**Chariho Anti-Racism Task Force**

**Glossary of Terms:**

* **Ally:** A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group. Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. ([Marriam-Webster Dictionary](https://www.merriam-webster.com/dictionary/ally))
* **Antiracist:** A conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do. ([National Museum of African American History and Culture](https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist))
* **BIPOC:** Black, Indigenous, People of Color, the term is used to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context. ([The BIPOC Movement](https://www.thebipocproject.org/))
* **Cultural Appropriation:** Theft of cultural elements for one’s own use, commodification, or profit—including symbols, art, language, customs, etc.—often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant (i.e., white) culture’s right to take other cultural elements. ([Colours of Resistance Archive](http://www.coloursofresistance.org/definitions/cultural-appropriation/))
* **EDI:** Equity, Diversity, and Inclusion ([University of Washington Racial Equity Glossary](http://depts.washington.edu/lend/pdfs/3_Racial_Equity_Glossary.pdf))
  + **Equity:** A measure of fair treatment, opportunities, and outcomes across race, gender, class, and other dynamics.
  + **Diversity**: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
  + **Inclusion:** Refers to the intentional, ongoing effort to ensure that diverse individuals fully participate in all aspects of organizational work, including decision-making processes. It also refers to the ways that diverse participants are valued as respected members of an organization and/or community.
* **Implicit Bias:** Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals’ stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. (The Kirwan Institute for the Study of Race and Ethnicity, [Implicit Bias Review](http://kirwaninstitute.osu.edu/docs/SOTS-Implicit_Bias.pdf))
* **Racism:**
  + **Individual Racism:** Occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions. (National Museum of African American History and Culture, [*Taking about Race*](https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist))
  + **Structural Racism​:** The overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color. Example: Stereotypes of people of color as criminals in mainstream movies and media. (National Museum of African American History and Culture, [*Taking about Race*](https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist))
* **Institutionalized Racism:** Occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages. Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools. (National Museum of African American History and Culture, [*Taking about Race*](https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist))
* **Microaggression:** Brief, commonplace, subtle, or blatant daily verbal, behavior, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. ([University of Washington Racial Equity Glossary](http://depts.washington.edu/lend/pdfs/3_Racial_Equity_Glossary.pdf))
* **POC:** People of Color, often the preferred collective term for referring to non-white racial groups, rather than “minorities.” Racial justice advocates have been using the term “people of color” (not to be confused with the pejorative “colored people”) since the late 1970s as an inclusive and unifying frame across different racial groups that are not white, to address racial inequities. While “people of color” can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, eg: “non-white”), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate. (Race Forward, ["Race Reporting Guide"](https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf))
* **White Fragility:** A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. ([*White Fragility*](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/319hln/alma991037219895804111) *by* Robin DiAngelo )
* **White Privilege:** Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it. (["White Privilege: Unpacking the Invisible Knapsack"](https://www.racialequitytools.org/resourcefiles/mcintosh.pdf) by Peggy McIntosh)
* **White Supremacy:** A form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites. While often associated with violence perpetrated by the KKK and other white supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical, and/or industrial White domination. (Race Forward, ["Race Reporting Guide"](https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf))
* **ARTF:** Acronym for **‘**Chariho Anti-Racism Task Force’
* **Marginalized:** Relegated to a marginal position within a society or group. Placed in a position of little or no importance, influence, or power. ([Merriam-Webster Dictionary](https://www.merriam-webster.com/dictionary/marginalized))
* **Community:** 
  + A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. ([https://www.dictionary.com/browse/community#](https://www.dictionary.com/browse/community))
  + Social term for Native People and their families (both 1. Native and 2. non-Native People with kinship or marriage ties to a tribal group) within an immediate geographic area. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Racial trauma/Generational trauma/Historical trauma:** Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes. Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury. In the U.S., Black, Indigenous People of Color are most vulnerable due to living under a system of white supremacy. ([Mental Health America](https://www.mhanational.org/racial-trauma))
* **Social determinants of health:**Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Conditions (e.g., social, economic, and physical) in these various environments and settings (e.g., school, church, workplace, and neighborhood) have been referred to as “place.” In addition to the more material attributes of “place,” the patterns of social engagement and sense of security and well-being are also affected by where people live. Understanding the relationship between how population groups experience “place” and the impact of “place” on health is fundamental to the social determinants of health—including both social and physical determinants. ([Healthy People 2020](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health))
* **Health equity:** Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically. Health inequities therefore involve more than inequality with respect to health determinants, access to the resources needed to improve and maintain health or health outcomes. They also entail a failure to avoid or overcome inequalities that infringe on fairness and human rights norms. ([World Health Organization](https://www.who.int/healthsystems/topics/equity/en/))
* **Adverse Childhood Experiences (ACEs):** Adverse Childhood Experiences are a large body of research showcasing that traumatic events during childhood have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. Examples of ACEs would be exposure to racism, abuse, substance misuse by a caregiver, incarceration, food insecurity, etc. ([Centers for Disease Control and Prevention](https://www.cdc.gov/violenceprevention/aces/index.html))
* **Social justice:** An analysis of how power, privilege, and oppression impact our experience of our social identities. “Full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable” and all members of a space, community, or institution, or society are “physically and psychologically safe and secure.” ([Brandeis University](https://www.brandeis.edu/diversity/resources/definitions.html))
* **Privilege:** The unearned social, financial, cultural, and psychological advantages that individuals receive based solely on their membership in a dominant identity group. These advantages confer social advantage over non-dominant groups, but about which its members are “meant” to remain oblivious. Akin to an invisible, weightless knapsack of special provisions readily available to dominant group members. (Not the same as “luck” because these advantages are not assigned by chance, but by identity). (See Oppression) ([Wellesley College](https://www.brandeis.edu/diversity/resources/definitions.html))
* **Oppression:** A system that maintains advantages and disadvantages based on social group memberships and operates intentionally and unintentionally, on individual, institutional and cultural levels. (See Privilege) ([Journal of Intercultural Communication](https://www.brandeis.edu/diversity/resources/definitions.html))
* **Structural Violence:** Structural violence refers to a form of violence wherein a social structure or social institution may harm people by preventing them from meeting their basic needs. ([Science Direct](https://www.sciencedirect.com/topics/social-sciences/structural-violence))
* **Intersectionality:** The theory—conceptualized in the 1980s by Black feminist legal scholar Kimberlé Crenshaw—that markers of identity do not act independently of one another, but exist simultaneously, creating a complex web of privilege and oppression and “negating the possibility of a unitary or universal experience of any one manifestation of oppression” (i.e. a gay Latino man experiences male privilege differently than a gay white man AND homophobia differently than a gay white man). Examining the experiences of people who live at the intersections of two (or more) subordinated identities becomes a useful way to diagnose oppression within a system. ([Stanford Law Review](https://www.brandeis.edu/diversity/resources/definitions.html))
* **Slander:** The utterance of false charges or misrepresentations which defame and damage another's reputation. A false and defamatory oral statement about a person. ([Merriam-Webster Dictionary](https://www.merriam-webster.com/dictionary/slander))
* **Bullying:** The use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that: ([Rhode Island Department of Education](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/RI-Statewide-Bullying-Policy.pdf))
  + Causes physical or emotional harm to the student or damage to the student's property;
  + Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
  + Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
  + Infringes on the rights of the student to participate in school activities; or
  + Materially and substantially disrupts the education process or the orderly operation of a school.
* **Native American & American Indian:** Generalized labels applied to all of the original inhabitants of the continent we now call America (originally conceived by some tribes as Turtle Island). “American” in both of these terms ascribes a settler-colonial descriptor created by and used for the purpose of the dominant culture in the United States. Often used interchangeably. Preferred term is the specific name of the tribal group or population being referred to. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Native People & Indigenous People:** Generalized terms for worldwide populations with long histories connected to specific geographic areas. These terms are not tied to the concept of the United States or America, but do refer to the original inhabitants of the land OR a place. Common current usage in North America is simply “Native”. Preferred term is the specific name of the population being referred to. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Indian:** A generalized term misapplied to the original inhabitants of North and South America by explorers who believed they found a sea route to south Asia. During the subsequent 500+ years, this label has been broadly applied by traders, missionaries, colonists, early Americans, etc. to describe individual or group origin, race, and legal status and rights . Also, used in the writing of the Constitution. Federal laws about Indigenous People in America are known as Federal Indian Law. Legal terminology of Native people as one large group, although incorrect, use the term to this day. Because of its broad recognition, it is sometimes used informally within Native communities as well. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Tribe:** Anthropology term for a small scale culturally distinct society built on common descent, language and ideology. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Federally Recognized Tribe / Tribal sovereignty:** Legal term for a tribal entity that is recognized/acknowledged as having a government-to-government relationship with the United States. These tribes have certain inherent rights of self-government (i.e., tribal sovereignty) and are entitled to receive certain federal benefits, services, and protections because of their special relationship with the United States. Originally established by treaty, federal recognition is now established by act of congress, federal court ruling, or through the Bureau of Indian Affairs’s Office of Federal Acknowledgement. At present, there are 573 federally recognized American Indian and Alaska Native tribes and villages. ([Akomawt Educational Initiative](https://www.akomawt.org/uploads/1/2/1/1/121155130/guide_to_indigenous_terminology.pdf))
* **Land Acknowledgement:** A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. ([US Dept of Arts and Culture](https://drive.google.com/file/d/1KD8rPhJji7RsGeHoEg0DrecyXBRXkQT-/view))
* **Regalia:** Regalia in Indigenous cultures refers to the traditional and often sacred clothing, accessories and artifacts worn or carried during various ceremonies, such as powwows, celebrations and pan-national gatherings. The design, type and meaning of regalia varies greatly depending on the individual who wears it, the culture from which it originates and the event where it is worn. ([The Canadian Encyclopedia](https://www.thecanadianencyclopedia.ca/en/article/indigenous-regalia-in-canada#:~:text=Regalia%20in%20Indigenous%20cultures%20refers,celebrations%20and%20pan%2Dnational%20gatherings.))
* **Colonization:** The action or process of settling among and establishing control over the indigenous people of an area. The action of appropriating a place or domain for one's own use. ([Oxford Dictionary](https://www.lexico.com/en/definition/colonization))
* **Decolonization (in relation to education):** The process of analyzing how dominant and colonial ideologies of the superiority and privilege of Western thought and approaches have shaped the classroom. Decolonized approaches to education involve dismantling structures that perpetuate the status quo and addressing unbalanced power dynamics while creating environments in which the authentic stories, voices, and histories of BIPOC populations can be included in classroom instruction. ([PBS Education](https://www.pbs.org/education/blog/decolonizing-our-classrooms-starts-with-us) and [BC Campus](https://opentextbc.ca/indigenizationfrontlineworkers/chapter/decolonization-and-indigenization/))