrote a song a couple years ago about what happens when we stop communicating with one another, and how that non-communication becomes systematic, when injustice becomes ingrained in institution... The consequences, the violence, the human cost, and life cut short, that comes with it. So I wanna open our show here tonight with a song uh, not just for Cincinnati but for the country we'd like to see our children brought up in... And we're gonna send it out tonight to the people, and the organizations here in the city that are working for a just Cincinnati and a just America. Thank you.

Source: *http://www.springsteenlyrics.com/lyrics/a/americanskin.php*

AMERICAN CASINO: ECONOMIC VIOLENCE IN THE U.S.

Adapted by Mariame Kaba

Purpose: To understand the policy decisions that contributed to the growth of the housing bubble and to underscore the systemic economic violence that was experienced by people of color.

TIME
2.5 hours

MATERIALS
- American Casino DVD
- Newsprint and Markers
- Enough handouts for all participants

This film can be ordered at *www.americancasinothemovie.com*. The filmmakers have generously agreed to allow users of this curriculum guide to order the DVD at the home viewing rate of $24.95 (even if you are affiliated with a non-profit or school and planning to use the film for educational screenings). The editors are very grateful to Mr. Andrew Cockburn for agreeing to partner with us on this.

ACTIVITY #1: SHOW THE FILM AMERICAN CASINO (90 MINUTES)

Film Synopsis: We All Lost

"I don't think most people really understood that they were in a casino" says award-winning financial reporter Mark Pittman. "When you're in the Street's casino, you've got to play by their rules." This film finally explains how and why over $12 trillion of our money vanished into the American Casino.

For chips, the casino used real people, like the ones we meet in Baltimore. These are not the heedless spendthrifts of Wall Street legend, but a high school teacher, a therapist, a minister of the church. They were sold on the American Dream as a safe investment. Too late, they discovered the truth. Cruelly, as African – Americans, they and other minorities were the prime targets for the subprime loans that powered the casino. According to the Federal Reserve, African-Americans were four times more likely than whites to be sold subprime loans.

We meet the players. A banker explains that the complex securities he designed were "fourth dimensional" and sold to "idiots." A senior Wall Street ratings agency executive describes being ordered to "guess" the worth of billion dollar securities. A mortgage loan salesman explains how borrowers' incomes were inflated to justify a loan. A billionaire describes how he made a massive bet that people would lose their homes and has won $500 million, so far.

Finally, as the global financial system crumbles and outraged but impotent lawmakers fume at Wall Street titans, we see the casino's endgame: Riverside, California a foreclosure wasteland given over to colonies of rats and methamphetamine labs, where disease-bearing mosquitoes breed in their millions on the stagnant swimming pools of yesterday's dreams.

Filmed over twelve months in 2008, American Casino takes you inside a game that our grandchildren never wanted to play.

Discussion Questions:

1. What struck you most about the film?

2. What was most surprising to you about the film?

3. What is the significance of the title of the film "American Casino?"

4. Why did the government "bailout" the banks instead of individual Americans who had been hurt by the housing crisis?

5. Martin Luther King Jr. has defined violence as "anything that denies human integrity, and leads to hopelessness and helplessness." Based on this definition of violence could the subprime mortgage crisis be considered to be a form of violence? Why or why not?

6. In what ways does the subprime crisis impact the lives of young people? [For example, foreclosures can lead to urban blight and therefore increase crime in communities. Foreclosures deplete the tax base in local communities which means that local schools receive less money to educate children in those same communities. Foreclosures cause stress in families which can increase the likelihood of domestic and other forms of violence.]

ALTERNATIVE ACTIVITY: THE WIDENING ECONOMIC DIVIDE (20 MINUTES)
If you do not have access to *American Casino* to screen, you can show the following online video instead. "Henry Kravis and His Homes" is a good way to provoke discussion about the increasing economic divide. You need internet access in order to screen the video:

> *http://www.youtube.com/watch?v=N8RsFwsODzE*

Ask a series of discussion questions to participants after they view the short video:

What did you think of the video? Do you think that it is fair that Henry Kravis has so many homes while so many others are losing theirs?

Talking Point: The rules that govern the economy (tax laws, spending decisions, financial regulations, etc) disenfranchise many but have a disproportionately adverse impact on people and communities of color. But there are also beneficiaries of these policies, who especially in the last couple of decades have dramatically widened the economic divide.

ACTIVITY #2: THE HOUSING BUBBLE IN FOUR PANELS
(Adapted from *Bankers, Brokers, Bubbles & Bailouts: The Causes & Consequences of the Financial Crisis – Trainer's Guide by United for a Fair Economy – www.faireconomy.org*. Used with permission) -- 45 minutes

a. The facilitator asks participants to look at the Darrin Bell cartoon, and then, in pairs describe the meaning they draw from the cartoon.

  • What does this cartoon represent?

b. ***Facilitator Note***: "Sold Out – How Wall Street and Washington Betrayed American," by Robert Weissman and Harvey Rosenfield *www.wallstreetwatch.org* (March 2009), documents the deregulatory moves that led to the financial meltdown. These include prohibitions on regulating financial derivatives: the repeal of regulatory barriers between commercial banks and investment banks; a voluntary regulation scheme for big investment banks; and federal refusal to act to stop predatory *subprime* lending.

> **SUBPRIME** is a loan with higher interest and more onerous terms than a standard prime loan.

c. The facilitator should handout copies of *15 Fast Facts about the Housing Crisis* to participants. Ask for volunteers to read it aloud. [Facilitator Note: According to the Center for Responsible Lending, the projected new foreclosures in Illinois are 103,000 in 2009.]

d. Ask participants: Are you surprised by the fact that 61% of 2006 subprime loans went to people who could have qualified for prime loans with better terms? Who are the people who were encouraged to take subprime loans vs. prime loans? Why were these people encouraged to take subprime loans? [*Facilitator Note*: According to the Center for Responsible Lending, the proportion of 2006 home loans to African American families that were subprime is 52.44%; the proportion of 2006 home loans to Hispanic and Latino families that were subprime is 40.66%; and the proportion of 2006 home loans to white non-Hispanic families that were subprime is 22.20%.]

e. The financial sector invested more than $5 billion in political influence-purchasing in Washington over the past decade, with as many as 3,000 lobbyists working to win deregulation and for other policy decisions that led directly to the current financial collapse.

   Talking points:

   - With little oversight or regulation, the mortgage lending industry began a rapid expansion of subprime lending in the mid-1990s, growing from a small niche market of $35 billion in 1994 to an estimated $1.3 trillion in 2007.

   - NINA (No Income No Assets) & NINJA (No Income No Job and no Assets) loans – Incredibly, these loan programs went beyond "state income-stated asset" loans, also known as "liar's loans" where lenders made no effort to see if the borrowers were overstating their income or assets. With NINA & NINJA loans, mortgage sellers ***didn't even ask*** if the borrower had any income, job, or assets. But somehow NINA & NINJA loans were classified as prime loans, and purchased and guaranteed by Freddie Mac.

   - Because the media generally led homeowners to believe that the run-up in house prices would persist, people acted in a way that was entirely reasonable given this view. If the price of their home had gone from $200,000 to $400,000, many homeowners opted to borrow some of this equity to take vacations, buy a car, pay for their children's education or engage in other spending. They may also have stopped contributing to retirement accounts because their home was saving for them.

   - The traditional mortgage model involved a bank originating a loan to the borrower/homeowner and retaining the credit (default) risk. With the advent of securitization, the traditional model gave way to the "originate to distribute" model, in which banks essentially sold the mortgages and distributed the credit risk to investors through mortgage-backed securities (MBS). Securitization meant that those issuing mortgages were no longer required to hold them to maturity. By selling the mortgages to investors, the originating banks replenished their funds, enabling them to issue more

loans and generating transaction fees. This increased focus on processing mortgage transactions rather than ensuring their credit quality.

- Securitization accelerated in the mid-1990s. The total amount of mortgage-backed securities issued almost tripled between 1996 and 2007, to $7.3 trillion. The securitized share of subprime mortgages (i.e., those passed to third-party investors via MBS) increased from 54% in 2001, to 75% in 2006. American homeowners, consumers, and corporations owed roughly $25 trillion during 2008. American banks retained about $8 trillion of that total directly as traditional mortgage loans. Bondholders and other traditional lenders provided another $7 trillion. The remaining $10 trillion came from the securitization markets.

- The bubble began to burst when housing foreclosure rates soared, going from 700,000 foreclosures in 2006 to 1.3 million in 2007 and over 2,350,000 in 2008 (an increase of 225%). The securitization markets started to close down in the spring of 2007 and nearly shut-down in the fall of 2008. More than a third of the private credit markets thus became unavailable as a source of funds.

- "Depression-era programs that would have prevented the financial meltdown that began last year (2008) were dismantled, and the warnings of those who foresaw disaster were drowned in an ocean of political money," according to Harvey Rosenfield, president of the Consumer Education Foundation, and co-author of the "Sold Out" report, "Americans were betrayed, and we are paying a high price – trillions of dollars – for that betrayal. The betrayal was bipartisan: about 55 percent of the political donations went to Republicans and 45 percent to Democrats, primarily reflecting the balance of power over the decade. Democrats took more than half of the financial sector's 2008 election cycle contributions."

f. The facilitator should conclude this activity by highlighting all of the financial sector bailouts undertaken by the Bush and Obama administrations. Pass out the Financial Bailouts Chart and ask participants to read it silently. Ask them if they are surprised by the level of bailouts of the financial sector? Who has benefited from these bailouts? What are their ideas for what would have been a better way to address the financial crisis?

Additional Activities: If you have time and would like to more deeply probe the concept of economic violence, you might consider including some of the material that is surfacing from the lawsuits against Wells Fargo, for example the Illinois complaint by Attorney General Madigan and most especially the affidavit given in the Baltimore suit by Elizabeth Jacobson, formerly the star subprime loan salesperson for Wells (see the attachment of her deposition).

Editor's Note: Special thanks to Andrew Cockburn (American Casino) and to Steve Schnapp (United for a Fair Economy) for their comments and help on this unit.

Handout for Participants

15 FAST FACTS (DECEMBER 2009)

The magnitude of foreclosures and associated costs are daunting; the numbers tell the story.

1.	Number of foreclosures initiated since 2007	**Nearly 6 million**
2.	Projected foreclosures on all types of loans during the next 5 years	**13 million**
3.	Portion of all homeowners late on their mortgage	**1 in 7**
4.	Portion of homes where owners owe more than property value	**Nearly 1 in 4**
5.	Drop in residential lending from 2008 compared to 2007	**Over a trillion**
6.	Between 2006 and 2008, % decline in existing home sales	**24%**
7.	Between 2006 and 2008, % decline in new home sales	**54%**
8.	Between 2006 and 2008, % decline in new construction	**58%**
9.	In 2009, number of neighboring homes that will lose property value because of nearby foreclosures	**69+ million**
10.	Average price decline per home (2009)	**$7,200**
11.	Total property value lost because of nearby foreclosures (2009)	**$502 billion**
12.	Percentage of 2006 subprime loans that went to people who could have qualified for prime loans with better terms	**61%**
13.	Typical rate difference between a 30-year, fixed mortgage and the initial rate of aggressively marketed ARM loans	**Half to 8/10%**
14.	Cumulative default rate for recent subprime borrowers with a similar risk profile to borrowers with lower-rate loans	**More than 3x higher**
15.	During first four years of a loan, the typical extra cost paid by subprime borrowers who get a loan from a mortgage broker, compared to other borrowers with similar characteristics	**$5,222**

SOURCES

1. Center for Responsible Lending, Continued Decay and Shaky Repairs: The State of Subprime Loans Today, p. 2, *http://www.responsiblelending.org/mortgage-lending/research-analysis/continued-decay-and-shaky-repairs-the-state-of-subprime-loans-today.html*

2. From 4th quarter 2008 to 2014. Goldman Sachs Global ECS Research, Home Prices and Credit Losses: Projections and Policy Options (Jan. 13, 2009), p. 16; see also Credit Suisse Fixed Income Research, Foreclosure Update: Over 8 Million Foreclosures Expected, p.1 (Dec. 4, 2008).

3. Mortgage Bankers Association National Delinquency Study (November 19, 2009).

4. Ruth Simon and James R. Hagerty, "One in Four Borrowers is Under Water," *Wall Street Journal* (November 14, 2009).

5. National Mortgage News (March 9, 2009).

6. US Census Bureau, *http://www.census.gov/const/quarterly_sales.pdf* and *http://www.census.gov/const/www/quarterly_starts_completions.pdf.*

7. US Census Bureau, note 6.

8. US Census Bureau, note 6.

9. CRL research combined with data from Credit Suisse, Moody's Economy.com, and the Mortgage Bankers Association

10. CRL, Credit Suisse, Moody's Economy.com, MBA; note 9.

11. CRL, Credit Suisse, Moody's Economy.com, MBA; note 9.

12. Rick Brooks and Ruth Simon, Subprime Debacle Traps Even Very Credit-Worthy As Housing Boomed, Industry Pushed Loans To a Broader Market, Wall Street Journal at A1 (Dec. 3, 2007).

13. Letter from Coalition for Fair & Affordable Lending to Ben S. Bernanke, Sheila C. Bair, John C. Dugan, John M. Reich, JoAnn Johnson, and Neil Milner (Jan. 25, 2007) at 3.

14. Lei Ding, Roberto G. Quercia, Janneke Ratcliff, and Wei Li, "Risky Borrowers or Risky Mortgages: Disaggregating Effects Using Propensity Score Models" Center for Community Capital, UNC at Chapel Hill (September 13, 2008).

15. Center for Responsible Lending, *Steered Wrong: Brokers, Borrowers and Subprime Loans* (April 8, 2008).

Handout for Participants

FINANCIAL RESCUE AND BAILOUTS BY THE U.S. GOVERNMENT

The U.S. government and the Federal Reserve have spent, lent or committed $12.8 trillion, an amount that approaches the value of everything produced in the country in 2008, to stem the longest recession since the 1930s. The nation's gross domestic product was $14.2 trillion in 2008.

The following table details how the Fed and the government have committed the money on behalf of American taxpayers over the past 20 months, according to data compiled by Bloomberg.

AMOUNTS (BILLIONS) AS OF MARCH 2009.

	Limit	*Current*
Total	$12,798.14 (over 12 trillion)	$4,169.71
Federal Reserve Total	**$7,765.64 (over 7 trillion)**	**$1,678.71**
Primary Credit Discount	$110.74	$61.31
Secondary Credit	$0.19	$1.00
Primary dealer and others	$147.00	$20.18
ABCP Liquidity	$152.11	$6.85
AIG Credit	$60.00 (60 billion)	$43.19
Net Portfolio CP Funding	$1,800.00 (1.8 trillion)	$241.31
Maiden Lane (Bear Stearns)	$29.50	$28.82
Maiden Lane II (AIG)	$22.50	$18.54
Term Securities Lending	$250.00	$24.04
Term Auction Facility	$900.00	$468.59
Securities lending overnight	$10.00	$4.41
Term Asset-Backed Loan Facility	$900.00	$4.71
Currency Swaps/Other Assets	$606.00	$377.87
MMIFF	$540.00	$0.00
GSE Debt Purchases	$600.00	$50.39
GSE Mortgage-Backed Securities	$1,000.00	$236.16
Citigroup Bailout Fed Portion	$220.40	$0.00
Bank of America Bailout	$87.20	$0.00
Commitment to Buy Treasuries	$300.00	$7.50

FDIC Total	**$2,038.50**	**$357.50**
Public-Private Investment*	$500.00	0.00
FDIC Liquidity Guarantees	$1,400.00	$316.50
GE	$126.00	$41.00
Citigroup Bailout FDIC	$10.00	$0.00
Bank of America Bailout FDIC	$2.50	$0.00
Treasury Total	**$2,694.00**	**$1,833.50**
TARP	$700.00	$599.50
Tax Break for Banks	$29.00	$29.00
Stimulus Package (Bush)	$168.00	$168.00
Stimulus II (Obama)	$787.00	$787.00
Treasury Exchange Stabilization	$50.00	$50.00
Student Loan Purchases	$60.00	$60.00
Support for Fannie/Freddie	$400.00	$200.00
Line of Credit for FDIC*	$500.00	$0.00
HUD Total	$300.00	$300.00
Hope for Homeowners FHA	$300.00	$300.00

*The FDIC's commitment to guarantee lending under the Legacy Loan Program and the Legacy Asset Program includes a $500 billion line of credit from the U.S. Treasury.

Source: Pittman, Mark and Bob Ivry (March 31 2009). *Financial Rescue Nears GDP as Pledges Top $12.8 Trillion.* Bloomberg News. *www.bloomberg.com/apps.news?pid=20670001&sid=atgpW1E28_4s*

Resource Sheet for Facilitators

The following resources convey just how much money $1 billion and $1 trillion dollars are:

How much is a trillion dollars? By William Neff:
http://blog.cleveland.com/pdgraphics/2009/04/how_much_is_a_trillion_dollars.html

One Trillion Dollars Visualized:
http://www.mint.com/blog/trends/one-trillion-dollars-video/

What does a trillion look like? By CNBC
http://www.cnbc.com/id/30108264

$1 TRILLION IS $3,270 FOR EVERY SINGLE AMERICAN!

Given the fact that these issues are so complicated, it would be good for facilitators to educate themselves further before attempting to lead a conversation with youth. Here are some good resources that help with that process:

Reports and Articles

- **"The Big Takeover"** by Mike Taibbi (Rolling Stone, April 2, 2009 *www.rollingstone.com/politics/story/26793903/the_big_takeover*) Taibbi argues that the economic meltdown and subsequent bailout "formalized the political takeover of the government by a relatively small class of connected insiders who used money to control elections, buy influence and systematically weaken financial regulations."

- **Economic Meltdown Funnies** by Chuck Collins and Nick Thorkelson, produced by Jobs with Justice and the Institute for Policy Studies (2009) *http://economicmeltdownfunnies.org*.

- **Foreclosed – State of the Dream 2008** by Amaad Rivera, Brenda Cotto-Escalera, Anisha Desai, Jeannette Huezo, and Dedrick Muhammad. Produced by United for a Fair Economy (1/15/08) *http://faireconomy.org/news/state_of_the_dream_reports*. The report estimates the total loss of wealth for people of color to be between $164 billion and $213 billion for subprime loans taken from 2000-2008 – the greatest loss of wealth in modern US history, and maintains that broad racial and economic inequalities need to be addressed for the success of any policy solutions to the subprime crisis.

- **Sold Out: How Wall Street and Washington Betrayed America,** a report issued by Essential Information and the Consumer Education Foundation describing how the financial sector invested more than $5 billion in political influence purchasing in Washington over the past decade, winning deregulating and other policy decisions that led directly to the current financial collapse. Available from Wall Street Watch, along with a video clip of Keith Olbermann's show on MSNBC reporting on the report *http://www.wallstreetwatch.org/soldoutreport.htm*

Video

- **Inside the Meltdown. 60 minutes** (Frontline PBS, 2009) *www.pbs.org/wgbh/pages/frontline/meltdown/*. An investigation of the worst financial collapse in 70 years and how the government responded. The film chronicles the inside stories of the Bear Stearns deal, Lehman Brothers collapse, the propping up of insurance giant AIG and the $700 billion bailout. It also examines what Treasury Secretary Henry Paulson and Federal Reserve Chairman Ben Bernake didn't see, couldn't stop and haven't been able to fix.

ATTACHMENT M

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF MARYLAND
BALTIMORE DIVISION

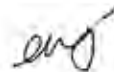|	
MAYOR AND CITY COUNCIL OF BALTIMORE, Plaintiff, v. WELLS FARGO BANK, N.A. and WELLS FARGO FINANCIAL LEASING, INC., Defendants.	))))))))))))))))) No. 1:08-cv-00062-BEL

DECLARATION OF ELIZABETH M. JACOBSON

1. I, Elizabeth M. Jacobson, hereby attest that I am over the age of eighteen and I am competent to testify with respect to the matter below.

2. In 1998, I was hired by Wells Fargo Home Mortgage as a "Home Mortgage Consultant" or loan officer. I worked for Wells Fargo Home Mortgage ("Wells Fargo") until December, 2007. After a period of time, I was promoted to Sales Manager.

3. For much of the time that I worked for Wells Fargo my office was located in Federalsburg, Maryland. I worked directly with loan applicants to make subprime loans. The geographic area that I covered was known as Region 12. This area included Northern Virginia, Baltimore, and Prince George's County, among other places. Much of my business came from referrals from Wells Fargo loan officers who were on the prime

side of the business. That means that they dealt with prime loan customers. These loan officers were known as "A reps." Many of these referrals came to me over the telephone from the A reps. Once I got the referrals, I would work directly with the loan customer to get them a subprime loan.

4.　　I was very successful in making subprime loans. I received many awards from Wells Fargo for originating a very high volume of subprime loans. For several years I was the top subprime loan officer at the company. In 2004 I made more subprime loans than any other loan officer at Wells Fargo anywhere in the country. I was always one of the top three Wells Fargo subprime loan producers in the country.

5.　　Between 2003 and 2007 I completed approximately $50 million in subprime loans per year. This translated to about 180 loans per year.

6.　　My pay was based on commissions and fees I got from making these loans. Fees and commissions were based on the size of the loan and the interest rate. In 2004, I grossed more than $700,000 in sales commissions. In 2005 I grossed more than $550,000 in commissions and pay. I was happy to remain a sales manager and not move any higher up at Wells Fargo because I could make more money working directly with customers to originate loans.

7.　　Because of the high volume of subprime loans that I made and the length of time that I worked at Wells Fargo, I learned all of the "ins and outs" of the subprime loan process at the company. I used this knowledge to find ways to qualify customers for subprime loans.

8.　　The commission and referral system at Wells Fargo was set up in a way that made it more profitable for a loan officer to refer a prime customer for a subprime

loan than make the prime loan directly to the customer. The commission and fee structure gave the A rep a financial incentive to refer the loan to a subprime loan officer. Initially, subprime loan officers had to give 40% of the commission to the A rep who made the referral; later on A reps received 50 basis points of the available commission. Because commissions were higher on the more expensive subprime loans, in most situations the A rep made more money if he or she referred or steered the loan to a successful subprime loan officer like me. A reps knew about my success in qualifying customers for subprime loans; as a result, I received hundreds of referrals.

9.   When I got the referrals, it was my job to figure out how to get the customer into a subprime loan. I knew that many of the referrals I received could qualify for a prime loan. If I had access to Wells Fargo's loan files right now and could review these files, I could point out exactly which of these customers who got a subprime loan could have qualified for a prime loan.

10.   Because I worked on the subprime side of the business, once I got the referral the only loan products that I could offer the customer were subprime loans. My pay was based on the volume of loans that I completed. It was in my financial interest to figure out how to qualify referrals for subprime loans. Moreover, in order to keep my job, I had to make a set number of subprime loans per month.

11.   Wells Fargo, like any other mortgage company, had written underwriting guidelines and pricing rules for prime and subprime loans. There was, however, more than enough discretion to allow A reps to steer prime loan customers to subprime loan officers like me. Likewise, the guidelines gave me enough discretion to figure out how to qualify most of the referrals for a subprime loan once I received the referral.

3

12. In many cases A reps used their discretion to steer prime loan customers to subprime loan officers by telling the customer, for example, that this was the only way for the loan to be processed quickly; that there would be less paperwork or documentation requirements; or that they would not have to put any money down. Customers were not told about the added costs, or advised about what was in their best interest.

13. Once I received a referral from an A rep, I had discretion to decide which subprime loan products to offer the applicant. Most of the subprime loans I made were 2/28s. A 2/28 loan allowed the borrower to pay a lower fixed rate of interest for the first two years of the loan (the "teaser rate") and then the interest would reset periodically with the market for the remaining 28 years of the loan. These loans typically included a prepayment penalty for two or three years which ultimately made it more difficult for the borrower to refinance later out of the loan. For those loans where the prepayment penalty extended beyond the teaser rate period, the borrower would be unable to refinance her loan even after her interest rate re-set because she could not afford to pay the prepayment penalty. I know that some loan officers encouraged customers to apply for these loans by telling them that they should not worry about the pre-payment penalty because it could be waived. This was not true – the pre-payment penalty could not be waived.

14. According to company policy, we were not supposed to solicit 2/28 customers for re-finance loans for two years after we made a 2/28 subprime loan. Wells Fargo reneged on that promise; my area manager told his subprime loan officers to ignore this rule and go ahead and solicit 2/28 customers within the two year period, even though this violated our agreement with secondary market investors. The result was that Wells

-4-

Fargo was able to cash in on the pre-payment penalty by convincing the subprime customer to re-finance his or her 2/28 loan within the initial two year period. I complained to senior managers about this practice. I am not aware of any corrective action that was taken.

15.   In addition to 2/28 loans, we had at least three types of low or no document subprime loan products that we marketed to customers: (1) "stated income" loans; (2) no income, no asset loans; and (3) no ratio loans. Stated income loans were ones in which the customer did not have to show what his or her income was with verifying documentation, but could merely say he or she made a certain amount of money. No income, no asset loans did not require the customer to list any employment. For a no ratio loan, the loan officer only had to put down the borrower's job title and did not have to list any income or debt-to-income ratio. Although the underwriting guidelines with respect to these products changed from time to time, loan officers always had discretion to use different compensating factors to get the customer into one of these subprime loan products. If, for example, a customer had a high credit score that would make them a good candidate for a prime loan, it was a simple matter to get them qualified for a subprime loan by telling the underwriting department that the customer did not want to provide documentation for the loan, had no source or seasoned assets, or needed to get the loan closed quickly.

16.   Wells Fargo loan officers encouraged loan applicants to apply for stated income loans, no income – no asset loans, and no ratio loans because these loans had higher interest rates and fees and would allow the loan officer to receive a higher commission. Wells Fargo qualified borrowers for subprime loans by underwriting all

5

adjustable rate mortgage (ARM) loans, including 2/28 loans, with the assumption that the borrower would pay the teaser rate for the full life of the loan even though this lower rate only applied during the first two or three years of the loan. Wells Fargo also did not require subprime borrowers to escrow for taxes and insurance and most subprime borrowers did not.

17.   There were various techniques that were used to qualify the A rep referrals for subprime loans. Each of the techniques involved taking advantage of the discretion we had in applying the underwriting guidelines. One way was to tell customers not to put any money down on the loan and borrow the entire amount, even if they could afford a big enough down payment to qualify for a prime loan. As soon as the loan was submitted without a down payment, it would "flip" from prime to subprime and a subprime loan officer would be able to get the loan qualified as a subprime loan. Another technique would be to tell the customer that the only way to get the loan closed quickly would be to submit it as a subprime loan. A third technique would be to put a person into a "stated income" loan, even if they had a W-2 statement that verified their income. By doing this, the loan was flipped from a prime to a subprime loan. I know that through some of these techniques borrowers with credit scores as high as 780 were steered into expensive subprime loans with as many as four points, even though they could have qualified for a prime loan.

18.   I also know that there were some loan officers who did more than just use the discretion that the system allowed to get customers into subprime loans. Some A reps actually falsified the loan applications in order to steer prime borrowers to subprime loan officers. These were loan applicants who either should not have been given loans or who

qualified for a prime loan. One means of falsifying loan applications that I learned of involved cutting and pasting credit reports from one applicant to another. I was aware of A reps who would "cut and paste" the credit report of a borrower who had already qualified for a loan into the file of an applicant who would not have qualified for a Wells Fargo subprime loan because of his or her credit history. I was also aware of subprime loan officers who would cut and paste W-2 forms. This deception by the subprime loan officer would artificially increase the creditworthiness of the applicant so that Wells Fargo's underwriters would approve the loan. I reported this conduct to management and was not aware of any action that was taken to correct the problem.

19.   Prior to 2004, Wells Fargo did not make any effort to determine if subprime loans were being made to customers who qualified for prime loans. In 2004 a "filter" was put in place that was supposedly to help keep subprime loans from being made to prime customers. The filter did not work, and everyone knew it. There were lots of ways for loan officers to get around the filter because of the discretion that we had. If a subprime loan was flagged by the filter as one that had gone to a customer who qualified for a prime loan, the loan officer would simply give the underwriting department one of a set of stock responses, such as "the customer has no assets," or the customer's assets were not "sourced and seasoned." ("Sourced and seasoned" refers to verification of where the money comes from for the down payment and whether it has been in the customer's bank account long enough). These responses were widely used, and as soon as they were given to the underwriter, he or she would just override the filter and approve the subprime loan.

20.   High ranking Wells Fargo managers knew that this practice was going on, because after about a year of these standby explanations being given, underwriters in the underwriting department were told to call the customers directly rather than contact the loan officer who was working with the customer. The loan officers quickly figured out how to work around this by warning customers that underwriters might call them and then coaching the customers about what to say. For example, customers were told that they should just tell the underwriter that they did not have much in the way of assets or documentation for their income, because otherwise the underwriter would deny their loan or force them to fill out additional paperwork to document their financials. The point was to get the customer to say whatever would allow them to qualify for a subprime loan, even if it was not true. The customers went along with this because they thought it would expedite the process of getting them the loan that they had been told was the right one for them.

21.   Underwriters, like loan officers, had a financial incentive to approve subprime loans than, even if the customer could qualify for a prime loan, because they too got paid more if a subprime loan went through.

22.   Wells Fargo charged higher interest rates and fees not only on its 2/28 and 3/27 subprime loans, but also on its subprime fixed-rate loans, than it did for prime loans. Subprime loan officers had discretion to decide what interest, points and fees to charge a borrower. For example, for approximately the first five years that I worked at Wells Fargo, I could charge as many points on a loan as I decided. Pricing sheets included different "add-ons" or fees that might be added to the price of the loan depending on the circumstances of the loan.

23.   Federal Housing Administration (FHA) loans, like other government-insured loans, offered lower interest rates that are closer to prime rates. Subprime loan officers were required to have a subprime borrower sign a "Benefit to Borrower" Statement that stated that the borrower may qualify for a government-insured loan, but did not want it because it was too much paperwork. In fact, subprime loan officers were never trained in how to make FHA or government-insured loans. We asked for this training, but Wells Fargo refused to provide it.

24.   For most of my employment, Wells Fargo did not restrict or regulate the fees that loan officers could charge. Only in 2007 did Wells Fargo begin to regulate and set the amount of fees such as processing fees and underwriting fees. Despite this regulation, subprime loan officers still had discretion to determine which fees to include as costs to the borrower and had a financial incentive to add fees because doing so increased their commission. There was always a big financial incentive to make a subprime loan wherever one could.
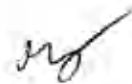
25.   Once the subprime loan transaction with the customer was closed and we and Wells Fargo received our fees, closing costs and commissions, the loans were sold on the secondary market. This meant that Wells Fargo was no longer exposed to any risk of default or delinquency in payment on these subprime loans. In many cases, Wells Fargo continued to service these same subprime loans, and was paid a fee for doing that, but to my knowledge that did not expose the company to any risk beyond the first three months if the loans went bad. The risk of default rested with the companies that bought the loans from Wells Fargo, such as Fannie, Freddie, and Wall Street investment banks.

9

26.   Many of the customers who were referred to me by A reps came from Prince George's County. Some came from Baltimore. I would estimate that a large majority of my customers were African American. Subprime managers joked that Prince George's County was the "subprime capitol of Maryland." I remember managers saying that they felt "so lucky to have P.G. County because it is the subprime capitol of Maryland."

27.   I know that Wells Fargo Home Mortgage tried to market subprime loans to African Americans in Baltimore. I am aware from my own personal experience that one strategy used to target African-American customers was to focus on African-American churches. The Emerging Markets unit specifically targeted black churches. Wells Fargo had a program that provided a donation of $350 to the non-profit of the borrower's choice for every loan the borrower took out with Wells Fargo. Wells Fargo hoped to sell the African American pastor or church leader on the program because Wells Fargo believed that African American church leaders had a lot of influence over their ministry, and in this way would convince the congregation to take out subprime loans with Wells Fargo.

28.   I remember being part of a conference call that took place in 2005 where Wells Fargo sales managers discussed the idea of going into black churches in Baltimore to do presentations about our subprime products. Everybody on that call was a subprime loan officer. Two of the individuals on the call were branch managers. On that call we were told that we "have to be of color" to come to the presentation. The idea was that since the churchgoers were black Wells Fargo wanted the loan officers to be black. I was

told that I could attend only if I "carried someone's bag." The point was clear to me: Wells Fargo wanted black potential borrowers talking to black loan officers.

29.   Wells Fargo also targeted African Americans through special events in African-American communities called "wealth building" seminars. At some point in 2005 before the conference call discussed above, I remember preparing to participate in a wealth building seminar that was to be held in Greenbelt, Maryland. It was understood that the audience would be virtually all black. The point of the seminar was to get people to buy houses using Wells Fargo loans. At the seminar, the plan was to talk to attendees about "alternative lending." This was code language for subprime lending, but we were not supposed to use the word "subprime." I was supposed to be a speaker at this seminar, but was told by the Emerging Markets manager that I was "too white" to appear before the audience. I was offended by these statements and complained to several higher ranking managers about what had been said. The company did not respond to my complaints and no action was taken.

30.   Subprime loan officers did not market or target white churches for subprime loans. When it came to marketing, any reference to "church" or "churches" was understood as a code for African-American or black churches.

31.   I complained many times about what I thought were unethical or possibly predatory loan practices that Wells Fargo was engaged in. Managers never took any action to respond to my concerns. In my office we morbidly joked that we were "riding the stagecoach to Hell."

32.   The culture at Wells Fargo was focused solely on making as much money as possible. Even as foreclosures were increasing in recent years, the company continued

11

to lavish expensive trips and gifts on successful subprime loan officers. I attended all expense paid trips to Cancun, Orlando, Palm Springs, Vancouver and the Bahamas where we were entertained by Aerosmith, the Beach Boys, the Eagles, Cheryl Crow, Elton John, Jimmy Buffett and James Taylor. When we would return to our rooms at night we would find gifts of artwork, crystal platters, steak of the month club memberships and IPODs left for us.

33.   Although I did not work in the part of the company known as Wells Fargo Financial ("Financial"), I am aware that Financial did mainly re-finances, not home purchase loans. Many of Financial's loans were extremely high priced with lots of points and fees. Wells Fargo management did not allow loan officers to solicit customers with high-priced Wells Fargo Financial loans for purposes of refinancing, even though this would have been in the borrower's best interest.
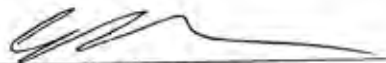
34.   I left Wells Fargo in December 2007 because at that time the subprime market was contracting and I was getting fewer referrals. I wanted to move from Federalsburg to Easton, Maryland, but Wells Fargo said it wasn't opening any new offices. I gave my notice to the company at that point.

35.   There are many other current and former Wells Fargo employees who have knowledge of the practices that I have discussed in this Declaration and, if compelled to testify, would, I believe, agree with what I have said. Many current and former Wells Fargo employees may well be reluctant to come forward voluntarily to tell what they know for fear of retaliation, reprisal or other actions that could adversely affect their future careers in the lending industry.

12

I hereby declare under penalty of perjury that the foregoing is true and correct to the best of my knowledge, information, and belief.

EXECUTED WITHIN THE UNITED STATES ON: April 20, 2009

BY: _____
Elizabeth M. Jacobson
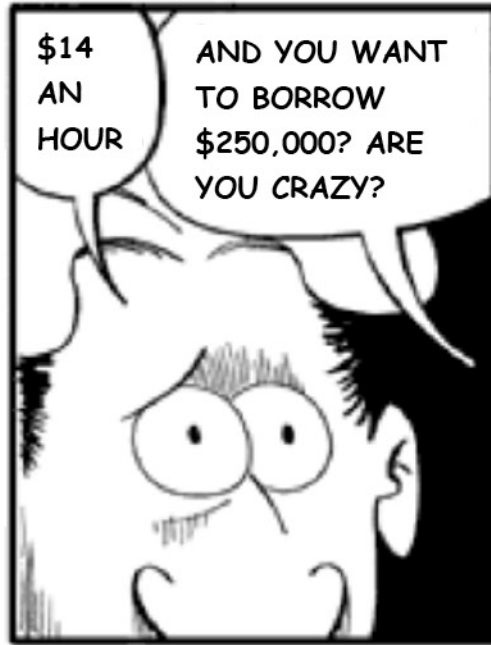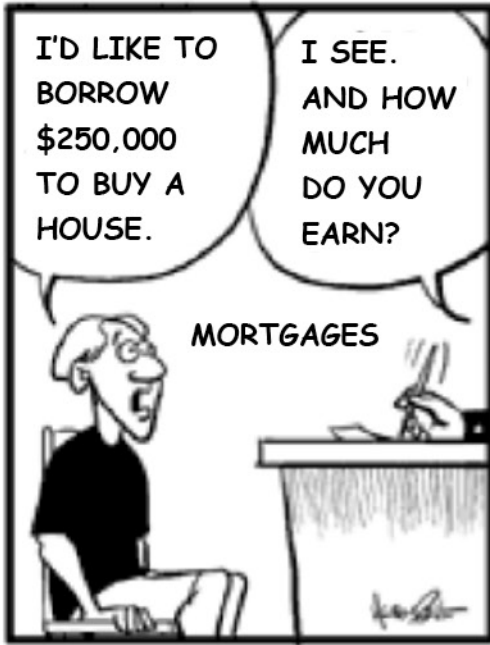
WHY WE FIGHT: WAR & MILITARISM

Adapted from American Friends Service Committee's (AFSC) Counter-Recruitment Training Manual[10]

(With an activity by Mariame Kaba and Melissa Spatz)

Purpose: To look at the pattern of military intervention by the U.S. throughout history, to define the U.S. military industrial complex and militarism and to discuss the reasons why the U.S. invaded Iraq and what participants know about the war.

TIME
1 ½ to 2 ½ hours (if optional activity is included)

MATERIALS
- Why We Fight DVD[11] (available for $8.99 from Amazon.com)
- Enough handouts for participants
- Newsprint and Markers

ACTIVITY 1: LOOKING AT WAR/TIMELINE/MILITARY INDUSTRIAL COMPLEX (30 MINUTES)

- Begin by asking participants what wars or significant military intervention by the U.S. they have learned about. [List all of these on newsprint or a chalkboard].

- Ask participants if they know what any of those wars or interventions were about. Take responses from participants.

- Pass out the handout "U.S. Military Timeline" and draw the participants' attention to all the time marks on the handout that shows every time the U.S. has authorized the deployment of troops.

- Ask participants their reactions to seeing this timeline. *What do they think war is about*? *Why do we fight*? Write their answers on newsprint or the board.

- Start discussing why we fight in Iraq. *What do participants know about Iraq? Why did the U.S. invade? What did the media say? Who made the decision to go to war?* Write up their answers on newsprint or the board.

- Prepare participants to watch clips from *Why We Fight*. Describe Eisenhower's speech on the "Military Industrial Complex," and define this term. Ask students if they know what the term militarism means? Define militarism.

    military industrial complex: the relationships between a military itself and corporate and social institutions that collaborate in order to consolidate power and resources within the military and to continuously extend its role in everyday life, if very differently for different people. Examples of the military industrial complex at work include the stockpiling

10. Hunter, D., & Strange, H. (2006). Before you enlist and after you say no, AFSC's counter-recruitment training manual. Philadelphia, PA: American Friends Service Committee, Available at *http://www.tamejavi.com/youthmil/resources/ TrainingManual.htm*.

11. Jarecki, E. (Producer/Writer/Director). (2006). Why we fight (Motion Picture). United States. Sony Pictures Classics.

of weapons in times of "peace," the privatization of otherwise military tasks so that they are now undertaken by "civilian" companies (i.e. Blackwater), the recruitment of low-income youth and youth of color in cities in their public high schools, and corporations' and stock holders' monetary benefits from war and military spending (i.e. Leo Burnett).

colonization and imperialism: any of the various uses of military, economic, and other forms of non consensual domination in which one nation or group of people takes the resources and/or labor or settles the land of another group of people, or any combination of these exploitative practices. Colonization and imperialism indicate different governing and political structures, but both are a part of white supremacy. As Andrea Smith writes, "[R]acism and white supremacy [is not] enacted in a singular fashion; rather, white supremacy is constituted by separate and distinct, but still interrelated, logics."[12] **see also: neocolonialism**

ACTIVITY 2: WHY WE FIGHT CLIPS/DISCUSSION (1 HOUR)

- Watch 2 clips from Why We Fight (each 15 minutes) 1st – 56:18–1:09 / 2nd – 1:18–1:35

- Break students into groups of 3 or 4 and have them discuss clips and questions from handout.

CLOSURE

Bring the groups back together to have a discussion about what they learned through the clips and the timeline activity. Define imperialism, empire, democracy, etc… as they come up.

What do students understand about the military industrial complex? Students will describe specifically how the MIC is being used today with the occupation of Iraq.

Note from the Editors: We are grateful to AFSC for allowing us to reprint this curriculum unit. We are including it in the guide in order to highlight the impact of state-sanctioned violence on individuals, communities, and society as a whole. In addition to materials included in AFSC's original curriculum unit, we have attached two other documents here. One is called the "global village" and the other is an accounting of military spending in the U.S. Both of these documents can be used to supplement this workshop. We have provided a series of questions and ideas for how you might use these tools.

One thing that have tried to do by adding these two new tools is to encourage youth to explore the links between the larger culture of violence in U.S. foreign policy and violence in the lives of young people.

OPTIONAL ACTIVITY: GLOBAL VILLAGE (BY MELISSA SPATZ AND MARIAME KABA)— 45 MINUTES

The United States uses its military power to pursue its interests across the world. This is not anything new. The Americas were conquered and colonized through violence and oppression.

1. Ask participants if they can describe how violence and oppression were part of the founding and development of the country; for example:

   - Oppression and murder of Native Americans

   - Slavery

   - Appropriation of resources

---

12. Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy."

2. Distribute "Global Village" handout. Have the participants take turns reading aloud.

3. Ask participants if they were surprised by any of the facts about the Global Village from this handout.

4. Ask the participants to note in what ways the United States is in a minority in the global village.

   - 5 of the 100 people are from the United States, compared to 20 from China or 17 from India

   - Only 9 of the 100 people speak English

5. Let's talk about the economic reality of the Global Village. Note that the richest 10 people have over half of the money. How could the wealthy 10 people live in peace with their 90 neighbors, most of whom are hungry a lot of the time? What do you think the 10 people are likely to do?

   - Arm themselves

   - Take steps to protect their resources, including use of violence

   Americans spend about twice as much per person on military defense as the total income of two-thirds of the villagers.

   - U.S. military spending accounts for 48 percent, or almost half, of the world's total military spending.

   - U.S. military spending is more than the next 46 highest spending countries in the world combined.

   - U.S. military spending is 5.8 times more than China, 10.2 times more than Russia, and 98.6 times more than Iran.

6. In order to make the link between the larger culture of violence in U.S. Foreign Policy and violence in the lives of young people in Chicago, we suggest that facilitators use the following Stand Up, Sit Down exercise:

STAND UP, SIT DOWN—20 MINUTES (FROM AFSC COUNTER-RECRUITMENT TRAINING MANUAL)

Facilitator says: I am going to read out some statements. If a statement is true for you, please stand up. If it is not true for you, remain seated. You can sit down again between each statement.

Read out the following statements. Encourage people to notice who is standing with them as each statement is read.

- I have a family member or close friend who is currently or was once in the military.

- I grew up in a military family.

- I have seen a TV commercial or print ad for the Army, Navy, Marines, or Air force in the past week.

- I have watched a war movie in the past six months.

- I have worn camouflage.

- I have played the video game "America's Army," or another war or military video game.

- I've seen a Hummer driving in my community in the past few days.

- I have seen news about the war in Iraq in the past week.

- I (or my parents) have been approached by a military recruiter in the past year, in person or over the phone.

- I have seen a military recruiter in my school in the past year.

- I have been, or still am, part of a JROTC program.

- I have considered joining the armed forces.

- I will never join the armed forces.

- I have been to an anti-war protest.

- I believe that war is morally war.

- I would prefer if my school didn't allow military recruiters on campus.

DEBRIEF THE ACTIVITY

Thanks for participating. What did you notice during that exercise? (Take a few responses).

Was anybody surprised by anything they stood up for? Were any of the statements harder to stand up for?

Encourage a brief discussion about the exercise, drawing out reflections on how prevalent militarism and the military are in our day to day lives.

Ask participants to share their thoughts about the following question: *Can militarism be considered to be a form of violence against young people in the United States? Why or why not?*

Editors' Note: You can help young people think about the connections between militarism and youth violence by highlighting the following issues:

a. The Military Industrial Complex is extremely expensive and crowds out spending on other needed services that would benefit regular folks (social safety net is eroded). This increases social inequality and leads to poverty, divestment from communities in need, etc…

b. Militarism needs young bodies that can fight in order to sustain itself. Young people are disproportionately targeted to join the military and to therefore potentially die.

c. Because of the lack of jobs (economic violence), young people are forced to join the military. This is a form of structural/systemic violence.

Special thanks to AFSC for their permission to include this curriculum unit in the guide. The definitions and optional activity were added by the editors and do not reflect the views of the AFSC.

Handout for Participants

. . . .

U.S. MILITARY TIMELINE (FROM *AFSC COUNTER-RECRUITMENT TRAINING MANUAL*)

"Of course our whole national history has been one of expansion…that the barbarians recede or are conquered…is due solely to the power of the mighty civilized races which have not lost the fighting instinct." Theodore Roosevelt (Zinn, 1997, p. 489).

By their own admission, the military has authorized foreign deployment of American troops over 200 times since 1798. The history of U.S. militarism is a history of expansion for economic growth: the Pentagon's "Defense Planning Guidance" draft (1992) promotes "discouraging the advanced industrialized nations from challenging our leadership or even aspiring to a larger global or regional role." Pentagon analysts say that this dominance can ensure "a market-oriented zone of peace and prosperity that encompasses more than two-thirds of the world's economy" (Parenti, 1995, p.37).

A selected-but characteristic-list of military interventions and covert actions follows:

Date	Location	U.S. Involvement
1492–Present	North America	Murder, relocation, repression and extermination of indigenous peoples
1492–1807	West Africa	Trans-Atlantic slave trade
1846–1848	Mexico	Invasion; annexation of vast territory
1855–1857	Nicaragua	William Walker Institutes forced labor & legalizes slavery
1898–1899	Cuba/Puerto Rico	"Liberation" from Spanish rule
1899–1902	Philippines	Philippine–American War
1903	Panama	Aid to rebellion; occupation of Canal Zone
1909–1933	Nicaragua	Various military occupations
1914	Mexico	Bombing and occupation of Vera Cruz
1915–1934	Haiti	Marine occupation; establishment of U.S. protectorate
1917–1918	Germany	Military intervention
1945–1952	Japan	Nuclear bombing; occupation
1946	Panama	US Army School of the Americas opens
1947–1950s	Greece	Anticommunist intervention in Greek civil war
1945–1954	Italy	Occupation of Trieste

1945–1953	Korea	Military buildup and Korean War
1946–1952	Albania	Anticommunist guerrilla campaign
1949	Syria	CIA installs dictator Husni al-Zaim
1953	Iran	CIA overthrow of prime minister Mohammad Mossadeq
1953–1954	Guatemala	CIA overthrow of president Jacobo Arbenz
1958	Lebanon	Intervention against rebels
1950–1964	Vietnam	Military "advisors" assist anticommunist forces
1960s	Guatemala	Green Berets train Guatemalan army in counterinsurgency tactics
1960–1964	Congo	Aided assassination of Patrice Lumumba
1961	Cuba	Bay of Pigs invasion
1962–1973	Laos	"Secret War"
1963	Dominican Republic	CIA overthrow of president Juan Bosch
1963	Vietnam	U.S. backs overthrow of president Ngo Dinh Diem
1965–1967	Indonesia	Overthrow of president Sukarno
1964–1973	Vietnam	Full-scale intervention
1966	Ghana	CIA overthrow of president Kwame Nkrumah
1967	Bolovia	Green Berets help track down and assassinate Che Guevara
1968–1975	Cambodia	Bombings: "Incursion"; Khmer Rouge takeover
1972–1975	Iraq	U.S. funds & supplies Kurdish insurgents
1973	Chile	CIA overthrow of president Salvador Allende
1975–1978	Zaire	Support for brutal dictator Mobutu Sese Seko
1975–1993	Angola	Destabilization; military intervention in civil war
1975–1999	East Timor	Support for Indonesian invasion
1979–1989	Nicaragua	CIA organizes and trains right-wing contra insurgents
1979–1992	Afghanistan	Support for anti-Soviet mujahadin
1981–1989	Libya	Bombings; assassination attempts on president Muammar al-Qaddafi
1982–1984	Lebanon	Marines and Navy bomb and attack PLO forces
1983	Grenada	Invasion and occupation

1982–1988	Iran/Iraq	Military intervention; chemical weapons provided to Iraq
1986	Bolivia	Military assistance against coca growers
1989	Panama	Invasion and removal of dictator Manuel Noriega
1990–1991	Iraq	"Gulf War" establishes military presence in middle east
1990s	Columbia	"Plan Columbia" establishes military presence
1992–1994	Somalia	U.S. leads UN occupation during civil war
1993	Iraq	Bombings
1994	Haiti	Restoration of president Jean-Bertrand Aristide
1995	Bosnia	U.S. leads NATO bombing of Bosnian Serbs
1998	Iraq	Bombings
1998	Afghanistan	Missile attack on former CIA terrorist training camps
1998	Sudan	Missile attacks destroy pharmaceutical plant
1999	Serbia	U.S. leads NATO bombing of Serbian government
2001–Present	Afghanistan	Overthrow of Taliban; installation of Karzai regime
2002–Present	Philippines	Combat missions against Marxist insurgents
2003–Present	Iraq	Invasion; occupation

Adapted by Ruckus Society

Handout for Participants

QUESTIONS FOR DISCUSSION (WRITTEN BY ANNA MULLANY, 2008)

What are the government and people in power saying about why we fight, why we went to Iraq?

What do others say?

What words are used to describe our reasons for being in Iraq?

What were words are used to describe the U.S.?

What is the Military Industrial Complex?

Look at the timeline – what patterns do you see in the U.S.'s use of military intervention?

Handout: Global Village

If we could shrink the earth's population to a village of 100 people, with all the existing human ratios remaining the same, it would look something like the following. There would be: 61 are from Asia, 14 are from Africa, 11 are from Europe, 8 are from South America, Central America (including Mexico) and the Caribbean, 5 are from Canada and the United States, 1 is from Oceania (an area that includes Australia, New Zealand and the islands of the south, west and central Pacific). More than half the people in the global village come from the 6 most populated countries:

- 20 are from China
- 17 are from India
- 5 are from the United States
- 4 are from Indonesia
- 3 are from Brazil
- 3 are from Pakistan

52 would be female, 48 would be male. 89 would be heterosexual, 11 would be homosexual.

21 speak a Chinese dialect – of these people, 16 speak the Mandarin dialect

- 9 speak English
- 9 speak Hindi
- 7 speak Spanish
- 4 speak Arabic
- 4 speak Bengali
- 3 speak Portuguese
- 3 speak Russian

33 are Christians, 21 are Muslims, 13 are Hindus, 9 practice shamanism, animism and other folk religions, 6 are Buddhists, 2 belong to other global religions, such as the Baha'i faith, Confucianism, Shintoism, Sikhism or Jainism, 1 is Jewish, 15 are non-religious.

50 people do not have a reliable source of food and are hungry some or all of the time; 16 other people are severely undernourished. Only 34 people always have enough to eat.

If all the money in the village were divided equally, each person would have about $9350 US dollars per year. But in the global village, money isn't divided equally. The richest 10 people have over half the money. Each has more than $25,000 a year. The poorest 10 people each have only about $1 a day.

The other 80 people have something in between. Seventy-five of the 100 people in the village average about $4 a day. The average cost of food, shelter and other necessities in the village is about $5000 per year.

Adapted from *If the World Were a Village* by David J. Smith & from Philip M. Harter (Stanford University, School of Medicine).

Handout: US Military Spending vs. the World

Country	Dollars (billions)	% of total	Rank
United States	711	48.28%	1
China	121.9	8.28%	2
Russia	70	4.75%	3
United Kingdom	55.4	3.76%	4
France	54	3.67%	5
Japan	41.1	2.79%	6
Germany	37.8	2.57%	7
Italy	30.6	2.08%	8
Saudi Arabia	29.5	2.00%	9
South Korea	24.6	1.67%	10
India	22.4	1.52%	11
Australia	17.2	1.17%	12
Brazil	16.2	1.10%	13
Canada	15	1.02%	14
Spain	14.4	0.98%	15

Source: *U.S. Military Spending vs. the World, Center for Arms Control and Non-Proliferation*, February 22, 2008

Notes:

- The figure for the United States is the budget request for Fiscal Year 2009 and includes $170 billion for ongoing military operations in Iraq and Afghanistan, as well as funding for the Department of Energy's nuclear weapons activities.

- All other figures are projections based on 2006, the last year for which accurate data is available.

- All countries that spent over one billion per year are listed.

- Due to rounding, some percentages may be slightly off.

If you are viewing this table on another site, please see *http://www.globalissues.org/article/75/world-military-spending* for further details.

SECTION FOUR:
Artivism

"SHOOT 'EM UP"...CULTURAL YOUTH GENOCIDE

By Lulua Al-Osaimi

This lesson was piloted at Little Village High School in fall 2009.

GRADE LEVEL
High School

TIME
Two 40 minute class periods

DESCRIPTION

- In 2008, 314 soldiers died in Iraq…In 2008, 509 people were murdered in Chicago. What is going on in the world today, and more personally, what is going on in Chicago's streets?

- Watch CNN interview with rapper Nas about his song, "Shoot 'Em Up" and have discussion

- How can youth stay away from violence if they are constantly surrounded by it?

- Does today's music have an affect on violence?

- How can art be used as a catalyst to speak and express ourselves about these issues?

OBJECTIVES

- The students will locate where they live and state what is important to them and their surroundings (STATE GOAL 27)

- The students will have an active voice in the class discussion about what is happening in the streets around them (STATE 27.A.1b)

- Students will create a mixed media project using "mixed media" (newspapers, magazines, etc.)

- Students will write a brief artist statement about what their project and what their project means to them

STATE GOALS/BENCHMARKS
STATE GOAL 27: Understand the role of the arts in civilizations, past and present. 27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation 27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.

ACTIVITIES

Measure Prior Knowledge

- Think sheet with questions about themselves

- PowerPoint discussion

- Chicago (youth) gun violence

- CNN interview with rapper Nas

- Discussion on (youth) gun violence in Chicago continued

- Who, What, Where, When, How do we stop this violence?

- What is the newspapers, television, etc. doing about or for the cause

- Art lesson: mixed media on mixed "media" (i.e. sharpie, paint marker, oil pastel on newspaper, magazine about topics discussed

- I will engage their prior knowledge by having the first full class period for discussion

Procedure

- Day 1: Along with PowerPoint, we will discuss what the students know about what is going on in Chicago pertaining to violence (Derrion Albert beating death, Alex Arrellano gunshot death and burned)

- Who, what where when how does this violence start, if they think it will ever stop, and how if they believe it can stop

- Ask the students if they believe music has an effect on violence

- Watch CNN interview about Chicago gun violence with rapper NAS: *http://newsroom.blogs.cnn.com/2009/10/05/rapper-nas-open-letter-to-young-warriors-of-chicago/*

- Continue with the discussion with guided questions and images (powerpoint)

- Last part of the first day will be a discussion of the project and a reminder for them to bring in newspaper, magazine, etc. for project

- Day 2: A brief discussion of what was talked about the day prior, and starting of the mixed media/mixed "media" project (5 minutes)

- Start lesson (20 minutes)

- Reflection (10)

- Clean up (5)

Vocabulary
Media, mixed media, violence, cultural genocide, VietNam, Nas, liberate, campaign, protest, public art, stencil, distribution, Derrion Albert, Alex Arrellano, reflection
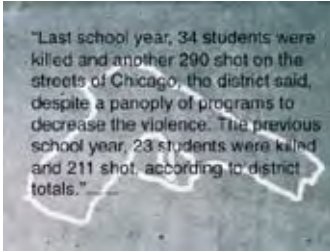
Materials and Equipment List
PowerPoint presentation, newspaper, magazine, acrylic paint, paint pens, sharpies, pencils, gun stencil, paint brush, erasers, think sheet (questions), reflection

VISUAL CULTURE /ANNOTATED IMAGES

What do we know or hear that is happening in Chicago's streets?

In 2008, 314 soldiers died in Iraq…In 2008, 509 people were murdered in Chicago. What is going on in the world today, and more personally, what is going on in Chicago's streets?

Watch CNN interview with rapper Nas from link on PowerPoint. Ask Who, what, where, when, why do we think violence starts, and can there ever be an end? Do the students think the media plays a role in youth violence, specifically rap music/artists?

How can youth stay away from violence if they are constantly surrounded by it?

How can art be used as a catalyst to speak and express ourselves about these issues?

Shepard Fairy

Beginning of my exemplar with gun stencil
—Lulua Al-Osaimi

Finished exemplar
—Lulua Al-Osaimi

NOTE FROM AUTHOR

I believe students/ youth feel they do not have a voice about issues in and around their communities. With all of the violence occurring in Chicago's streets, there has to be something done, but WHO is going to create this change? I want to use art as a catalyst to peacefully combat these issues happening in and around our communities.

This lesson came to mind after watching a CNN interview with rapper Nas about Chicago's youth gun violence, and more specifically the beating and death of honor student Derrion Albert. Does music have an effect on youth and contribute to this violence? What about other forms of media? My big idea for this lesson is for my students to create a piece of mixed media ON "mixed media" (i.e. oil pastels on Newspaper). Their finished products would be placed back into the community so my students feel their views on these crucial issues can be heard.

Think Sheet

. . . .

Name:_____ Date:_____

Tell me something about you?

_____

_____

_____

_____

What kind of pressure do YOU face?

_____

_____

_____

_____

What can be done to make this change happen (youth violence)?

_____

_____

_____

_____

THE USUAL SUSPECTS

by Mariame Kaba

Purpose: To give youth an opportunity to write about and discuss issues of identity and oppression. The themes raised by this poem also connect to discussions about youth violence as it addresses the idea of the criminalization of youth of color and more generally of black men of all ages.

TIME
This activity can be done in one hour if discussion is limited.

MATERIALS
- Enough copies of Reginald Harris's poem, "The Usual Suspects" for all participants
- Pen and paper for each participant.
- For the Optional Activity, enough copies of AI's poem "Endangered Species", for all participants

ACTIVITY #1—STEREOTYPES & THE USUAL SUSPECTS (30 MINUTES)

1. Start by asking participants to open a blank sheet of paper.

2. Next ask them, when they are looked at on the street, what are other people thinking or assuming about them?

3. Ask them to make a list of these responses.

4. Ask them to circle the responses that are correct.

5. Ask them to underline the responses that are incorrect.

6. Ask participants to make a list of how they would identify themselves.

7. Ask for volunteers who are willing to read both lists aloud. What is similar about these lists? What is dissimilar about these lists?

8. Pose the question, where do these assumptions/stereotypes come from? Why do we assume what other people are?
   Note to Facilitator: This question can be used to create a larger question about stereotypes and how these play into social oppression. You can create small scenarios to encourage participants to assume or create stereotypes themselves. For example, you can paint a street scene with little detail, such as a group of young men hanging out on a corner. It is 10 p.m. What are they doing? Possible participant responses might be, they are in a gang, or selling drugs, etc. You could tell them the picture in your mind was of a boy's a-capella group who were singing on the corner.

9. Hand out and read Harris's poem, "The Usual Suspects."

10. Participants can read silently to themselves and then ask for 1–4 volunteers to read the poem aloud.

11. Discuss the poem. What are images participants like in the poem? What is the writer saying about race and about criminalization? How do you think the author feels about Black men and how they are treated in America?

12. In the participants' opinions, why did the author write this poem? Who is the poem for/addressed to? Are these different or similar? How does this poem relate to the issue of youth violence? How does this poem relate to the issue of police violence?

13. *Facilitator Note*: If you have more than one hour for this lesson, you can engage participants in a discussion about how mainstream media perpetuates stereotyping and criminalization of youth of color. Ask participants, what are some media stereotypes of young black males? Young Latinas? Young black females? Young Latino males? The facilitator should write responses on the flip chart. Ask participants to reflect on how youth are portrayed in the media vs. how the participants see themselves. Are the portrayals similar or different? Why or why not?

ACTIVITY #2: WRITING CREATIVELY (30 MINUTES)

1. From the list that participants generated earlier, have them select one phrase from the list to write a poem similar to Harris's about a time when they felt like a "usual suspect," a time when they were judged based on appearance rather than on who they were.

2. Participants should write at the top of a blank page, "I was the usual suspect."

3. Give participants 15–20 minutes to write a poem. Encourage them to re-read the Harris poem for inspiration if they need them. Point out the power of the concrete images in Harris's poem. Tell participants that they should give their readers a clear picture of what it was like for them when they were a "usual suspect" in the eyes of someone else. Some helpful prompts might include: "just another usual suspect…"

4. Ask participants to share their work
   Note to facilitators: Sharing the Work: One of the most important concepts to work out with a group, especially while others are reading their creative work, is that respecting others and listening are essential for good poetry and performance.

- Either sitting in a circle or standing, each participant should be invited to share what they have written.

- A good way for participants to listen and get positive feedback from one another is to have a "reverb read." After each piece is read, have the participants go around the room sharing one phrase in the poem they enjoyed. This fosters and deepens the trust and strength of the community in the classroom.

- Try to encourage everyone to read. A way to try to ensure this is to do around the room in a circle so students feel more comfortable not having to volunteer to read. This way you can hear from everyone.

ADDITIONAL OPTIONAL ACTIVITY: ENDANGERED SPECIES:

If you have more than one hour to devote to this lesson, then hand out a copy of AI's poem "Endangered Species." Have participants read it out loud. Ask them to compare AI's poem to Harris's poem the "Usual Suspects." What do these poems have in common? Where are they different from one another?

Handout for Participants

. . . .

THE USUAL SUSPECTS

Black Male, 6.2", 28, wearing drooping baggy jeans,
patterned boxers, tan work boots. May be carrying
a gun

Black Male, 16, dark blue sweats and skullcap. Last seen running
south on Main.

Black Male, 30, red Chicago Bulls tank top and matching
shorts. Arrested on the corner with other Black Males ages
32, 27, 19, 12

Black Male, 42, unkempt beard, dirty clothes, no
permanent address. Has not bathed in weeks.

Black Male, driving late model car. Reason for detention:
Busted tail light, weaving/unsure driving, possible expired
tags or license, no reason for him to be in this neighborhood
at this hour anyway

Black Male, 19, dreadlocks, oversized clothes
claims to be a "rapper"

Black Male, 30, says he is "a poet." Beat him into
silence. Rap them blind

Black Man, 50, says he is a college professor. See
how well he grades papers handcuffed in a cell

Black Man, 57. Occupation: jazz musician. Has clippings
in pocket as quote-unquote proof. Burn them

Black Man, 39. Protests he has no interest in, would never rape
a woman. Says he's gay. Mention this when throwing him
in cell with other inmates. If not one now, he will be
once they're done

Black Man, height 5'8", 5'7", 4'9", 6'1", 6'3", 6'5", 7'4" –
A 6'9" Senior from the University of North Carolina

Black Man, weight 150, 195, 210, 200, 260, 190, 300 –
Weighing in at two twenty-five, pound-for-pound the best fighter in the world

Black Man, age 27, 32, 48, 73, 16, 17, 18, 8 –
aged 13 and 9 respectively, under arrest for attempted murder,
have been charged as adults (charges later dropped)

Black Man   Black Man   Black Man   Black Man   Black Man
Black
Man

By Reginald Harris (Baltimore)
Source: ***Bum Rush the Page*** Edited by Tony Medina and Louis Reyes Rivera (2001).

Handout for Participants

. . . .

ENDANGERED SPECIES BY AI

The color of violence is black.
Those are the facts, spread-eagled
against a white background,
where policemen have cornered the enemy,
where he shouldn't be, which is seen.
Of course, they can't always believe their eyes,
so they have to rely on instinct,
which tells them I am incapable
of civilized behavior,
therefore, I am guilty
of driving through my own neighborhood
and must take my punishment
must relax and enjoy
like a good boy.
If not, they are prepared to purge me
of my illusions of justice, of truth,
which is indeed elusive,
much like Sasquatch,
whose footprints and shit
are the only physical evidence
of what cannot be proved to exist,
much like me,
the "distinguished" professor of lit,
pulled from my car,
because I look suspicious.
My briefcase, filled with today's assignment
could contain drugs,
instead of essays arranged
according to quality of content,
not my students' color of skin,
but then who am I to say
that doesn't require a beating too? –
a solution that leaves no confusion
as to who can do whatever he wants to whom,
because there is a line directly
from slave to perpetrator,
to my face staring out of newspapers and TV,
or described over and over as a black male.
I am deprived of my separate identity

and must always be a race instead of a man
going to work in the land of opportunity,
because slavery didn't really disappear.
It simply put on a new mask
and now it feeds off fear
that is mostly justified,
because the suicides of the ghetto
have chosen to take somebody with them
and it may as well be you
passing through fire,
as I'm being taught
that injustice is merely another way
of looking at the truth.

At some point, we will meet
at the tip of the bullet,
the blade, or the whip
as it draws blood,
but only one of us will change,
only one of us will slip
past the captain and crew of this ship
and the other submit to the chains
of a nation
that delivered rhetoric
in exchange for its promises.

SOMETHING IS WRONG—
"WHY DID DERRION DIE?"

By Mariame Kaba & J. Cyriac Matthew

Purpose: To explore the root causes of violence through an analysis of the Derrion Albert incident. Participants will rely on indigenous knowledge supplemented by media accounts to reconstruct the "story" of what happened to Derrion and to analyze why he died.

MATERIALS NEEDED
- Enough Copies of handouts for participants
- Enough Copies of the graphic organizer for participants
- Something is Wrong Remix (download the MP3)
- Blackboard or Newsprint
- Markers

TIME
1.5 hours (without an opening activity); Up to 2 hours if you include an opening activity.

OPENING
If you have enough time, you can select an activity from the *Introductory Violence Activities* provided in Section six of this curriculum guide. The activity called "Our experiences with violence" is Chicago-specific and runs between 15 and 20 minutes. This is an optional activity (time permitting).

ACTIVITY #1: DECONSTRUCTING THE DERRION ALBERT INCIDENT (30–45 MINUTES)

- Pass out a copy of the Chicago Tribune article "16-year-old boy beaten to death in Roseland."

- The facilitator should ask for volunteers to read the article aloud. Break participants into groups of four and ask them to list everything that they know and have heard about the Derrion Albert killing besides the facts that were shared in the Tribune article.

- Ask the groups to share what they have come up with. Each group should have a chance to highlight the new information that they have about the incident.

- *Facilitator Note*: The purpose of having participants share the information that they have heard about the incident is to create an "unofficial" account of the story. You should ask all of the participants how they acquired the information and knowledge that they shared. Did they hear the information from friends, family members, newspaper accounts, television reports or the internet?

- *Facilitator Note*: We have provided a handout that outlines key facts about the circumstances surrounding Derrion's death based on news accounts.

- Pass out the handout to participants. Read it as a group. Tell participants that it reconstructs the "official" story about the incident.

- *Optional (time permitting)*—Share Mike Males account of "Senior Violence" with participants. Sociologist Mike Males relied on several true news reports of incidents involving older people. Adopting the sensationalistic frame that he contends the news media applies to incidents committed by young people, he writes a fictional article about senior violence.

- *Facilitator Note*: Many studies have shown that the news media paints a distorted picture, emphasizing youth as perpetrators rather than as victims of violence; conflating race and violence; and giving short shrift to prevention. The news coverage then shapes policy debate. For most adults in the U.S., the media are the primary source of information about youth and violence.

Discussion Questions:

1. How is the Derrion Albert incident covered in the article "16-year-old boy beaten to death in Roseland." Why do you think that Derrion Albert's name did not appear in the headline? What does this say about how the media tends to cover youth violence?

2. Is there a difference between the "official" account of the Derrion Albert incident and the "unofficial" account developed by the groups? If participants notice a difference, ask them why this difference exists?

3. *Optional*: What did you think about the hypothetical "Senior Violence" news story? Why do you think the media like to portray incidents of youth violence in sensational ways? Why do they not do the same to adults as a class of people?

ACTIVITY #2: THE ROOTS CAUSES OF DERRION'S DEATH—DAVID BANNER'S *SOMETHING IS WRONG* (45 MINUTES)

- Warm Up activity: Have participants examine the map of youth homicides in Chicago by police district to see what we can learn about the distribution of homicides in the city.

- Brainstorm about the causes of violence: Ask participants what they think are causes of violence in Chicago neighborhoods. Why there are more homicides in certain parts of the city and fewer in other parts, and maybe none in certain suburbs? Write ideas on the board.

- Song: Introduce "Something is Wrong" to participants, explaining that David Banner was moved after the video of Derrion Albert's beating on the internet. He sent out his original song to artists around the country, and four Chicago artists responded, which led to this remix. Pass out the lyrics to the song and play the song. Ask participants to share their thoughts on the song.

- Lyrics Analysis: Pass out the graphic organizer and explain how it'll be used. For the center circle, ask participants what the problem is (violence, people getting killed, etc.). Explain that we'll listen to the song again, verse by verse, and pull out the causes of violence mentioned in the song and put them into the large oval.

- Debrief: Either in writing or verbally, have participants reflect on the causes of violence mentioned in the song. You can ask them to identify the causes that they believe are the most important, which causes they disagree with or have questions about, and if there are any causes of violence that weren't mentioned in the song. Participants can also compare the list of causes from the brainstorm to the causes from the song.

- **Optional**: Rapper Lupe Fiasco has suggested that hip hop should take some of the blame for the violence that ended Derrion Albert's life. Ask participants if they agree with Lupe Fiasco's assessment. Facilitator Note: We have included a couple of blog posts that reference his comments.

RESOURCES

Something is Wrong by David Banner: *http://www.youtube.com/watch?v=u9AscshGPsI* (this is the original version of the song—not the remix).

Photo essay of Derrion Albert Case:
http://www.cbsnews.com/elements/2009/09/29/crimesider/photoessay5350550_1_3_photo.shtml?tag=page

Handout for Participants

∙∙∙

16-YEAR-OLD BOY BEATEN TO DEATH IN ROSELAND
By Stephanie Banchero and Kristen Mack (Chicago Tribune—September 26, 2009)

The Agape Community Center in Roseland has long been a sanctuary, a refuge for students who want to finish their homework, take Bible study courses or simply escape the chaotic streets of their Far South Side community.

But this place of refuge became the scene of a deadly melee Thursday when dozens of teenage boys converged in a vacant lot next to the community center, beating one another with fists, feet and 2-by-4s.

When it was all over, 16-year-old Derrion Albert lay on the gravel, his body dented and damaged from the pummeling. A youth worker at the center dragged Derrion's slight frame into the center, but it was too late. He died a short time later.

Witnesses and police said Friday that the Fenger High School junior was not a target but simply passed by the community center and was swept into the violent altercation. Walking from school, he fell victim to the violence plaguing some of Chicago's most dangerous neighborhoods.

The honor roll student known for his love of computers became the third Chicago teenager killed this month. At least seven more have been shot.

Police and witnesses say the melee was a culmination of a simmering rivalry between two groups of Fenger students, one that lived near the school and the other from the Altgeld Gardens housing development. Neighbors said the feud has been building since August, spilling across Roseland streets and, some say, into Fenger.

Shots were fired in front of Fenger earlier Thursday. No one was injured. Police said the two incidents don't appear to be related, but they were still looking for suspects in Derrion's slaying.

"This gang violence is escalating beyond control," said T'Awannda Piper, the youth worker who pulled Derrion into the building. "He was caught in it. The kids directly involved walked away healthy, and this kid didn't walk away at all."

The Fenger school principal declined to comment.

As friends propped teddy bears at the site of the beating—creating the sort of street-side memorial that has become commonplace on the city's West and South Sides—Derrion's family began planning a funeral for a young men who had dreams of going to college.

Derrion was small, only 5-foot-7. He was a "'ladies' man" and a homebody, family members said.

Derrion's grandfather Joseph Walker sat in his living room, tearfully recounting his grandson's life. Displayed on the table in front of him was the honor roll report card and certificate for outstanding attendance.

"Derrion put his key in that door every day at 3:15," said Walker, who was taking care of the teenager. "He would get something to eat and get on the computer, where he would stay most of the night."

Walker said his grandson asked if he could hang out with some friends Thursday after school. Walker said OK, but insisted Derrion be back by 7 p.m.

He never made it. Witnesses said Derrion was near the community center, 342 W. 111th St, when a group of teenagers walking east met up with a group coming from the west. The fight began, they said, with about 10 teenagers. By the time it was finished, witnesses and police said, more than 50 youths were involved.

Milton Massie, executive director of Agape, said video from a surveillance camera atop the community center shows Derrion being struck in the back of the head and moving away from the crowd.

Handout for Participants

∙∙

ACCOUNT OF DERRION ALBERT INCIDENT
(based on news accounts from Chicago Tribune, Chicago Sun Times, CNN, MSNBC, and NBC)

Derrion Albert, an honor student at Fenger High School, was an innocent bystander of a street fight between a group of young men who come from the CHA's Altgeld Gardens and those who live in the neighborhood near the school known as the "Ville." Albert was pummeled to death by several other teens Sept. 24 near a vacant lot adjacent to the Agape Community Center in the 300 block of West 111th street. He was taken to Roseland Community Hospital and then to Advocate Christ Medical Center in Oak Lawn and died a few hours later, police said. Derrion died from cerebral injuries and blunt head trauma from assault, according to the Cook County medical examiner's office.

A Cook County prosecutor said Albert's death was a result of a brawl between two neighborhood groups, one from the Altgeld Garden public housing complex and the other from the neighborhood known as the "Ville."

The massive brawl, involving more than 30 individuals, according to an amateur video of the incident that was first given to a local news outlet before being turned over to police, started as part of an ongoing conflict between Fenger students from the Altgeld Gardens public housing community and students and residents from an area near the high school.

Family members believe Derrion Albert was fatally beaten Thursday for refusing to join a gang. But some witnesses say he was a bystander who was swept into a violent fight.

Early Monday afternoon, three teenagers were ordered held without bail for the fatal beating death. Silvonus Shannon, 19, Eric Carson, 16, and Eugene Riley, 18, are accused of kicking and punching Derrion to death. And late Monday, a fourth person, Eugene Bailey, 17, was charged in connection with the beating.

Carson, a Fenger junior, spent nine months at the Cook County Juvenile Detention Center. Upon his release, he enrolled at Fenger, and is currently serving a two-year probation for a July 2008 robbery.

Carson, who is from the Ville and is charged as an adult, was the first to strike Albert on the head, using a long railroad tie (a rectangular piece of wood used as a base for railroad tracks), Assistant State's Attorney, Jodi Peterson said. Albert was knocked out briefly, and when he woke up and tried to get up, a group from Altgeld attacked him. Riley allegedly use a railroad tie again to strike him and Shannon stomped on his head several times, Peterson said. Shannon, a Fenger student, and Riley gave videotaped confessions.

Neither Riley nor Shannon has a criminal history, and both hold jobs, their attorney said.

Police say the fight was related to a gang-related shooting outside the school earlier that morning. No one was injured. A 15-year old boy who allegedly approached a group of students on a corner near the school and opened fire was arrested, the police said.

When school let out at 2:50 p.m. on Thursday, Derrion Albert was nearly six block away – on this way to a bus stop – when two groups of students converged on the street, said Tandra Simonton, spokeswoman to the Cook County State's Attorney. The factions began fighting after an earlier shooting that police called gang-related.

Former Carver High School students from Altgeld were transferred to Fenger as a result of their neighborhood school being transformed into a military academy. About 350 high school students from Altgeld are bused daily to Fenger.

Monique Bond, spokeswoman for Chicago Public Schools, acknowledged there have been conflicts at the school between the groups and stressed that Fenger's principal, William Johnson, followed proper protocol by reporting the concerns to the police department.

On Monday October 19th, first-degree murder charges were dropped against one of four teens accused in the fatal beating of Derrion Albert that was recorded in a cell phone video. Eugene Bailey, 18, of Chicago, was arrested September 26, two days after the 16-year-old Albert was killed. Prosecutors dropped the charge Monday with little explanation.

"While the charge against Bailey was brought in good faith based on witness accounts and identifications, additional information has developed during the ongoing investigation that warranted dismissal of the murder charge against Bailey at this time," the state's attorney's office in Cook County said in a statement.

Bailey's family has maintained his innocence, saying the Fenger senior wasn't at the fatal fight and police misidentified him in the video.

On November 13th, Shannon, 19, Carson, 16; and Eugene Riley, 18, who are being held without bond, pleaded not guilty to three counts each of first-degree murder and one count each of mob action, according to Cook County State's Attorney's office spokeswomen Tandra Simonton. Judge Nicholas Ford accepted the pleas and set a Dec. 9 status hearing. A fourth suspect, a 14-year-old boy, is charged as a juvenile with two counts of first-degree murder and is being held in the county juvenile facility.

Handout for Participants (Optional)

WHAT IF THE PRESS COVERED THE OLD LIKE IT DOES THE YOUNG?
BY MIKE MALES[1]

To illustrate public and media biases against youths, imagine that the press portrayed senior citizens the way it does adolescents. My following, hypothetical media story on "senior violence" (quoted on National Public Radio affiliate KPPC-FM, Pasadena's, "All Things Considered") incorporates real incidents from the last year and the latest crime figures from the California Criminal Justice Statistics Center, Department of Corrections, and Center for Health Statistics:

"SENIOR VIOLENCE" ALARMS EXPERTS

A 71-year-old sprays a quiet church with gunfire, four dead or wounded. Another septuagenarian guns down two in a bloody office slaughter. On successive days, graying residents open fire with automatic weapons on dozens of people in senior citizens' centers in Arizona and Michigan, killing or maiming eight. In a picturesque beach community on Monterey Bay, an enraged 61-year-old shoots two neighbors to death over a trivial falling out. An elderly Santa Ana man beats a 14-year-old to death in a rage, tossing his corpse in a ditch.

Once seen as sweet, doting grandparents incapable of violence, America's and California's senior citizens are committing mass murders and displaying surges in violent crimes unknown to previous generations. In a particularly shocking trend, more people were murdered in mass, public shootings by senior citizens in the last 12 months than in all of America's schools put together.

A generation ago, old folks didn't act like this.

Californians age 50 and older once had violence levels considerably lower than gradeschool kids'. But in the last two decades, senior citizens' violent crime rates doubled. Today, elderly Californians are 40% more likely to commit serious violence than their gradeschool grandchildren. Social disadvantage is not the reason. Five-sixths of the state's aged murderers are white and middle class.

The kindly, rocking-chair codgers of yesteryear are a vanishing breed. Seniors' felony rates jumped 80% from 1975 to 1999. Today's elderly Californians suffer skyrocketing addiction and death from hard street drugs once unheard of in the grandparent set. In 1998, twice as many Californians over age 60 than under age 20 died from abusing heroin, cocaine, crack, or methamphetamine.

---

1. Mike Males (2004) *Kids & Guns: How Politicians, Experts, & the Press Fabricate Fear of Youth. http://home.earthlink. net/~mmales/contents.htm*

> As a result, the number of Californians 50 and older sentenced to prison leaped 1,200%, from 233 in 1977 to 2,919 in 1999. Taxpayers will shell out $60 million to imprison superannuated felons, a group once thought long past their criminal years...

Imagine, for a moment, what a relentless fear campaign against the elderly, based on a tiny number of addicts and psychopaths, would do to the image of seniors, public support for Social Security and elder benefits, demands for harsher policing and imprisonment of even more aged offenders, and fears of children toward graying citizens. Of course, such would never happen. Politicians, institutions, and the press do not wage fear campaigns against population groups with the power to fight back.

Handout for Participants

· ·

SOMETHING IS WRONG [REMIX]
– David Banner featuring Twista, Naledge, Rhymefest, Skooda Chose & Lisa Ivey

[Chorus: Lisa Ivey]
If you look at all the hurt, look at all the pain
People are dying and it's such a shame.
They know something's wrong (But won't nobody say it)
They know something's wrong (But won't nobody say it)
They know something's wrong (But won't nobody say it)
(I'll put it in a record, but will anybody play it?)

[Naledge]
Yo, let's take a stand for real
People, this is our chance to give
How the kids dyin before they get a chance to live
What ya'll waiting on? The earth to fall?
While murders on overload
Let's end the hate, stop the cycle like birth control
You raisin to die, though chasin the lie
And their parents missing
I guess they merely chasin a high
Man, they need to find another hobby
Protest another lobby
It's sad, without the footage shorty's just another body
A living nightmare sure ain't life
Something's wrong cause it sure ain't right
How we reach the point
Where we scared to walk home at night
We got a bigger war, little man, hold that knife
I ain't preachin, just tryin to reach him before the tv get him
Cause when I look at him I see me in him
For real, this passionate rap, you hear it in my vocab
Just imagine if it was your child
Holla

[David Banner]
In Chi-Town, D. Alberts laying on the ground
His life bleeds away while all the folks stand around
We gangstas, but we can't stop the pain in our town
I watched it on the net and that moment was profound
The OG'z gotta put the BG'z in check

I'm tryna do sum'hin but I need y'all help
We started gangbangin to protect ourself
Now it's power and respect to kill everything for wealth
...and it's the same thing in rap
You tell the kids to stay hood and you ain't even in the trap
He ain't never sell dope, he ain't never did time
And if you did, why would you want them to walk the same lines?
It's like we travel back in time
Took the whip with the crack, now it's black-on-black crime
Yeah, we put our cities on the map
But they call it the trap cause most hoods is just that - a trap!

[Repeat Chorus]

[Rhymefest]
Everybody wanna talk about these problem kids
But that ain't what the problem is and it's obvious
Imagine if the Cosby kids had to rob to live
While Rudy HIV positive …it's different now
Oh they wanna serve and protect the gifted child
While shorties out here duckin' shots, yeah these ____ are wild
They raised a hundred million dollars for an Olympics that we ain't even get
But you starving on the street and you can even get a hundred thou
Stop the police
They not babystitting but they guard Barack Obama's house that he don't even live in
I gotta lisp but my tongue ain't bit
You got a clip but your ____ don't spit
They got cameras on the poles
But it ain't catch what sun guy hid
But you can see it on a YouTube clip
Blair Holt was an honor student
Derrion Albert was an honor student
We kill each other but it just ain't got no honor to it
And we can't expect for Kanye or Com to do it
It's up to us, it's real talk
This is honest music

[Skooda Chose]
Work to go, been a battleground
You say something going's on I say something's been wrong
Same old song
Reminiscin Shock G
On 87th St. they be killin' dudes over G-shocks
In Englewood the phone poles hang Reeboks
Like Nas said, this ain't rappin', this is street hop

Cause see when Mayor Daley worry about the games in '16
I was reading in the paper that they tore down Ida B
When Oprah Winfrey and Bono was shutting down the Mag Mile
I was reading about the death of a black child
But what you expect when leaders ain't leadin'
Teachers ain't teachin'
Politicians still thievin'

[Repeat Chorus]

[Twista]
Just look at the murderers, look at the killers, li'l shorty whatever you shootin
I know that you hurtin and you gotta get it li'l homey but see what you doing
Fightin and shootin each other now take a look at where it put y'all
When y'all fin to settle it over a rugged game of football
But they wouldn'ta did it if we could take some of the money the city be spending and put it back in the community and in the schools and we could just get down to business
If you ain't believin that something is wrong just take a look at the percentage of people that sufferin where I'm from so Ima stand up and get with it
And rest in peace to Derrion and Ima pray for them who gotta bury him
And shorties use the experience as an example, you ain't a barbarian
You are a divine creation of God think your body is a temple
And that's why I'm taking my time to tell it to you on this instrumental

Resource Sheet for Facilitators

NEWS PRESENTS A DISTORTED PICTURE OF YOUTH, RACE, AND CRIME

1. *News media report crime, especially violent crime, out of proportion to its actual occurrence.* The most consistent finding across media and across time is the significant distortion of the amount of violent crime.

2. *News media report crime as a series of individual events without adequate attention to its overall context.* The consistent depiction of crime as a series of isolated events unrelated to any broader context reinforces the default frame[2].

3. *The news media, particularly TV news, unduly connect race and crime, especially violent crime.* The overwhelming evidence from these studies is that in the aggregate, crime coverage is not reflecting an accurate picture of who the victims and perpetrators are. Most studies that examine race and crime find that the proportion of crime committed by people of color (usually African Americans) is over-reported and that Black victims are under-represented. Other studies find that crimes committed by people of color are covered in proportion with arrest rates, but that crimes committed by whites are under-covered.

4. *Youth rarely appear in news, and when they do, it is often connected to violence.* One study found depictions of youth in violence-related news stories as often as there were depictions of youth in stories about education. Yet almost all young people are engaged in the education system, while a very small percentage of young people are engaged with the criminal justice system or law enforcement. Equalizing the two in news coverage distorts the overall picture of young people.

Taken together, the studies indicate that depictions of crime in the news are not reflective of either the rate of crime generally, the proportion of crime that is violent, the proportion of crime committed by people of color, or the proportion of crime committed by youth. The problem is not the inaccuracy of individual news stories, but that the cumulative choices of what journalists select – or do not select – to include in the news presents the public with a false picture of higher frequency and severity of crime than is actually the case. Rather than informing citizens about their world, the news reinforces stereotypes that inhibit society's ability to respond to the problem of crime, including juvenile crime.

Source: *Moving from Them to Us—Challenges in Reframing Violence Among Youth* by Lori Dorfman & Lawrence Wallack (Berkeley Media Studies Group, August 2009).

---

2. The Default Frame reinforces the idea of personal responsibility and minimizes the role of larger structural forces. The personal motivation frame needs little prompting. That is why it is called the default frame; if no alternative is presented; it is where people's minds go first. This default frame – that people's behavior is determined by personal motivation, not by the situations they find themselves in – makes advocating for systemic change more difficult. It means that rugged individualism is the dominant meta-narrative in American culture and that personal responsibility is the default value.

Resource Sheet for Facilitators

HIP-HOP TO BLAME FOR DERRION ALBERT'S MURDER?
Posted by Witches Brew On Wednesday, November 04, 2009

The brutal September murder of Derrion Albert left many of us scratching our heads, wondering who we could blame for such a senseless act. Was it simply a mob mentality? Was poverty to blame? Turf wars? Ignorance? Or, was it the music? One rapper says it **was** the music.

Chicago rapper Lupe Fiasco says Hip-Hop should take *some* of the blame for Derrion's murder. Lupe says Hip-Hop promotes negative things like violence. In an interview with Chicago radio station WGCI, Lupe said more of his fellow rappers need to step up to the plate.

"Hip-Hop has to take some fault for that. Just in the fact that the amount of violence and the amount of negativity that's in Hip-Hop and the music, it attributes to so much that goes on, negatively, in the hood."

Lupe went on to say the more positive stuff, sadly, can't seem to find a place on mainstream radio.

"It lacks entertainment value. It lacks a certain kind of hype around it. A certain "coolness" about it. So it doesn't fit on the radio."

Lupe said he hasn't been doing enough to use his celebrity to promote more of a positive message to kids. One person who has been using his street cred in the Chi is Twista, who met with some of the young people who were there for Derrion's beating death.

So, what's your call... should rappers and other entertainers become more involved in promoting a positive element to kids? Or, is it the parents' job? Does it still "take a village?"

Resource Sheet for Facilitators
....

http://hiphopwired.com/2009/11/04/lupe-says-hip-hop-was-a-factor-in-derrion-albert-murder/

LUPE SAYS HIP-HOP WAS A FACTOR IN DERRION ALBERT MURDER

by Justin Stewart November 4, 2009, 11:38am

Since the murder of Derrion Albert, many rappers have weighed in to say that action needs to be taken as the aggression in the African-American community has escalated.

It was reported earlier that Twista had made a more direct approach by visiting those that were friends of Albert.

With such a heavy influence in the community, it has been in the hands of rap artists to gear these young minds into the right direction and provide positive imagery to show that there is a way to enjoy life without having to resort to violence.

As a Chicago native, rapper Lupe Fiasco recently stepped up to the plate and put it out there that Hip-Hop should take some of the blame. By promoting such negativity, young listeners only act out what they embrace and the end result has been growing chaos.

Speaking with the Chicago radio station 107.5 WGCI, Fiasco opened up more on how rappers must take notice of what they say.

"Hip-Hop has to take some fault for that. Just in the fact that the amount of violence and the amount of negativity that's in Hip-Hop and the music, it attributes to so much that goes on, negatively, in the hood."

He added that another overlying issue is the fact that positivity is not endorsed as heavily in outlets such as the radio. Oddly enough, people must not want to be lifted and told that there is a better way.

"It lacks entertainment value. It lacks a certain kind of hype around it. A certain "coolness" about it. So it doesn't fit on the radio."

As a positive artist that has been able to rap tales outside of promoting drugs, sex, etc, the rapper also holds some weight on his own shoulders and feels that he should have had more presence.

"It's by example. I haven't been exercising my celebrity, in a sense, since I've been so laid back. I kinda feel like it's my fault because I should have been out there doing more. I have a message and a certain celebrity and certain popularity and I should be exercising that. Not saying that Rhyme ain't doing it. Not saying that Twista ain't doing it. It's just the more, the better."

In related news, although Fiasco has been off the radar for some time, the "Cool" one has reemerged and has started leaving damage once again in Hip-Hop. With no mention on *MTVs Hottest MCs List* this year, Lupe used his gadget flow to get into grind mode with recent freestyles to show that he is still a factor.

"I knew I wasn't going to make it. I just use that as an excuse to go hard. Just to beat up on em a little bit. I knew I didn't have a lot of product out there, but I knew we were setting up to go through this whole Fall and then the top of next year. We're just gearing up, all that is starting now."

With his recent performance, *Remember the Smile: A Retrospective of Lupe Fiasco,* the engines are pushing into 6th gear as the rapper continues to make a much needed return to the music industry.

Resource Sheet for Facilitators

. . . .

Youth Killings by Police District, 2009
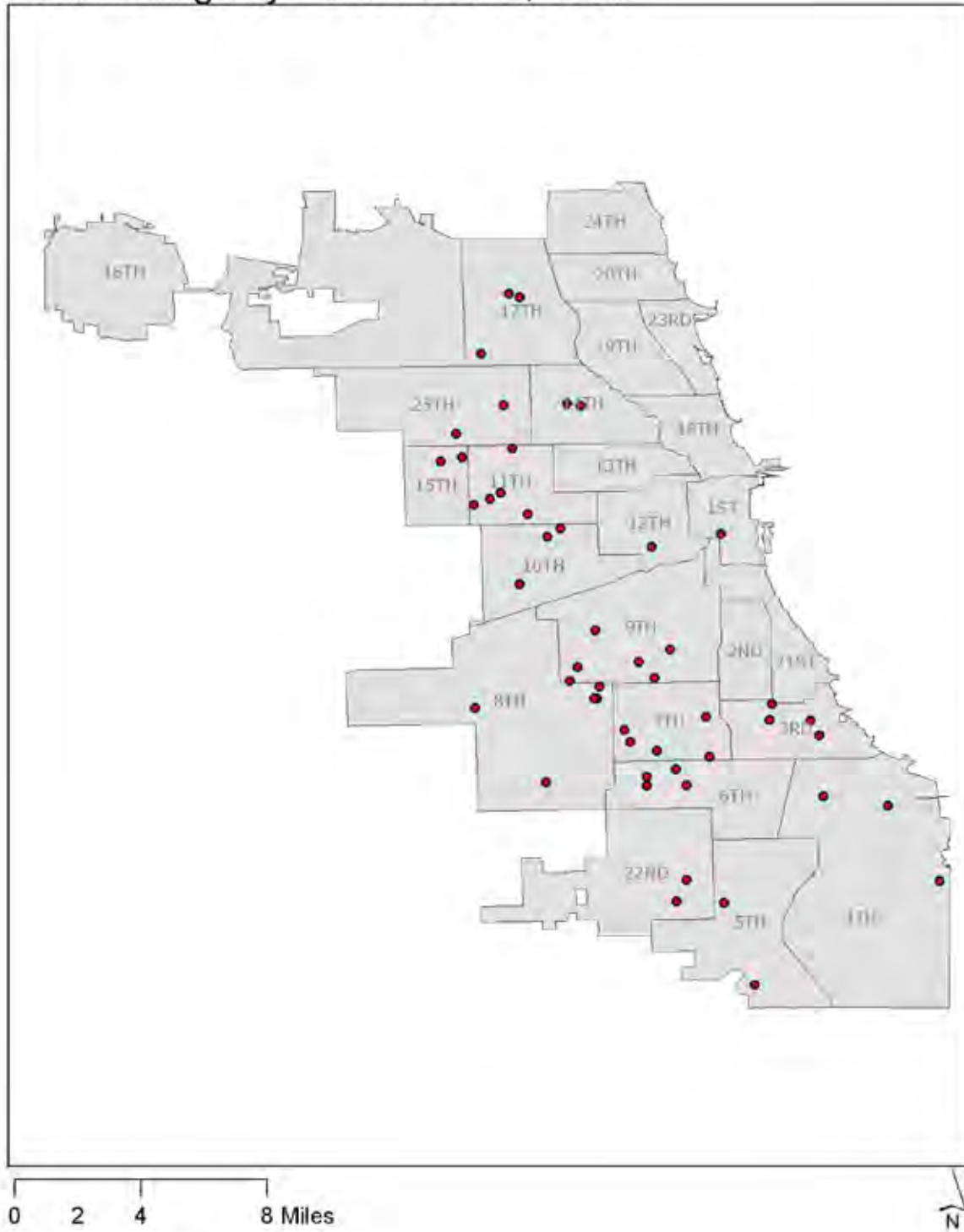
Handout for Participants

Name _____ Period _____ Date _____

Causes of Violence in Our Communities: Social Analysis Through Hip Hop

Using lyrics to "Something Is Wrong [remix]" by David Banner, featuring Twista, Naledge, Rhymefest, Skooda Chose, & Lisa Ivey

CAUSES
of the Problem

The Problem
(What's Wrong)

SECTION FIVE:
Youth-Led Research
and Organizing

EXPLORING THE ROOTS OF AND COMMUNITY RESPONSES TO VIOLENCE
A Youth Action-Research Project

Designed by: All Stars Project of Chicago,
David Cherry, Director with Bonny Gildin, Ph,D, Vice President,
All Stars Project Inc., Carrie Lobman, Ed.D., Associate Professor, Rutgers University[1]

53 West Jackson Blvd. Suite 556
Chicago, Il. 60605
(312) 360-0660
http://www.allstars.org/content/all-stars-project-chicago

GRADE LEVEL(S)
8–12

Narrative Summary: There are many organizations within communities that have as at least one of their purposes keeping young people involved in pro-social, positive, non-violent activities, so as to provide an alternative to gangs, drugs, and street crime. These organizations range from youth development programs, afterschool activities, youth organizing programs, and service learning sites. These organizations, either explicitly or implicitly, based their work on one or more understandings of the roots of violence. Moreover, young people are the targeted market for these programs, but they are almost never asked whether they think these activities (and the underlying understandings) are useful and successful in addressing their issues, e.g., providing an alternative to gangs and violence.

This project is premised on the idea that young people develop when they are active producers and creators of their lives. In the case of this unit, young people will conduct an action research study and evaluation of the organizations and institutions in their community that provide services for them. In the process of developing the ethnographic research skills that they will need for the project, young people will also be empowered to think critically about what they want/need in their community, what makes some projects successful and others are not, and about issues of funding, auspice, and history and how they directly impact on the opportunities young people do and do not have. This project provides a basis for young people to further understand the roots of violence as it explores some of the ways that society has attempted to address these issues and provides a process by which young people can participate in shaping those programs. Young people will become better informed about the history of youth and community programs and the ways they do or do not empower and develop young people.

This project will have multiple outcomes. Young people and adults will be better informed about what types of programs and organizations are successful at developing young people, the project will support the development of self-efficacy in the young people, and help create a sense of hope and empowerment as they move from being passive recipients of services to being active participants and leaders in their communities. Finally, young people will develop academically as they learn the skills necessary to conduct research.

---

1. Activities for this unit have been adapted (with the permission of the author) from Sabo-Flores, K. (2008). *Youth Participatory Evaluation: Strategies for Engaging Young People.* San Francisco: Jossey-Bass.

TIME ALLOCATION

A minimum of six weeks, with approximately 3 hours of school time a week devoted to the project, and an additional 3 hours a week of outside of school time by the young people.

OBJECTIVES

Youth will know:

- That they can be active producers and participants in their own development.

- How action research can be used to effect change in communities.

- Which youth organizations in their community are trying to impact on youth violence and how, including the understanding and assumptions the organizations have and make about the root causes of violence.

- How youth development organizations are funded and how funding affects the services they provide.

- The history and auspices of the organizations in their community that provide services to young people and the affect of that history on the programs that they provide.

- How effective these organizations are in meeting their goals from multiple perspectives.

- What types of activities and organizations are favored by the young people in their community and why.

Youth will be able to:

- Design action research studies on topics that are pertinent to their lives and communities

- Use ethnographic research methodologies to learn about and impact on their lives and communities

  - Generate questions on topics of interest to them

  - Develop surveys to gather information on youth programs.

  - Conduct interviews with adults and young people.

  - Analyze data using qualitative analysis techniques.

  - Present findings to the public through written reports, blogging, and at public forums.

- Think critically about issues that affect them directly.

FACILITATOR PREPARATION

http://youthparticipatoryeval.ning.com

Checkoway, Barry and Katie Richards-Schuster. (2004). "Youth Participation in Evaluation and Research as a Way of Lifting New Voices." *Children, Youth and Environments* 14(2): 84–98. Retrieved [12/10/2009] from *http://www.colorado.edu/journals/cye/*

Sabo-Flores, K. (2008). *Youth Participatory Evaluation: Strategies for Engaging Young People.* San Francisco: Jossey-Bass.

MATERIALS NEEDED FOR THIS UNIT

- Computers with Internet Access, Clipboards, Legal Pads, Pens, Flipcharts, Markers, Video cameras*, Digital Cameras*, Smartboard*
- $35 per student participant, a "Researcher Stipend" (to relate fully to young people as professional researchers)

*Valuable but not required.

ACTIVITIES

Each activity of the unit will teach young people key skills they will need to serve as researchers. The students will then implement these skills through paired field research of the different community organizations. Below is a summary of the activities by week. Attached is a list of detailed lesson plans for each activity.

- Week One: Getting Started and Developing Research Questions

- Week Two–Four: Field Research (Interviews, Surveys)

- Week Five: Analyzing the Data

- Week Six: Making a Report and Community Forum

EXPLORING THE ROOTS OF AND COMMUNITY RESPONSES TO VIOLENCE—LESSON PLANS

WEEK ONE ACTIVITY: GETTING STARTED

Summary: In the first week of the unit students will identify the programs in their community that serve young people, and begin to critically explore what they believe are the characteristics that make a program high quality and successful. The job of the teacher is to facilitate these discussions and to help the students go beyond their own experiences to explore the historical, cultural, and societal locations of these organizations and to examine how those characteristics affect the services they provide.

Objectives

- To identify the youth development programs in their community[2]

- For the class to discuss what they believe affects the quality and success of youth program

- To have the class determine how they want to go about researching and evaluating the youth programs in their community.

Materials
Computers with Internet Access, Smartboard or Flipchart and Markers

Steps

1. Share with the class that in an effort to understand better the lives of young people, and to discover some of the positive alternatives to gangs and other violent activities, they are going to study the availability, quality, and success of prosocial programs for youth in their neighborhood.

2. Ask students to brainstorm a list of places they are aware of that serve young people (i.e. Boys and Girls Club; Sports Teams).

3. Add to this list by having a group of students research online to find other programs they are less aware of. (TIP: Try googling afterschool/youth development programs and their zipcode or neighborhood.

4. Facilitate an initial dialogue with the class about which of these programs they believe are effective at providing young people with positive activities and alternatives and why, including what assumptions these organizations make about the roots of violence. Generate a list of what the students want in a youth program and what makes it less effective.

---

2. This project can also be expanded to include youth organizing programs or service learning sites in the community. Or the teacher can choose one of the these types of programs to focus on.

5. Encourage students to go beyond just their own experiences to explore some of the characteristics of youth programs they might be unaware of that can effect the type, quality, and longevity of the activities offered (i.e. Does it matter how programs are funded? What is the auspice of the programs? What is the history of the program?)

6. Come to a consensus about what information the students believe would be needed to evaluate whether the programs in their area are of high quality and are successful at providing prosocial alternatives to young people.

Homework/Follow-up

- Ask the students to continue to add to the list of programs by talking to their friends and relatives about places they might know about.

- Have the students interview two other young people about what they consider important characteristics in a youth program

- Contact the youth programs to be studied and ask them to participate. This will probably include receiving permission from parents or guardians for the young people who use the program to participate in the research.

WEEK TWO ACTIVITY: DETERMINING THE RESEARCH QUESTIONS

Summary: Once the class has identified the youth programs they will be evaluating and have created a list of criteria for what makes a high quality and successful program they will move on to developing as researchers. The purpose of this activity is to help students ask good questions and to have them develop the questions that will guide the study of the youth programs. The job of the teacher is in part to encourage students to ask questions that go deeper into the assumptions that the programs they are studying have about young people, and also the ways in which the programs do or do not support the development and empowerment of youth.

Objectives

- To help the class members develop as critical question askers

- To clarify what the project will explore

- To develop a set of questions that will guide the project

Materials Needed

White Board or Chart Paper and Markers OR a Smartboard

Steps

1. Discuss with the students the importance of asking questions and being curious if you are going to critically evaluate what makes for high quality and successful programs for young people.

2. Ask the class to pretend they are anthropologists or scientists from Mars who have just landed at DisneyWorld. What kinds of questions would they ask in order to come to understand where they were, what kind of a place it was, and what people were doing there, and whether it was a successful business?

   a. Have them list every possible question they can imagine.

    b. Have the class look at the questions and group them into ones that would give them similar types of information (i.e. numbers of people who use the park; questions that address why people come to the park, etc.)

    c. Have the class pick a few of these questions and discuss what they would need to do in order to answer these questions further. What tools or activities would they have to develop to answer the questions? What would they be looking for? Make sure students think about multiple sources of data—websites, interviews, surveys, observations etc.

3. When the class is finished with this activity, talk with them about the importance of formulating research questions that will drive their project. Research questions will determine what will be examined and what will not. Stress the importance of asking questions that get beyond just the surface facts about the programs they will be studying and that critically examine who the program serves and why, what they do with young people and why, and whether they are successful at helping to prevent violence.

    a. Explain that good research questions have the following characteristics:

        i. Questions should be complex enough to elicit rich data but should not be so complex that people have difficulty understanding them.

        ii. Questions should have more than one possible answer.

        iii. Answers to the questions should not be predetermined by the way they are worded.

        iv. Askers should not be able to answer the questions themselves.

        v. Questions should get at what the youth development program's goals are, whether they are met, and whether young people make use of the programs and why or why not.

        vi. Askers should gather data from people with different perspectives.

        vii. Questions should address aspects of the program about which data can be gathered.

4. Have the students continue the same question asking activity they did for Disneyworld, but this time ask them to ask questions that would help them evaluate whether the youth programs are of high quality and are successful. Have them shout out questions they would like answered regarding these programs. Have several students use computers or the white board to record the questions. Encourage students to ask questions that get at what the goals of these programs are, whether they are successful at meeting those goals, what questions they have about how the programs operate the way they do and why, and how they will decide if the program is valuable to young people.

5. Once the students have exhausted their questions, explain that it is most effective if the study focuses on one or two questions. This close focus makes the study easier to manage. To select the best questions, start grouping similar questions together. Ask the team if there are questions that are similar enough to be consolidated.

6. After grouping the questions the students should vote on which questions they think are most important. Then have the students make sure they meet the criteria for good questions (see #3).

7. Review that these are now the questions that will guide the research of the youth programs. Have the class copy them onto poster board and hang them on the wall.

Homework/Follow-up
Have the students share the list of questions with two other young people (not in the class) and come back with their feedback.

WEEK THREE ACTIVITY: DEVELOPING SURVEYS

Summary: A key means of collecting data for the research. This activity will teach the young people how to develop an effective survey. The survey created in this activity will be designed for the young people who utilize the programs being studied. Students will use the research questions from the previous activity and the criteria from the Getting Started activity to design a survey that will provide data on other young people's experience of the quality of the youth programs being studied.

Objectives

- To understand the definition of a survey and the value of using surveys

- To develop a survey for gathering information about local youth programs

- To develop a plan for administering the survey to key program providers and young people

Materials
Computer, printer, Smartboard (if available), chart paper, markers

Steps

1. Have the class work in groups of four to investigate the definition of a survey. They can use their own experiences, the Internet, or dictionaries. One definition of a survey is included below.[3]

2. Discuss some of the advantages and disadvantages of surveys. Include that they are useful when trying to collect large amounts of data; they are good for studying perceptions or attitudes and self-reported behavior changes; they are difficult to write; they can be hard for people who do not speak English or struggle with literacy; they are somewhat impersonal.

3. Discuss whether a survey will allow the class to gather useful information on which youth programs in their area are of high quality and successful.

4. Return to the four person groups to do some online research to explore the various types of surveys. Ask the students to try and answer the following questions:

   a. How are surveys designed? Is the layout user-friendly?

   b. What are the response categories that people use?

   c. Which surveys appear to be the most usable by young people?

   d. Are there questions on the surveys that you could use on your survey?

5. Have the students spend some time comparing the different surveys that each group has collected and evaluated. Have the group choose their favorite survey and their favorite types of questions. See

---

3. Surveys generally include a series of questions with predetermined response choices. These response choices can be lists of terms (for example, "Which of the following activities have you participated in? Mark all that apply."), they can be scales ("Rate the following statements from one to five, five being the best" or indicate how much you like something: "not at all," "somewhat," "a lot."); or they can be simple yes or no responses.
   Surveys can also include some open-ended questions that allow the person responding to write in an answer, using his or her own word. For example, "In what ways does participating in this The Door Project Surveys can be completed by a respondent or by the person completing the survey (Baker & Sabo, 2004).

if those questions can be turned into questions about the quality and success of youth programs. Return to the whole class and have groups share their favorite surveys and questions.

6. Have the class members brainstorm the types of questions and themes they would like to cover in their survey. Remind them that the research questions are their guide. What survey questions will help them get answers that will help them answer these questions. Write the questions on the flip chart or SmartBoard.

7. When they are finished brainstorming have the class return to their groups and revise the questions so that they are clear and specific: each question asks only one question; the questions elicit all the necessary information including demographic information.

8. Once the questions have been decided on, have the class work on the types of responses they are looking for. Do they want people to choose between phrases (i.e. a lot, some, a little, not at all) or do they want them to choose among a list (i.e. I utilize this program for: recreation, homework help, emotional support, to learn new things…). Have the class work through the questions and determine the best response to each.

9. Have the class place the questions in a logical order. Often you will want to start with demographic information.

10. Have the class develop an introduction to the survey. This paragraph should explain:

    a. the purpose and focus of the study

    b. information about what will be done with the data

    c. an estimate of how long the survey will take to fill out

    d. what they should do with the survey when it's complete

    e. whether the survey is confidential or anonymous

Homework/Follow-up

- Have the students pilot the survey with a small group of young people from the community. Remind them that the purpose of this is to see if the questions are clear and if they are getting the information on the programs that they wanted. Use this feedback to refine the survey.

- Once the surveys have been finalized have pairs of students go to the youth programs being studied and have the young people complete the surveys.

WEEK FIVE ACTIVITY: DEVELOPING AND PERFORMING INTERVIEWS

Summary: Interviews provide detailed, rich, and nuanced data from a smaller selection of people. During this activity students will learn how to develop and perform interviews. Students will use the following activity steps to develop two interview protocols, one for young people and one for the adults who run the youth programs that are being studied.

Objectives

- To create a set of questions to use while conducting interviews

- To align the interview questions with the overall research questions

- To learn to perform as an interviewer

Materials
Digital or Analog Recorders, Batteries, Legal Pads, Pens, Flipchart, Markers

Steps

1. Remind the students that the purpose of the interviews is to gather data that will help to answer their research questions and to further determine what makes a high quality and successful youth program and which of the programs in their community could be considered high quality and successful.

2. Divide the class into two. One group will develop interview questions for young people and the other will develop questions for the adults who run the youth programs that are being studied.

3. Each of the two groups will brainstorm all the questions they would like to ask and note them on the Smartboard or Flipchart

4. Each group will begin to group similar questions together and put them in a coherent order. In the process start eliminating questions that are repetitive or that do not elicit a clear answer. Make sure to develop follow-up or probing questions (i.e. What types of activities do you participate in at The Smith Street Community Center? Which of these activities do you enjoy the most, and why?)

5. Develop an opening script for the interview that tells the participant the purpose of the study and of the interview and also reminds them that their data will remain confidential or anonymous.

6. In order to rehearse the interview performances have the class break up into groups of three. In each team one person will play the interviewer, a note taker, and the person being interviewed. Have the interviewer and the note taker spend some time preparing for the interview, while the person who will be interviewed develops the character of the person they are playing. Encourage the person being interviewed to provide some challenges for the interviewer.

7. Have the students pair up with someone from the other group (one person who has developed the adult interview and one from the youth interview group) Have everyone conduct a ten-minute rehearsal interview with their partner and debrief afterwards with their group to discuss what worked and what didn't.

Homework/Follow-up
In research pairs have the students conduct at least 2 interviews of either a young person or an adult

WEEK SIX ACTIVITY: SHARING THE FINDINGS
Summary: This is a key part of the research study. The students will compile their findings and develop a presentation for the organizations being studied and for the community. The key role of the teacher is to facilitate the production of this event, and to provide support so that the students present the findings in a way that is powerful and not just critical.

Objectives

- To inform community organizations about the findings of the class research

- To empower students to be leaders within their community

- To have students learn how to compile and present data

- To help improve youth programming in the community

Materials
Computers, flipchart, markers

Steps

1. Have the students read through the summaries of the findings from each questions

2. Using the original list of criteria for high quality and successful youth programs have the students create a brief report for each program studied, highlighting its strengths and weaknesses.

3. As a class discuss the overall implications of these finding are. Encourage students to summarize what they believe they can now say about youth programs in their community.

4. Have the class compile a list of 5-10 recommendations for youth programs and for the community as a whole.

5. Organize a forum of youth organizations, community leaders, and youth to share the results of the research.

Homework/Follow-up
The primary assignment for this activity is to invite people to the forum.

ASSET MAPPING OUR COMMUNITY

Designed by: The Mikva Challenge

GRADE LEVELS
High School

Narrative Summary: In this activity, students will learn about the assets existing in their communities. Quite often, discussions on violence start with everything that is wrong in a community. Students also need to be able to identify all of the assets in their community when they work to develop solutions to violence or other issues in their communities.

TIME ALLOCATION
At least 2 days (class periods)

This lesson is part of a larger course, Democracy in Action. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

SUMMARY
This lesson should take a minimum of 2 days, longer if you allow class time for students to create their maps. Students will learn about the assets existing in their communities, which will help them when they develop solutions to their issue later in the course. You can choose for students to create individual maps or a class map of the community.

OBJECTIVES
Youth will be able to:

- Identify assets in their community
- Identify main idea of *Asset Mapping* article
- Explain why it is important to recognize community assets
- Create an asset map of their community

ASSESSMENT
- Main Idea graphic organizer
- Create a map

MATERIALS NEEDED
- *Asset Mapping* article
- *Main Idea* graphic organizer

- *My Commute, My Community* handout
- chart paper
- *Community Mapping* assignment handout
- Post-its
- Optional: disposable cameras

BELL-RINGER: JOURNAL (5 MINUTES)
Students should list 3 facts about their neighborhood in their journals.

BEFORE: SHARE OUT (5–10 MINUTES)
Have each student share one thing from their bell-ringer. Chart their responses on the board in two columns without making it obvious that you are making two columns. One column should be for things that are positive, the other for things that are negative. When students have all shared, ask students what each column has in common and what a good column heading would be.

Have students analyze the lists. Were there a lot more positives than negatives or visa versa? Why might that be?

DURING: INTRODUCTION TO ASSET MAPPING (20–25 MINUTES)
Ask students "What might be problematic about only looking at a neighborhood's problems?"

Have students copy definition of asset into their vocabulary journals or post in the room.

> **asset:** somebody or something that is useful and contributes to the success of something

Review any assets listed from the bell-ringer. Explain to students that you want them looking for the main idea in the article *Asset Mapping.* Have them fill out the *Main Idea* graphic organizer after they read, either independently or aloud as a class.

AFTER: ASSETS IN OUR COMMUNITIES (5 MINUTES)
Have students think of one asset in their community that is not already listed on the boards, using the ideas generated from the article and add the assets to the column left up from the bell-ringer exercise. Have students explain how it is an asset in the community.

CLOSER: INTRODUCE: *MY COMMUTE/MY COMMUNITY* (5–10 MINUTES)
The purpose of this assignment is to have students look at their communities (and for this assignment make it clear to students that we are generally talking about neighborhoods when we are talking about community) through the lens of the assets and challenges.

Have students chart the assets and challenges in their neighborhood on the *My Commute, My Community* t-chart. They can do this on their commute to/from school or by taking a walking tour of the 5 blocks surrounding their home or their school.

Enrichment: Students can write a Pros & Cons Essay: describing their commute to and from school in terms of positives and negatives. One paragraph should be dedicated to the positives (resources/assets) in what they observe, while the other should discuss the negatives. Encourage students to do

more than just list observations, but to also explore the relationship between what they see - causes and symptoms - and the issues their communities face. For example, an abandoned factory is more than just an eyesore; it also signifies job loss, which in turn implies less money in the community for education, medical care, food, etc.

Field Trip Opportunity: You can do *My Commute, My Community* as a class by taking a walking field trip (or ride the bus or el) with your class with clipboards and a simple t-chart labeled "positives" and "negatives." Have students silently report their observations. This could be a great community building activity for the class to do together. It also emphasizes the participatory and active expectations of the class.

DAY 2

BELL-RINGER: *MY COMMUTE, MY COMMUNITY* (3 MINUTES)
Have students take out *My Commute, My Community* and highlight the top 2–3 assets and 2–3 challenges they identified.

BEFORE: COMMUNITY POSITIVES AND NEGATIVES (15–20 MINUTES)
Have students get into groups of 3–4. Distribute a sheet of butcher paper and markers to each group. Ask each group to quickly choose a recorder and have that person put a plus sign (+) over one half of the sheet and a minus sign (-) over the other half.

Everyone will take the observations they made as part of *My Commute, My Community* and put them together to make a chart of the general issues (negatives) and assets (positives) in a community.

When groups have finished, have them post their charts around the room and lead a Gallery Walk (see teaching strategies). Have students comment with post-it notes on one asset and one concern from each group they found either interesting or troubling.

Lead a discussion, drawing upon the notes students made during the gallery walk. Ask students:

- What works in the communities we belong to? What helps make a community successful?

- What could be most improved in our communities? What prevents a community from being truly successful?

DURING: COMMUNITY MAPPING (TIMES WILL VARY)
We have provided two options for this assignment—an individual map or a large-scale class map. Choose the option that works best for you and your class. This length of time for this lesson will depend on which option you choose: The individual map can be started in class and finished as homework. The large-scale map requires that students bring items to class to construct the map and functions as a community collage and thus will take a little longer.

If you choose to create a class map:
Divide the class into teams and assign each team a task. Tell the students how large the map will be so that they can appropriately scale their contributions. (It should be large enough to accommodate the paraphernalia collected).

Determine a due date for bringing in the materials. The groups will need to meet and complete their tasks outside of class. You will need at least one class period to assemble the map.

Constructing the class map:
Hang the large-scale map up on the wall (the mapping team should complete this prior to map construction day). Members from the Mapping Team should facilitate the other teams' contributions.

AFTER: COMMUNITY MAPPING REFLECTION (TIMES WILL VARY)

While students are not attaching their contributions to the class map, or as part of their individual mapping assignment, they can work on writing a one-page reflection. Their reflection should follow the Perfect Paragraph guidelines and answer the following:

- How has this project impacted the way you see your (or your school's) community?

- Are there resources or problems you didn't recognize before?

- What do you want to see preserved? What do you want to see changed?

NOTE: Another in-class option is to use *http://www.lib.uchicago.edu/e/su/maps/chi2000.html* for an advanced socioeconomic comparison of your students' neighborhoods with other areas of Chicago. Here you can find a library of maps that overlay various data from the 2000 census of the Chicagoland area. Some of the color-coded maps show the age of housing, location of concentrated racial populations, ethnic change in neighborhoods, and per capita income.

Resource for Facilitators

··

ASSET MAPPING

INTRODUCTION

In many communities across the country, it is not uncommon for local leaders and citizens to assemble together to try to make their community an even better place in which to live. Unfortunately, the beginning point for these discussions usually is focused on the various *problems* and *concerns* existing in the community.

In the end, what is produced is a laundry list of all the problems being experienced by residents of these communities. The list might include concerns with the local school system, the lack of health services, transportation problems, inadequate child care services, limited availability of jobs that pay a decent wage, or the lack of good recreation programs for children. No matter what community you are talking about, community groups that begin taking a hard look at their community by only documenting all of its "problems," are already starting things off on the wrong foot. That's not to suggest that communities should try to sweep all their problems under the rug. What it does indicate is that the best way to effectively address the challenges that face communities is to have a good knowledge of the *resources* available to work on local issues.

An important beginning point involves mapping the *assets* of the community — **the skills and talents of local residents, as well as the capabilities available or possible through local organizations and institutions**. Collectively, these resources offer the wherewithal to address the host of important issues impacting the community.

INDIVIDUALS

- Every person has talents, skills, and gifts important to a community.

- Each time individuals use these abilities, the community in which they live is strengthened and these people feel a sense of empowerment.

- Strong communities are places where the capacities of local individuals are identified, valued, and used.

- The development of the community is built upon the talents and resources of its members.

LOCAL INSTITUTIONS

- *Kinship (Family):* The family carries out a number of important activities, such as the care and socialization of the young, providing food, housing, and nurturing for family members, and the biological reproduction of the human race.

- *Economic:* This involves the production, distribution, and consumption of goods and services in a community. The community's economic system influences what kind of work is available,

where jobs are located, how much people earn, the quality of the work environment, the prospects for future jobs, and the level of unemployment and underemployment in the area.

- *Education:* The major function of education is to prepare youth to be successful, contributing members of society upon reaching adulthood. This includes preparing them for the world of work, but also passing on to them knowledge, values, beliefs, and accepted ways of behaving (what we often call "norms") that we believe young members of our community should learn.

- *Political (Government):* The political (or governmental) institution is the arena in which power and authority is acquired and exercised. Its major functions include: (1) protecting the life, liberty and property of local residents (such as enforcing laws and providing police protection); (2) regulating conflict, including developing procedures and practices for resolving disputes; and (3) planning, coordinating, and providing public facilities and services to local residents.

- *Religious:* The religious institution plays an important role in attending to the spiritual needs of local citizens. In addition, it serves as an important source of support for certain moral values, norms, and customs. It also provides residents with personal support in time of need.

- *Associations:* Associations refer to the civic, service, social, fraternal, and other voluntary organizations available for people to participate in local activities. They operate with formal constitutional rules and by-laws, and operate with a team of officers and/or a board of directors.

INFORMAL ORGANIZATIONS:

- **Church Groups**: prayer groups, stewardship committee, youth group, service group

- **Community Celebrations Committees**: Annual Fair Committee, Arts and Crafts, Festival Committee, July 4th Parade Committee, Neighborhood Groups: crime watch, homeowner's association

- **Sports Leagues**: bowling, basketball, baseball, fishing, hunting clubs

Modified from *Mapping the Assets of Your Community: A Key Component for Building Local Capacity* By Lionel J. Beaulieu

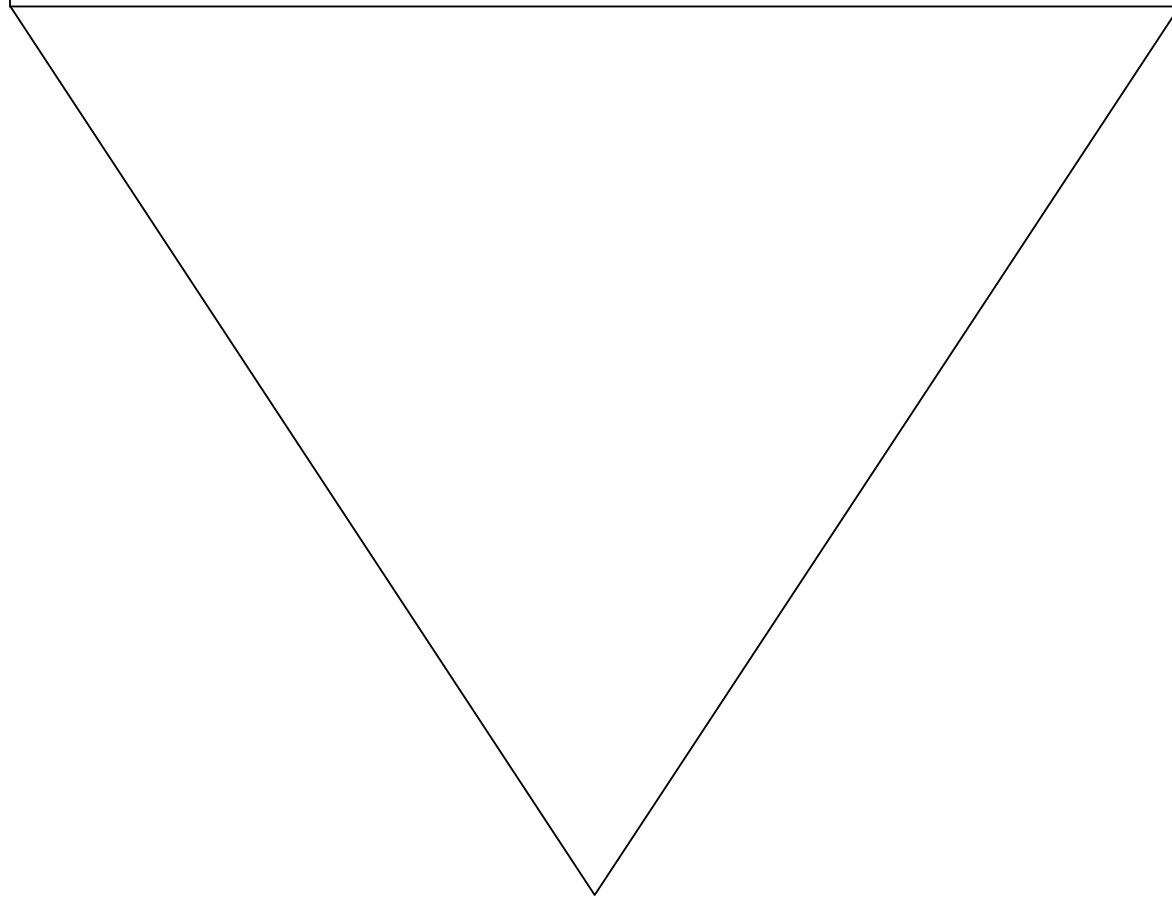# Main Idea Notes: Asset Mapping

What's the Main Idea?

Narrow it down: What's the most important point?

(How do you know that's the most important idea? Write three examples or comments that support your assertion that this is the most important idea.

1. _____

2. _____

3. _____

My Commute, My Community

Either on your way to/from school OR by walking the 5 blocks surrounding school or your home, chart the assets of the neighborhood and the challenges of the neighborhood on the chart below.

Assets	Challenges

Community Mapping:
Individual Map Process

. . . .

1. Determine the street boundaries of your community and draw them on your map.

2. Place the other main streets between your boundaries on the map.

3. Depending on the community you chose, place your house or your school on the map.

4. Survey neighbors, community leaders, local businessmen, etc. by asking them the questions below. Be sure to write down their answers!

    a. What do you *most like* about living in this neighborhood?

    b. What are some of the *resources* or *assets* this neighborhood has? What **community organizations** (nonprofits, church groups, etc.), **government services** (including parks), **businesses**, or other groups are helping the neighborhood? How?

    c. What about your neighborhood could be *improved*? In other words, what are some of the problems we have in this neighborhood? Do they happen in any specific location(s)? Also, are there any **businesses** or **services** that aren't good for our neighborhood? Are we missing any business that would be good?

    d. How do you think these problems could be improved? What do community members and other people or institutions need to do?

5. Use the answers to your survey as well as your own experiences to identify your community's resources or assets. These include parks, government offices, nonprofits that serve the community, businesses, etc. Place these resources on your map and label them by writing what they represent. Use one color to represent your resources.

6. Are there problems in your community that can be mapped? For example, is there a place where there should be a bus stop or a stop light, or an area of violence? Place these locations on your map using the same color and label what each area represents.

7. Create a key for your map.

Community Mapping:
Individual Map Rubric

Description	Points possible	Your score
Map has a minimum of 5 major streets placed correctly on the map and accurately labeled.	5	
Map contains a minimum of 5 community resources, placed correctly and labeled.	5	
Map contains at least two community problems OR a description of two community problems	5	
Map contains a key which explains the color-coded resources and problem areas.	5	
Map is neat, accurate, and reflects effort.	5	
Total	**25**	

Community Mapping: Class Map

1. **Photo Team**: Your task is to take photos of the neighborhood. Try to capture a wide variety of locations and objects. As a team, you must contribute *a minimum of 20 photos*. Hint: pair up and assign a section of the neighborhood for each pair.

2. **Mapping Team**: You're responsible for drawing the actual large-scale map and assisting the rest of the class in attaching their contributions to the map. The map must include *at least 6 main streets* that are placed and labeled accurately and be complete before map construction day. Hint: use an online map to help you make yours (check out *www.mapquest.com, maps.google.com*, or *maps.yahoo.com*).

3. **Paraphernalia Team**: Your mission is to collect business cards, take-out menus, and pamphlets that represent the community's assets or resources. You should also include any neighborhood or school newsletter or newspaper if there are any. As a team, you must have *a minimum of 12 pieces of paraphernalia*. Hint: pair up and assign a section of the neighborhood for each pair. You might want to use www.mapquest.com or maps.google.com to look up the streets where there are businesses and organizations before dividing the area.

4. **Assets and Challenges Team**: Your team is responsible for determining what resources and problems will be placed on the map. You must know the location of the assets and problems and decide how they will be represented on the map. In order to do so, you'll need to survey neighbors, community leaders, local businessmen, etc. by asking them the questions below. Be sure to write down their answers!

   a. What do you *most like* about living in this neighborhood?

   b. What are some of the *resources* or *assets* this neighborhood has? What community organizations (nonprofits, church groups, etc.), government services (including parks), businesses, or other groups are helping the neighborhood? How?

   c. What about your neighborhood could be *improved*? In other words, what are some of the problems we have in this neighborhood? Do they happen in any specific location(s)? Also, are there any businesses or services that aren't good for our neighborhood? Are we missing any business that would be good?

   d. How do you think these problems could be improved? What do community members and other people or institutions need to do?

   After you're done surveying, you'll need to create attachable representations (use construction paper) of *at least 5 community resources* and *at least 2 community problems*. Hint: pair up and assign a section of the neighborhood for each pair. You might want to use www.mapquest.com or maps.google.com to look up the streets.

5. **Community Culture Team**: The greatest resource in any community is the people that live there. Your team is in charge of creating visual representations of the community's culture. For example, you could include words that describe the community, symbols like flags (including the Chicago flag), a replication of neighborhood public art, drawings of people that reflect the various religious, racial, and ethnic backgrounds of the entire community, etc. Because this is a creative contribution, your teacher may need to pre-approve what you create.

Community Mapping: Class Map Rubric

Description	Points possible	Your score
The group fulfilled their specific responsibility accurately.	15	
The group worked well as a team in and outside of class.	5	
The group's contribution is creative and reflects effort.	5	
Total	**25**	

SURVEY YOUR COMMUNITY

Designed by: The Mikva Challenge

GRADE LEVELS
High School

Narrative Summary: Surveying their community is a great way for students to understand where their community stands on an issue. They can also use a survey to develop root causes of an issue or generate solutions. In this activity, students will learn how to develop a high quality survey, give a survey, and tally a survey.

TIME ALLOCATION
At least 3 days (class periods)

This lesson is part of a larger course, Democracy in Action. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OVERVIEW
The purpose of this lesson is to have students gain a deeper understanding of how the community feels about their issue. In doing so, students will also learn how to write and conduct an unbiased survey.

STUDENT OBJECTIVES
- Identify bias in survey questions
- List the qualities of a good survey
- Write and conduct a survey that will act as a
- an accurate instrument in diagnosing a
- community problem
- Tally a survey and analyze its results

ASSESSMENT
- *What's Wrong With This Survey?*
- Community Survey

MATERIALS NEEDED
- Mock violence survey
- *What's Wrong With This Survey?* worksheet
- *Conducting a Community Survey* Checklist
- Survey Tally Sheet

BELL-RINGER: MOCK SURVEY (5 MINUTES)
Students will complete the mock survey (they don't know it is a mock survey) on violence.

BEFORE: TALLY RESULTS (5 MINUTES)
Create a table on the board or on an overhead and ask students to raise their hands to tally their responses. Put responses on the board/overhead.

DURING: DISCUSS SURVEY, DEFINE KEY TERMS, NOTE-TAKING (25 MINUTES)
Ask the class if they saw any problems with the survey. If they don't bring up the following points on their own, lead the students to them:

- Sample wasn't representative of the entire school. Does the class represent all races, ages, ability levels, ethnicities, languages, etc., that exist in the school? Could populations not represented in the class possibly have responded differently?

- Some questions were worded in a biased way.

- Having respondents have to publicly reveal their answers may have effected their answers/invades their privacy.

- Some questions were not specific and succinct; it was unclear what they were asking, or they asked more than one thing.

- Answer choices didn't reflect all possible opinions or perspectives. As a result, some people's responses may not have reflected their perspective accurately.

Have students copy the following terms into their vocabulary journals:

- **sample** – a group of people that represents a larger group

- **validity** – extent to which a survey accurately measures what it is supposed to

- **reliability** – extent to which a survey gives consistent results when applied to different individuals at one time or to the same individuals over time

Ask students to apply the terms to the mock survey (ex. "Is this class a good sample of the student body? Why or why not?")

Write "**A Good Survey Must…**," on the board or overhead and explain to students that they should copy the following notes down. List points students have already brought up and solicit additional responses to define what a good survey should do. Be sure to include the following:

- Be short and specific with its questions.

- Have questions that ask one thing at a time.

- Have all possible responses available as choices.

- Have its questions worded neutrally, without any bias.

- Be taken from a *random sample* that is representative of its larger group.

- Be administered with a high level of *reliability*.

- Have *valid* results that accurately reflect the larger group's perspectives.

AFTER: "WHAT'S WRONG WITH THIS SURVEY?" (5–10 MINUTES)

Distribute the *What's Wrong with this Survey?* worksheet to students. Have students fill in the blanks below each survey question or description with a brief statement about what is wrong with each. If no problem exists, they should simply write "no problem." For your reference, an answer sheet immediately follows the worksheet.

CLOSER: CHECK IN (2 MINUTES)

Check to see how far students have progressed on "What's Wrong with this Survey?" worksheet and clarify any questions that might arise. Explain that they should finish the worksheet for homework if they have not already finished.

DAY 2

BELL-RINGER: HOMEWORK CHECK (5 MINUTES)

Post answers to What's Wrong with this Survey? on an overhead and have students' check their homework.

BEFORE: SETTING GOALS FOR OUR SURVEY (5–10 MINUTES)

Ask students: "How might a survey help us understand the issues that are important to community? What information would we want to find out?"

Allow students time to discuss these questions and have them clearly establish the goal(s) of you survey – in other words, what you want to find out. Remind students that the issue has been chosen but we still need to understand the community's perspective on the issue to help direct our action on it.

DURING: DRAFTING A SURVEY (15 MINUTES)

Have students work in groups of 3–4 to develop a draft of a survey aimed at accomplishing the goals clearly established in the **Before**.

AFTER: CHECKLIST (5–10 MINUTES)

Pass out copies of the *Conducting a Community Survey Checklist* and have students assess their survey so far and revise any questions that might need revision.

CLOSER: CHECK-IN (5 MINUTES)

Have groups determine whether their survey is complete or whether it needs more work. If it needs more work, groups should divide up tasks for homework, with the expectation that drafts of surveys will be completed by class tomorrow.

POSSIBLE ANSWERS FOR THE *WHAT IS WRONG WITH THIS SURVEY?* WORKSHEET

When you review this worksheet with your students, you may also have them propose better ways to ask a similar question. Some examples are given below.

1. The word "actually" suggests the writer's bias. Some respondents may not be sure. To fix the question, you could change it to, "Would you approve of extending curfew hours for children until 1 a.m.?" and "I'm not sure" could be choice C.

2. Respondents may be unsure what Senate Bill 472 is. To fix, explain SB 472. For example, "Senate Bill 472 is currently being considered in our state government. This bill would allow girls under the age of eighteen to have an abortion without requiring parental notification. Do you support this bill?" Also, the question should include choice C, "I'm not sure."

3. The choices are terribly unclear, and don't represent all possible answers. The wording for each answer is awkward; "Car" is not a type of crime. To fix, more choices representing all possible answers would be needed. The choices might depend on what the surveyor is looking for; the answer choices could simply be "violent" or "non-violent." That would cover all possible answers.

4. The wording reflects the writer's bias. Instead of "Don't you," write "Do you." It could also be pointed out that the results of this might not be altogether helpful; this could be considered an obvious question, similar to "Are you against the legalization of cocaine?" Depending on the survey's purpose, a better way of asking the question might be, "Would you support raising income taxes to provide more funding for schools?"

5. No real problem here. There might not be any really interesting difference between someone who watches 2–4 hours of TV per week and someone who watch 4–6 hours. The choices might therefore be broadened into "1–2 hours," "2–6 hours," "6–10 hours," etc.

6. Respondents could be confused about what "older" means. Over 30? Over 60? The question could read, "How many people over the age of 65 live on your block?"

7. This question is asking two things at once. This should be made into two questions, one about texture, the other about flavor.

8. This is a personal question that respondents may be uncomfortable and therefore dishonest in answering. Questions like this should be prefaced with a reminder about the respondent's confidentiality and a statement to put them at ease. For example, "Many people experiment with drugs like marijuana at some point in their life. In order to design programs to help people, we need to collect accurate, confidential information about drug use. Have you personally ever tried marijuana?"

DAY 3

BELL-RINGER: GROUP CHECK-IN (3 MINUTES)
Students should meet with their groups and make sure they have a draft of a survey to circulate in class.

BEFORE: ROUND-ROBIN (15 MINUTES)
Note*: You might want to give each group a red (or other color) pen to use as they will be editing their peers' papers.*

Students should be seated with their group and pass their draft survey questions to the group sitting to their right. Using the *Conducting a Community Survey Checklist*, students should mark up and/or correct any questions they feel are not well written. They should also put a star next to questions they feel are very well written. Give groups 3-5 minutes to read and comment on each survey and then have them pass their papers to the right. Continue this process until every group has read every draft survey.

DURING: COMPILING THE BEST QUESTIONS (15 MINUTES)
Collect all the drafts and ask students to read aloud the questions that received stars as best questions. You might want to have one student at the board or overhead copying down the questions as they read aloud.

As the best questions are compiled, have students watch for redundancy (is the same thing being asked more than once? If so, which questions gets to what we are looking for the best). Once the best questions have been compiled, ask students what, if anything, is missing. Does this collection of questions get to our goals established yesterday? If not, have students mine questions from the drafts or write new ones to address any gaps.

You may want to have 1–2 students facilitate the compilation of the best questions.

AFTER: DEVELOPING A PLAN AND A TIMELINE (10 MINUTES)

Assign one student the task of typing up the agreed upon survey and another student to proofread the typed survey.

Hand out the *survey tally sheet* and explain how the surveys will be tallied. Have students develop a plan of how they will conduct the surveys (ex., in teams or individually, orally or in writing), where they will go to conduct the survey, when will they go, how many surveys each student is expected to gather and how long they will have to complete this task (give them a date that you will have printed out copies of the survey ready for them).

CLOSER: REVIEW (2 MINUTES)

Review the established timeline and plan and check that typist and proofreader will be able to complete their tasks in allotted time.

Resource Sheet for Facilitators

NOTES ON SURVEYS

PLANNING...

If possible, it is good to give students more than one night to conduct surveys. A weekend is ideal. This might require filling in a day or two of lessons while students are conducting surveys. This is a good opportunity to:

- practice Socratic seminar (see readings in appendix)
- revisit a skill you think students need additional work with
- Review vocabulary thus far

SAFETY...

Some students may live in a neighborhood where random door-knocking and loitering outside stores might not be safe. If this is the case, possible modifications for students might include focusing just on the school community and interviewing students and school staff, or interviewing family members and friends. Remind these students that telephone interviews are acceptable.

TALLYING SURVEYS...

Depending on the sample size and the information sought, it may be important for the class to take note of certain demographic factors of their respondents. If they asked for demographic info on their survey, they will first need to sort the surveys by hand into separate stacks by category (for example, all men, all sophomores, all African-Americans, etc.). If they asked for more than one demographic variable in their survey, have them divide the surveys into the smallest components first (for example, Latino males, or if there are three variables, Asian female freshmen, etc.). Next, tally the responses on a tally sheet like the one on **page 65**. The students can then just combine the count on separate tally sheets to get the totals for the next "level up" in the variables (for example, by combining the counts on the separate tally sheets for African American males, White males, Asian males, and Latino males, they now have the total tally for all males).

Then again, your class may only be interested in seeing how the community as a whole is affected by the issue, and keeping track of demographics may be irrelevant.

Tips on tallying your surveys:

- Have students work with a partner. One student can read out the answers while the other makes hash marks on the tally sheet.
- Create a "central command station" of 1-2 students who compile individual tally sheets onto one class tally sheet
- Divide up the work amongst the class, and monitor them to be sure they are tallying carefully!

Violence Survey

Directions: *The Center for Violence Prevention is conducting a study of students to figure out how the issue of violence affects students. This class is being used as a sample for the entire school. Please answer the following questions honestly. Thank you for your time.*

1. Have you been the victim of a violent act, and did it make you feel afraid?

   a. Yes   b. No

2. Why do you think having more police in the streets would lower the number of violent crimes?

   a. Because criminals would be more afraid

   b. Because more gang members would be in jail

   c. Because less people would hang out in the street

3. Which of the following best represents your opinion on how to reduce violence?

   a. Punishment for violent crimes should be harsher

   b. More police should be on the streets

   c. More security guards should be in schools

Violence Survey

What's Wrong with This Survey? (p.1)

Read each survey question. If there is a problem with the question, write a sentence explaining the problem in the space below. If there is nothing wrong with the question, write "No problem" in the space below the question. Refer to your notes on what makes a good survey.

1. Would you actually want to have curfew hours for children be extended until 1 a.m.?

   a. Yes   b. No

   _____

2. Do you support Senate Bill 472?

   a. Yes   b. No

   _____

3. If you have been a crime victim before, what type of crime was it?

   a. Violent   b. Car   c. House

   _____

4. Don't you think our schools need more funding?

   a. Yes   b. No   c. Not sure

   _____

5. Approximately how many hours per week do you watch television?

   a. I don't watch television   b. ½ hour – 1 hour   c. 2–4 hours

   d. 4–6 hours   e. 6–8 hours   f. More than 8 hours

   _____

6. How many older people live on your block?

   a. 5–10   b. 10–20   c. 20–40   d. Over 40

   _____

7. Do you like the texture and flavor of our lunchroom food?

   a. Yes   b. No   c. Not sure

   _____

8. Have you ever tried smoking marijuana?

   a. Yes   b. No

   _____

Conducting a Community Survey Checklist

DOES OUR SURVEY…

☐ …have an introduction that explains who we are, why we're doing this survey, and why they should care enough to fill it out?

☐ …ask personal questions that are preceded by an explanation and an assurance of the respondent's confidentiality?

☐ …have questions that are as short and specific as possible?

☐ …ask only one question at a time?

☐ …have all possible responses for each question?

☐ …have neutrally worded questions that don't show any bias?

☐ …have space for people to identify their age/race/sex/income level/etc. if we want to know whether these things make a difference?

ALSO, WILL OUR SURVEY…

☐ …be given out to a random sample that is truly representative of its larger group?

☐ …be administered with a high level of reliability so that people won't answer the survey differently because of where they are, who they're around, or when they're being asked?

☐ …have valid results that accurately reflect the larger group's perspectives?

☐ …be given to a sample large enough that we can be confident that it will accurately reflect the larger population it represents? A simple rule of thumb: give the survey to at least 10% of the total population you are targeting, but give it to no fewer than 50 people, and no more than 1000. The more people you give the survey to, the more accurate your results will be.

☐ …need to be translated to languages other than English?

Sample Survey Tally Sheet

Age Category _____   Sex _____   Race _____ Other _____

Question Number	Answer			
	a.	b.	c.	d.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

RESEARCH THROUGH INTERVIEWS

Designed by: The Mikva Challenge

Narrative Summary: This activity prepares students to do interviews on their issue. Being able to talk to strangers, whether an expert on their issue or a member of the community, can help them not only uncover the root causes of violence but also develop solutions for their issue. It also helps students develop their oral communication skills.

GRADE LEVELS
High School

TIME ALLOCATION
1 day

This lesson is part of a larger course, Democracy in Action. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OVERVIEW
This lesson deepens the research skills of students by teaching them interviewing skills as a means to gather information.

ASSESSMENT
Interview Plan

SKILLS
Interview and telephone skills

STUDENT OBJECTIVES
- Role play interviewing different personality types
- Read about interviewing skills
- Prepare an interview plan
- Interview an expert on their issue

MATERIALS NEEDED
- Surveying Strangers Scripts
- Using the Telephone for Social Action handout
- Interviewing: A powerful civic skill handout
- Phone Form

BELL-RINGER: EVALUATING *SURVEYING STRANGERS* SCRIPT (5 MINUTES)

Students read the *Surveying Strangers Script* and write response of what was good and bad about that interview in the space below.

BEFORE: ROLE PLAY (5–10 MINUTES)

Solicit responses to bell-ringer and then invite students to role play in front of the class examples of a positive exchange. Solicit student volunteers to play community people. Hand each volunteer (2–4 volunteers in all) an index card with a personality type written on it (ex. disinterested, rude, nice but not terribly helpful, rushed etc.). Then solicit student volunteers to role play the person conducting the survey. Remind them they are supposed to be modeling good interviewing skills. Allow no more than 1 minute per role play. After each role play, solicit feedback from the rest of the class on what worked and what didn't and suggestions for how to handle such situations.

DURING: DIRECT INSTRUCTION (20 MINUTES)

The purpose of this part of the lesson is to familiarize students with skills needed for interviewing and to establish goals for an interview. You may choose to do this by reading aloud as a class *Using the Telephone for Social Action* and *Interviewing: a Powerful Civic Skill* handouts. Alternatively, you can choose to have students be more actively engaged by going through information in a guided note-taking format.

AFTER: CREATING AN INTERVIEW PLAN (15 MINUTES)

Have students write down what people or types of people they would want to interview and why. Have them explain how they would go about setting up the interview, when they would be able to conduct the interview and begin to create questions of what they would ask. We have provided a *phone form* should students choose to conduct phone interviews.

CLOSER: SHARE OUT (5 MINUTES)

Have a few students share who they hope to interview and what they hope to find out. Allow classmates to offer suggestions and feedback when appropriate. Hearing other individuals' plans might stimulate ideas for students who may be struggling to come up with ideas. Collect their plans so you can read them over and offer feedback.

A note on interviews:

We highly recommend that you bring in an expert on the issue to your classroom so the entire class can practice interviewing an expert. This is also a good idea if it would be hard for each student to do individual interviews. If you need help identifying or scheduling a guest speaker, please let the Mikva Challenge staff know.

Surveying Strangers Script

STUDENT: Hey, I'd like to ask you a few questions.

CORNER GROCERY STORE OWNER: Hey kid, I'm working here, I don't have time for you playing around.

STUDENT: GEEEEZ! What's up with the attitude? I just wanted to ask what you think is wrong with our community.

STORE OWNER: Who's community? What are you talking about?

STUDENT: My teacher's making me do this lame assignment and I have to ask people what's wrong with our community.

STORE OWNER: You want me to criticize the neighborhood where my customers are? No way! That's bad for business. Tell your teacher our community is just fine and let me get back to work.

STUDENT: (*Sarcastically*.) Fine. Thanks for the help, jerk.

STORE OWNER: Get outa here kid.

STUDENT: Whatever. I'll buy my hot chips elsewhere.

In conducting an interview: What did the student do well? What did the student do poorly?

Interviewing: A Powerful Civic Skill

INTERVIEWING TIPS

- Schedule an appointment ahead of time. Depending on who you are interviewing, this may be done by e-mail, a phone call, a letter or face to face. You want to make sure the person has time to talk.

- Prepare at least 4–5 questions to ask. Remember to ask open ended questions to avoid yes or no answers. You want to have a structure but don't get too tied to your prepared questions—allow room for the spontaneous questions and answers.

- Arrive on time with all of your supplies (questions, paper, pens).

- Be sure to write the name of the person (ask them to spell their name if necessary), their title, contact information and the date you met.

- Take good notes during the interview.

- If it is ok with the person you are interviewing, take their picture. Or better yet, have someone take a picture of the two of you together.

- Allow your interview to go off on a tangent but don't forget to bring them back to your original questions.

- Avoid cutting people off.

- Be polite.

- Remember, you are there to listen to them so focus on listening and let them do most of the talking.

- You can ask your interviewee where they got their information. That is a good way to check the accuracy of their statements.

- If the person is speaking to quickly, you can ask them to slow down.

- Always thank the person for his or her time and then send a follow up thank you (e-mail, letter, card).

Using the Telephone for Social Action

Using the phone for research is different from using the phone to make plans with your friends or keep in touch with your grandparents. Here are tips for professional and effective phone calling.

PREPARING FOR YOUR CALL:

1. If you will be using a phone at school, make sure you have permission.

2. If you are trying to speak to someone specific, try to make sure you know the proper pronunciation of their name and the gender of the person you are trying to call.

3. Find a quiet place to make the call where you won't be interrupted.

4. Make sure you have enough time to talk (don't call with 5 minutes before you're math test!)

5. Fill out questions 1–3 of the Phone Form before calling.

DURING THE CALL:

1. Speak slowly and clearly.

2. Introduce yourself and where you are from. Get the name of the person to whom you are talking (write it down!).

3. Briefly explain what information you are looking for and ask if the person you are talking to can help you. If they can't, ask for the name and contact person of someone who can. Use their name when you make your next call. For example, "Hi! John Smith from the Mikva Challenge gave me your name and said you might be able to help me."

4. If the person you want to talk to cannot talk, find out when a better time would be to call them back. Write down what time they suggest!

5. Be polite!

6. Write down any answers you get! Feel free to ask the person to whom you are speaking to repeat themselves or clarify any answers you don't understand.

7. Make sure you have the correct name, title, and contact information of the person you spoke to, in case you need to get back in touch with them.

AFTER THE CALL:

1. Follow up. If you told the person you were going to do something, do it!

2. Write a thank you note if you felt like the person you spoke to really went out of their way to help you (for example, if they talked to you for a long time, mailed you a packet of information, etc…).

Appointment Setting: If you are trying to set an appointment with someone, make sure to have a list of at least 3 or 4 possible times you can meet. If you are trying to set up an appointment with an elected official, you will probably need to explain what you want to their scheduler and then wait for them to get back to you.

Phone Form

. . . .

Fill in questions #1 – 3 before the interview

1. Introduce yourself

   Your Name: _____

   Contact Information where they can reach you(in case they ask):

   phone: _____

   address: _____

2. Explain why you are calling (if you are trying to set an appt., write possible times here)

   _____

   _____

3. What you want to know

   _____

   _____

   _____

4. Can the person you are talking to help you?

   Their Name: _____

   Their job: _____

   If not, who else can help you?

   Name: _____ Phone number: _____

5. Information (write down what your contact tells you)

   _____

   _____

6. Any follow up?

   _____

   _____

   _____

Thank you!!!

Write on the back of this sheet or attach additional sheets if necessary.

KNOW YOUR OPTIONS

Designed by: The Mikva Challenge

Narrative Summary: In this activity, students will begin to learn the various strategies they have to address their problem. The strategies in this lesson are tailored to changing policy—whether it be trying to get a legislator to change a law or to get a school administrator to implement a new program in the school.

GRADE LEVELS
High School

TIME ALLOCATION
1 day (class period)

This lesson is part of a larger course, Democracy in Action. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OVERVIEW
The goal of this lesson is to expose students to various strategies they have to address their issue.

STUDENT OBJECTIVES
- Consider numerous options for taking action
- Weigh the pros and cons of possible actions
- Brainstorm a possible action for their issue

MATERIALS
- *Field of Power* handout
- *The Activist's Toolbox* handout
- *Spice Up Your Action* handout

BELL-RINGER: REVISIT GOALS (2 MINUTES)
Review the goal(s) set in Unit 2 for the class's issue. Have students re-read the goal they set and note any changes they might want to make to it at this time.

NOTE: We strongly encourage all projects to include one goal that is a policy change. Often, students will want to do a peer education workshop or event. These one-time impacts can be really powerful, but there will be no long term change in the community. Having a policy change goal means that students will make a lasting impact.

BEFORE: FIELD OF POWER (15 MINUTES)

Ask students if there are any changes they want to make to the goals and facilitate discussion accordingly. Post the goal posted publicly for the remainder of this unit as you will need to refer to it.

Distribute the *Field of Power* worksheet to your students and have them read it from first base to third base. Make sure they understand the following points:

- **First Base: Raise Awareness About Your Issue.** This is where your class educates the public and raises awareness for their issue. Make sure their research is complete—they need to know their issue well enough to be able to talk to many people about it. Also, it has to be interesting and compelling in order for others to jump on board!

- **Second Base: Demonstrate Support.** This step requires your group to agree on clear goals and objectives (we'll do that in the next lesson) in order to create a strong, united front. Also, this is the step that lets you prove just how many supporters you really have.

- **Third Base: Directly Asking a Decision Maker.** Be it a private meeting or a public forum, your students will need to lobby a decision maker in order to effect change. This is effective only if you have a strong network of people who know your issue and support it.

Issues to address with students:

- Can you build public support without educating the public about the issue? NO!

- Is it effective to approach a public official and request change without knowing if the public supports the change? NO!

- Can you make change without at least consulting with the key decision makers? NO!

- You need to TOUCH EVERY BASE before you can score a HOME RUN—MAKING A CHANGE!

Don't forget about pinch running!! Another batter (group) may have already educated the public and demonstrated support. Your group can pinch run and move right to asking the decision maker. But someone has to have gotten to second before you.

On the other hand, your group may only have time this year to get to first, but that's OK if they set up a good project—another group can always "pinch run" and move around the bases so that the issue gets addressed.

DURING: *THE ACTIVIST'S TOOLBOX* (10 MINUTES)

Distribute the *Activist's Toolbox* handout. Have students underline or highlight as they read ideas that spark their interest or seem like they would work well you're your issue. Make sure the class takes special note of the fact that the chart is *by no means a complete list of tools*. Have students read through *Spice Up Your Action* for additional ideas.

AFTER: IDEAS FOR ACTION (20 MINUTES)

Divide the class into their small groups and assign each group a base on the *Field of Power*. Using the Activist's Toolbox to help them, have each group come up with a few actions that the class can take for their base in order to reach their class goal. Have groups share their ideas with the rest of the class. Draw a baseball diamond on a sheet of butcher paper and record students' ideas in the appropriate bases.

CLOSER: CHECK IN (2 MINUTES)

Insure that every group has at least 1 action from the toolkit that matches their "base." This is essential moving forward so if they do not, they must complete this for homework .

Field of Power

. . . .

Using the Activist's Toolbox and your own ideas, map out your path around the bases. Remember, each base represents a different type of action, so gear each action to match its intended consequence.
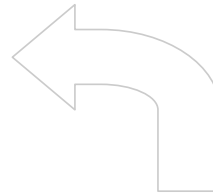
What do I need to do to get to <u>third</u> base?
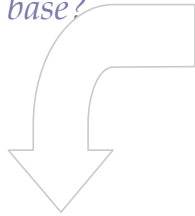
Second Base:
Demonstrating Support

Make sure your peers know your topic and have shown their support before you move on!

What do I need to do to get to <u>second</u> base?

Third Base:
Directly Ask a Decision Maker

Make sure people are aware of your issue and you have plenty of support before touching this base!

First Base:
Raise Awareness About Your Issue

Make sure you have an important issue, and make sure you know it well enough to educate your public.

Home Run:
Rewrite Your GOAL Below

The Activist's Toolbox

You've done your research. You have goals. You understand levels of government. Now it's time to think about **what to do about it**.

On the following pages are some common strategies used by activists as part of their larger campaign to push for structural change. Consider the tactics and how they might fit into your own project. Some of these tactics might look like they would be a lot of fun, but they might not be the most *effective* for your project. With that in mind, remember that the most important consideration in choosing what action your group will take is **what will get results**. Below are a few key questions you should also be thinking about while looking at the chart:

- What is our group's goal? Which tactics would be most effective for our particular goals?

- How much time do we have to prepare?

- What resources do we have available? What resources do we need?

- Do we have money to spend? If not, how much do we need?

The Activist's Toolbox:
(1) Raise Awareness about Your Issue

Tactic	Purpose(s)	Description	Possible Pros	Possible Cons	Rating
Educational and Visibility Campaign	Draw attention to the issue. Educate people on your issue	Create flyers, a short video, or any other means of getting information out to people in your school or community. Create signs, t-shirts, buttons, or anything else that will attract attention to your issue. Post them or wear them in public places.	• Can build the number of supporters you have. • Can be fun. • Can increase the number of people paying attention to your issue.	• Sometimes difficult to get people interested. • Can be expensive. • Needs follow-up.	
Hold a Forum With Students or Community Members.	Draws attention to the issue. Educate people on your issue.	Invite students or community members to a forum where you present the research you have in order to teach the audience about your issue. You can ask attendees to show support for your position at the end by asking them to sign a petition or write letters.	• Can be fun. • Gives you a chance to both educate public and demonstrate support in one event. • Can build the number of supporters you have. • Can increase the number of people talking about the issue.	• Can be a lot of work to mange event. • Could be expensive if you decide to feed guests. • Can be hard to get people to attend a forum if it is voluntary.	

WAYS TO GET THE MEDIA INVOLVED…

• Invite the media to the student/community forum.

• The media can be a key component to your educational/visibility campaign. Sending out a press release or pitching a story to a reporter may get you media coverage that will being more attention and support to your issue than you can do on your own.

The Activist's Toolbox: (2) Demonstrate Support

Tactic	Purpose(s)	Description	Possible Pros	Possible Cons	Rating
Hold a Protest March and/or Stage a Rally	Draw attention to the issue. Educate people on the issue. Show DM how much support you have.	Gather as many people as you can and march with signs to get the attention of the public and/or DM. At end of march, hold a public gathering with speakers to deliver your message and attract supporters. You could hold rally outside of DM office.	• Can build support for issue. • With a large turnout, can get a lot of attention from DM, press, and public. • Can be fun. • Can pressure DM to meet or make the decision you seek.	• Requires a lot of planning. • A small turnout makes your position look weak. • Needs follow-up. • Can embarrass a DM.	
Letter-Writing or Phone-Calling Campaign	Show a DM that there is support for your issue. Pressure DM.	Get as many people as you can to write letters or call a DM office asking DM to support your position or make change on an issue.	• Demonstrate that there is support for your issue. • DM pays attention when a large number of letters or phone calls come in about one issue. • Can be a simple project that is easy to plan and execute.	• Can be expensive if you provide the cost of the postcards/ stamps or the calls are long-distance. • Can be difficult to get a lot of people to call/write.	
Circulate a Petition	Shows a DM how much support there is for your issue.	Collect as many signatures as possible to show that there is substantial support for your position on the issue. Deliver the petition.	• Can be a powerful way of showing a DM how many people support your position.	• Can be ineffective without a large number of signatures	

WAYS TO GET THE MEDIA INVOLVED…

• Send out a press release to the media inviting them to protest march or rally.

• Inform media about the number of letters/phone calls/petition signatures you got as a press release or in a press conference

• Write a letter to the editor or write an article for your school newspaper about your position on your issue and what kind of support you have for your position.

The Activist's Toolbox:
(3) Directly Ask a Decision Maker

Tactic	Purpose(s)	Description	Possible Pros	Possible Cons	Rating
Meet with a Decision Maker (DM) in Private	Pressure DM to support you or initiate change.	Have a face-to-face meeting with the key DM to discuss the issue and ask them to do what you want to make change.	• Allows you to make your case directly. • Lets DM be the good guy. • Gives you a chance to develop a personal relationship with DM.	• Can be difficult to arrange a meeting. • Less public pressure for DM to say yes. • DM can back out of their commitment.	
Meet with a Decision Maker (DM) in Public	Pressure DM to support you or make change.	Invite the press, public, and your DM to a meeting in which you present the facts about your issue and publicly ask the DM to support you.	• Shows DM how much support there is in the community for your position. • Creates opportunity for community members to become involved in your cause.	• tional by DM. • If you can't get public or press to attend, your platform will appear weak. • Requires a lot of planning.	

WAYS TO GET THE MEDIA INVOLVED…

• Invite the media to your public meeting.

• Hold a press conference explaining what happened at a public or private meeting.

• Hold a press conference to get word out about a public meeting.

• Write an article for your school newspaper about a meeting.

• Send a letter to the editor of your local paper about your meeting and what the DM said.

The Activist's Toolbox:
(4) Spice Up Your Action!

CREATIVE ACTION

In today's busy world, how do you get people to stop and take notice? Creative action can be a great way to get attention and help to educate others about an issue.

Tips:

- Focus your creative action on a specific target and message.

- Creative actions do not have to be theatrical; you can make a banner, billboard, or anything visual.

- Research history—the Civil Rights Movement (Dr. Martin Luther King, Jr.), non-violent actions (Gandhi), apartheid (South Africa)—to learn more about direct action techniques already taken, including challenges and successes.

Here are some examples:

- **100 Chairs** – To demonstrate the growing wealth divide in the U.S., line up 100 chairs in a high-traffic place on campus. Ten people spread out over 70 chairs (lying down, stretching out) while 90 people have to fit on the remaining 30 chairs. This shows that 10 percent have 70 percent of the wealth, while all the rest (90 percent) have only 30 percent of the wealth. You can modify this activity using 10 chairs and 10 people, or use this concept to demonstrate other statistics. Source: United for a Fair Economy

- **Human Bar Graph** – 100 students line up to represent the president's salary, while one person represents a janitor's salary. A sign or spokesperson explains what is represented. Source: United for a Fair Economy: The Campus Living Wage Campaign

- **Interactive Theatre** – Create a short (5 minute) skit on some issue (for example, hunger, homelessness, racism, sexism). Make the skit controversial. Go through the whole skit once for your audience. Then repeat the skit, allowing the people in the audience to say "stop" at any point. The person stopping the skit then replaces a character they choose and changes the play. Hold a discussion at the end.

- **Guerrilla Theatre** – Create a dramatization that highlights your issue. For example, when Georgetown University students were protesting sweatshop labor in the production of campus wear, they staged a fashion show in a high-traffic area of campus. Students donned clothes with the university logo, and as they strutted down the walkway, the emcee talked about the sub-standard wages paid to workers who assembled the clothes. Guerrilla Theatre was used in the 1980s to dramatize death squad abductions in Central America. Students would stage an "abduction" in the cafeteria. This creative action engaged many students to join in Central American solidarity work.

- **Invisible Theatre** – Create a situation that will draw on-lookers into a discussion about an important issue. Example: Two people go into a clothing store where sweatshop labor is being used to manufacture the clothes. The cell phone of one person rings. "Hello. Yeah, I'm here shop-

ping at the (Name of Store). What? You're kidding! They use sweatshop labor to produce their clothes? Hey (to other person, in a loud voice so that others can hear), did you know that (Name of Store) uses sweatshop labor to make their clothes?" Draw the other shoppers and staff people into a discussion on living wages as a human right. Reference: Global Exchange, globalexchange. org, for current campaigns on living wages and other issues.

- **Demonstrating Inadequate Shelter** – Build shantytown housing on campus to demonstrate how people not earning a decent wage are forced to live in many countries. Sleep out in your quad to demonstrate homelessness in the U.S. References: *ruckus.org* for on-line training manuals (media, scouting, climbing); *faireconomy.org* for information on campus living wage campaign; *globalexchange.org* for updates on boycotts and demonstrations; *coopamerica.org* for listings of ethical companies and boycott.

- **Design a T-Shirt (clothing campaign)** – Sell or give away to people. Simple message, simple design, mass produce.

- **Songs/rap** – Generate songs or raps about your issue, or have a song writing contest about your issue. Put them on the school's announcements (public television).

- **Art contest** – Art can be used in posters advertising actions.

ORGANIZE A TEACH-IN

Visualize young people gathering in a church or a community center in the 1960s to listen to Dr. Howard Thurman and Dr. Martin Luther King, Jr., teaching how to organize and describing the underlying issues of racism. They were doing teach-ins, and probably the most successful teach-ins of the last century. It's your turn now!

- Decide what you want to do. This will depend upon your audience and how ambitious you are. You can show a movie, invite a speaker, have a forum of students and professors, or do a workshop on a specific skill or topic. You can even do all of these over a few days and call it a conference. The student group STARC (*starcalliance.org*) likes to host a two-part series: (1) show a video, and then (2) host an interactive workshop on direct action tactics.

- Plan and prepare! Reserve a room, confirm the speakers (have a back-up plan in case they do not show), check to make sure you are not competing with a concert or other popular event, get a visual aid (video, flip charts), make (or order from a national organization) educational pamphlets, and get food and drinks.

- Get the word out! Why bother organizing a teach-in if no one comes? Set an attendance goal. Put up posters or write the information with chalk on sidewalks or chalkboards. Gather up your friends. Go to other meetings where people might be interested in the topic and tell them about the teach-in. Ask professors to give extra credit for attending the teach-in and writing a paper for class.

- Create your agenda. Make your teach-in fun and interactive. Do a fun icebreaker to get the teach-in started.

- Do the teach-in! Get people's contact information to keep them informed on next steps. Have at least one way they can immediately take action. For example, send on-line faxes before they leave or check out the Letter Writing section.

Other Forms of Teach-Ins:

- **Open mikes and speak-outs** are great ways to maximize young people's voices on controversial issues and to encourage them to exercise their rights to free speech. Common areas like the cafeteria are the perfect setting (find out if your campus has a "free speech zone"). The downside to this activity is the lack of control. Having a clear message will help, but remember that you want people to express their views. Keep in mind the noise you will create and make sure you are not disruptive to others.

- **Debates and panel discussions** get both sides of the issue represented, so include young people from all walks of life. Make sure you truly have all points of view equally represented. For both open mikes/speak-outs and debates/discussions, be respectful of opposing views.

References: starcalliance.org is STARC's web site for upcoming actions and research on corporations, and protest.net has background information on activism and international action updates.

CYBER ACTIVISM

With today's technology, getting the word out to hundreds of people is a lot simpler than it used to be. Below are some ways to take advantage of the internet as you take action.

- **Webpage** – Create a webpage to go with your event, and make sure your webpage is always up to date! Create your own webpage for free, through *members.freewebs.com* and *www.hotdoodle.com*. Your school might also provide free web space.

- **Virtual Communities** – MySpace, facebook.com, and other virtual communities are great places to reach a lot of people at once. Create an account or group for your project/event; post events, photos, and messages; and invite friends and community members to join your cause!

- **Email** – Make your emails short, and use hyperlinks to direct people to the web for more details. Keep in touch *regularly* through email.

- **Listserv/Electronic Mailing List** – Find a service provider that will allow people to easily subscribe to your listserv (try *groups.yahoo.com* or *groups.msn.com*). A listserv is a single email address that actually contains your "list" of email addresses. Listservs are a way to discuss issues, organize, and share ideas and resources with a group of people. You can create your own (for your particular event/cause), as well as join existing ones to keep up on the issues. Make sure to actively collect email addresses at all of your events, and use your listserv to keep activists informed and connected. One great listserv to check out is SURGE (Students United for a Responsible Global Environment), which is for young activists who see the connections between social, environmental, and economic justice campaigns and efforts. Subscribe at dmarkato@email.unc.edu.

Find out more by looking at these cyber-activist web sites with resources for virtual organizing: netaction.org.training/, afj.org (Alliance for Justice: E-advocacy for Nonprofits), *organizenow.net*, *ruckus.org, cco.org, surgenetwork.org, intranets.com* for information about creating "virtual offices," and risingsun.org/tech.html for advice on creating a virtual community.

- **Create connections** – The internet is also a great way to create connections among the local activists in your city/town, which can be an important way to sustain you in your work. Check out *idealist.org* to search for the activists near you. Get together and support each other in your work. This can be a great social network as well!

- **Lobbying your representative online** – Even though most representatives have email addresses and even web-pages, legislators usually respond better to the traditional lobbying tactics of visits, letters, phone calls, faxes, and postcards. It is best to experiment with a variety of tactics to see what works with your representative(s). When you send an email to your representative, always include your mailing address in your email. Many emails will only be taken seriously if you include your address because that is the only way a legislator knows you are in his or her district.

Use these web sites for information on how to contact your federal, state, and local representatives:

- U.S. Senate: *senate.gov*

- U.S House of Representatives: *house.gov*

- Library of Congress: *thomas.loc.gov*

Vote-smart.org is a non-partisan organization that tracks voting records, campaign finance information, issue positions, performance evaluations, and contact information.

WHY SHOULD I CARE?

Designed by: The Mikva Challenge

Narrative Summary: This activity is meant to start a conversation among your students about whether or not they should be trying to make a difference in their communities. It can be very important to start a project addressing violence, or any other issue, with a discussion on how students feel about taking action on these issues.

GRADE LEVELS
High School

TIME ALLOCATION
2 days (class periods)

This lesson is part of a larger course, Democracy in Action. The lesson is arranged in a BDA format:

- Bellringer: a quick activity to get the class ready for the day's lesson
- **B**efore: Builds off the bellringer and acts as a transition to the days lesson
- **D**uring: Consists of new knowledge or skill acquisition
- **A**fter: Has students apply their knowledge in some way
- Closer: provides closure for the lesson, and can consist of giving homework or assessing students understanding of the activity.

OVERVIEW
This lesson introduces the idea of social responsibility and the potential consequences of inaction.

STUDENT OBJECTIVES
- Reflect and respond to quotes on social responsibility
- Employ Active Reading Strategy during the reading of article
- Participate in Socratic Seminar
- Reflect on facilitation skills

VOCABULARY
Duty

ASSESSMENT
- Close read of article
- Socratic seminar participation

MATERIALS NEEDED
- Stand and Declare signs: Strongly Agree, Agree, Disagree, Strongly Disagree (posted on four corners of the room)
- Markers

- Chart paper with quotes posted around the room
- LCD projector to view streaming video from internet
- Copies of *Gawkers Idle After Grisly Hit and Run*
- *Seminar Rules* and *Seminar rubric* handouts

Before the class enters the room *(or while they are doing the bell-ringer), please prepare for the activity by doing the following:*

- Write Stand and Declare signs on chart paper and post on four corners of the room

- Post quotes from thought museum on chart paper around the room

BELL-RINGER: JOURNAL (3–5 MINUTES)
Have students copy the definition to duty in their vocabulary journals:

> **duty**: something that you're expected to do by moral, legal, or other obligation

Have the statement: ***It is my duty to help everyone around me to the best of my ability*** written on the board. Tell students to write their thoughts in response to that statement in their journals.

BEFORE: STAND AND DECLARE: OBLIGATIONS (10 MINUTES)
Explain to students how Stand and Declare works:

Directions for Participants

1. I'll read a statement.

2. After the statement is read, you should decide whether you strongly agree, mostly agree, mostly disagree, or strongly disagree with the statement.

3. You should then go to the sign that represents your stance.

4. After everyone's chosen a corner, you'll have a minute to discuss with the others in your corner why you're there. You should also choose one representative.

5. Each corner representative will then have 1 minute to explain to the class why their stance is the best one.

6. After every representative speaks, everyone will have a chance to rebut each other's arguments. Arguments must be kept to 30 seconds or less so that everyone gets a chance to participate.

7. Speakers should try to persuade others to move to his/her corner. If you feel persuaded at any point in the game and change your stance, you should move to the appropriate corner.

8. Be sure to listen to whomever's talking and voice your opinion respectfully. The point is for everyone's voice to be heard and challenged in a rational manner.

Once everyone understands how the activity works, go through steps 1–7 with this statement: ***I have an obligation to help other people.***

DURING: THOUGHT MUSEUM (20–25 MINUTES)

Equipped with a pen, students should SILENTLY walk around the room, read the quotes posted on chart paper and write a comment or reaction to the quote (or a reaction to their classmate's comments) on the paper. (True silence makes the activity work better because students are forced to write what they think instead of saying it aloud. It is meant to be a silent conversation where students talk to each other through their comments). After 5–10 minutes, have students go back to the quotes they already commented on and read what others wrote. They may then comment back to other people's comments.

After 5-10 minutes have students return to their seats and debrief the activity. Which quote spoke to you? Confused you? Do you feel differently about our Stand and Declare Statement after completing this activity?

AFTER: PREPARE HOMEWORK (5–10 MINUTES)

Set a purpose for the students' reading of "*Gawkers Idle After Grisly Hit and Run*" using an Active Reading Strategy such as Close Reading or Double Entry Journals (see teaching strategies). If this is the first time introducing these strategies, be sure to spend some time explaining the process.

Direct students to find details from the article to answer the question: *"What sense of duty did the people of Hartford feel towards Angel Torres?"*

<div align="center">

DAY 2

</div>

BELL-RINGER: INTRODUCING SOCRATIC SEMINAR (5–10 MINUTES)

Have students silently read one of the handouts on the guidelines and expectations of Socratic Seminar to introduce the process and the rubric you will be using to assess them.

After they have read silently, field any questions they may have about the process. Stress that it takes practice to get good at and that they will have lots of practice in this course. Let them know that they will have the opportunity to facilitate future seminars during the course.

BEFORE: WHAT WOULD YOU DO? (10 MINUTES)

Watch one of the clips from ABC news: What Would You Do?, available at *http://abcnews.go.com/WhatWouldYouDo/*. (Recommended episodes include March 17th on hate crimes and *http://abcnews.go.com/video/playerIndex?id=4432044* on domestic abuse).

Have students respond to the clip on a double entry journal.

DURING: SOCRATIC SEMINAR (20–30 MINUTES)

Facilitate seminar around the Stand and Declare statement "I have an obligation to help other people," using the quotes, article, and video clips. You can substitute the word "duty" or "responsibility" for obligation to see if it changes the conversation. Tie the discussion to Mikva Challenges' phrase "Democracy is Not a Spectator Sport."

During the seminar you may want to pause the discussion and draw attention to your facilitation. (Remember: part of the goal here is to model good facilitation so step out of your teacher mode and try to facilitate in a neutral, non-judgmental way).

AFTER: REFLECTION (10 MINUTES)

Have students reflect on the process either in writing or orally. Some questions may include:

- What worked? What didn't work?

- What did you notice about my facilitation?

- How did we do as a group?

- What would make our next seminar better?

We encourage you to make Socratic Seminar a regular part of your class and practice a gradual release of responsibility, allowing pairs of students to facilitate seminars in a few weeks, thus giving students the opportunity to practice facilitation.

CLOSER: EXIT TICKET (3 MINUTES)

If you were to facilitate a seminar what would be challenging for you? What do feel you would be good at?

NOTE: By the end of seminar you should have a pretty good sense whether your students are embracing the concept of social responsibility. If your class is not sold on the importance of social responsibility check the supplementary readings for additional readings you may want to use with them including: *Letter from a Birmingham Jail* and *Civil Disobedience* and *Not in My Town*. All of these readings can be found at the end of the unit.

Quotes for Thought Museum

Injustice anywhere is a threat to justice everywhere
— Martin Luther King, jr.

Inaction may be the greatest form of action.
— Jerry Brown

If you don't stand for something, you'll fall for anything.
— Steve Bartkowski

You are either part of the solution, or part of the problem.
— Eldridge Cleaver

Better to die on one's feet than live on one's knees.
— Emiliano Zapata

Without struggle there is no progress.
— Frederick Douglass

In Germany they came first for the Communist, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.
— Martin Niemoeller

Gawkers Idle After Grisly Hit-And-Run

HARTFORD, Conn., June 6, 2008

(CBS/AP) A 78-year-old man is tossed like a rag doll by a hit-and-run driver and lies motionless on a busy city street as car after car goes by. Pedestrians gawk but appear to do nothing. One driver stops briefly but then pulls back into traffic. A man on a scooter slowly circles the victim before zipping away.

The chilling scene—captured on video by a streetlight surveillance camera—has touched off a round of soul-searching in Hartford, with the capital city's biggest newspaper blaring "SO INHUMANE" on the front page and the police chief lamenting: "We no longer have a moral compass."

"We have no regard for each other," said Chief Daryl Roberts, who on Wednesday released the video in hopes of making an arrest in the accident that left Angel Arce Torres in critical condition.

However, Roberts and other city officials backtracked on Thursday. After initially saying he was unsure whether anyone called 911, he and other city officials appeared at a news conference in which they said that four people dialed 911 within a minute of the accident, and that Torres received medical attention shortly after that.

But what seems like witnesses ignoring an emergency situation on the video can be explained by something psychologists call bystander syndrome.

"In a nutshell (bystander syndrome) is when people witness an emergency, when they witness an accident or a crime, the more people that witness, the less likely any one of them is going to do something to help," Dr. Marisa Randazzo, former U.S. Secret Service Chief Psychologist told CBS' *The Early Show*.

"It's counter intuitive, but what we know is that there are three steps that any bystander, any witness goes through when they see something happening and they've got to go through these three steps before they do anything," Randazzo said.

"They have to notice it's an emergency," Randazzo said. "What happens is when something like this happens people start to look around at others and see what their reaction is, and if the other people aren't immediately reacting with alarm, pulling out their cell phones, calling the police, maybe calling for help, yelling, it's easy for us to misinterpret and say, no one else looks so alarmed so maybe it is not what I think it is.

"They have to feel like they have the skills and the competence to do something. If there was a nurse or an EMT, they would have gone in because they're trained to do that. Everyone else assumes 'I don't have the training to do that,'" Randazzo said.

City Council President Calixto Torres said viewers of the 1½-minute videotape might mistakenly believe that no one helped.

"I think this moved too quickly," he said. "I think it moved too quick and we were putting information out that was incomplete. What I think was missing is the fact that this happened in a very short period of time."

Roberts said his initial angry reaction was based on what he saw in the video. "The video was very graphic and sent a very bad message," the police chief said.

The hit-and-run took place in daylight last Friday at about 5:45 p.m. in a working-class neighborhood close to downtown in this city of 125,000.

In the video, Torres, a retired forklift operator, walks in the two-way street just blocks from the state Capitol after buying milk at a grocery. A tan Toyota and a dark Honda that is apparently chasing it veer across the center line, and Torres is struck by the Honda. Both cars then dart down a side street.

Nine cars pass Torres as a few people stare from the sidewalk. Some approach Torres, but no one gets any closer than a couple of yards and no one attempts to stop or divert traffic until a police cruiser responding to an unrelated call arrives on the scene after about a minute and a half.

"Like a dog they left him there," said a disgusted Jose Cordero, 37, who was with friends Thursday not far from where Torres was struck. Robert Luna, who works at a store nearby, said: "Nobody did nothing."

One witness, Bryant Hayre, told The Hartford Courant he didn't feel comfortable helping Torres, who he said was bleeding and conscious.

The accident—and bystanders' apparent callousness—dominated morning radio talk shows.

"It was one of the most despicable things I've seen by one human being to another," the Rev. Henry Brown, a community activist, said in an interview. "I don't understand the mind-set anymore. It's kind of mind-boggling. We're supposed to help each other. You see somebody fall, you want to offer a helping hand."

Gov. M. Jodi Rell said the video is "beyond chilling."

"There seems little question that the driver of the car that struck Angel Arce Torres on May 30 knew what happened," she said in a written statement. "Almost as chilling is the reaction of some passers-by who did little in the moments after the crash to assist Mr. Torres."

The victim's son, Angel Arce, begged the public for help in finding the driver.

"I want justice for my father," he said. "He's a good man. He's in pain. The family is in pain."

The hit-and-run is the second violent crime to shock Hartford this week. On Monday, former Deputy Mayor Nicholas Carbone, 71, was beaten and robbed while walking to breakfast. He remains hospitalized and faces brain surgery.

"There was a time they would have helped that man across the street. Now they mug and assault him," police chief said. "Anything goes."

Watch the video of the hit and run at: *www.cbsnews.com/stories/2008/06/06/national/main4158744.shtml*

Socratic Seminar

What is Socratic Seminar?

The Socratic method of teaching is an art developed by Socrates in which the teacher guides the student toward a greater understanding of the issues in a text or work of art through a series of questions. It is also a technique that requires practice to get good at. The seminar requires participants to carefully listen, consider and evaluate what has been said. The Socratic method stimulates thinking that leads to true understanding rather than mere acquisition of facts.

How does a seminar work?

After reading a text (such as poem, a short story, novel speech, play, essay, historical document), or examining a work of art, the seminar leader will ask an opening question that can be answered in a variety of ways depending on individuals' interpretation of the text. During the seminar, participants develop a dialogue with each other, the leader and the text. Participants may change their point of view based on another participant's contribution. Unlike a lecture or typical group discussion where the leader determines the conversation, the participants take control of the seminar conversation. The goal of the seminar is to give the participants a greater understanding of the text. The seminar facilitator simply helps keep the conversation going by posing questions and keeping order.

There are no "wrong" answers in seminar, but participants are responsible to support their answers with evidence from the text. Participants should speak to each other during seminar, not simply to the facilitator.

What are the guidelines for an effective seminar?

- Everyone should speak at least once.

- No one person or persons should dominate. If you have spoken three times, wait at least five minutes before talking.

- Address your classmates by name. Make eye contact with your peers, not the teacher.

- Your grade is based on: listening, preparation, contributions and reference to the text.

- Be aware of people who are trying to jump in but are having a difficult time.

- Ask thoughtful questions that clarify and expand ideas.

- Keep an open mind -- be willing to qualify or abandon your initial opinions if you are persuaded by others that you need to do so.

- Be comfortable with silence.

- Seminar may raise more questions than they answer. There is no "answer" we are working to figure out. We are examining our own understanding of the text and making new meaning of it.

SOCRATIC SEMINAR RULES & GUIDELINES

A Socratic Seminar is meant to be a place where you can talk and discuss a reading with your peers so as to gain a deeper understanding. Seminar is not meant to *test* your knowledge of a certain reading.

You are expected to come prepared for seminar by having read and highlighted the text. You should bring any questions you may have had about the reading (things you didn't understand, things you are curious to know how others felt) and ask those questions to one another during seminar. As you go into the seminar, keep the following guidelines in mind:

- Refer to the text when needed during the discussion. Your goal is to understand the ideas, issues, and values reflected in the text. To that end, it is important to refer to the text directly.

- It's OK to "pass" when asked to contribute, but your participation is expected.

- Ask for clarification if you don't understand something in the text or something one of your peers is saying.

- Stick to the point currently under discussion. Make notes if you have an idea you want to come back to.

- Take turns speaking. Allow others a chance to participate. Try not to dominate the conversation.

- Listen carefully.

- Address the group when you are speaking, not the teacher or facilitator.

- In seminar, we agree to disagree. It is a discussion, not a debate.

Rubric for Socratic Seminar

Use this rubric during seminar to keep track of student participation through a series of + and - marks. ***Preparation*** *can be assessed by checking student papers for annotations and highlights (or if you asked them to prepare by answering or writing questions);* ***Participation*** *should not be based solely on quantity of participation but on quality as well;* ***Textual evidence*** *is the direct references to the text;* ***Active listening*** *allows quiet students who are following along to get some recognition.*

Student name	Preparation	Participation	Textual evidence	Active listening

BABY AT THE DOOR STEPS:
Taking Action to Address Social Problems

By Melissa Spatz

Purpose: to have participants, through personal reactions and experience, begin to understand the difference between the two types of social action-social service and organizing. This lesson plan will be useful in helping participants to develop solutions to root causes of violence.

MATERIALS
Newsprint and Markers

TIME
1 hour

ACTIVITY
Facilitator: *tell the story to make the participants imagine the time and mood of the day.*

Remember not to give to many details; they need to imagine it themselves without you affecting their imagination too much. Note if the story below is not relatable to the group, create a story that everyone can relate to and it has a certain need for urgency to take care of the box (see below).

Story: Imagine yourself on the day before Christmas and a fresh four inches of snow has just fallen on the city's sidewalks. Everyone including you is getting ready for Christmas by looking forward to the lots of food, gifts and spending time with the family. It's the early morning when the doorbell rings… Who could it be? You are not expecting anyone and everyone else except your mom is at the stores buying last minute presents and groceries.

You open the door in your pajamas after you notice no one is there except for a small brown box that looks slightly open. You yell out to your mom describing what you see and she yells back at you to get the box since she is expecting a package from a relative.

As you open the door and go to pick up the box, a cry comes from inside the box. Is it your imagination or could a baby's cries be coming out of this box? You take the box inside. It is indeed A CRYING BABY! You have heard of this happening on TV but....

Facilitator: on a clean sheet of paper draw a (T) across the entire sheet of paper. You will divide the paper in two columns on which you will separate the answers based on social service versus the more profound questions that address the problem of someone dropping a newborn baby at their doorstep. Engage the group by asking the following question, and then write their responses on one of two columns:

What are you going to do now that you have the baby inside?

Reactions on the service side of the column	**Reactions on the deeper questions of the problem**
• Scream for mom	• What circumstances occurred to make someone drop-off their baby at a stranger's home?
• Feed the baby	• Who let this happen?
• Cover the baby with new warm blankets	• Why?
• Take it to the police station	• How often does this happen?
• Call 911	

Facilitator: *discuss that when confronted with similar problems in our community, there are similar ways to address it. One, we (community, institutions, and individuals) create ways to address the immediate need.*

*But organizing goes beyond servicing the problems and asks the tough questions that make people question the structures of the problem and those who can solve the problem **(worse, those who want that problem to continue)** to ultimately reach systemic solutions.*

Most of the participant and people in general respond first to a service, yet unless we ask the tough questions, (use examples below or pick someone to give a problem in their community) communities or young people will never empower themselves to create true social change that impacts people and communities broadly. This is the foundation of what organizing does—address the tough questions to create social change.

Problem	**Questions**
• Youth violence	• Not enough youth jobs? Why?
	• Why are there not enough youth programs?
	• Who is responsible to create those jobs and stop the violence?

Facilitator: *ask the group if they have any questions regarding the exercise.*

Understanding how to go about organizing:

Facilitator: Explain to the group five (5) steps needed to organize. The steps should be listed out and then briefly explained. They are:

1. **Identifying and understanding the problem**
   What is the specific problem? Why is it such a big problem? What should be done about it?

2. **Figuring out who your allies are / who agrees with you**
   Who else might think it's a big problem? Who should you reach out to?

3. **Figuring out who has the power to solve the problem**
   Is there a public official or someone out there who should be working to solve this problem? Can you identify that person, or those people?

4. **Figuring out how to get to the people with the power**
   How are you going to get the people with power to listen to you? What strategies could you use to get their attention, and to get them to meet with you?

5. **Putting your plan into action**

   It's not enough to just plan out the steps – you have to actually go out and do them! How will you get started?

ACTIVITY #2

After reviewing the 5 questions, take the participants through figuring out how they would answer each of the 5 questions to come up with a plan of action for addressing a particular issue that they would like to address.

SECTION SIX:
Curricular Resources

INTRODUCTORY VIOLENCE ACTIVITIES

This series of exercises are opportunities for youth to explore the meaning of violence, the forms that violence takes, the concept of nonviolence, and the root causes of violence. Offered as individual units or combined for a longer workshop, these are useful introductory exercises.

ACTIVITY: DEFINING VIOLENCE (10–15 MINUTES)

Purpose
To examine the forms that violence takes

Materials
none

Let's talk a little about "violence."

1. What are different kinds of violence that we can name? [If youth can't come up with any, use the following prompts.]

   a. Between 2 people? murder, hitting, yelling, shooting, theft, rape, murder, crime, battering, degrading remarks.

   b. Within a family? hitting, child abuse, wife beating, incest

   c. Between/against religious, ethnic, or racial groups of people? skinhead violence, gang violence, anti-Semitism, racial violence, hate crimes, homophobia

   d. At school? gang fights, vandalism, sexual harassment

   e. Within your community (neighborhood, town, city, state, or country)? tagging, vandalism, rape, riots, drunk driving, drug dealing, police violence, organized crime, corruption in government or business

   f. Within/between countries? Apartheid, "hit squads," war, terrorism, political oppression

   g. Historically against entire populations? African slave trade, Holocaust, Spanish Inquisition, Genocide of native Americans, Japanese Internment.

ACTIVITY: INTERPERSONAL AND SYSTEMIC VIOLENCE ACTIVITY (30–45 MINUTES)

By Cyriac Matthew

Purpose
To explore difference between interpersonal and systemic violence.

Materials
Enough copies of the worksheet for all participants.

This activity can be used after "Defining Violence" Activity above.

a. After giving examples of violence at different levels (see "Defining Violence" activity), ask students what seems to be the common thread between all of the examples.

b. Ask students to come up with a definition of violence by looking at the examples, and try to reach consensus on a definition

c. Share the following definition of interpersonal violence: "An act by one or more people that physically or mentally hurts or damages another person or people."

d. Explain that there is another type of violence that we see all the time but may or may not think of as violence. This is called **systemic violence**.

e. Share Martin Luther King, Jr.'s definition of violence: "Violence is anything that denies human integrity, and leads to hopelessness and helplessness."

f. Ask if students can think of an example of violence that fits this new definition, but that would not fit within the definition of interpersonal violence.

g. After discussion, share the following definition of systemic violence: "Conditions in society that prevent people from developing their full human potential."

h. Ask if students can come up examples that fit this definition. Discuss and make sure there is a basic understanding of systemic violence. The worksheet activity is designed to clarify the distinction between interpersonal and systemic violence.

i. Pass out worksheet, which asks students (either in groups, pairs, or individually) to decide if examples of violence are either interpersonal, systemic, or both, and explain why.

j. After students complete the worksheet, review the worksheet together and discuss how students categorized the examples. Be sure to discuss the examples that students did not agree on.

Debriefing/Reflection Questions

- Which type of violence do we hear more about in the media? Why do you think that is?

- Many people don't think of the examples of systemic violence as violence. They might say that those things are wrong, but don't consider them as violence. Do you think that systemic violence should be considered violence? Why or why not?

- If we wanted to end systemic violence, what kinds of things would have to change?

ACTIVITY: THE WIND IS BLOWING (10 TO 15 MINUTES)

Purpose
To give students the opportunity to start thinking about the places where they see violence in our world.

Materials
none

The Facilitator will read off statements beginning with "the wind is blowing for any one who believes …" if you agree with the statement, you must get up and move to another part of the room. Following each statement will be a discussion about why students did or did not move. The most important part of this activity is getting youth to explain WHY they agree with a particular statement. The goal is to get participants to listen to one another and to challenge their own beliefs.

Note to facilitator: If you are constrained by space or other issues, every person who agrees with the statement can then: stand up, raise their hand, move to another seat, or move to one side of the room.

Statements:

- The wind is blowing for anyone who believes we live in a violent society.

- The wind is blowing for anyone who believes that schools are violent places.

- The wind is blowing for anyone who believes the media influences or contributes to violence in our society.

- The wind is blowing for anyone who believes that if a parent hits a child, they are teaching that child that violence is acceptable.

- The wind is blowing for anyone who believes that if someone hits you, then you have to hit them back.

- The wind is blowing for anyone who believes that some people get so angry that they cannot stop themselves from hitting someone.

- The wind is blowing for anyone who believes that violence occurs in very few teen-dating relationships.

ACTIVITY: VIOLENCE IN MY WORLD ACTIVITY (20 MINUTES)

Purpose
To explore and contextualize the forms of violence that youth experience

Materials
- Pens or pencils
- Copies of "Violence in My World" questionnaire for all participants

1. Pass out "Violence in My World" questionnaires and pens or pencils to participants.

2. Ask the participants to fill out the sheets ANONYMOUSLY (no names, no marks—anywhere!).

3. Tell them to circle the response that is correct for them, and to please be as honest as they can in their response.

4. When they are finished filling out the questionnaire, the facilitator collects the questionnaires.

5. After all of the questionnaires have been collected, redistribute randomly.

6. Each student will have a filled out questionnaire in front of him/her.

7. Explain that they are now representing the questionnaire in front of them and they should stand up for every question circled "yes" as the facilitator reads the statement.

8. Facilitator reads each statement and pauses for a minute for the group to look around at the number of people standing (if there are accessibility you can ask participants to just raise their hands).

9. Read the fact or statement that goes along with each statement in the "Violence in my World: the Facts."

Discussion:

- What are your reactions to this activity?

- Did any of the responses scare you, surprise you?

Facilitator can say: Violence is constantly visible around us. We see it on TV and movies. We hear it in music. And sometimes we see and experience it in our schools, homes, and communities.

Violence in My World—Participant Sheet

I have witnessed abuse or violence in my family.

YES   NO

I know someone who has died as a result of domestic violence or an abusive relationship.

YES   NO

I or someone I know has been physically bullied.

YES   NO

I know someone in my age group who has been raped.

YES   NO

I know someone who has hit, punched, or kicked the person they were dating.

YES   NO

I know someone who is in or has been in an abusive relationship.

YES   NO

I or someone I know has experienced violence because of their race or sexual orientation.

 YES   NO

I or someone I know has seen someone get shot.

YES   NO

Violence in My World—The Facts (to be read by Facilitator)

I have witnessed abuse or violence in my family.

Fact: *Studies suggest that between 3.3 to 10 million children witness some form of domestic violence annually.*

I know someone who has died as a result of domestic violence or an abusive relationship.

Fact: *On average, more than three women are murdered by their husbands or boyfriends in this country every day. In 2000, 1,247 women were killed by an intimate partner (Bureau of Justice Statistics)*

I or someone I know has been physically bullied.

Fact: *Thirteen percent of children and youth under age 17 in the U.S. report having been physically bullied in the last year (NatSCEV, 2009).*

I know someone in my age group who has been raped.

Fact: *Every 2.5 minutes someone in the U.S. is sexually assaulted. In Chicago, 4 rapes are reported every day but an additional 10 rapes are NOT reported. 62% of rape victims do NOT report the rape to the police.*

I know someone who has hit, punched, or kicked the person they were dating.

Fact: *One in five teenage girls has been physically or sexually abused by a dating partner.*

I know someone who is in or has been in an abusive relationship.

Fact: *50 to 80 percent of teens report knowing others who were involved in violent relationships (Liz Claibourne).*

I or someone I know has experienced violence because of their race or sexual orientation.

Fact: *In 1997, 448 hate crimes were reported in Illinois. 49% of these crimes involved simple or aggravated assault. Seventy-three percent of these crimes reflected a racially-based bias.*

I or someone I know has seen someone get shot.

Fact: *One in five youth in the U.S. between the ages of 14 and 17 report that they have seen a shooting (NatSCEV, 2009).*

ACTIVITY: OUR EXPERIENCES WITH VIOLENCE (15–20 MINUTES)

Purpose
To explore and contextualize the forms of violence that youth experience

Materials
Marbles: enough for each participant to have 6 marbles.

Have the group gather in a circle. Hand out a bag of marbles to each participant. Explain the activity: The facilitator will read out a statement and if the statement is true for you, then throw a marble in the middle. If the statement is not true for you, just hold on to the marbles. (Note: Leave all the marbles in the middle until you have read out all of the statements.)

Statements:

- Throw a marble in the middle if you know someone who has been in a physical fight in the past 12 months.

    a. In Chicago, 39.8% of high school students were in a physical fight one or more times in the 12 months preceding the survey (YRBS 2007).

- Throw a marble in the middle if you know someone who has carried a gun.

    a. In Chicago, 17.8% of high school students who carried a gun on at least 1 day during the 30 days before the survey (YRBS 2007).

- Throw a marble in the middle if you know someone who did not go to school because they would be unsafe at school or on their way to or from school.

    a. In Chicago, 12.3% of high school students reported that they did not go to school because they would be unsafe at school or on their way to or from school (YRBS 2007).

- Throw a marble in the middle if you know someone who has been raped.

    a. In Chicago, 11.3 of high school students have been physically forced to have sexual intercourse when they did not want to (YRBS 2007).

- Throw a marble in the middle if you know someone who has been in an abusive relationship with a boyfriend or girlfriend.

    a. In Chicago, 13.4 of high school students have been hit, slapped or physically hurt on purpose by their boyfriend or girlfriend (YRBS 2007).

- Throw a marble in the middle if you know someone under the age of 18 who has been arrested for a violent crime.

    a. Juveniles accounted for 16% of all violent crime arrests in 2007 in the U.S. (Puzzanchera 2009).

    b. In 2007, 1,350 juveniles were arrested for murder, 3,580 for forcible rape, and 57,650 for aggravated assault (Puzzanchera 2009).

Have young people share their thoughts on the exercise.

- Were you surprised by anything in this activity?

- What does it mean that there are so many marbles in the middle of the floor?

PERSONAL TIMELINE OF VIOLENCE IN THE LIVES OF YOUNG PEOPLE (ADAPTED FROM AN ACTIVITY SUBMITTED BY KIRAN NIGAM)

Time
30–50 minutes

Materials Needed
pens/pencils, post-it notes (or index cards and masking tape), wall

Purpose
This activity does a few things:

- It puts the experiences of the people present first.

- It demonstrates that the topic is real, not theory. It grounds the group and helps it talk about real life experiences.

- It shows that everyone knows something about the topic, and so everyone has something to contribute.

- It highlights the quantity and differences of the experiences and knowledge in the room.

- It helps build an atmosphere where people feel comfortable and willing to share with each other.

Activity

- Pass out pens/pencils and at least post-it notes to each person.

- Ask each person to write down at least 3 "a-ha" moments on the subject you are covering. Sample subjects include:

  - When you started to become aware that this world is unfair—that not everyone has the same opportunities.

  - Your first memories of awareness of violence.

  - When you first stood up for something or someone that you believed in

- Write one moment per post-it note. Depending on the group, ask each person to also put on the note either:

  - The year in which the event occurred.

  - Their age when the event occurred.

- Post up on a wall a post-it that says "THEN" and a post-it that says "NOW". As they finish, have participants stick their notes up in the appropriate places on the wall. (They'll help organize them all.)

- Allow some time for everyone to read the entries quietly.

- Discussion questions:

  - Did any of these stand out to you? Move you?

  - Does anyone want to talk more about one they wrote?

- Leave this timeline up for the rest of the training so that people can return to it and read what's up there.

Interpersonal and Systemic Violence

For each example, decide if the examples below are an instance of interpersonal violence, systemic violence, or both. Then, for each, briefly explain why you say that.

Examples of Violence	Interpersonal Violence	Why is it Interpersonal?	Systemic Violence	Why is it Systemic?
1. The US wars in Iraq and Afghanistan	X	War is an act that kills people.		
2. A woman without health insurance who can't get medical care				
3. A child who does not get enough food to eat				
4. A cop who beats a suspect				
5. Schools that don't give children a quality education				
6. A student sexually harassing another student				
7. A family that doesn't have shelter (homeless)				

Examples of Violence	Interpersonal Violence	Why is it Interpersonal?	Systemic Violence	Why is it Systemic?
8. A teacher insulting a student for a wrong answer				
9. The murder of a teenager				
10. An assault on a Jewish person by neo-Nazi or Klan group				
11. Poverty				
12. Physical abuse between spouses				
13. A child raising her/himself because the parent has to work two or three jobs to make ends meet				
14. Discrimination against African Americans, Latin@s, and Native Americans				
15. An unsafe neighborhood where people avoid being outside				

THE DEATH OF DERRION ALBERT:
Living and Dying in America

Written by *Dr. Maulana Karenga, (Columnist),LA Sentinel on 10-15-2009*

There has been a torrent of expressions of rightful outrage, profound shock and shared grief over the brutal and callous killing of Derrion Albert of Chicago, 16, honor student, college bound, accidental martyr and routine murder victim, caught up in the larger issue of the way too many young Black males live and die in America. But if we are not careful and continuously attentive, his savage and senseless murder could easily become just another item on the internet among the endless spectacles of life and death, routine shock and shared self-titillation the American media is internationally known for. And after all the presidential promises and expressions of concern, after all the local and national assemblies and calls to action and the media's quick and inevitable exhaustion of interest, it could be repackaged and re-presented as just another day in the 'hood-the expected and accepted, habitual and self-hating violence the dominated, deprived and degraded do to each other.

Even the young people, whose lives and deaths are at the center of these destructive winds of history and human tragedy, show signs of such expectation, acceptance and the accompanying numbing adjustment. Indeed, a group of young people, when asked their opinion on why this happened, replied in unison, "He was just in the wrong place at the wrong time". They are trying to come to terms with the meaninglessness of Derrion's murder by an accessible and simplistic saying. But unintentionally, they collaborate with their attackers and Derrion's killers in denying him, themselves and other young people the right of presence and security of person in their own school, city and any neighborhood within this country.

Surely, Derrion had the right to security of person and to go to school and return home without fear, confrontation, attack or loss of life, as do all others. Thus, what was wrong in time and place was the thuggish, thoughtless and brutish destruction of his life, the cold-blooded erasure of his aspirations and future, and the absence of structures and processes to prevent this. Again, this is a question of how Black people, especially young Black males, live and die in America-i.e., devalued and without the appropriate context to grow up in care and security, to develop in dignity, to live and learn in peace, and to imagine and work for a future worthy of respect and support.

Witness the cold-hearted conversation about Derrion's murder causing the city the loss of the Olympics and its embarrassing the city and the country. But it's not about losing the Olympics or about embarrassing the city and country, but about the ruthless and routine destruction of human life. And if there is any embarrassment, it should be on the part of the city and country for such a crude and inhuman conception of its interests and priorities, placing games over life, and for doing so little for so long in promoting life and learning and in preventing death, desperation and self-destruction among young Black males and Black people, and other peoples of color.

This many-sided problem does seem overwhelming and in the most terrible of times, might seem unsolvable. But there is no space in our lives and history for loss of hope, self-pity and surrender, regardless of the odds and understandable apprehensions. To triumph over this and the other real and random tragedies we will face, we must correctly define the issues which are not just about youth violence, but also about the social conditions in which this violence is produced and promoted.

Let me rush to reassure those ready for total blame of society, this is in no way my intention. But society is neither innocent nor accidentally involved. On the contrary, it is central to the cause and solution of the problem. For conditions create consciousness and conduct, even as correct consciousness and conduct can and does create improved conditions. Let's face it, to live and die in America for too many young Black males is to live and die in a context which produces psychic dislocation, constant danger and early death. It's to live in a context of paralyzing poverty, faltering and fragile families, hovel-like housing, under and unemployment, constant lumpen lures and coercion, and an educational process which produces disability, disrespect for learning, pessimism about life and conceptions of self negative to self-respect and equal regard for similar others.

It is this structural injustice and systemic violence that spills the first blood, teaches callousness and lack of care and slowly empties the light and joy of life from the eyes, hearts and minds of young people. Clearly, being poor and oppressed is no excuse for cold-blooded killing or conduct unbecoming a human being, and the unrestrained must be restrained. But studies show the impact of positive home and social family environment on human development, especially at an early age and the need for societal support. Without these, conscious many youth will continue to suffer, self-destruct and eventually cross the tracks.

Clearly, it is on us, as a people, to provide for, protect and guide our children, hold society accountable for its failures and force it to do justice. This requires more than episodic rallies and celebrities sending messages and occasional monies. It necessitates actively joining and increasing local and national corrective efforts. Also, we need to practice the best of our various spiritual and ethical traditions that call us to care for the vulnerable-the poor, ill, aged, young, the isolated, alienated and alone. And we must remove the moneychasers and changers from the temple and again teach the good news of social justice and righteous struggle.

Whatever else we do and decide, we must hold fast to our ancient and ongoing ethical concept of ourselves as a people who cares for and keeps safe its own, who sacrifices for the good of present and coming generations, models the pursuit and practice of good we want our youth to emulate, and leaves a legacy worthy of the sacred name and history African. Yes, we need and must insist on societal intervention and support in the interest of justice, but also there is no substitute for positive parenting and active community commitment to assist and support it, especially the most fragile families among us. In a word, we are our own liberators, the workers of our own miracles, the makers of our own magic. And once we see and assert ourselves as such, we are already on the road to a victory which is possible to envision and in the process and practice of actually being achieved.

Last update: 10-15-2009

THE [WEDNESDAY] PAPERS

By Steve Rhodes

http://www.beachwoodreporter.com/column/the_wednesday_papers_183.php

Is youth violence really like a disease?

That's what the *Tribune* would like you to believe. And the paper marshals all the usual evidence about brain development and interventions and the sort of thing that organizations like CeaseFire talk about too.

And maybe that's something Arne Duncan and Eric Holder will discuss today while they are in town for their dog-and-pony show.

But here's the funny thing about not only youth violence but crime on the whole: It's inextricably linked with poverty.

As I wrote at NBCChicago.com earlier this morning, kids who attend New Trier aren't killing each other.

And that's not because they are predominantly white. It's because they are predominantly rich.

Despite what some pundits say, there is no such thing as black-on-black crime. Blacks aren't killing other blacks because they are black. And rich blacks aren't killing rich blacks.

What we have here is poor-on-poor crime. It just so happens that in this country, for all of the historical reasons we are all familiar with, as well as some very present current reasons, the poor are disproportionately African American.

Crime is also a matter of proximity.

If gangbangers arising out of tough neighborhoods lived near wealthy whites, wealthy whites would be among the victims.

But we are not allowed to discuss this. We are not allowed to discuss an economic structure that keeps those on the bottom at the bottom—on purpose.

When the unemployment rate, for example, gets "too low," the Federal Reserve raises interest rates to slow down the economy.

In other words, the Federal Reserve—at the behest of policymakers and elected officials from the White House on down—purposely keeps those at the bottom out of work to prevent inflation from eroding the assets of those at the top.

Economists also talk about the importance of a flexible labor market; by this they mean a labor market that keeps a certain number of potential workers unemployed or partially employed to put downward pressure on the wages of those who are fully employed. They also mean that it's important under our system to have a flexible labor pool that can be dipped into when needed and set aside when not.

This is not a discussion we are allowed to have. The discussion we *are* allowed to have is one about morals and character and personal responsibility—of the poor, not the wealthy, even though it's always the wealthy who plunge our nation into economic disaster.

Timothy Geithner doesn't pay his taxes (and utterly fails as head of the New York Fed) and he becomes Barack Obama's Treasury Secretary; Chicago's schools can't provide textbooks to all its students and it's somehow the parents' fault.

We are not allowed to talk about economics in this country. Conservatives call it class war. Liberals are split between those who believe in the system and those who simply say "Shhhh! We'll never get elected if we acknowledge what we know to be true."

Why are our children dying on our streets?

You can blame the schools, but why do all of the nation's schools work pretty well except those in the poorest districts?

You can blame the parents, but why do most of our parents do a decent job except those with the lowest wages?

You can blame our communities, but why do most of our communities do a decent job except those ravaged by poverty?

Youth violence is not an education issue and it's not a criminal justice issue. It's an economic issue.

Instead of addressing our economic structure, we invest in chasing the Olympics and promise that a few crumbs will fall from the table to help the less fortunate.

There's always enough money around for a new sports stadium, but not so much for crumbling schools. Unless it's a magnet school where we can skim the cream off the crop and scurry them away from danger—and clout in the rest of those we care to save.

We saturate poor neighborhoods with fast-food franchises, liquor stores and billboards for cigarettes and the lottery, then scold the poor for succumbing to temptation - the very temptation that keeps the profits rolling for the fat cats and those they employ.

Nobody talks about poverty anymore. Nobody talks about economics, except the stock market and porked-up stimulus bills that don't stimulate.

The mayor doesn't have a plan. He has TIF districts.

The president doesn't have a plan. He has political imperatives.

If *laissez faire* economics doesn't work for Wall Street—and how many times must we learn that lesson - then how can it work for the poor?

I'd be angry too. And violent. Maybe in a gang. Or maybe just an innocent bystander unable to stay out of trouble. You would too.

This isn't about socialism or communism or capitalism or liberalism. It's about decency. The notion that the wealthiest nation in the history of the world can't supply every citizen who wants an education and a job with an education and a job is the height of absurdity—at least next to failing to provide health care for all of our citizens.

It's not even about what kind of nation we are, because there are worse out there. There are also better.

It's about what kind of nation—and state, and city—we want to be. It's far from undoable.

On this, Obama and Daley and Cosby are right: It's about personal responsibility, morals, values and character.

But not of the poor. Of the rest of us.

October 7, 2009

RACE, PRISON, AND POVERTY

The Race To Incarcerate In The Age Of Correctional Keynesianism

Paul Street
http://www.historyisaweapon.com/defcon1/streeracpripov.html

Paul Street is research director at the Chicago Urban League. His articles, essays, and reviews have appeared in In These Times, Z Magazine, Monthly Review, Dissent, Journal of Social History, Mid-America, and the Journal of American Ethnic History.

1. In the last two-and-a-half decades, the prison population has undergone what the United States Bureau of Justice Statistics director Jan Chaiken last year called "literally incredible" expansion. Chaiken reported a quadrupling of the U.S. incarceration rate since 1975. That rate, more than 600 prisoners for every 100,000 people, is by far the highest in the industrialized world. The U.S. incarcerates its citizens at a rate six times higher than Canada, England, and France, seven times higher than Switzerland and Holland, and ten times Sweden and Finland. Beyond sheer magnitude, a second aspect of America's incarceration boom is its heavily racialized nature. On any given day, Chaiken reported, 30 percent of African-American males ages 20 to 29 are "under correctional supervision" either in jail or prison or on probation or parole. Especially chilling is a statistical model used by the Bureau of Justice Statistics to determine the lifetime chances of incarceration for individuals in different racial and ethnic groups. Based on current rates, it predicts that a young Black man age 16 in 1996 faces a 29 percent chance of spending time in prison during his life. The corresponding statistic for white men in the same age group is 4 percent. According to Thomas K. Lowenstein, director of the Electronic Policy Network, 7 percent of Black children—nearly 9 times more than white children—have an incarcerated parent.

In Illinois, the prison population has grown by more than 60 percent since 1990. That growth has been fueled especially by Black admissions, including a rising number of nonviolent drug offenders. Two thirds of the state's more than 44,000 prisoners are African-American. According to the *Chicago Reporter*, a monthly magazine that covers race and poverty issues, 1 in 5 Black Cook County (which contains Chicago and some of its suburbs) men in their 20s are either in prison or jail or on parole. For Cook County whites of the same gender and age, the corresponding ratio is 1 in 104. Illinois has 115,746 more persons enrolled in its 4-year public universities than in its prisons. When it comes to Blacks, however, it has 10,000 more prisoners. For every African-American enrolled in those universities, two and a-half Blacks are in prison or on parole in Illinois. Similar racially specific reversals of meaning can be found in other states with significant Black populations. In New York, the Justice Policy Institute reports that more Blacks entered prison just for drug offense than graduated from the state's massive university system with undergraduate, masters, and doctoral degrees combined in the 1990s.

2. In some inner-city neighborhoods, a preponderant majority of Black males now possess criminal records. According to Congressperson Danny Davis, fully 70 percent of men between ages 18 and 45 in the impoverished North Lawndale neighborhood on Chicago's West Side are ex-offenders. Chris Moore, director of the Chicago Urban League's Male Involvement Program, which provides support services to 16- to 35-year-old fathers in 2 high poverty South Side neighborhoods, reports that the same percentage of his clients are saddled with criminal records. Job placement counselors at the League's Employment, Training, and Counseling Department estimate that half of their 3,742 predominantly Black clients last year listed felony records

as a leading barrier to employment. Criminologists Dina Rose and Todd Clear found Black neighborhoods in Tallahassee where every resident could identify at least one friend or relative who has been incarcerated. In predominantly Black urban communities across the country, incarceration is so widespread and commonplace that it has become what Chaiken calls "almost a normative life experience."

A MANY-SIDED DISENFRANCHISEMENT

Researchers and advocates tracking the impact of mass incarceration find a number of devastating consequences in high-poverty Black communities. The most well known form of this so-called "collateral damage in the war on drugs" is the widespread political disenfranchisement of felons and ex-felons. Ten states deny voting rights for life to ex-felons. According to the Sentencing Project, 46 states prohibit inmates from voting while serving a felony sentence, 32 states deny the vote to felons on parole, and 29 states disenfranchise felony probationers. Thanks to these rules, 13 percent of all Black men in the U.S. have lost their electoral rights—"a bitter aftermath," notes British sociologist David Ladipo, "to the expansion of voting rights secured, at such cost, by the freedom marches of the fifties and sixties." But the economic effects are equally significant. When prison and felony records are thrown into that mixture, the labor market consequences are often disastrous. Thus, it is not uncommon to hear academic researchers and service providers cite unemployment rates as high as 50 percent for people with records. One study, based in California during the early 1990s, found that just 21 percent of that state's parolees were working full time. In a detailed study, Karen Needels found that less than 40 percent of 1,176 men released from Georgia's prison system in 1976 had any officially recorded earnings in each year from 1983 to 1991. For those with earnings, average annual wages were exceedingly low and differed significantly by race: white former inmates averaged $7,880 per year and Blacks made just $4,762. In the most widely cited study in the growing literature on the labor market consequences of racially disparate criminal justice policies, Harvard economist Richard Freeman used data from the National Longitudinal Survey of Youth (NLSY). Limiting his sample to out-of-school men and controlling for numerous variables (drug usage, education, region, and age) that might bias upward the link between criminal records and weak labor market attachment, Freeman found that those who had been in jail or on probation in 1980 had a 19 percent higher chance of being unemployed in 1988 than those with no involvement in the criminal justice system. He also found that prison records reduced the amount of time employed after release by 25 to 30 percent.

3. More recently, Princeton sociologist Bruce Western has mined NLSY data to show that incarceration has "large and enduring effects on job-prospects of ex-convicts." He finds that the negative labor market effects of youth incarceration can last for more than a decade and that adult incarceration reduces paid employment by five to ten weeks annually. Since incarceration rates are especially high among those with the least power in the labor market (young and unskilled minority men), he shows, U.S. incarceration dramatically exacerbates inequality. This research is consistent with numerous experimental studies suggesting that the employment prospects of job applicants with criminal records are far worse than the chances of persons who have never been convicted or imprisoned and from the testimony of job placement professionals who deal with ex-offenders. "Even when paroled inmates are able to find jobs," the New York Times reported last Fall, "they earn only half as much as people of the same social and economic background who have not been incarcerated." The obstacles to ex-offender employment include the simple refusal of many employers to even consider hiring an "ex-con." Employers routinely check for criminal backgrounds in numerous sectors, including banking, security, financial services, law, education, and health care. But for many jobs, employer attitudes are irrelevant: state codes places steep barriers to the hiring of ex-offenders in numerous government and other occupations. At the same time, ex-offenders are further disadvantaged in the labor market by the nature of daily prison experience. "The increasingly violent and overcrowded

state of prisons and jails," notes Western, "is likely to produce certain attitudes, mannerisms, and behavioral practices that 'on the inside' function to enhance survival but are not compatible with success in the conventional job market." The alternately aggressive and sullen posture that prevails behind bars is deadly in a job market where entry-level occupations increasingly demand "soft" skills related to selling and customer service. In this as in countless other ways, the inmate may be removed, at least temporarily, from prison but prison lives on within the ex-offender, limiting his "freedom" on the "outside." The barriers to employment created by mass incarceration for African-Americans are not limited to those with records. As sociologist Elijah Anderson has noted, the "astonishing" number and percentage of Black men who are under the supervision of the criminal justice system "must be considered partly responsible for the widespread perception of young Black men as dangerous and not to be trusted."

Ex-offenders' chances for successful "reintegration" are worsened by the de-legitimization of rehabilitation that has accompanied the rise of the American mass incarceration state. Under the now dominant penal paradigm of literal "incapacitation," the number of inmates enrolled in drug treatment, job-training, or educational programs has been in steep decline since the 1980s. According to the Institute on Crime, Justice, and Corrections, just 9 percent of prisoners are currently engaged in full-time job-training or education activities. Numerous states, including New York, have eliminated inmates' right to take college extension courses and Congress has repealed prisoners' right to receive Pell grants to pay for college tuition.

4. SAVAGE IRONIES AND SINISTER SYNERGIES

The situation arising from mass Black incarceration is fraught with savage, self-fulfilling policy ironies and sinister sociological synergies. Criminal justice policies are pushing hundreds of thousands of already disadvantaged and impoverished "underclass" Blacks further from minimally remunerative engagement with the labor market.

According to Lowenstein, 80 percent of America's prison inmates are parents. Researchers estimate that children of prisoners are five times more likely to experience incarceration than those who never experience the pain of having one of their parents imprisoned. Meanwhile, incarceration deepens a job-skill deficit that a significant body of research shows to be a leading factor explaining "criminal" behavior among disadvantaged people in the first place. "Crime rates are inversely related," Richard B. Freeman and Jeffrey Fagan have shown, "to expected legal wages, particularly among young males with limited job skills or prospects." The "war on drugs" that contributes so strongly to minority incarceration inflates the price of underground substances, combining with ex-offenders' shortage of marketable skills in the legal economy to create irresistible incentives for parolees to engage in precisely the sort of income-generating conduct that leads back to prison.

In Illinois today, 36 percent of ex-offenders and a staggering 48 percent of Black ex-offenders return to prison within three years. These numbers bother Danny Davis, whose Seventh District on Chicago's West Side contains five ex-prisoner transition centers. As men and women in his district "transition from incarceration to freedom," Davis recently told the Illinois Senate Judiciary Committee, "What they need most are jobs. What they find instead," Davis has learned, "are cold stares, unreturned phone calls, and closed doors. The jobs are far and few between, and in most cases non-existent" even for "serious and earnest men and women, working to clean up their act, and transition into productive citizens."

Denied what Davis calls "a second chance to become productive citizens," even rehabilitation-minded ex-offenders often find themselves re-enmeshed in illicit but income-generating activities that land them

back in downstate lockups. The lost potential earnings, savings, consumer demand, and human and social capital that result from mass incarceration cost Black communities untold millions of dollars in potential economic development, worsening an inner-city political economy already crippled by decades of capital flight and de-industrialization. The dazed, battered, and embittered products of the prison-industrial complex are released back into a relatively small number of predominantly Black and high-poverty zip-codes and census tracts, deepening the savage concentration of poverty, crime, and despair that is the hallmark of modern American "hyper-segregation" by race and class.

5. The growth in spending on prisons is directly related to a decline in the growth of positive social spending in such poverty- and crime-reducing areas as education, child-care, and job training. Sociologists John Hagan and Ronit Dinovitzer find that public investment in incarceration is now "so extensive that several large states now spend as much or more money to incarcerate young adults than to educate their college-age citizens." From the 1980s through the 1990s, they report, correctional spending has risen at a faster rate than any other type of state expenditure category, creating significant opportunity costs that contribute to a vicious, self-fulfilling circle of negative public investment.

THE NEW RACISM

Meanwhile, prisoners' deletion from official U.S. unemployment statistics contributes to excessively rosy perceptions of American socioeconomic performance that worsen the political climate for minorities. Bruce Western has shown that factoring incarceration into unemployment rates challenges the conventional American notion that the United States' "unregulated" labor markets have been out-performing Europe's supposedly hyper-regulated employment system. Far from taking a laissez-faire approach, "the U.S. state has made a large and coercive intervention into the labor market through the expansion of the legal system." An American unemployment rate adjusted for imprisonment would rise by two points, giving the U.S. a jobless ratio much closer to that of European nations, where including inmates jobless count raises the joblessness rate by a few tenths of a percentage point. Including incarceration would especially boost the official Black male unemployment rate, which Western estimates, counting prison, at nearly 39 percent during the mid-1990s. If you factor in incarceration, Western and his colleague Becky Petit find, there was "no enduring recovery in the employment of young Black high-school drop-outs" during the long Clinton boom.

By artificially reducing both aggregate and racially specific unemployment rates, mass incarceration makes it easier for the majority culture to continue to ignore the urban ghettoes that live on beneath official rhetoric about "opportunity" being generated by "free markets." It facilitates the elimination of honest discussion of America's deep and inseparably linked inequalities of race and class from the nation's public discourse. It encourages and enables a "new," subtler racism in an age when open, public displays of bigotry have been discredited. Relying heavily on longstanding American opportunity myths and standard class ideology, this new racism blames inner-city minorities for their own "failure" to match white performance in a supposedly now free, meritorious, and color-blind society. Whites who believe, thanks partly to the decline of explicit public racism, that racial barriers have been lifted in the United States think that people of color who do not "succeed" fall short because of choices they made and/or because of inherent cultural or even biological limitations. "As white America sees it," write Leonard Steinhorn and Barbara Diggs Brown in their disturbing *By The Color of Our Skin: The Illusion of Integration and the Reality of Race* (2000), "every effort has been made to welcome Blacks into the American mainstream, and now they're on their own... 'We got the message; we made the corrections—get on with it.'"

6. CORRECTIONAL KEYNESIANISM

The ultimate policy irony at the heart of America's passion for prisons is summarized in the phrase correctional Kenynesianism. The prison construction boom, fed by the rising "market" of Black offenders, is an often remarkable job and tax-base creator and local economic multiplier for predominantly white "down" or "up" state communities that are generally removed from urban minority concentrations. Those communities, themselves often recently hollowed-out by the de-industrializing and family farm-destroying gales of the "free market" system, have become part of a prison-industrial lobby that presses for harsher sentences and tougher laws, seeking to protect and expand their economic base even as crime rates continue to fall. With good reason: prison-building boom serves as what Ladipo calls "a latter-day Keynesian infrastuctural investment program for [often] blight-struck communities... Indeed, it has been phenomenally successful in terms of creating relatively secure, decent paid, and often unionized jobs." According to Todd Clear, the negative labor market effects of mass incarceration on black communities are probably minor "compared to the economic relocation of resources" from Black to white communities that mass incarceration entails. As Clear explains in cool and candid terms: "Each prisoner represents an economic asset that has been removed from that community and placed elsewhere. As an economic being, the person would spend money at or near his or her area of residence- typically, an inner city. Imprisonment displaces that economic activity: Instead of buying snacks in a local deli, the prisoner makes those purchases in a prison commissary. The removal may represent a loss of economic value to the home community, but it is a boon to the prison community. Each prisoner represents as much as $25,000 in income for the community in which the prison is located, not to mention the value of constructing the prison facility in the first place. This can be a massive transfer of value: A young male worth a few thousand dollars of support to children and local purchases is transformed into a $25,000 financial asset to a rural prison community. The economy of the rural community is artificially amplified, the local city economy artificially deflated."

Consistent with this a recent *Chicago Tribune* story bears the perverse title "Towns Put Dreams in Prisons." In downstate Hoopeston, Illinois, the *Tribune* reports, there is "talk of the mothballed canneries that once made this a boom town and whether any of that bustling spirit might return if the Illinois Department of Corrections comes to town." "You don't like to think about incarceration," Hoopeston's Mayor told the *Tribune*, "but this is an opportunity for Hoopeston. We've been plagued by plant closings." Ault's willingness to enter the prison sweepstakes was validated by another small town mayor, Andy Hutchens of Ina, Illinois. According to the *Tribune*, in a passage that reminds us to include diversion of tax revenue among the ways that mass incarceration steals wealth from the inner city: "Before [Ina's] prison was built, the city took in just $17,000 a year in motor fuel tax revenue. Now the figure is more like $72,000. Last year's municipal budget appropriation was $380,000. More than half of that money is prison revenue. Streets that were paved in chipped gravel and oil for generations soon will all be covered in asphalt. An $850,000 community center that doubles as a gym and computer lab for the school across the street is being paid for with prison money," Hutchens said.

7. "It really figures out this way. This little town of 450 people is getting the tax money of a town of 2,700," Hutchens said, and then added with a grin, "And those people in that prison can't vote me out of office."

MASS INCARCERATION

According to "get-tough on crime" politicians and policy-makers, "prison works": it reduces crime rates. But that intuitively seductive argument, which cites the declining federal crime index of the 1990s as its primary evidence, cannot explain why crime rates increased in the 1970s and the late 1980s while prison rates grew at the same rate as they did in the 1990s. It ignores the fact that drug convictions do not figure into the federal in-

dex—a crucial omission since incarceration rates are strongly fed by the "war on drugs." It ignores the strong possibility that other factors, including the record-length economic expansion of the 1990s, provide better explanations than mass incarceration for declining official crime. It is embarrassed, finally, by comparative international data. U.S. citizens are just as likely to be victimized by crime as citizens in European countries who jail and imprison relatively tiny percentages of their population because they view prisons as fundamentally criminogenic—as breeders of crime. Americans are far more likely than their low-incarceration European counterparts to be victimized by rape, murder, robbery, and violent assault in general.

Clear has discovered three "crime-enhancing effects of prison" on impoverished urban communities. First, the rampant arrest and incarceration of inner-city youth for drug crimes creates an ironic "replacement effect" that "cancels out the crime-prevention benefits of incapacitation." In the face of a stable demand for illegal substances, mass arrest and incarceration "creates job openings in the drug delivery enterprise and allows for an ever-broadening recruitment of citizens into the illegal trade." Modern criminal justice practice is often blind to this phenomenon, Clear argued, because its "atomistic" understanding of criminal behavior as purely individual behavior obscures the group basis of much illegal inner-city activity. Second, mass incarceration deepens the presence of negative "social factors" that contribute to "criminality" in minority communities: broken families, inequality, poverty, alienation, and social disorder. Third, mass incarceration ironically undercuts the deterrent power of prison.

"As more people acquire a grounded knowledge of prison life," Clear learned, "the power of prison to deter crime through fear is diminished." Thus, *Newsweek* reporter Ellis Cose noted last year that prison has "become so routine" in some neighborhoods "that going in can be an opportunity for reconnecting with friends." A drug-dealer from Maryland told Cose of his "panic on conviction. Having heard horror stories about young men abused inside, he fretted about how he would fend off attacks. Once behind bars, he discovered that the population consisted largely of buddies from the hood. Instead of something to fear, prison 'was like a big camp.'"

8. Clear and fellow criminologist Dina Rose think that certain U.S. communities have reached what they see as a curious criminal justice "tipping point"—the locus at which repressive state policies actually drive up crime rates. When 1 percent or more of a neighborhood's residents are imprisoned per year, they theorize, mass incarceration incapacitates neighborhood social networks to the point where they can no longer keep crime under control. But, of course, the communities "tipped" by criminal justice policies are located in a relatively small number of minority-based inner-city zip codes. The record 600,000 offenders released from prison last year "return," notes the *New York Times*, "largely to poor neighborhoods of large cities."

PART OF THE TANGLE

It is no simple matter to determine the precise extent to which mass incarceration is exacerbating the deep socio-economic and related cultural and political traumas that already plague inner-city communities and help explain disproportionate Black "criminality," arrest, and incarceration in the first place. Still, it is undeniable that the race to incarcerate is having a profoundly negative effect on Black communities. Equally undeniable is the fact that Black incarceration rates reflect deep racial bias in the criminal justice system and the broader society. Do the cheerleaders of "get tough" crime and sentencing policy really believe that African-Americans deserve to suffer so disproportionately at the hands of the criminal justice system? There is a vast literature showing that structural, institutional, and cultural racism and severe segregation by race and class are leading causes of inner-city crime. Another considerable body of literature shows that Blacks are victims of racial bias at every level of the criminal justice system from stop, frisk, and arrest

to prosecution, sentencing, release, and execution. These disparities give legitimacy to the movement of ex-offender groups for the expungement of criminal and prison records for many nonviolent offenses, especially in cases where ex-convicts have shown an earnest desire to "go straight." Further and deeper remedies will be required. These include a moratorium on new prison construction (to stop the insidious, self-replicating expansion of the prison-industrial complex), the repeal of laws that deny voting rights to felons and ex-felons, amnesty and release for most inmates convicted of non-violent crimes, de-criminalization of narcotics, the repeal of the "war on drugs" at home and abroad, revision of state and federal sentencing and local "zero tolerance" practices and ordinances, abolition of racial, ethnic, and class profiling in police practice, and the outlawing of private, for-profit prisons and other economic activities that derive investment gain from mass incarceration.

9. Activists and policy makers should call and make plans for a criminal- to social-justice "peace dividend": the large-scale transfer of funds spent on mass arrest, surveillance, and incarceration into such policy areas as drug treatment, job-training, transitional services for ex-offenders, and public education regarding the employment potential of ex-offenders. They should call and make plans for the diversion of criminal justice resources from "crime in the streets" (i.e., the harassment and imprisonment of lower-class and inner-city people) to serious engagement with under-sentenced "crime in the suites." More broadly, they should seek a general redistribution of resources from privileged and often fantastically wealthy persons to those most penalized from birth by America's long and intertwined history of inherited class and race privilege.

America's expanding prison, probation, and parole populations are recruited especially from what leading slavery reparations advocate Randall Robinson calls "the millions of African-Americans bottom-mired in urban hells by the savage time-release social debilitations of American slavery." The ultimate solutions lay, perhaps, beyond the parameters of the existing politic-economic order. "Capitalism," Eugene Debs argued in 1920, "needs and must have the prison to protect itself from the [lower-class] criminals it has created." But the examples of Western Europe and Canada, where policy makers prefer prevention and rehabilitation through more social-democratic approaches, show that mass incarceration is hardly an inevitable product of capitalism per se. Nothing can excuse policymakers and activists from the responsibility to end racist criminal justice practices that are significantly exacerbating the difficulties faced by the nation's most truly and intractably disadvantaged. More then merely a symptom of the tangled mess of problems that create, sustain, and deepen America's savage patterns of class and race inequality, mass incarceration has become a central part of the mess. For these and other reasons, it will be an especially worthy target for creative, democratic protest and policy formation in the new millennium.

Originally published at Z Magazine. *Paul Street* is research director at the Chicago Urban League. His articles, essays, and reviews have appeared in *In These Times, Z Magazine, Monthly Review, Dissent, Journal of Social History, Mid-America,* and the *Journal of American Ethnic History*.

Think/Pair/Share:
Race, Prison, Poverty

....

Period ___   Team Members _____ Date _____

Page #

1. **Big Ideas.** Write down two or three of the main points, big ideas, or key terms in
   paragraph _____1 _____2 _____3 _____4 _____5 _____6

---

2. **Reactions/Connections.** What were your feelings and responses to this reading. What per-
   sonal connections did you make with the text. Did it remind you of past experiences, people or
   events in your life? Did it make you think of anything happening in the news, around school, or
   in other material you have read?

SELECTIONS ABOUT POLICE VIOLENCE FROM *OPPOSING VIEWPOINTS*

RACISM CAUSES POLICE BRUTALITY
Salim Muwakkil

In the following viewpoint, Salim Muwakkil argues that in case after case, society allows white police officers to kill black suspects with impunity. Racism is endemic to American culture, Muwakkil maintains, and reflects the public's growing fear of black criminals. Muwakkil asserts that tough-on-crime policies and the criminal justice system are inadequate to solve problems that are deeply rooted in the racial history of the United States. Muwakkil is a senior editor at *In These Times*, a liberal biweekly publication.

As you read, consider the following questions:

1. According to Muwakkil, what was the purpose of the first U.S. organized police forces?

2. According to the Amnesty International report, how many police brutality charges were filed in 1994?

3. What was Peter Del Debbio's sentence for shooting a black officer, according to the author?

On October 24 [1997], Officer James Knight shot and killed 18-year-old Tyrone Lewis, an unarmed black man, during a routine traffic stop in St. Petersburg, Florida. Lewis apparently failed to respond when Knight and his partner ordered him out of the car after pulling him over for speeding in the city's predominantly black south side. When Knight's partner broke one of the car windows, the car lurched forward, bumping Officer Knight, who then threatened to shoot. Lewis' car then reportedly lurched forward again, this time striking Knight forcefully. Knight fired his gun three times, shooting Lewis twice in the arm and once in the chest. Police later learned the car was stolen and that Lewis was wanted on three arrest warrants. But community residents who witnessed the incident insist that the police were never threatened.

AN ANTAGONISTIC RELATIONSHIP

Lewis' death sparked a riot in the resort city's African-American neighborhood. The disturbance covered a 20square-block area; 29 buildings and many cars were set on fire. Eleven people were injured. The grand jury decision not to indict the police officer provoked another round of civil unrest three weeks later.

While so far only the black community in St. Petersburg has responded with such destructive rage, black neighborhoods across the country are seething with anger at the impunity enjoyed by police officers who kill black men.

Relations between African-Americans and the police have been antagonistic throughout U.S. history. The first organized police forces in this country were slave patrols created to keep enslaved Africans in check. The troubled relationship between blacks and the police has erupted sporadically in violence: Most of the "long hot summer" riots during the '60s were sparked by charges of police brutality. The urban unrest in Miami during the '80s was associated with allegations of police violence. And the nation's largest urban explosion occurred in Los Angeles following the 1992 acquittal of the police who brutalized motorist Rodney King.

The police are using deadly force more and more frequently these days—and getting away with it. The stories are eerily similar: • July 30, 1995: Joseph Gould, an unarmed homeless black man, is shot to death outside a downtown Chicago nightclub by Gregory Becker, an off-duty white cop. The officer is initially charged with official misconduct, but vigorous protests convince the Illinois state attorney to increase the charge to armed violence. The city now anxiously awaits Becker's February trial [Becker was sentenced to fifteen years in prison in May 1997]. • October 3, 1995: Jorge Guillen, a Honduran immigrant, dies of suffocation in police custody in Chicago. The state attorney's office declines to prosecute the officers, citing lack of evidence of any criminal conduct. The Office of Professional Standards (OPS), an independent agency of civilian staffers considered by many to be in the pocket of the police, nevertheless concludes that the three officers involved used excessive force. The agency recommends that they receive short suspensions. The recommendation, however, is overruled on December 11, 1996, by the Chicago Police Board, which cites conflicting medical evidence and inconsistent witness statements. • June 13, 1996: Aswan Keshawn Watson, an unarmed 21-year-old black man, is killed when three plainclothes officers fire 24 bullets into him during a drug raid in Brooklyn's Flatbush section. • October 17, 1996: Aaron White, the black owner of a television repair shop in the west-central Mississippi town of Leland, is shot to death by a white policeman. Initially, police say the 29-year-old White was trying to escape from the scene of a traffic accident and fired first on Officer Jackie Blaylock, who successfully returned fire. The police later revise their story, saying White accidentally killed himself in the escape attempt. • November 19, 1996: James Cooper, a black 19-year-old, is shot to death by Officer Michael Marlow during a traffic stop in Charlotte, North Carolina. The white officer tells investigators he fired because he thought Cooper was reaching for a gun. No gun is found, but Marlow is not charged.

Examples of blacks and other minorities killed by police officers with near impunity could fill three times this space. Unfortunately, the list is still not long enough to convince political leaders to effectively confront the racism responsible for these crimes.

Escalating police violence reflects a growing fear of black criminality among the broader population. The skyrocketing rate of black imprisonment and the profits to be made from the prison industry suggest that the criminal justice system and young African-Americans are increasingly becoming each other's sworn enemies.

"Racist assumptions are built into the very foundation of American policing," says William Geller, associate director of the Police Executive Research Forum, a Washington- based group that studies law enforcement issues. Geller, the author of several books on police abuse, is not surprised by the ratcheting up of tensions between police and black men. The widening gap between the rich and the poor combined with the absence of well-paying jobs in urban America have placed these two populations at loggerheads, he says.

Amnesty International released a report in late June 1996 that documented a disturbing pattern of police violence in America's largest police force. Entitled "Police Brutality and Excessive Force in the New York City Police Department," the 72-page report found that the New York Police Department routinely violates international human rights standards as well as its own guidelines governing the use of deadly force. The 18-month investigation found that charges of police brutality in New York climbed from 977 in 1987 to more than 2,000 in 1994. Deaths in police custody rose from 11 in 1991 to 24 in 1994. According to the report, most of the victims were minorities, while most of the offending police officers were white. Amnesty International concluded that excessive use of force has probably led to many more deaths in police custody than the New York Police Department is willing to acknowledge. The report cited several cases

in which men in custody subjected to choke holds or sprayed with capsicum pepper died of apparently related seizures or asphyxiation.

WHITE COPS SHOOT BLACK COPS

The report also noted a troubling new development: black undercover police officers being shot by their white colleagues. New York City transit officers Derwin Pannell and Desmond Robinson both were mistaken for criminals and shot by white officers. On November 18, 1992, Pannell was attempting to arrest a farebeater in a dark subway station in the Canarsie section of Brooklyn, when he was confronted by white transit officers who mistook him for a mugger because he was rifling through the woman's handbag with his gun drawn. In later testimony, Pannell said his fellow officers did not identify themselves before opening fire. A Brooklyn grand jury cleared Pannell's assailants of all charges.

Officer Robinson had his gun drawn and was in pursuit of a suspect on August 24, 1994, when he was mistaken for a criminal and shot by Peter Del Debbio, an off-duty police officer on his way home. Testimony and evidence in the case suggest that Del Debbio stood over Robinson as he lay helpless on the subway platform and shot him three times in the back. Del Debbio was convicted in March 1996 of second-degree assault and sentenced to 200 hours of community service and five years' probation.

New York City, of course, is not the only place where white cops have mistakenly shot black cops. In Nashville, Reggie Miller, a black cop, was working on an undercover prostitution sting when five white police officers pulled him over for a traffic violation and forced him to the ground. The officers didn't give Miller the opportunity to identify himself, and within minutes they began beating him for no apparent reason. The offending officers were initially dismissed from the police force, but were later reinstated by the city's civil service commission.

DEEP SOCIAL WOUNDS

The Amnesty International report may cause a temporary spasm of civic embarrassment in New York, but if previous experience in Chicago and Los Angeles is any indication, don't expect much to change. Amnesty International issued a 1990 report describing police torture and brutality in Chicago and an equally scathing 1992 report on the Los Angeles Police Department. Neither the police nor their political overseers in either city have moved to address the concerns raised in those reports.

"All of this is part of a larger crackdown on African-Americans," says political scientist and author Andrew Hacker. "White Americans have decided that enough is enough. They want longer prison sentences, and welfare mothers to go out and work. White America is tired of hearing about racism and says 'We've done enough.'"

In these times of racial and economic polarization, police officers are increasingly in the line of fire, called upon to quell the growing antagonisms. Criminal justice solutions, however, are woefully inadequate to heal the deep social wounds that plague contemporary America.

Placing the black community under police siege will do little to facilitate the struggle for enlightened solutions. Instead, police violence "in the line of duty" will stir up more black anger. When that anger reaches the boiling point, we can expect to see more St. Petersburgs. That would mark the beginning of a downward spiral whose repercussions, rest assured, will not be limited to the inner cities.

RAMPANT RACISM

Open racism and hidden white supremacist involvement are a serious problem among [many] police forces. In Houston, where the [Ku Klux] Klan has been waging an active recruitment campaign among the police for over a year [in 1998], a police corporal, Al Csaszar, was put on paid leave in July 1998 after beating a Nigerian immigrant and yelling racist epithets at him. In June, Boynton Beach, Florida, police officer Dave Demarest sought reinstatement to the department after having been fired in February for having flaunted a swastika tattoo to several other cops, including a Jewish woman officer.

Turning the Tide, Winter/Spring 1998.

THE POLICE ARE NOT RACIST
Michael Levin

Michael Levin argues in the following viewpoint that labeling every police-minority altercation as racist is unfair. He asserts that police have more encounters with black suspects because blacks commit a disproportionate number of violent crimes. Police use deadly force only when they are threatened by a suspect, he contends. Levin is a contributing editor for the Center for Libertarian Studies.

As you read, consider the following questions:

1. In Levin's view, why was Johnny Gammage shot by police?

2. What percentage of drivers who are stopped by New Jersey state troopers are black, according to Levin?

3. According to the author, how many more robberies, murders, and rapes do blacks commit compared to whites?

The script is always the same. A black does something bad—by driving recklessly, robbing a candy store, assaulting someone or in some other way getting involved in an altercation. White policemen appear. The perpetrator or someone mistaken for him fails to heed an order to stop/show his hands/pull over/display his license. Often he draws a gun or, if in a car, tries to run over one of the cops. The police attempt to subdue him by force, injuring or killing him.

POLICE ACTION IS UNFAIRLY MAGNIFIED

Within hours community leaders—translation: no visible means of support—organize demonstrations against "police brutality," complete with a telegenic chorus of black women wailing "they've got to stop killing our babies" even though the deceased was 6' 2" and weighed 250 pounds. These small protests acquire a life of their own under media magnification. Well-known blacks suddenly remember how often they have been hassled by the police for no reason, allegedly, other than their color. Politicians, to show "racial sensitivity," declare that a grave wrong was done.

After meeting with Jesse Jackson, the US attorney general announces "possible civil rights violations," a guarantee that the cops will face federal charges should they escape local ones. All sides agree that the

only cure for the racism inherent in the police department is a double dose of race preference: more blacks on the force at all levels—necessitating easier qualifying exams—and fewer white cops in black neighborhoods.

Cases in point: Eleanor Bumpers, shot to death by a policeman she attacked with a knife when he tried to mediate a family dispute; Kiko Garcia, shot to death attempting to grab a cop's gun from his holster; Abner Louima, beaten during a 3:00 A.M. brawl outside a homosexual bar; Johnny Gammage, shot by highway patrolmen he attempted to run down; and of course Rodney King, stopped for speeding and drunken driving.

AN UNFORTUNATE CHAIN REACTION

One of the two most recent incidents involves Amadou Diallo, a Guyanese immigrant. At 1:00 A.M. in February 1999, four plainclothesmen from the elite Street Crimes Unit [SCU] spotted a man (Diallo) fitting the description of a wanted rapist as he loitered on a Bronx street. Leaping from their unmarked car they asked Diallo to stand still and show identification, triggering an unfortunate chain reaction. Instead of complying immediately, Diallo backed up and reached into his pocket; at that very moment one of the SCU men stumbled while another yelled "Gun!," causing all four to open fire with their service automatics. In a few seconds Diallo was dead.

A few seconds later community leader Al Sharpton was on the scene, demanding the cops be indicted for murder. A day or two later the usual suspects began marching in front of police headquarters—when someone had the bright idea of engaging in "civil disobedience." Pretty soon a dozen people had been arrested and taken a few feet to be booked (remember, the scene was police headquarters). Suddenly getting arrested at One Police Plaza became the In thing, and second-rate celebs began making the scene as if it were the latest hot restaurant. Ossie Davis, Susan Sarandon, Dick Gregory, and the redoubtable Jesse [Jackson] himself, along with more than a thousand others, were duly led away in handcuffs.

Things went less well for the four policemen. New York's Mayor Rudy Giuliani initially pleaded for suspension of judgment until the facts were in, but the media ridiculed his circumspection for "insensitivity" to blacks. As Diallo's parents thanked him on TV, the Bronx District Attorney indicted the policemen on charges of 2nd degree murder, punishable by life in prison.

A GUILTY SUSPECT

The facts? For one, Diallo spoke little English and probably did not grasp the orders given him. More suggestive was the revelation, a few days after the shooting, that he was in the United States illegally; he had told the Immigration and Naturalization Service that he was a Mauritanean fleeing political persecution (a magic formula that opens all immigration doors).

So imagine his guilty thoughts when four white representatives of officialdom suddenly confronted him. "They know I lied; they're going to deport me. Maybe I can get away. [The cops tell him to stand still.] Uh-oh; maybe shoving my wallet at them will convince them I'm on the up- and-up." The cops, already fearful that they are dealing with an armed robber-rapist, think he is going for a gun. One yells, one falls, and all open fire.

But the particulars offer a too narrow view of the Diallo case. To understand it fully, consider a second racial melodrama now playing itself out, the charge of "racial profiling" currently being made against the New Jersey Highway Patrol [NJHP]. It seems that, while only 35% of the vehicles on NJ [New Jersey] roads are driven by

blacks, more than 70% of the drivers stopped by state troopers are black. This statistical "discrimination"—to liberals, the worst sin—has prompted the usual commotion and calls for investigation.

MORE BLACK CRIMINALS THAN WHITE

As of June 30 [1995], close to 6.8 percent of black male adults in America were in jail or prison compared to less than 1 percent of white male adults.

This is a tragedy all right. But it's a tragedy spawned for the most part by a permissive system of social coddling in this country that has black ghetto thugs practically immune to old-fashioned standards of right and wrong.

It is not a tragedy, as some would claim, spawned by widespread racism among our American police.

Ken Hamblin, *Conservative Chronicle,* December 27, 1995.

RACIAL MELODRAMA

To check up on troopers in future, patrol cars are being equipped with videocams to record all traffic stops. (Consider the waste in having policemen watching tapes at headquarters instead of being out protecting life and property, their proper function.) A more immediate result was the firing by New Jersey's governor, at the behest of the NAACP [National Association for the Advancement of Colored People] and "Black Ministers Council of New Jersey," of the State Police Superintendent, Carl Williams. The reason: he did not go along with the feeble defense other NJ officials were offering of NJHP tactics.

These other officials had mostly led with their chins, making up lame excuses or denying the obvious. At first the NJHP kept insisting that its troopers did not single out blacks, and that cars are stopped for minor infractions like malfunctioning taillights—which hardly explains why blacks are stopped more often, unless (what nobody had the guts to say) blacks are more neglectful of their cars. A TV station then produced an embarrassing patrolman's guide for a NJ township in which cars flying Ethiopian flags were described as likely to be transporting drugs.

Seeking to inject a note of realism into the debate, Williams called it "naive" to separate the race issue from crime. "Two weeks ago the president of the United States went to Mexico to talk to the president of Mexico about drugs. He didn't go to Ireland. He didn't go to England. [Today] the drug problem is cocaine or marijuana. It is most likely a minority group that's involved with that."

A PERFECTLY PROPER RESPONSE

Certainly, drugs should be legal; trafficking is so lucrative and the cause of so much crime only because drugs are now illegal. State troopers shouldn't be stopping anyone for drug searches. But this is beside the larger point, which is that *racial profiling is a perfectly proper response* to what even the staunchest libertarian will regard as criminal. Blacks commit a disproportionate amount of all forms of violence against persons and property. So long as society either privately or collectively is justified in using force against criminals (as of course it is), blacks will be disproportionately discomfited.

Per capita, blacks commit about ten times as many robberies, murders, and rapes as do whites. This disparity, usually chalked up to bias in the justice system, is also found in victim reports. And this disparity is one that all policemen are aware of. They are more suspicious of a black than they would

be of a white in identical circumstances—driving oddly on the highway, being out in the wee hours—and it is perfectly reasonable for them to be so. As it turned out, the robber-rapist Diallo was mistaken for was subsequently apprehended a few blocks from where Diallo was shot, and looks rather like him.

Nor is this a purely intellectual judgment that entitles the police to be more suspicious of blacks. Cops have also learned to be more apprehensive and more prepared for trouble when confronting blacks in a tense situation. In any confrontation violence is always close to the surface. And it is this general atmosphere rather than any particular gesture on Amadou Diallo's part which explains his death. Cops associate blacks with potential violence, so, out of sheer self-preservation, are more prepared to use violence in dealing with them. "Police racism" will diminish precisely as fast as the black crime rate does.

POLICE PARALYSIS

An immediate and entirely predictable consequence of the hysteria about the Diallo shooting was police paralysis. In the weeks after the incident arrests fell by 250% and the murder rate, down to 650 per year, began to creep back up to the 2000+ per year level it had reached under Giuliani's black predecessor, David Dinkins. The police were inhibited in their dealings with blacks by fear that one misstep could lead to *their* arrest. And, needless to say, most of the victims of the preventable murders that occurred as a result were themselves black.

Given that blacks are the main beneficiaries of an aggressive local constabulary, why do black leaders oppose it so frenziedly? Part of the answer may be different levels of tolerance for disorder; measures regarded by whites as necessary for social life are perceived by blacks as impositions. Part of the answer may be a failure to link cause to effect: a black sees white cops handcuffing other blacks, and simply fails to realize that he is safer as a result.

But the main reason for the opposition is tactical: it keeps whites off balance. It lets whites everywhere know that if they harm a black, their lives are over. This intimidation has its uses, the most conspicuous of which is making justice impossible. The Los Angeles riots [following the 1992 acquittal of white police officers accused of beating black motorist Rodney King in 1991] demonstrated to juries everywhere that blacks will run amok if they don't get the verdict they want. That is why OJ Simpson got off, and why the NY cops will spend at least twenty years in jail.

DISCUSSION QUESTIONS

Salim Muwakkil cites several examples of police brutality to support his argument that the police are racist. Michael Levin supports his argument that the police are not racist by citing statistics that show blacks commit more violent crimes than whites. In your opinion, do both authors reason from the facts correctly? That is, without knowing whether or not the police shootings that Muwakkil describes were justified, can you ascertain for sure that the police were motivated by racism? Do the statistics Levin cites prove that more blacks become criminals or only that they are apprehended more often than whites? Explain which author makes a better argument and why.

RACIAL PROFILING IS UNJUST
Bob Herbert

In the following viewpoint, Bob Herbert claims that racial profiling—stopping motorists simply on the basis of their race—is unjust because all people have a right to be in public places without being harassed. Herbert argues that racial profiling demoralizes its victims because it undermines their confidence in being treated equally under the law. The vast majority of those stopped by police, he maintains, are nonwhite and innocent. Herbert is a reporter for the *New York Times.*

As you read, consider the following questions:

1. What were Rossano Gerald and his son guilty of, in Herbert's opinion?

2. According to the author, how many people were stopped and frisked by the New York City Police Department in 1997 and 1998?

3. What was the purpose of the Chicago anti-loitering law, according to Herbert"

An anti-loitering law that allowed the Chicago police to arrest more than 42,000 people from 1992 to 1995 was declared unconstitutional in June of 1999 by the Supreme Court.

[Supreme Court justice] Antonin Scalia howled in dissent, which should tell you something. The law was an abomination, just like the practice in New York of stopping and frisking black and Hispanic people by the tens of thousands for no good reason. And just like the practice of pulling over and harassing perfectly innocent black and Hispanic motorists on streets and highways in many parts of the country.

THE FACES OF ETHNIC PROFILING
Ethnic profiling by law-enforcement authorities in the United States comes in many forms, and all of them are disgusting.

In the summer of 1998, sadistic members of the State Police in Oklahoma spent more than two hours humiliating Rossano Gerald, a 37-year-old Army sergeant, and his 12year-old son, Greg.

Sergeant Gerald was pulled over and interrogated. He was ordered out of his car and handcuffed. The troopers asked if he had any guns. They asked permission to search the car and when he refused they searched it anyway. They separated Greg from his father and locked him in a police vehicle. They interrogated him. They brought drug-sniffing dogs to the scene. They dismantled parts of the car. When they finally tired of the madness, they told Sergeant Gerald he was free to go. No arrest was made. Greg, of course, was petrified. When the ordeal ended he wept uncontrollably.

Why did this happen? Greg and Sergeant Gerald were guilty of America's original sin. They were born black.

PROFILING TARGETS THE INNOCENT
In New York, profiling was not only perpetuated but elevated to astonishing new heights during the regime of [New York City mayor] Rudolph Giuliani. Here, the targets are mostly pedestrians, not motorists. Young black and Hispanic males (and in some cases females) are stopped, frisked and harassed in breathtaking numbers.

By the Police Department's own count, more than 45,000 people were stopped and frisked by members of the Street Crimes Unit in 1997 and 1998. But the total number of arrests made by the unit over those two years was less than 10,000. And it is widely believed that the number of people stopped during that period was far higher than the 45,000 reported by the cops. The true number likely was in the hundreds of thousands.

Ira Glasser, executive director of the American Civil Liberties Union [ACLU], noted that two things characterize the New York City stops: "Virtually everybody is innocent, and virtually everybody is not white."

Mayor Giuliani, like most public officials, will not acknowledge that his police officers are targeting people by race. "The stops are driven by the descriptions of the person who committed the crime," Mr. Giuliani said.

Spare me. The vast majority of these stops are in no way connected to the commission of a specific crime, and the Mayor knows it. They are arbitrary and unconscionable intrusions on the rights of New Yorkers who are supposed to be protected, not humiliated, by the police.

PROFILING IS EXTENSIVE

Most Americans have no idea of the extent of the race- based profiling that is carried out by law-enforcement officials, and the demoralizing effect it has on its victims. The ACLU, in a report called "Driving While Black: Racial Profiling on Our Nation's Highways," said: "No person of color is safe from this treatment anywhere, regardless of their obedience to the law, their age, the type of car they drive, or their station in life."

The Chicago law that resulted in more than 42,000 arrests over three years was aimed at curbing gang activity. It was clearly unconstitutional. It made it a crime for anyone in the presence of suspected gang members to "remain in any one place with no apparent purpose" after being told by the police to move on.

Why should one's purpose for being in a public place have to be apparent? As a reporter for *The New York Times,* I might be in the presence of a suspected gang member. What business is that of the police? And how could that possibly be a legitimate basis for an arrest"

The suit challenging the law was brought by the Chicago office of the ACLU. A spokesman for the group noted that the "vast majority" of the people arrested under the law were African-American or Hispanic.

What a surprise.

RACE IS AN IMPORTANT CONSIDERATION TO REDUCE CRIME
Jackson Toby

Jackson Toby argues in the following viewpoint that current methods of apprehending drug traffickers are based on the theory that the best way to prevent major crimes is to target minor ones. Since statistics show that drug traffickers are disproportionately black or Hispanic, he maintains that regularly stopping minority motorists for offenses like speeding increases the likelihood that police will confiscate illicit drugs or weapons. Therefore, Toby claims, racial profiling is not racist, but practical. Toby, a professor of sociology at Rutgers University, was the director of the Institute for Criminological Research at Rutgers from 1969 to 1994.

As you read, consider the following questions:

1. According to Toby, by what percentage did felonies decline in the subways of New York City as a result of William J. Bratton's policing methods?

2. Why was Timothy McVeigh stopped by Oklahoma police, according to the author?

3. What percentage of suspects arrested for murder were black, according to Toby?

In February 1999, New Jersey Gov. Christine Todd Whitman forced the resignation of Col. Carl A. Williams, superintendent of the New Jersey State Police, for "insensitivity" because of remarks he had made in a newspaper interview. In replying to accusations that the state police targeted black motorists for traffic stops on the New Jersey Turnpike, Col. Williams had insisted that there was no racial profiling and that stops were made only "on the basis of a traffic violation."

CHARGES OF RACISM

However, he also was quoted by the *Newark Star-Ledger* as saying that certain crimes were associated with certain ethnic groups and that it would be naive to think that race was not an issue in drug trafficking. "Two weeks ago," Mr. Williams reportedly said, "the president of the United States went to Mexico to talk . . . about drugs. He didn't go to Ireland. He didn't go to England."

Responding to that statement, a group of black state legislators, ministers and civil-rights advocates gathered to denounce Col. Williams as a racist. "His views are dastardly," said New Jersey Assemblyman Leroy J. Jones Jr. "He's unfit to hold such a critical, important office." Mr. Williams was dismissed hours later.

The Williams comments, along with the 1999 New York City police killing of Amadou Diallo, an unarmed black man, have contributed to the impression of widespread police racism. But neither Mr. Williams nor the officers involved in the Diallo shooting had to be racist to say or do what they did. A little perspective is in order here.

Begin with one of the most important ideas in modern criminology, and one that has revolutionized police practice—the belief that a good way to prevent robberies, murders and other serious felonies is to go after minor offenses. Thus, when William J. Bratton was chief of the Transit Police in New York City from 1990 to 1992, part of his strategy for controlling violence in the subway system was to order his officers to crack down on small infractions—fare beating, panhandling, graffiti, smoking, boisterous behavior.

Within two years of the policy's adoption, the number of felonies in the subway declined by more than 30%. Why? Well, one out of every six fare evaders stopped by the Transit Police in 1991 either was carrying a weapon or was wanted for another crime on an outstanding warrant. By paying attention to behavior that most people regard as not worth bothering about, the Transit Police prevented some violent crimes on the subways.

The same principle applies to drug traffickers on the highways: People who violate major laws are probably also inclined to violate minor ones, such as traffic regulations. Consequently, stopping motorists for traffic violations has led to the seizure of major shipments of illegal drugs to Newark or New York—and even to the apprehension of a wanted murderer. The Oklahoma City bombing might have gone unpunished had the Perry, Oklahoma, police not stopped Timothy McVeigh because he did not have a license plate on his pickup truck.

RACIAL PROFILING IS NOT ALWAYS RACIST
Certainly much of what is made to seem racist behavior isn't.

Take the profiling of drug runners on the interstates. Police regularly stop, on any pretext, young black males in rental cars who are traveling between drug cities and don't have any vacation baggage.

From the police point of view, experience has shown that such young men are far more likely to be ferrying drugs than, say, blue-haired white couples driving campers.

Fred Reed, *Washington Times,* June 24, 1996.

A CIVIL-LIBERTIES COST
There is, of course, a civil-liberties cost to enlarging the police net. Cracking down on fare beaters on the New York subways snared (and embarrassed) passengers in a great hurry to get to appointments. Similarly, although the police have caught major drug traffickers by searching the vehicles of motorists stopped for traffic offenses on the New Jersey Turnpike, their success is counterbalanced by unsuccessful but intrusive vehicle searches of otherwise respectable citizens who made an illegal turn or drove faster than the speed limit. And a disproportionate number of those stopped were black or Hispanic. According to a survey sponsored by the New Jersey Office of the Public Defender, blacks accounted for 13% of drivers on the south end of the New Jersey Turnpike, 15% of speeders and 35% of those stopped by the state police.

Is this evidence of police racism? Not necessarily. True, most blacks and Hispanics are law-abiding. But if drug traffickers are disproportionately black or Hispanic, the police don't need to be racist to stop many minority motorists; they simply have to be efficient in targeting potential drug traffickers. It is an unfortunate fact that much higher proportions of black children than white grow up at a social disadvantage and are more tempted to break society's rules. Thus, although blacks are only 12% of the American population, in a recent year they comprised 56% of the arrests for murder, 42% of the arrests for rape, 61% of the arrests for robbery, 39% of the arrests for aggravated assault, 31% of the arrests for burglary, 33% of the arrests for larceny and 40% of the arrests for motor vehicle theft. Also 46% of state prison inmates—i.e., those actually convicted of crimes— were black (another 17% were Hispanic). Why should they not be equally overrepresented in drug trafficking, which is less easy to measure statistically"

Some police officers are no doubt racists and some are guilty of misconduct. But it is dangerous to make public policy on the basis of such horrible examples as the Amadou Diallo shooting. All professionals make mistakes: Surgeons operate on the wrong kidney; lawyers botch cross-examinations. Fairness requires that mistakes be looked at in the context of the more numerous examples of good judgment.

HOUSE CALLS
But the police deserve extra leeway for their mistakes because, unlike other professionals, they don't have the luxury of turning down unpleasant cases. They make house calls despite personal danger. They have to deal with not only criminals but also paranoid schizophrenics who have not taken their medication or suicidal people. The police come and do their best because the buck stops with them. Usually they succeed; occasionally, and sometimes tragically, they fail.

So should the New York City Police Department be convicted of racism? And should Mr. Williams have been fired as superintendent of the New Jersey State Police? Not in my opinion. True, the police in the Diallo case should have used better judgment, and Mr. Williams could have tiptoed more gently over the unpleasant reality that interdicting drug shipments on the New Jersey Turnpike requires stopping more black than white motorists. But he was defending his officers against what he considered a bum rap: that they were racists. By a wide margin, they are not.

DISCUSSION QUESTIONS

Jackson Toby argues that racial profiling is effective because it allows police to focus on those who are most likely to commit crimes. Bob Herbert claims that racial profiling is unjust because it targets many more innocent people than guilty ones. If it is true that more blacks than whites engage in drug trafficking, and if it is true that stopping them more often reduces crime, do you think police are justified in using race as a basis for stopping motorists? Explain your answer.

SECTION SEVEN:
Miscellaneous

FRAMEWORK FOR EXPLORING THE ROOTS OF YOUTH VIOLENCE

By Mariame Kaba

The Department of Justice released a landmark study in October 2009 about children and teens' exposure to violence in the U.S. More than 60 percent of the children surveyed were exposed to violence within the past year, either directly or indirectly (i.e., as a witness to a violent act; by learning of a violent act against a family member neighbor, or close friend; or from a threat against their home or school). This illustrates the reality that the majority of children and youth in the U.S. are exposed to widespread non-lethal violence in their daily lives.

IDEAS THAT HAVE BEEN STRESSED THROUGHOUT THE CURRICULUM
Key Points

1. Violence is normalized within our culture. In fact, most of us are desensitized to this violence on a daily basis.

2. Violence is widespread and prevalent.

3. Violence involving youth can take many shapes and forms and involve many different types of people.

4. Many people understand violence as a personal failing rather than as a product of structural inequality.

5. Violence should be painted as a landscape so we can begin to understand how we fit within it.

6. Violence is the glue that holds oppressions in place. It is impossible to understand violence without deeply probing and analyzing oppression and how it works. This curriculum attempts to do just that.

Definitions

- When we discuss "youth violence" in this curriculum, we define it as all forms of violence in young people's lives (including that which is perpetrated against them by adults as well as the systemic violence that they experience).

- Youth violence Includes youth as victims, youth as witnesses and youth as perpetrators.

- In this curriculum, youth are individuals under 18 years old.

Theories to Explain the Onset and Persistence of Violent Behavior

- Some theories focus on how individual propensities—including biological and psychological disorders—iincrease the probability of violence.

- At the other end of the spectrum, structural theories propose that variables like poverty, oppression, social inequality and racism (plus other isms) must be considered in any explanation of violent behavior.

- Still others maintain that the source of violence lies in family dynamics, neighborhood characteristics or peer socialization processes.

It is quite difficult to negotiate and organize the plethora of ideas, hypotheses and empirical findings that mark the study of crime and violence. This curriculum explains the onset and persistence of violence mostly through the lens of structural theories without discounting the contributions made from other areas of inquiry.

KEY CONSIDERATIONS FOR UNDERSTANDING THE ROOTS OF YOUTH VIOLENCE
(Adapted from the Review of the Roots of Youth Violence – Executive Summary)
In Code of the Street, Elijah Anderson positions youth violence in an environmental context. He argues that "the lack of jobs that pay a living wage, the stigma of race, the fallout from rampant drug use and drug trafficking, and the resulting alienation and lack of hope for the future" are the circumstances of life, encountered by many impoverished African-American adolescents, from which violence springs. Alienation, lack of hope or empathy, and other immediate risk factors are powerfully, but far from exclusively, driven by the intersection of racism and poverty. Some youth have a sense of nothing to lose and no way out. For many youth in disenfranchised communities, safety and respect are secured through violence.

The broader community is inclined to write off communities plagued by violence, seeing them as the source of the problem rather than its victims.

Types of youth violence
Gun violence
Violence around drugs and drug dealing
Robberies on the street
Verbal abuse
Intimidation
Threats
Gangs
Claims of turf
Attacks with knives
Fights at school
Violence in sports
Domestic violence
Sexual assaults
Street harassment
Sexual harassment
Dating violence
Violence that flows from systemic issues such as racism, sexism, heterosexism, inequality, and poverty.

The impacts that this violence is having on communities
Fear on the rise
A code of silence taking hold
Communities and youth being stereotyped and being desensitized to violence
Violence becoming an acceptable way of dealing with conflict
Gangs proliferating
Police presence increasing and leading to harassment
Students having more difficulty focusing on school
Teaching becoming more difficult
Schools being unsafe
Youth suffering from depression
Social service agencies increasingly unable to keep up with the demand for services.

The worst impacts are being felt in neighborhoods that are often already isolated from the rest of the community because of the circumstances of poverty.

What are the immediate risk factors—the ones that create that state of desperation and put a youth in the immediate path of violence?
While no set of factors can explain all violence, some are persuaded that youth are most likely to be at immediate risk of involvement in serious violence if they:

- Have a deep sense of alienation and low self-esteem

- Have little empathy for others and suffer from impulsivity

- Believe that they are oppressed, held down, unfairly treated and neither belong to nor have a stake in the broader society.

- Believe that they have no way to be heard through other channels

- Have no sense of hope.

Most youth who feel connected to, and engaged with, the broader society, and who feel valued and safe and see a positive future for themselves in it, will not experience these conditions and will not commit serious violence. Indeed, many of the youth who meet the above descriptors will also not do so, because no triggering event or circumstance will occur to unleash their feelings, or because society manages to intervene in time. But when such a trigger does manifest itself before that intervention, as it all too often does, it is they who are far more likely to explode in a very harmful way.

It is important to move from identifying the immediate risk factors for involvement in serious violence to analyzing instead the conditions in which they arise.

What are the roots of the immediate risk factors for involvement with violence?
In other words: what are the conditions in which the immediate risk factors can grow and flourish?

These are roots of the immediate risk factors such as alienation and lack of hope, and are by no means direct gateways to violence involving youth. The roots of violence involving youth are widespread, interconnected and deep.

Poverty
Poverty does not directly cause violence; it creates the conditions that foster violent crimes.

Circumstances such as poverty are not necessarily the roots of violence involving youth. If they were, we would be a far more violent society than we are now given the extent of these conditions and circumstances.

But poverty without hope, poverty with isolation, poverty with hunger and poor living conditions, poverty with racism and poverty with numerous daily reminders of social exclusions can lead to the immediate risk factors for violence. We say "can lead to" because various protective factors or counterweights operate to block these risk factors arising for many, even in the worst conditions, or act to mitigate and contain them where they are created.

Poverty can lead to a lack of self-esteem, the experience of oppression, a lack of hope or empathy or sense of belonging, impulsivity and other immediate risk factors through three different but linked pathways:

- The level of poverty: the depth of relative deprivation experienced by those in poverty

- The concentration of poverty in definable geographic areas, where negative impacts grow and reinforce each other, and strain when they do not eliminate the capacity of families and communities to provide positive counterweights

- The circumstances of poverty, in which services and facilities that most of us take for granted are not locally available or are denied by reason of cost or accessibility, or both, to those who need them the most, eliminating from the lives of far too many the positive factors that can impede the growth of the roots of violence involving youth.

Sources of the Root of Poverty: high concentrations of people living in poverty, substandard housing, poor community design, limited public services, few stores or businesses, restricted transportation and employment options, few positive role models or mentors, no places for recreation or the arts or just to gather and other circumstances flowing from poverty combine to be powerful sources.

Racism
Race has nothing to do with violence. No race is inherently more violent than another. But while race is not something that can create the immediate risk factors for violence involving youth, racism is. Racism strikes at the core of self-identity. It is cruel and hurtful and alienating.

Thinking about how structural racism exacerbates crime and violence, researcher Keith O. Lawrence puts it this way:

> This useful image helps us perceive, for example, how an inequitable public school system that pushes kids out of school, inadequate local job markets that push people into the informal (sometimes illicit) economy, and a lack of affordable housing that denies families shelter and stability can interact to reinforce criminal justice inequities.

Community Design [GEOGRAPHY/ENVIRONMENT]
The conditions of the communities where young people live not only greatly affect the quality of their lives and the opportunities available to them, but also how they perceive themselves, society and their role in it.

There are many examples of poor planning and poor design of the built and the developed natural environment, creating places that make some youth feel powerless and isolated, leading them to believe that their options are as limited as their horizons. These negative factors include physical and psychological isolation from the broader community; bleak landscapes with no inviting places to gather or play and little usable green space; a lack of adequate and accessible social and physical infrastructure; limited or non-existent transportation services; and unsafe streets, common areas, and passageways.

Youth in many neighborhoods are cut off from the wider community by geography or a lack of access to transit, and for these same reasons find job searches and getting to jobs challenging. The same circumstances leave many parents with little time to parent or engage with their children's schools or their community.

Issues in the Education System
Zero tolerance and harsh disciplinary policies have resulted in a marked increase in students being suspended and expelled from school. Many of the students are not provided with adequate supports to maintain their learning or occupy their time in positive ways. Many of these policies have a disproportionate impact on young people of color.

Expulsions and suspensions put many youth on the streets for extended periods and lead to more interactions with the police, increasing the potential for criminalization. At the same time, zero-tolerance policies have led many schools to call in the police for activities that would have been addressed by the schools alone in earlier times. This practice has also led to the increased criminalization of many marginalized youth.

Family Issues

Most families provide secure and safe places for children to grow and learn. But many do not. Families can be divided, abusive, or struggling emotionally or financially. Some youth have no family. A severely troubled home life can have a damaging effect on a youth's interest in school, ability to learn and interactions with peers and teachers.

Health

Certain health issues are closely linked to some of the other roots that we have already discussed, rather than being roots in themselves. Examples include nutritional deficits, physical inactivity, obesity or eating disorders, which have links to the roots of poverty and urban design. Other health issues, such as mental health and substance abuse, can be viewed as direct roots of the immediate risk factors for violence involving youth, particularly alienation, impulsivity and no sense of belonging.

Mental health is an often-overlooked, but very significant, issue for youth. Of course, the majority of young people who experience mental health issues are not involved in violence, but the consequences for them and their families can be serious.

Lack of a Youth Voice

The sense that many youth already have of being alienated from society is reinforced when they do not have opportunities to be heard in areas that directly and immediately affect their lives. This can lead to a negative concept of self, a greater distrust of authority, a sense of powerlessness and a sense of exclusion from the broader community.

Youth and youth-led organizations are best positioned to know what will work for other youth. The absence of their voices in many areas of immediate importance to them sends a message of limited opportunity as well as excluding the youth perspective from many decisions.

Lack of Economic Opportunity for Youth

There are many barriers for youth from disadvantaged communities who seek opportunities. These include things as simple as the lack of transportation to get to a job interview and as deeply complex as racism.

Many youth lack role models to inspire them, or people who can help them prepare for an interview or deal with the early weeks on a job site. Others have been conditioned to believe they have little to offer.

Many youth are frustrated and angered by their inability to support themselves or their families. When these and other factors are combined with the high value our society places on economic success and possessions, the consequences for self-esteem and any sense of hope, opportunity, or belonging can be serious.

Issues in the Justice System

Over-criminalization is an issue. The excessive reliance on the justice system for minor matters that do not involve violence needs to be addressed. Criminalization can cause youth to see themselves as having

no other future and can change for the worse the way they are seen by their peers, families, schools, and communities. It can severely restrict both their opportunities and their own sense of those opportunities. It can lead directly to criminal associates. It can destroy hope and feed alienation.

Where it is used unwisely, the youth justice system has the potential to create risks for future violence rather than reducing them.

The second issue has to do with interactions between police and youth, primarily but not only youth of color. These interactions are often characterized by undue aggressiveness. When youth are singled out for attention because of their race and treated with a lack of civility, they can become alienated, lose self-esteem and feel that they have less hope or opportunity in this society. As well, the communities of which they are part can lose faith in the police and can cooperate less in the resolution of crime and the maintenance of public safety. When this happens, the approach to policing increases rather than addresses the roots of violence involving youth.

GLOSSARY OF TERMS

The QTJ Planning Group and WGCAN would like to note that the following glossary should be taken as a work in progress. Our attempts to name and explain the various layers of violence—and resistance—are indebted to the work of many fierce groups and individuals. This is powerful work and it is a process. Whenever "we" is used, other than quoting, it is meant to refer to the collaborative efforts of the QTJ Planning Group and WGCAN to define our terms.

ableism: any attitude, action or institutional structure that subordinates a person or group because of an actual or perceived physical, developmental or mental impairment. Disability theorist Michael Oliver distinguishes impairment from disability by associating impairment with bodies and minds, and disability with the structural oppression that denies impaired people equal access to spaces, transportation, employment, among other forms of access. Disability activist Eli Clare suggests that the distinction is not so clearcut but is nonetheless necessary: "Oliver's model of disability makes theoretical and political sense but misses important emotional realities"[1] Ableist actions are rooted in normalizing, privileging and enabling of specific bodies and dis-ableing others.

adultism: any attitude, action or institutional structure that subordinates a people because of their youth and perceived lack of lived experience. This attitude devalues young people's ability to make choices, decisions, or to be autonomous. **see also: ageism.**

ageism: any attitude, action or institutional structure that subordinates people because of their age, so this can include adultism but is more often used to refer to discrimination against elder folks. **see also: adultism.**

allyship: an ongoing and dynamic process through which folks are committed to stepping up and supporting people from communities to which they might not belong. This process demands accountability and transformation around personal privilege, as well as an intersectional framework so that potential allies can recognize their specific forms of privilege, even along with their oppressed identities. The benefits include cross movement solidarity.

anti-oppression: grounded in the continuous challenging of power and privilege and a commitment to understanding and recognizing interconnectedness of oppressions. We see this as the life-long work of recognizing the ways that oppressions play themselves out in all aspects of all of our lives.

bystander: a person who is not directly involved in a situation but could be engaged to prevent or respond to violence and become an ally. **see also: allyship, collusion. (Generation Five)**

Cissexual/cisgendered privilege and cissexism (please note that this is a working definition): terms meant to point to the privilege experienced, and in many cases the assumption of superiority felt, by non-trans people. **see also: transphobia**.

classism: any attitude, action or institutional practice that subordinates people because of their economic status and/or ways of being and acting that are associated with a lower class status, and as such this attitude contributes to maintaining economic disparities. **see also: colonization and imperialism, neocolonialism.**

---

1. Eli Clare, *Exile and Pride: Disability, Queerness, and Liberation.* Pages 5–7

colonization and imperialism: any of the various uses of military, economic, and other forms of non consensual domination in which one nation or group of people takes the resources and/or labor or settles the land of another group of people, or any combination of these exploitative practices. Colonization and imperialism indicate different governing and political structures, but both are a part of white supremacy. As Andrea Smith writes, "[R]acism and white supremacy [is not] enacted in a singular fashion; rather, white supremacy is constituted by separate and distinct, but still interrelated, logics."[2] **see also: neocolonialism**

collective: Generation 5 distinguishes this from a community in the sense that it requires "making explicit the group/community's shared values and shared commitment to transformative action."[3] Note: the distinction between a collective and a community can be located at different spots on the continuum from a group sharing only the most basic commonalities to the intense, explicit articulation and processing around shared values. What is important is not where we draw the line in terms of which term we use; rather, what should be emphasized is making sure that everyone in a space knows what is meant by whichever term. **see also: community.**

collusion: Generation 5 asserts that"the most common response to violence, and those who collude may also have histories of violence and trauma;"[4] working with or for a person or institution in perpetuating discrimination and/or committing violence, whether interpersonal, structural, or both. **see also: bystander, allyship.**

community: "a group of people in relationships based on common experience, identity, geography, values, beliefs, and/or politics; often romanticized, assumed to be a cohesive group with common values/interests"[5] **see also: collective.**

community accountability: CARA (Communities Against Rape and Abuse) defines it as "a community-based strategy, rather than a police/prison-based strategy, to address violence within communities...a process in which a community —a group of friends, a family, a church, a workplace, an apartment complex, a neighborhood, etc.--work together [toward transformation]."[6] **see also: community; collective.**

criminalization: the structures and procedures that implicate certain behaviors as well as identities as criminal, sometimes through making behaviors illegal and sometimes by unevenly distributing blame or unjustly using legal structures to enforce social expectations. Examples: racial profiling, laws that criminalize sex work, the arrest of sex workers far more often than clients of sex workers, etc. **see also: normalization, prison industrial complex, street-based economies, "quality of life" policing.**

diaspora: the condition of a group or member of that group having been exiled from their place and/or family of origin through colonization, imperialism, economic displacement, environmental racism, and so on. **see also: colonization and imperialism, environmental racism.**

---

2. Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy."
3. Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other forms of Intimate and Community Violence, 2007, Generation Five, *www.generationfive.org*
4. Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other forms of Intimate and Community Violence, 2007, Generation Five, *www.generationfive.org*
5. Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other forms of Intimate and Community Violence, 2007, Generation Five, *www.generationfive.org*
6. "Organizing for community accountability: building safer, more peaceful, more sustainable communities," CARA (Communities Against Rape and Abuse), *www.cara-seattle.org*

environmental justice: the equitable treatment and meaningful involvement of all people of all ages, races, genders, immigration statuses, sexualities, (dis)abilities, and incomes with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This practice affirms the sacredness of the earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction. It will be achieved when everyone enjoys the same protection from environmental and health hazards and equal access to the decision-making process to have a healthy environment in which to live, learn, pray, and work.

environmental racism: practices that organize the globe and more local settings in such a way that people of color are displaced by "natural disasters" or through violence so that white people can inhabit and use the resources of those environmentally viable, farm-able, etc. areas that remain. These practices also include forcing indigenous people onto reservations, dumping various kinds of waste created by whiter or more wealthy communities in poorer communities and communities of color, as well as the privatization of lands. **see also: white supremacy.**

fatphobia: the persistent attempts to associate fat bodies and bodies that do not fit norms of thinness with ill health, overeating, laziness, and other stereotypes. The medical industry, aided by the media, is particularly responsible for creating and maintaining these associations. Examples: Disney/Pixar's Wall-E.

harm reduction: a framework and practice that seeks to decriminalize and depathologize things that people do to survive, whether economically, emotionally, etc. This framework recognizes the realities that poverty, class, racism, social isolation, past trauma, discrimination and other social inequalities affect vulnerability to, and capacity for, effectively dealing with harms related to drug use and other survival strategies. These practices are centered around self-determination as well as education and resources with the goal of reducing harm as much as possible. As Shira Hassan has suggested in harm reduction workshops, a "buffet" of options is offered without enforcing the standard institutional and legal "trade-offs" in which people must quit certain survival behaviors in order to receive services and information. Harm reduction insists that health care, healing, housing, happiness, beautiful relationships, and empowerment are a HUMAN right—not just for the sober, abstinent, and those who leave unhealthy relationships, the sex trade, or other street economies. Examples include needle exchanges, workshops around safer drug use and safer sex, etc.[7] **see also: trauma-informed**

heterosexism: set of practices and beliefs that apply negative attitudes and discrimination to queer relationships. Supports and normalizes the notion that all people are heterosexual and only legitimates those relationships that are made up of two "opposite" sex people. Example: "I saw this couple the other day and the man said blah and then the woman said blah …" **see also: homophobia.**

homophobia: the individual, societal, and institutional fear, hatred and systemic oppression of people whose sexual identity or sexual behaviors do not conform to heterosexual or straight norms. **see also: heterosexism.**

identity-based violence: interpersonal and/ or institutional and state violence that targets people because of their identities or perceived identities. This includes racial and gender profiling, border patrols, hate crimes, hate speech and harassment, and rape and sexual assault perpetrated against women, transgender and gender nonconforming, and disabled people and people of color. **see also: white supremacy, criminalization.**

---

7. Taken from Shira Hassan's Harm Reduction workshops.

imperialism (see colonization and imperialism)

interpersonal violence: Interpersonal violence includes various forms of violence that occurs between people in non-intimate relationships, usually in places of employment, community networks or institutions, or activist circles.

intimate partner violence: (please note that this is a working definition, with reference to INCITE! Women of Color Against Violence) acts of abuse or harm or pattern of power and control exercised by one person over another within an intimate relationship (such as people who are dating, living together, married, formerly in a relationship, heterosexual or queer).

This can include:

- Physical abuse including threats and threats to harm others, pets, or self

- Verbal abuse

- Emotional abuse

- Isolation

- Sexual abuse/assault

- Economic/financial abuse

- Threats or use of other systems of oppression to gain power/control such as **INS**, queer outing, etc.[8]

industrial complex: a complicated network of government, corporate, and social institutions that collaborate in order to consolidate power and resources within that network. **see also: military industrial complex, nonprofit industrial complex, prison industrial complex**

INS/USCIS: formerly Immigration and Naturalization Services, now U.S. Citizenship and Immigration Services.

military industrial complex: the relationships between a military itself and corporate and social institutions that collaborate in order to consolidate power and resources within the military and to continuously extend its role in everyday life, if very differently for different people. Examples of the military industrial complex at work include the stockpiling of weapons in times of "peace," the privatization of otherwise military tasks so that they are now undertaken by "civilian" companies (i.e. Blackwater), the recruitment of low-income youth and youth of color in cities in their public high schools, and corporations' and stock holders' monetary benefits from war and military spending (i.e. Leo Burnett).

multi-nationalism: the mentality and ever increasing 'first-world' practice of having operations, subsidiaries, or investments in more than two countries, usually global south or 'third-world' countries. **see also: globalization, neocolonialism, colonization and imperialism**

neocolonialism: a term meant to correct the idea that the world is now "post-colonial," that colonization and imperialism have ended, and arguing that these have simply taken on somewhat different forms or are covered over by "embedded" reporting and other strategies of erasing the power relations at work. Many thinkers

---

8. "Gender Oppression, Abuse, Violence: Community Accountability within the People of Color Progressive Movement," July 2005, and Report from INCITE! Women of Color Against Violence Ad-Hoc Community Accountability Working Group Meeting, 2004, *www.incite-national.org*

and activists have suggested that globalization is one aspect of neocolonialism; for instance, as a practice it establishes relationships of economic dependence wherein third world and global south communities are exploited by the so-called first world, and the military powers of first world interests reinforce these relationships through violence. **see also: multi-nationalism, globalization, colonization and imperialism**

nonprofit industrial complex (NPIC): A system of relationships between: the State (or local and federal governments); the owning classes; and foundations and non-profit/NGO social service & social justice organizations, that results in the surveillance, control, derailment, and everyday management of political movements. The state uses non-profits to: monitor and control social justice movements; divert public monies into private hands through foundations; manage and control dissent in order to make the world safe for capitalism; redirect activist energies into career-based modes of organizing instead of mass-based organizing capable of actually transforming society; allow corporations to mask their exploitative and colonial work practices through "philanthropic" work; encourage social movements to model themselves after capitalist structures rather than to challenge them. **see also: professionalization**

prison industrial complex (PIC): CARA (Communities Against Rape and Abuse) defines it as "a massive multi-billion dollar industry that promotes the exponential expansion of prisons, jails, immigrant detention centers, and juvenile detention centers. The PIC is represented by corporations that profit from incarceration, politicians who target people of color so that they appear to be "tough on crime," and the media that represents a slanted view of how crime looks in our communities. In order to survive, the PIC uses propaganda to convince the public how much we need prisons; uses public support to strengthen harmful law-and-order agendas such as the "War on Drugs" and the "War on Terrorism"; uses these agendas to justify imprisoning disenfranchised people of color, poor people, and people with disabilities; leverages the resulting increasing rate of incarceration for prison-related corporate investments (construction, maintenance, goods and services); pockets the profit; and uses profit to create more propaganda."[9] **see also: criminalization, street-based economies, "quality of life" policing**

professionalization: the increasing trend toward taking strategies of prevention, intervention, and healing away from communities and putting it in the hands of professional and state organizations, as well as encouraging those who want to end violence to get professional degrees in order to do so. **see also: nonprofit industrial complex (NPIC)**

"quality of life" policing: INCITE!: Women of Color Against Violence define it as "a practice of heavily policing a number of normally non-criminal activities such as congregating and/or drinking in public spaces, as well as minor offenses such as graffiti, public urination, panhandling, littering, and unlicensed street vending in public spaces because, the argument goes, if left unchecked, they will lead to an explosion of serious crime. Targets women and trans people of color who are the most marginalized, including street-based sex workers, homeless people, people with mental illness, and people with a drug addiction, or women and trans people of color who are profiled as such by police."[10]

reproductive justice: the complete physical, mental, spiritual, political, social and economic well-being of individuals, based on the full achievement and protection of human rights. This framework analyzes how the ability for any person to determine the state of their organs and body is linked to the conditions of their community – and these conditions are not just a matter of individual choice and access. It addresses the

9. *Making Connections: the Anti-Violence Movement Actively Resisting the Prison Industrial Complex* CARA (Communities Against Rape and Abuse), *www.cara-seattle.org*
10. INCITE! Women of Color Against Violence website, *http://www.incite-national.org/index.php?s=107*

social reality of inequality, specifically, the inequality of opportunities that we have to control our physical and reproductive destinies.

resilience: the ability to holistically (mind, body, spirit, land and relationship) respond to and renew ourselves during and after trauma. It is the ability to shift ourselves from an automatic survival response to a more calm, connected and cohesive place, being able to imagine positive possibilities for the future. We are fundamentally resilient and creative beings.

restorative justice: a model that aims to repair intimate relationships and community bonds that have been damaged by interpersonal violence. This approach, which originated in indigenous communities, seeks to activate the community to regain balance through shared values and systems of accountability. This model sometimes partners with police and state systems to achieve justice.

sexism: any institutionally-supported attitude or action that subordinates a people because of their perceived sex or perceived gender.

sex trade: any form of being sexual (or the idea of being sexual) in exchange for money, gifts, safety, drugs, hormones or survival needs like housing, food, clothes, or immigration and documentation; also includes individuals who are trafficked, sold for sex through family and pimps or are ritual abuse survivors. The sex trades affects people from all backgrounds. (Young Women's Empowerment Project)

street economy (please note that this is a working definition): any functional economy, based in buying, selling, and/or trading, that is not institutionally *and* state supported. Examples: many forms of the **sex trade**, the drug trade, creative documentation for officially undocumented people. **see also: "quality of life" policing, the prison industrial complex (PIC), the state.**

the state: "the central organizer of violence which oppresses women of color and our communities", according to the INCITE! Women of Color Against Violence "Principles of Unity."[11] The state includes the prison industrial complex (PIC), **INS/USCIS**, the military industrial complex, etc., and collaborates with the **nonprofit industrial complex (NPIC)**, **multinationalism**, and other structures to extend its control in our everyday lives.

transformative justice: Generation 5 asserts: "Transformative Justice responds to the lack of—and the critical need for—a liberatory approach to violence. A liberatory approach seeks safety and accountability without relying on alienation, punishment, or State or systemic violence, including incarceration and policing."[12] TJ is premised on the idea that "individual justice and collective liberation are equally important, mutually supportive, and fundamentally intertwine—the achievement of one is impossible without the achievement of the other" (*Toward Transformative Justice, Generation Five*, June 2007).

transphobia: the individual, societal, and/or institutional fear, hatred and systemic oppression of people whose gender identity and/or expression does not conform to binary gender roles. These roles are assigned at birth and are conflated with the binary sex system.

trauma-informed: Critical Resistance asserts, "We use the word 'trauma' to describe experiences that threaten the physical, emotional, psychological and/or spiritual integrity of a person thereby harmfully

---

11. INCITE! Women of Color Against Violence website, *http://www.incite-national.org*
12. *Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other forms of Intimate and Community Violence,* 2007, Generation Five. *www.generationfive.org*

impacting people in ways that last long after the experience is over."[13] Many of the community accountability and transformative justice groups and projects that we admire emphasize seeing the humanity in all parties involved in a violent situation; we see trauma-informed approaches as a way to intentionally recognize that violence and trauma are pervasive, that we are complicit in it, and that people can change, heal and transform from their experiences of trauma, finding new ways to respond that aren't based in aggression and exploitation. **see also: harm reduction**

white supremacy: an historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by white peoples and nations of Western European, for the purpose of maintaining and defending systems of wealth, power, and privilege.[14]

xenophobia: literally means "fear of the foreigner". The individual, societal, and/or institutional fear, hatred, and systemic oppression of people whose nation of birth, culture, documentation status, and/or language, among other factors, are different than the perceived norms or essence of a place.

SOURCES

Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other forms of Intimate and Community Violence, 2007, Generation Five. *www.generationfive.org*

Critical Resistance, CR-10 Conference, 2008, *www.criticalresistance.org*

Elizabeth Martinez, *www.prisonactivist.org/archive/cws/betita.html*

Eli Clare, *Exile and Pride: Disability, Queerness, and Liberation.*

INCITE! Women of Color Against Violence website, *http://www.incite-national.org*

Making Connections: the Anti-Violence Movement Actively Resisting the Prison Industrial Complex CARA (Communities Against Rape and Abuse), *www.cara-seattle.org*

"Gender Oppression, Abuse, Violence: Community Accountability within the People of Color Progressive Movement," July 2005, and Report from INCITE! Women of Color Against Violence Ad-Hoc Community Accountability Working Group Meeting, 2004, *www.incite-national.org*

Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy."

---

13. Critical Resistance 10 Conference, 2008, *www.criticalresistance.org*
14. Elizabeth Martinez, *www.prisonactivist.org/archive/cws/betita.html*

RESULTS OF THE NATIONAL SURVEY OF CHILDREN'S EXPOSURE TO VIOLENCE

(October 2009)

The National Survey of Children's Exposure to Violence (NatSCEV) is the most comprehensive nation-wide survey of the incidence and prevalence of children's exposure to violence to date. It was sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and supported by the Centers for Disease Control and Prevention (CDC). Conducted between January and May 2008, it measured the past-year and lifetime exposure to violence for children age 17 and younger across several major categories: conventional crime, child maltreatment, victimization by peers and siblings, sexual victimization, witnessing and indirect victimization (including exposure to community violence and family violence), school violence and threats, and internet victimization. This survey is the first comprehensive attempt to measure children's exposure to violence in the home, school, and community across all age groups from birth to age 17, and the first attempt to measure the cumulative exposure to violence over the child's lifetime.

The survey confirms that most of our society's children are exposed to violence in their daily lives.

- More than 60 percent of the children surveyed were exposed to violence within the past year, either directly or indirectly (i.e., as a witness to a violent act; by learning of a violent act against a family member neighbor, or close friend; or from a threat against their home or school).

- Nearly one-half of the children and adolescents surveyed (46.3 percent) were assaulted at least once in the past year, and more than 1 in 10 (10.2 percent) were injured in an assault.

- 1 in 4 (24.6 percent) were victims of robbery, vandalism, or threat.

- 1 in 10 (10.2 percent) suffered from child maltreatment (including physical and emotional abuse, neglect, or a family abduction).

- 1 in 16 (6.1 percent) were victimized sexually.

- More than 1 in 4 (25.3 percent) witnessed a violent act.

- Nearly 1 in 10 (9.8 percent) saw one family member assault another.

- Multiple victimizations were common: more than one-third (38.7 percent) experienced 2 or more direct victimizations in the previous year, more than 1 in 10 (10.9 percent) experienced 5 or more direct victimizations in the previous year, and more than 1 in 75 (1.4 percent) experienced 10 or more direct victimizations in the previous year.

- Nearly one in five girls ages 14 to 17 (18.7 percent) had been the victim of a sexual assault or attempted sexual assault, and more than one-third of all 14–17 year-olds had seen a parent assaulted.

PHYSICAL ASSAULT

- Nearly one-half (46.3 percent) of all the children surveyed were physically assaulted within the previous year, and more than one-half (56.7 percent) had been assaulted during their lifetime. Physical assaults are extremely common across the entire span of childhood and peak during middle childhood and peak during middle childhood.

- The past-year incidence of assault is 50.2 percent for boys and 42.1 percent for girls.

- The lifetime incidence of assault is 60.3 percent for boys and 52.9 percent for girls.

BULLYING

- Overall, 13.2 percent of those surveyed reported having been physically bullied within the past year, and more than one in five (21.6 percent) reported having been physically bullied during their lifetimes.

- About 1 in 5 children (19.7 percent) reported having been teased or emotionally bullied in the previous year and nearly 3 in 10 reported having been teased or emotionally bullied in their lifetime.

- 5.6 percent of youth ages 14-17 reported internet harassment within the past year and 7.9 percent during their lifetimes.

- Girls were more likely to be victims of Internet harassment than boys.

- For lifetime rates of emotional bullying, girls reported more cumulative exposure than boys.

SEXUAL VICTIMIZATION

- Overall, 6.1 percent of all children surveyed had been sexually victimized in the past year and nearly 1 in 10 (9.8 percent) over their lifetimes.

- Adolescents ages 14–17 were by far the most likely to be sexually victimized; nearly one in six (16.3 percent) was sexually victimized in the past year, and more than one in four (27.3 percent) had been sexually victimized during their lifetimes. The most common forms of sexual victimization were flashing or exposure by a peer, sexual harassment, and sexual assault.

- Girls were more likely than boys to be sexually victimized: 7.4 percent of girls reported a sexual victimization within the past year, and nearly one in eight (12.2 percent) reported being sexually victimized during their lifetimes. Girls ages 14 to 17 had the highest rates of sexual victimization: 7.9 percent were victims of sexual assault in the past year and 18.7 percent during their lifetimes.

CHILD MALTREATMENT

- Overall, more than 1 in 10 children surveyed (10.2 percent) suffered some form of maltreatment (including physical abuse other than sexual assault, psychological or emotional abuse, child neglect, and custodial interference) during the past year an nearly 1 in 5 (18.6%) during their lifetimes.

- Patterns of child maltreatment were similar for girls and boys with the exception of psychological or emotional abuse, the incidence of which was somewhat higher for girls than for boys.

- Rates of sexual assault by a known adult (not limited to caregivers) were also higher for girls than for boys, in a pattern that was similar to other forms of sexual victimization.

WITNESSING AND INDIRECT EXPOSURE TO VIOLENCE

- NatSCEV found that witnessing violence was a common occurrence for children, particularly as they grew older.

- Overall, more than one-quarter of children surveyed (25.3 percent) had witnessed violence in their homes, schools, and communities during the past year; and more than one-third (37.8 percent) had witnessed violence against another person during their lifetimes.

- Over the course of their lifetimes, boys overall were slightly more likely than girls to witness violence (40.1 percent of boys and 35.4 percent of girls). Boys were more likely to witness violence in the community, murder, and shootings both in the past year and during their lifetimes. There were no gender differences in witnessing family violence.

MULTIPLE AND CUMULATIVE VICTIMIZATIONS

- A large proportion of children surveyed (38.7 percent) reported more than one direct victimization (a victimization directed toward the child, as opposed to an incident that the child witnessed, heard, or was otherwise exposed to) within the previous year.

- Of those who reported any direct victimization, nearly two-thirds (64.5 percent) reported more than one.

IMPLICATIONS

- The findings of the NatSCEV study confirm that for many children in the United States, violence is a frequent occurrence.

- More needs to be understood about how exposure to individual episodes of violence, repeated exposure to violence, and multiple types of exposure affect children and families.

- This study's findings confirm that more needs to be done at all levels of policy and practice to reach across disciplines to identify children at risk from exposure to violence and to coordinate the delivery of services to these children.

Source—*Children's Exposure to Violence: A Comprehensive National Survey* by David Finkelhor et al. (October 2009)—*www.ojp.usdoj.gov/ojjdp*

TIPS FOR FACILITATING SMALL GROUPS

- **Have people sit in a circle:** This allows everyone to see one another.

- **Introductions:** People should introduce themselves and say one thing they have learned so far that they did not expect to learn (as time allows).

- **Equal Time Sharing:** After introductions, take the remaining time allotted for small group work, subtract 8 minutes for wrap up conversation and appreciations, and divide by the number of people in the group. This gives each person in the group a certain amount of time to speak. Have someone keep time.

- **Don't Interrupt:** As each person speaks, all others in the group should be attentive and listen without interruption. If anyone should begin to interrupt, quietly ask them to wait their turn and tell the person speaking to continue.

- **Appreciate:** After each person speaks, invite people to share appreciations or positive responses to what the speaker has said. Then move onto the next person.

- **Wrap up:** Use the final 5 minutes for wrap up conversation where everyone discusses the topic and shares any group appreciations.

- Practice good listening skills:

  - Be attentive to the speaker
  - Respect everyone in the group
  - Openly appreciate people
  - Accept the opinions and feelings of others
  - Offer physical reassurance when appropriate

  - Do not judge
  - Listen more, offer advice less
  - Make eye contact
  - Everything said is confidential

(Developed from YouthBuild USA's Youth Leadership Development Material)

TIPS FOR BRAINSTORMING

How to brainstorm.

- **Let the answers flow:** Once the brainstorm question is posed, allow yourself to say any answers that come to mind. Brainstorming is all about unclogging our thought processes and not censoring our ideas because we think they might be wrong.

- **Respect everyone's ideas:** No one in the group will make fun of or dismiss your ideas during a brainstorm. This is meant to be a process full of answers that you don't necessarily use, - saying these answers out loud allows you to play off of them and come up with whole new ideas.

- **Repeating is okay:** Even if you think your idea has already been said, don't be afraid to reiterate it or say it a little differently.

- **Answer now, evaluate later:** Wait until the entire group is done with the brainstorm before you start to evaluate it. While the brainstorm is going on, just focus on saying what you think.

Why brainstorm?

- **Free thinking:** Brainstorming allows you to run with your ideas, to free associate, and let new thoughts flow.

- **Group building:** Brainstorming gets a group thinking together. People play off of one another's ideas.

- **Everyone contributes:** Brainstorming gives everyone a chance to speak. People who are shy or more inhibited, can speak out in the group without fear of judgment.

- **Cooperative product:** Brainstorming produces a list of ideas that don't belong to any one person. They belong to the entire group.

PRINCIPLES FOR ALLIES TO YOUNG PEOPLE

Items on this list might remind you of *you* at your best. Think of yourself at your best and briefly describe instances when you have followed several of the below principles.

SUPPORTING YOURSELF AND OTHER ADULTS

Take pride in being an adult. Enjoy the age you are. Consider the things you really like about adulthood. We have to enjoy our own lives before we can help others with theirs.

_____

_____

Recognize that just being an adult can be intimidating. It's not your fault, but the simple fact that you are an adult can intimidate many young people. To be a good ally, you need to recognize the power difference between your group and the one you want to help. Since adults do often have the upper hand, it is important to know when to be quiet and let young people have their say.

_____

_____

Spread the word. You can talk about it. You can print it. You can yell from the rooftops! Just let people know that youth have great insights and that they should be at the center of our communities and our lives.

_____

_____

Organize other adults. Arrange workshops, retreats, and other gatherings for adults to learn about youth as decision makers. Be sure to consult with young people for guidance in the process.

_____

_____

Collaborate with other adults. Work together on behalf of young people. Move past the drive to compete. Allies can be much more effective if they collaborate and build on one another's strengths.

_____

_____

Stop adultism. Adultism is the negative stereotyping of young people. When you see it in action, take a stand against it. This means both within institutions and among individuals. The idea of speaking up can be frightening, but if you do it with concern and respect, people will generally be receptive.

_____

_____

SUPPORTING YOUNG PEOPLE

Remember your younger years. Adults seldom take time to remember their teen years. When supporting young people though, try to remember the challenges, joys, concerns, and interests you had at their age.

_____

_____

Be a committed part of young people's lives. Earn the trust and friendship of young people by being a stable and constant part of their lives.

_____

_____

Remind youth of their importance. Help young people remember that their involvement is both important and achievable. Because they are dismissed so frequently, they sometimes forget just how much they know—it helps to just point out young people's successes.

_____

_____

Hold high expectations of young people. Expect the young people with whom you work to have respect for themselves and one another. They should be proud and confident in their thinking.

_____

_____

Help youth support one another. Sometimes the best support a young person can have is from another young person, but they don't always know this. Because young people have learned to distrust themselves they have also learned to distrust their peers.

_____

_____

Be a guide not a boss. When working with young people, adults tend to run to polar extremes. Adults often either try to control everything, or they become too permissive, leaving every decision to young people. It's a balancing act. Be careful to guide young people without taking control.

_____

_____

(_Developed by Youth On Board_)

ABOUT THE CONTRIBUTORS

LULUA AL-OSAIMI (SCHOOL OF THE ART INSTITUTE)

"I am currently in my last semester at the School of the Art Institute of Chicago and will be receiving my Bachelors in Fine Arts with an Emphasis in Art Education in May 2010. I have designed and painted a mural at Suder Montessori School about cultural diversity and unity on the west side of Chicago and recently displayed a social justice art lesson plan at the 9th annual Chicago Area Teaching for Social Justice Curriculum Fair. I am active in my hometown Minneapolis's community art outreach programs including Free Arts Minnesota and continue to use my voice as a spoken word artist and painter in my personal practice. I am currently finding a balance as well as creating a hybrid between my work as a cultural producer and social justice educator. I believe it is important for me as an educator in the arts to create lesson plans based on social justice issues. In the words of Ghandi, "You must be the change you wish to see in the world", and through my educational practice I hope to be this change."

Curriculum Contribution: *Shoot Em' Up: Cultural Genocide of Youth*

ALL STARS PROJECT OF CHICAGO
(DAVID CHERRY, DR. BONNY GILDIN, & DR. CARRIE LOBMAN)

(ASP) is a non-partisan, non-profit 501(c)(3) organization dedicated to promoting human development through the use of an innovative performance-based model. The ASP creates outside of school, educational and performing arts activities for thousands of poor and minority young people. It sponsors community and experimental theatre, develops leadership training and pursues volunteer initiatives that build and strengthen communities.

The ASP actively promotes supplementary education and the performance learning model in academic and civic areas. *www.allstars.org*

David Cherry is the director of the All Stars Project of Chicago. Bonny Gildin, Ph.D. is vice president of the All Stars Project, Inc,, and Carrie Lobman, Ed.D., is Associate Professor, Graduate School of Education, Rutgers University.

Curriculum Contribution: *Exploring the Roots of and Community Responses to Violence: A Youth Action-Research Project*

AMERICAN FRIENDS SERVICE COMMITTEE

The **American Friends Service Committee** is a practical expression of the faith of the Religious Society of Friends (Quakers). Committed to the principles of nonviolence and justice, it seeks in its work and witness to draw on the transforming power of love, human and divine.

Curriculum Contribution: *Why We Fight – War & Militarism*

BEYONDMEDIA EDUCATION

Beyondmedia Education's mission is to collaborate with under-served and under-represented women, youth and communities to tell their stories, connect their stories to the world around us, and organize for social justice through the creation and distribution of media arts. *www.beyondmedia.org*.

Curriculum Contribution: *Media Literacy and Violence*

GENDER JUST

Gender JUST (Gender Justice United for Societal Transformation) is a multi-racial, multi-ethnic, and multi-generational grassroots organization of Lesbian, Gay, Bi-sexual, Transgender, Queer, Allied, and Gender-Non-Conforming (LGBTQAGNC) young people, LGBTQAGNC people of color, and LGBTQAGNC grassroots folks developing leadership and building power through organizing.

The goals of Gender JUST are to hold LGBTQA communities accountable around race, class, gender, age, religion, disability, size, and all factors necessary for a multi-dimensional and powerful movement & to move the LGBTQA struggles forward by organizing through a racial, economic, and gender justice framework.

Gender JUST organizes around the call for a world where all races, classes, sexual orientations, and gender identities are free to express their gender and sexuality, without institutional barriers, economic or legal consequences, or fear of repercussion.

As the struggle for racial justice, economic justice, and gender justice are intricately connected, Gender JUST believes that you cannot fight against sexual and gender oppression without fighting against racism, poverty, and all oppression. Because of this, it is especially important for Gender JUST to fight against racism, classism, sexism, ageism, ableism, and sizeism *within* LGBTQAGNC communities. *www.genderjust.org.*

Curriculum Contribution: *The Roots of Heterosexism*

INDYKIDS

IndyKids is a free newspaper and teaching tool that aims to inform children on current news and world events from a progressive perspective and to inspire a passion for social justice and learning. It is geared toward kids in grades 4 to 8 and high school English Language Learners. *IndyKids* is produced five times during the school year.

IndyKids believes that it is the people, through grassroots organizations and movement-building, who make social change. We believe that kids understand what is happening around them and the truth does not have to be sanitized. *IndyKids* aims to engage young kids to understand that they can form their own opinions and become part of the larger movement for justice and peace. *www.indykids.net.*

Curriculum Contribution: *Locked Up*

BRAD HUG & DEREK FUNK

Brad Hug is a senior English major at the University of Nebraska at Lincoln. Derek Funk is a senior English Education major at the University of Nebraska at Lincoln.

Curriculum Contribution: *The Youth, the Media, and Violence*

MARIAME KABA

Mariame Kaba (Project NIA, Chicago Freedom School, YWAT) is the founder and director of Project NIA. She is a community activist and organizer who serves in a number of volunteer capacities. She is a co-founder and adult ally of the *Rogers Park Young Women's Action Team (www.youngwomensactionteam.org).* Mariame is a co-founder and board chair of the *Chicago Freedom School (www.chicagofreedomschool.org).* Mariame has served on the advisory boards of a number of local and national organizations including the *Young Women's Empowerment Project (www.youarepriceless.org), Women & Girls Collective Action Network*

(*www.womenandgirlscan.org*), and *Power House Charter High School* to name a few. She is currently on the advisory board of the Education for Liberation Network (*www.edliberation.org*). Mariame has contributed several lesson plans and curriculum units to this guide.

Curriculum Contributions:
Understanding Oppression (short and long version)
Power and Violence
It's Not Just One Thing: Young Women's Oppression and Liberation – with YWAT
Tommy's Story: Understanding the Roots of Violence
Youth Homicide in Chicago
Media Violence: Beyond Beats & Rhymes (adapted)
Plantations and Penitentiaries: The Prison Industrial Complex
Gangs and Violence: Historical Context and Root Causes
The Columbine School Shootings: A Rare but Important Event
Police Violence: Fear & Loathing among Youth of Color
American Casino: Economic Violence in the U.S.
Activity in Why We Fight: War & Militarism
The Usual Suspects
Something is Wrong: Why Did Derrion Die? with Cyriac Mathew

MIKVA CHALLENGE

Mikva Challenge develops the next generation of civic leaders, activists and policy-makers. We do this by providing young people with opportunities to actively participate in the political process, because we believe that the best way to learn leadership and to learn democracy is to experience both. *www.mikvachallenge.org*.

Curriculum Contributions:
Roots of Violence and Ecological Model Activity
Asset Mapping Our Communities
Survey Your Community
Research through Interviews
Know Your Options
Why Should I Care?

J. CYRIAC MATHEW (UPLIFT ACADEMY)

Cyriac is a social studies teacher at Uplift Community High School in Uptown, Chicago.

Curriculum Contributions:
Something is Wrong: Why Did Derrion Die?
Interpersonal and Systemic Violence Activity

KIRAN NIGAM

Kiran Nigam is a freelance anti-oppression trainer and is an organizer for the US Social Forum, to be held in Detroit, June 2010. Previously she was a high school teacher at a democratically run school for K-12 youth.

Curriculum Contribution:
Personal Timeline of Violence in the Lives of Young People

ROGERS PARK YOUNG WOMEN'S ACTION TEAM (YWAT)

The YWAT grew out of the efforts of young women who expressed concern about the rampant street violence and harassment in their neighborhood in 2003. The YWAT is a youth-led, adult-supported social change project that empowers women to take action on issues that affect their lives (particularly issues of violence against girls and young women). The YWAT believes that girls and young women should be free from violence. We believe that through collective action, consciousness-raising, and organizing we can end violence against girls and young women. *www.youngwomensactionteam.org*.

Curriculum Contribution:
It's Not Just One Thing: Young Women's Oppression and Liberation

MELISSA SPATZ (CHICAGO TASKFORCE ON VIOLENCE AGAINST GIRLS AND YOUNG WOMEN)

Melissa Spatz is a Chicago-based writer and organizer. She was the founding director of the Women & Girls Collective Action Network, a center for leadership, training and action around issues that matter to women and girls; and has worked as a legal services attorney and community organizer for 20 years. Melissa is a co-founder of the *Chicago Freedom School*. She is currently co-coordinator of the Chicago Taskforce on Violence against Girls & Young Women.

Curriculum Contributions:
Baby at the Door Steps – Taking Action to Address Social Problems
Activity in Why We Fight: War & Militarism

ABOUT THE EDITORS

The following three people devoted countless hours of their time to the development, editing, and writing of this guide. In only a short few weeks, this project was conceptualized, implemented, and ultimately completed. Mariame, Cyriac, and Nathan are grateful to everyone who contributed to this project.

Nathan Haines teaches history at UPLIFT Community High School in Chicago's Uptown neighborhood. He is married with one daughter. His life objective as a teacher is to ally with students in the liberating struggle against oppression. He hopes to help students develop critical consciousness about the world and a hopeful commitment to activism for greater social justice.

Mariame Kaba (Project NIA, Chicago Freedom School, YWAT)—Mariame is the founder and director of Project NIA. She is a community activist and organizer who serves in a number of volunteer capacities. She is a co-founder and adult ally of the *Rogers Park Young Women's Action Team* (*www.youngwomensactionteam. org*). Mariame is a co-founder and board chair of the *Chicago Freedom School* (*www.chicagofreedomschool. org*). Mariame has also served on the advisory boards of a number of local and national organizations including the *Young Women's Empowerment Project* (*www.youarepriceless.org*), *Women & Girls Collective Action Network* (*www.womenandgirlscan.org*), and *Power House Charter High School* to name a few. She is currently on the advisory board of the Education for Liberation Network (*www.edliberation.org*).

J. Cyriac Mathew is a social studies teacher at Uplift Community High School in Uptown, Chicago.

Caitlin Ostrow is a student in the Master of Arts in Teaching program at the School of the Art Institute of Chicago. She is a former production editor and layout artist at an educational publishing company.

ABOUT THE SPONSORING ORGANIZATIONS

The *Chicago Freedom School* provides a space where young people and adult allies can study the work of past movements, deepen their understanding of current social problem, build new coalitions and develop strategies for change. We support new generations of critical and independent thinking young people who use their unique experiences and power to create a just world. *www.chicagofreedomschool.org*

Project NIA helps communities develop support networks for youth who are at risk of or have already been impacted by the juvenile justice system. Through community engagement, education, participatory action research, and capacity-building, Project NIA facilitates the creation of community-focused responses to violence and crime. *www.project-nia.org*

Teachers for Social Justice Chicago (TSJ) was formed in 1999 to provide a space for progressive teachers to organize and impact education policy. Since that time, TSJ has worked with parents, students, and community members and organizations to fight for education that is pro-justice, anti-racist, multicultural, participatory, and active. *www.teachersforjustice.org*