

The image features a dark purple gradient background. In the top right corner, there is a vertical pink tab. Centered on the background is a white rounded rectangle containing the text "Reducing Racial and Ethnic Disparities" in a white, sans-serif font.

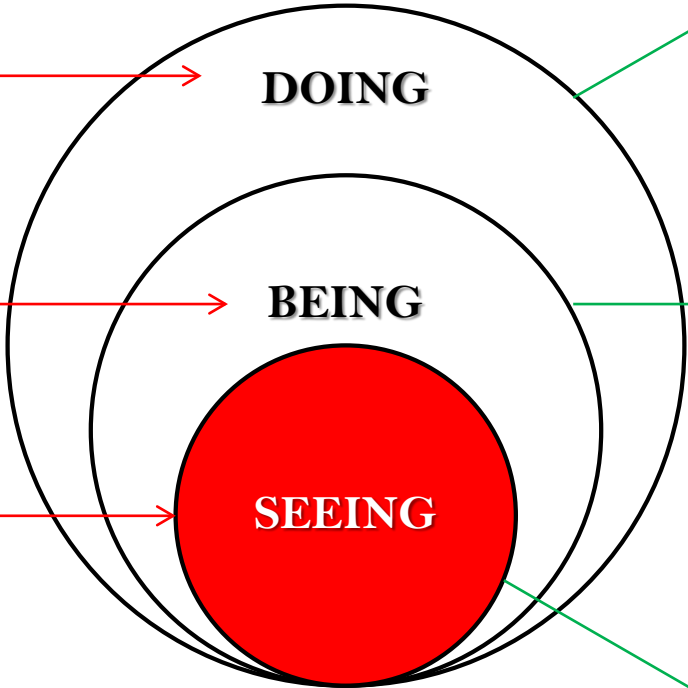
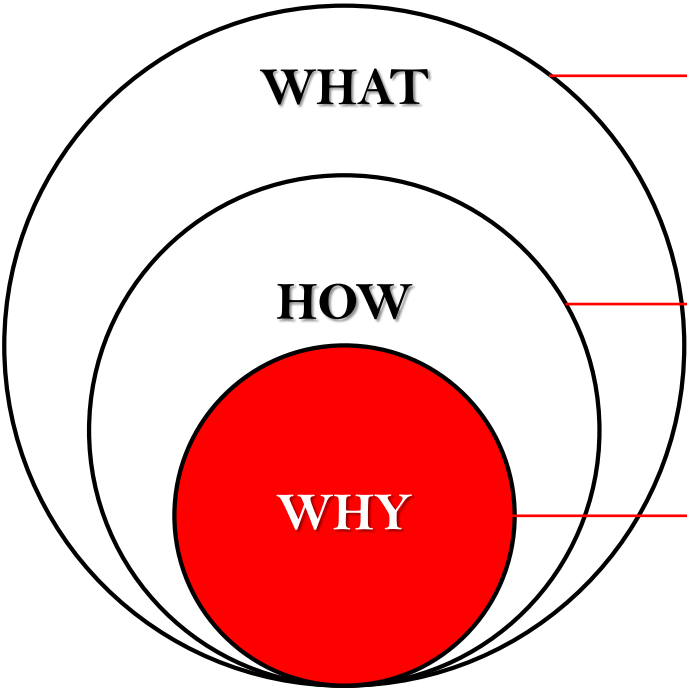
Reducing Racial and Ethnic Disparities

Christian H. Bijoux,
MPH, MBA,
PhD Candidate

- ▶ Deputy Director, Equity and Racial Justice, Center for Juvenile Justice Reform, Georgetown University
- ▶ Senior Fellow, Georgetown University, McCourt School of Policy
- ▶ Managing Partner, Bijoux Consulting Group, LLC
- ▶ PhD Candidate in Social Policy, Brandeis University, The Heller School for Social Policy & Management, 2022
- ▶ Master's Degree in Public Health (Epidemiology & Health Management & Policy) from Drexel University, 2010
- ▶ Bachelor's Degree in Psychology and Biology from CUNY City College, 2007
- ▶ Professional affiliations
 - ▶ National Medical Association
 - ▶ Student National Medical Association
 - ▶ Fellow of Center for Juvenile Justice Reform, Georgetown University

Why Race?

SEEING-BEING-DOING: A FRAMEWORK



Actively challenging racial social order and racism.

Engaging in a process of self-awareness about what it means to be white or a person of color and what role we choose to play in challenging America's racial social order and racism.

Increasing our ability to recognize how much our "race" and the color of our skin defines our day-to-day experience.

African American Citizenship Status from 1619 to 2021

TIME SPAN	CITIZENSHIP STATUS IN YEARS	PERCENT [%] OF U.S. EXPERIENCE	CITIZENSHIP STATUS*	COMMENTS
1619-1865	246	61.19%	Chattel slavery	Abolition of Atlantic Slave Trade [1808] Black influx stopped. Black immigration since, scant
1865-1965	100	24.87%	Virtually no citizenship rights	13 th , 14 th , and 15 th Amendments virtually nullified. Legal segregation implemented 1896
1965-2021	56	13.3%	Most citizenship rights	School desegregation [1954], Civil Rights Act [1964], Voting Rights Act [1965] passed. Apartheid, discrimination, institutional racism in effect. <i>Brown v. Board</i> reversed June 29, 2007
1619-2021	402	100%	The struggle continues	SUM TOTAL

*According to Thomas Marshall's criteria citizenship carries three distinct kinds of rights relative to the State: [1] *civic rights*, including legal equality, free speech, free movement, free assembly, and organizational and informational rights; [2] *political rights*, including the right to vote and run for office in free elections, and; [3] *socioeconomic rights*, including the right to have a job, collectively bargain, unionize, and access social security and welfare if necessary.

WM Byrd/LA Clayton, 2008

SOURCES:

Brinkley A. The Unfinished Nation: A Concise History of the American People. New York: Alfred A. Knopf, 1993, 2004.

Higginbotham AL. In the Matter of Color: Race and the American Legal Process, The Colonial Period. New York: Oxford University Press, 1976.

Kluger R. Simple Justice. New York: Alfred A. Knopf, Inc., 1976.

Lewin T. Justices, 5-4, limit use of race for school integration plans. New York Times, Friday, June 29, 2007, p. 1.

Marable M. Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1990. 2nd Edition. Jackson: University Press of Mississippi, 1991.

Marshall TH. Citizenship, Social Class, and Other Essays. Cambridge, England: Cambridge University Press, 1950.

The 13th Amendment (1865)

- Passed by the Congress on January 31, 1865 and ratified by the states on December 6, 1865.
- Declared that “neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Black Codes of 1866

- ▶ Mississippi and South Carolina enacted the first black codes.
 - ▶ Mississippi's law required blacks to have written evidence of employment for the coming year each January; if they left before the end of the contract, they would be forced to forfeit earlier wages and were subject to arrest.
 - ▶ In South Carolina, a law prohibited blacks from holding any occupation other than farmer or servant unless they paid an annual tax of \$10 to \$100.
- ▶ Once Black citizens were incarcerated, the state used an exception provided in the 13th Amendment to re-enslave Blacks. "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States...."

Reconstruction and the Freedmen's Bureau

- The U.S. Bureau of Refugees, Freedmen and Abandoned Lands, popularly known as the Freedmen's Bureau, was established in 1865 by Congress to provide food, clothing, fuel, and other forms of assistance to destitute former slaves.
- A public education system emerged in the South, affording many Blacks (and poor Whites) their first opportunity to learn to read and write.
- Blacks began to vote in large numbers and even began to seize control, in some areas, of the local political apparatus.

The 14th Amendment (1868)

- Formally granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed.
- Forbids states from denying any person “life, liberty or property, without due process of law” or to “deny to any person within its jurisdiction the equal protection of the laws.”

Select Examples of Jim Crow

- “It shall be unlawful for a negro and white person to play together or in company with each other in any game of cards or dice, dominoes or checkers.”

—**Birmingham, Alabama, 1930**

- “Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.”

—**Nebraska, 1911**

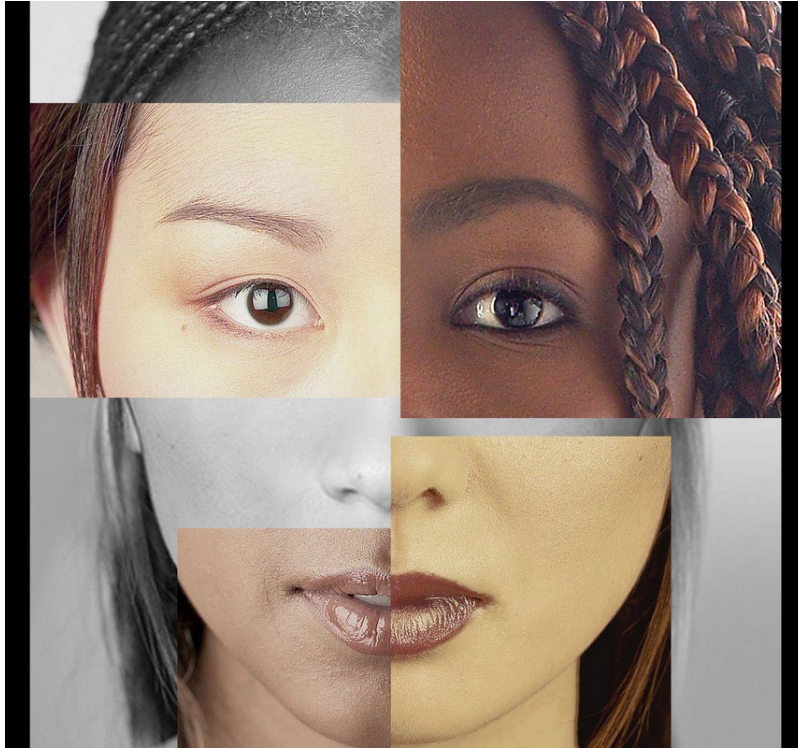
- “Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.”

—**Missouri, 1929**

- “All railroads carrying passengers in the state (other than street railroads) shall provide equal but separate accommodations for the white and colored races, by providing two or more passenger cars for each passenger train, or by dividing the cars by a partition, so as to secure separate accommodations.”

—**Tennessee, 1891**

The Persistence of Negative Racial Stereotypes



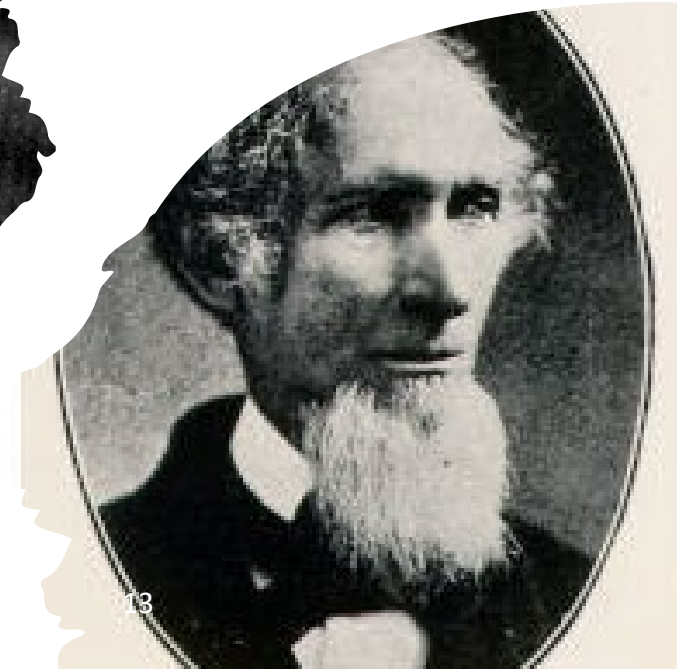
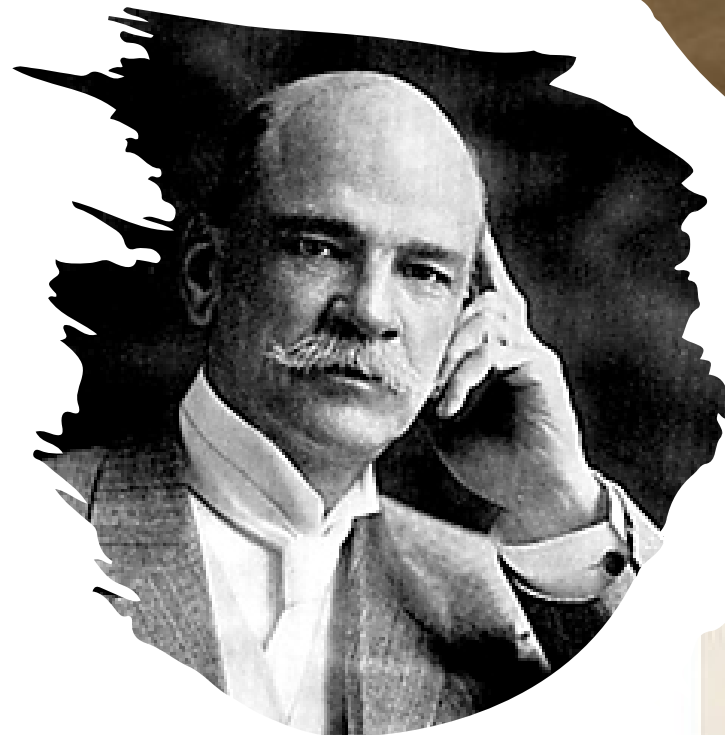
- Kerner Commission (1968): ...the "linchpin" of U.S. relations and the source of the large and growing racial inequality in SES."
- John Cell (1982): ..."one of the most successful political ideologies" of the last century and "the dominant system of...regulation and control" in the U.S.
- Massey and Denton (1993): ..."the key structural factor for the perpetuation of Black [and Latinix] poverty in the U.S." and the "missing link" in efforts to understand urban poverty.

Racial Lineage, Racial Type, and Sociocultural Use of Race

- **Racial Lineage:** Stretches from the dawn of modern science in the sixteenth century to the beginning of the nineteenth century.
 - Race during this period was a descriptive term dividing the natural world of human beings into lines of descent from more primitive ancestors.
- **Racial Type:** Period marking attempts by physicians and natural scientists to classify man scientifically.
- **Sociocultural Period of Race:** Period marking the shift from understanding race purely as a biological phenomenon.

Josiah Nott, John Van Evrie, and Robert Shufeldt

- **Josiah Nott**— In 1854, published *Types of Mankind; or Ethnological Researches, Based upon Monuments, Paintings, Sculptures, and Crania of Races, and Upon Natural Geographical, Philological, and Biblical History*.
- **John Van Evrie**—focused all his attention on the mental incapacity of Black people. He was confident that “the negro brain is ten to fifteen percent less than that of the Caucasian.”
- **Robert Shufeldt**—Published *The Negro a Menace to American Civilization and America’s Greatest Problem: The Negro*.



Robert Shufeldt and the perpetuation of the Black-Ape scientific mythology

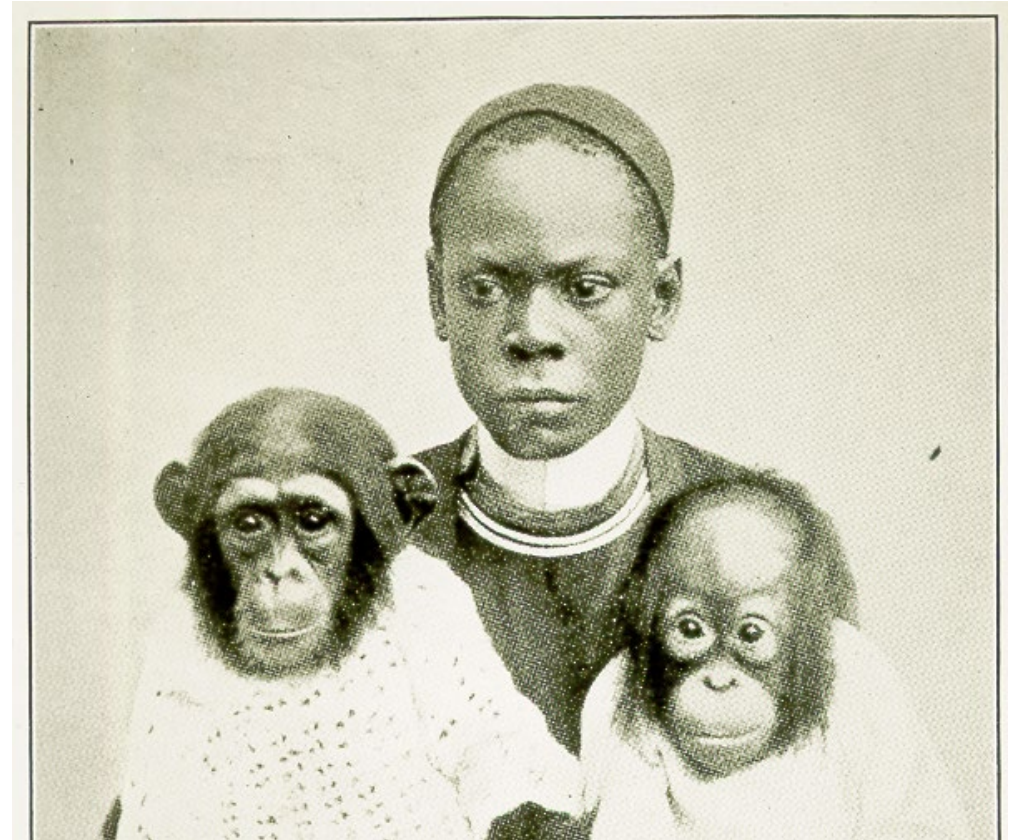
AMERICA'S GREATEST PROBLEM: THE NEGRO

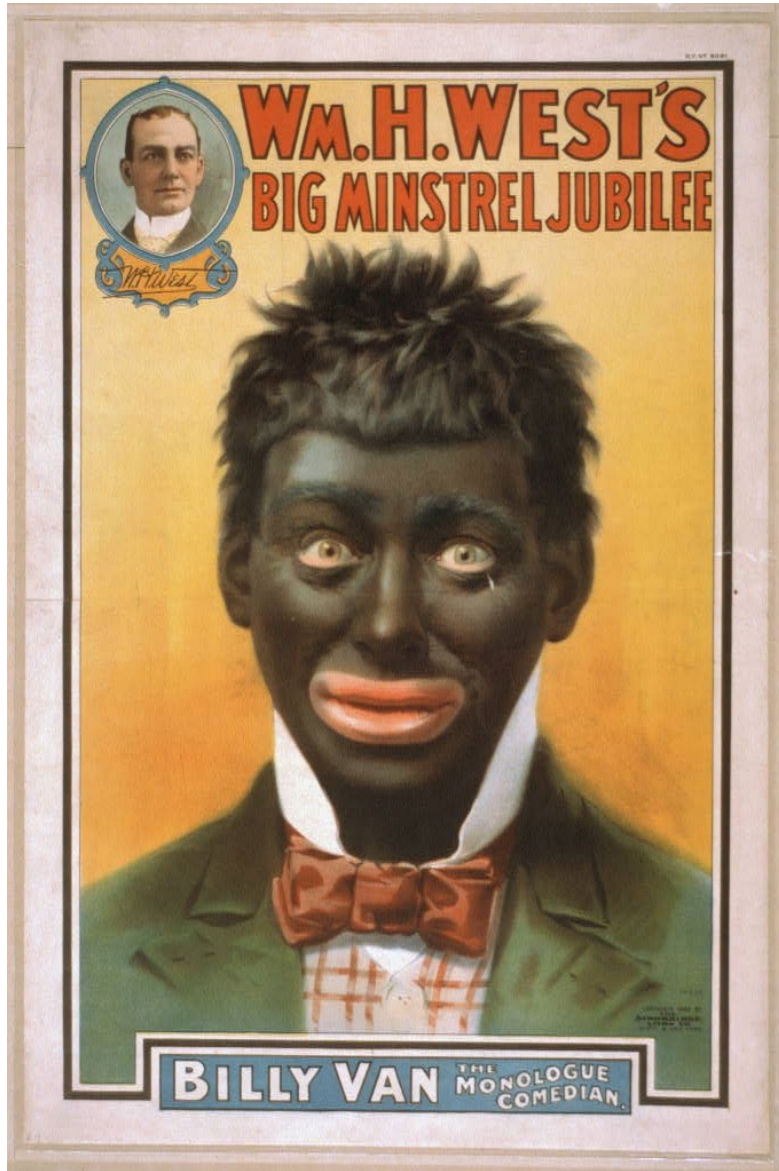
BY

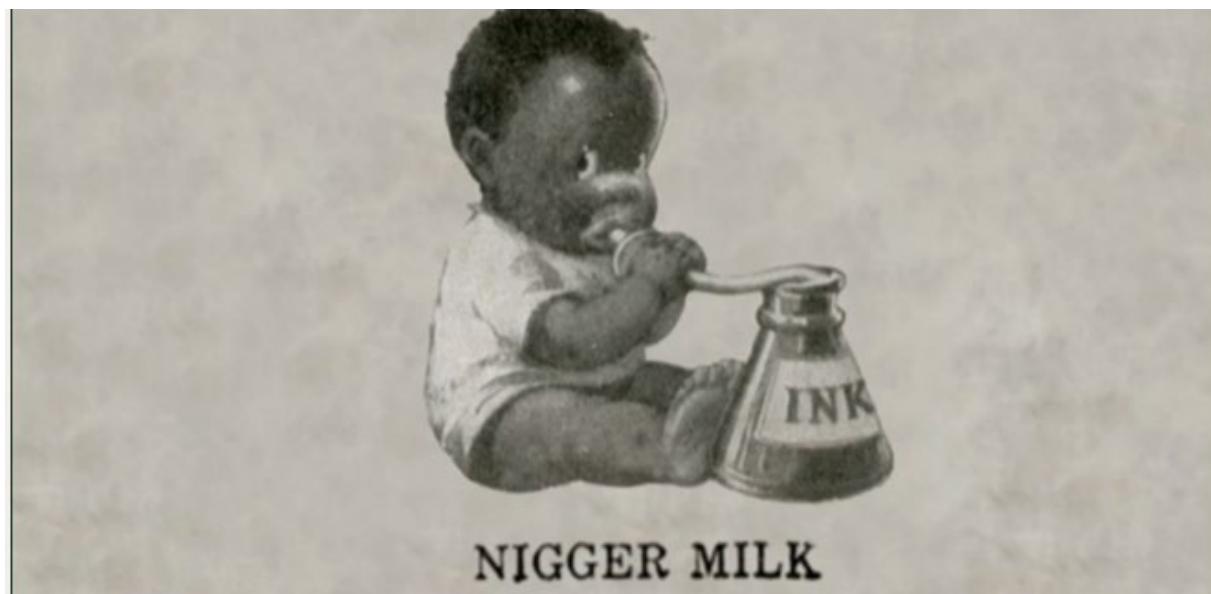
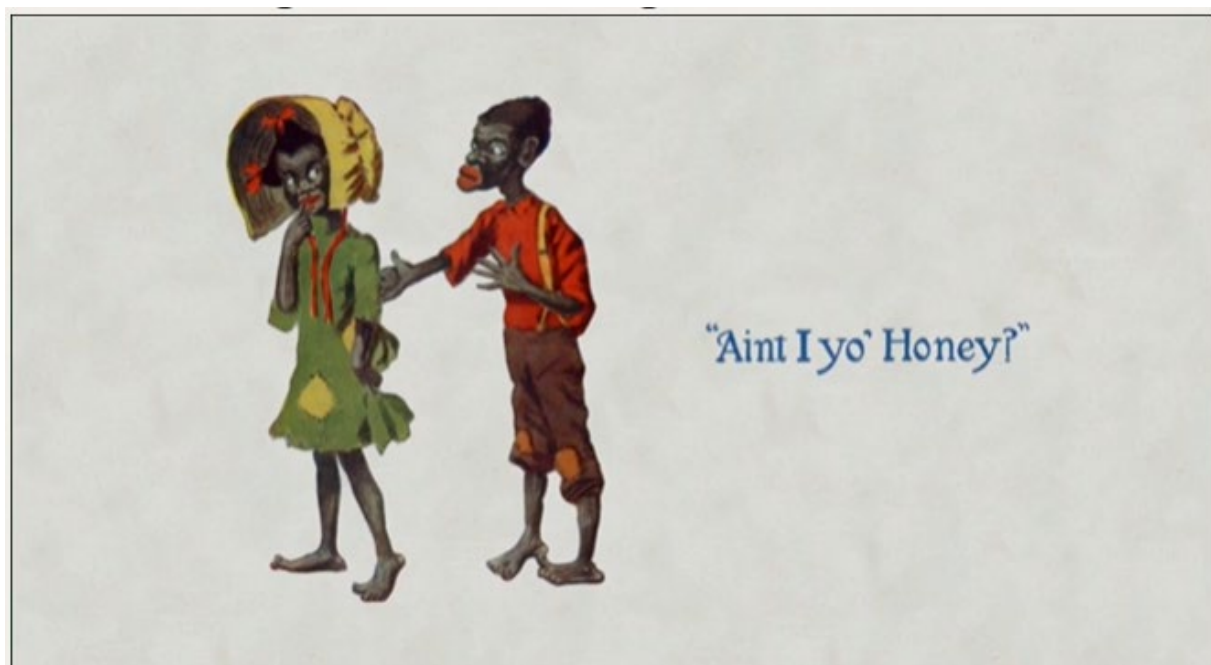
R. W. SHUFELDT, M.D.,

MAJOR, MEDICAL CORPS, UNITED STATES ARMY.

Membr. Assn. of American Anatomists; Cor. Membr. Academy of Sciences of Chicago; Cor. Membr. Biological Soc. of Colorado; Member and Trustee of the Medico-Legal Soc. of New York; Cor. Membr. Linnæan Soc. N. Y.; Cor. Membr. Academy of Natural Sciences of Philadelphia; Cor. Membr. Soc. Italiana d'Antropologia, Ethniologia e Psicologia Comparata, Florence, Italy; Cor. Membr. Zoological Soc. of London; Fellow of the American Ornithologists' Union; Membr. Nat. Geogr. Soc.; Medical Soc. New Orleans; Membr. l'Alliance Scientif. Universelle de France; Hon. Membr. Royal Australasian Ornith. Union (Melbourne); Membr. Cooper's Ornith. Club; Membr. Wilson's Ornith. Club; Art Workers' Club, N. Y.; Hon. Membr. British Soc. Psychical Research (London); Membr. Connecticut Academy of Arts and Sciences, etc. Formerly Membr. Cosmos Club of Washington, D. C.; Philosophical Soc.; Biological Soc.; Anthropological Soc. Washington; Soc. Nat. Eastern U. S.; Amer. Soc. Psych. Research; Hon. Associate in Zoology Smithsonian Institution; Membr. Internat. Copyright League; Authors' League of America, etc., etc.

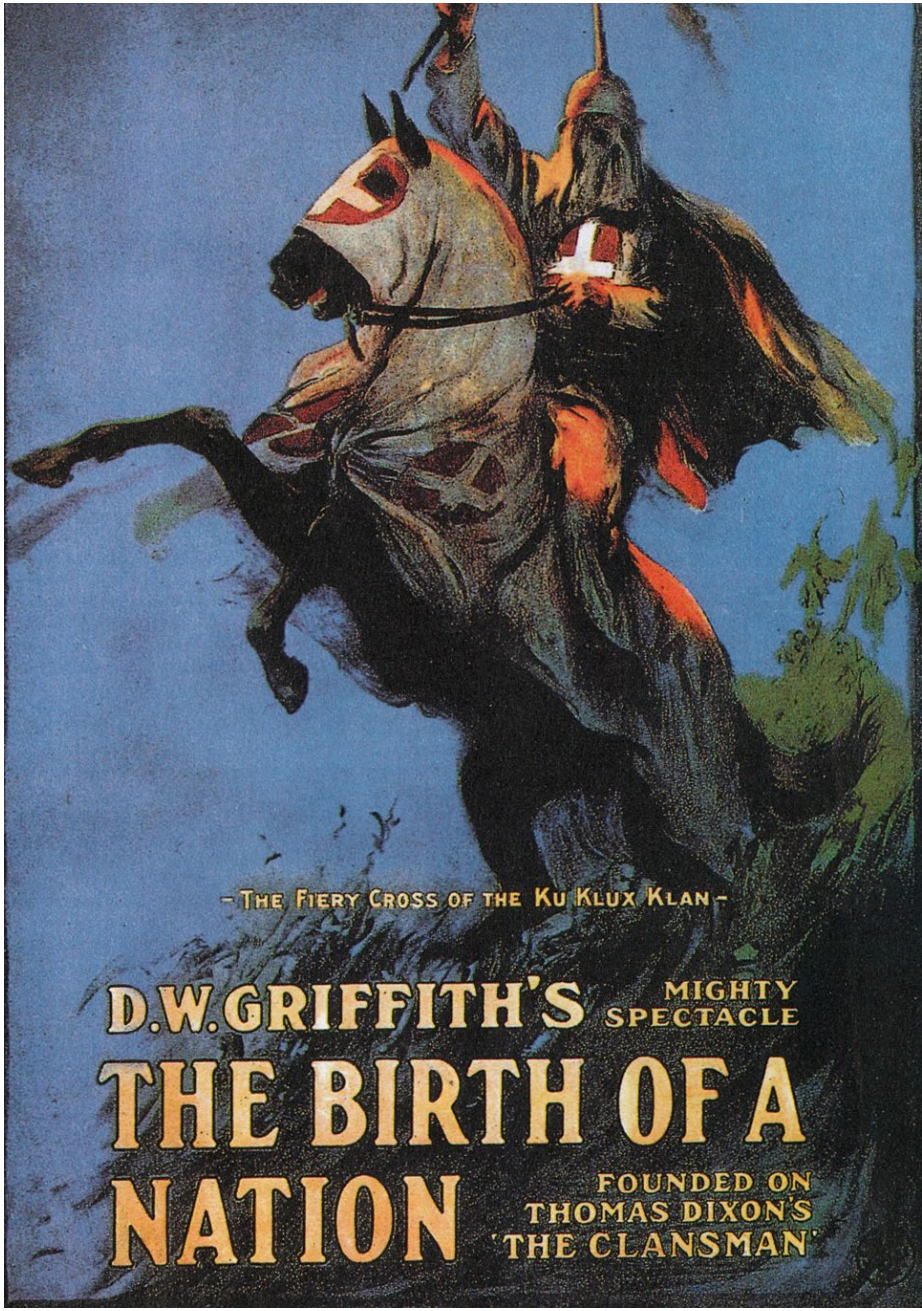












LC-05262-33793



NEGRO JERKY
AND SULLEN
AS BURNING
HOUR NEARS

To Be Taken to Scene of
Crime and Stood Be-
fore Crowd

3,000 WILL BURN NEGRO

Kaiser Under Stronger Guard Following Escape Of Crown Prince

Frank Simonds
Writes For States

NEW ORLEANS STATES

VOL 39 NO 172

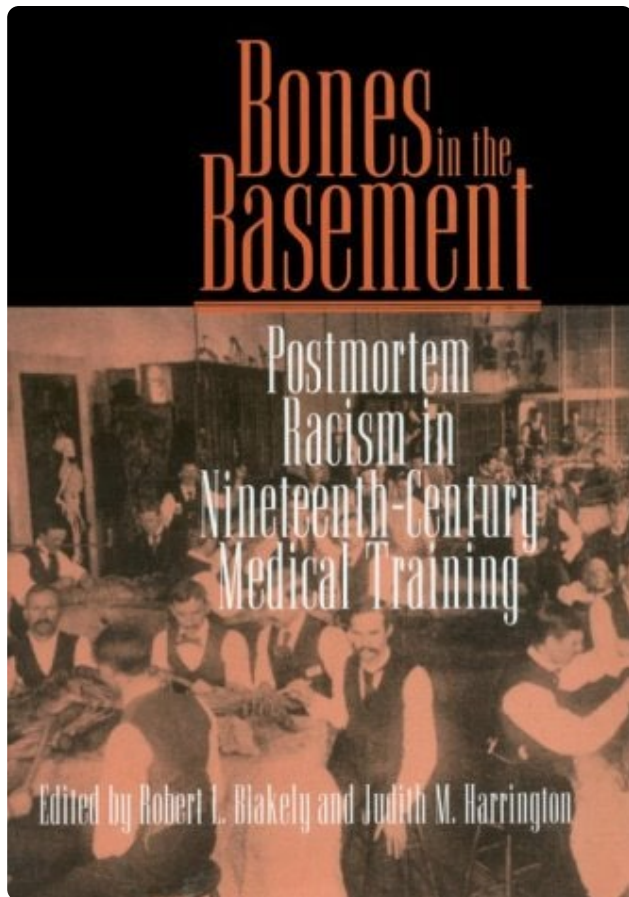
NEW ORLEANS

NEW ORLEANS, LA. THURSDAY, JUNE 26, 1919

NEW ORLEANS STATES

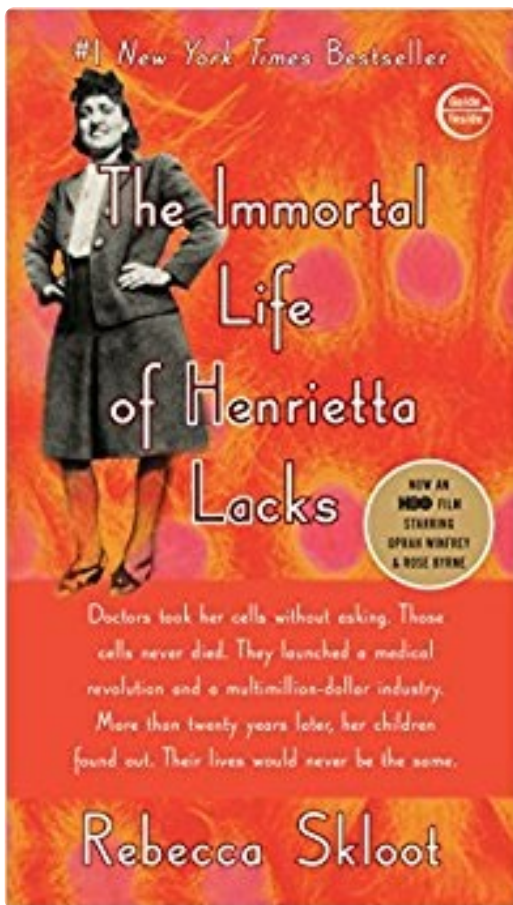
JOHN HARTFIELD WILL BE LYNCHED BY ELLISVILLE MOB AT 5 O'CLOCK THIS AFTERNOON

Governor Bilbo Says He Is Powerless to Prevent It—
Thousands of People Are Flooding Into Ellisville to



Georgia Medical College Class of 1877. Grandison Harris is in the back, center of the photograph. (Historical Collections and Archives, Robert B. Greenblatt, M.D. Library, Georgia Regents University)

A Legacy of Grave Robbing: 10,000 unearthed bones belonging to the Medical College of Georgia in Augusta



The Legacy of Henrietta Lacks: The Mother of Medicine



J. Marion Sims: Father of Modern Gynecology and a practitioner of painful experimental surgery on female African American slaves.

Lifetime Likelihood of Imprisonment of U.S. Residents Born in 2001

All Men



1 in 9

White Men



1 in 17

Black Men



1 in 3

Latinx Men



1 in 6

All Women



1 in 56

White Women



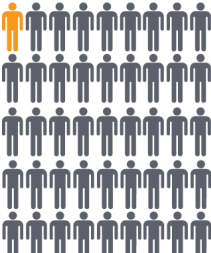
1 in 111

Black Women



1 in 18

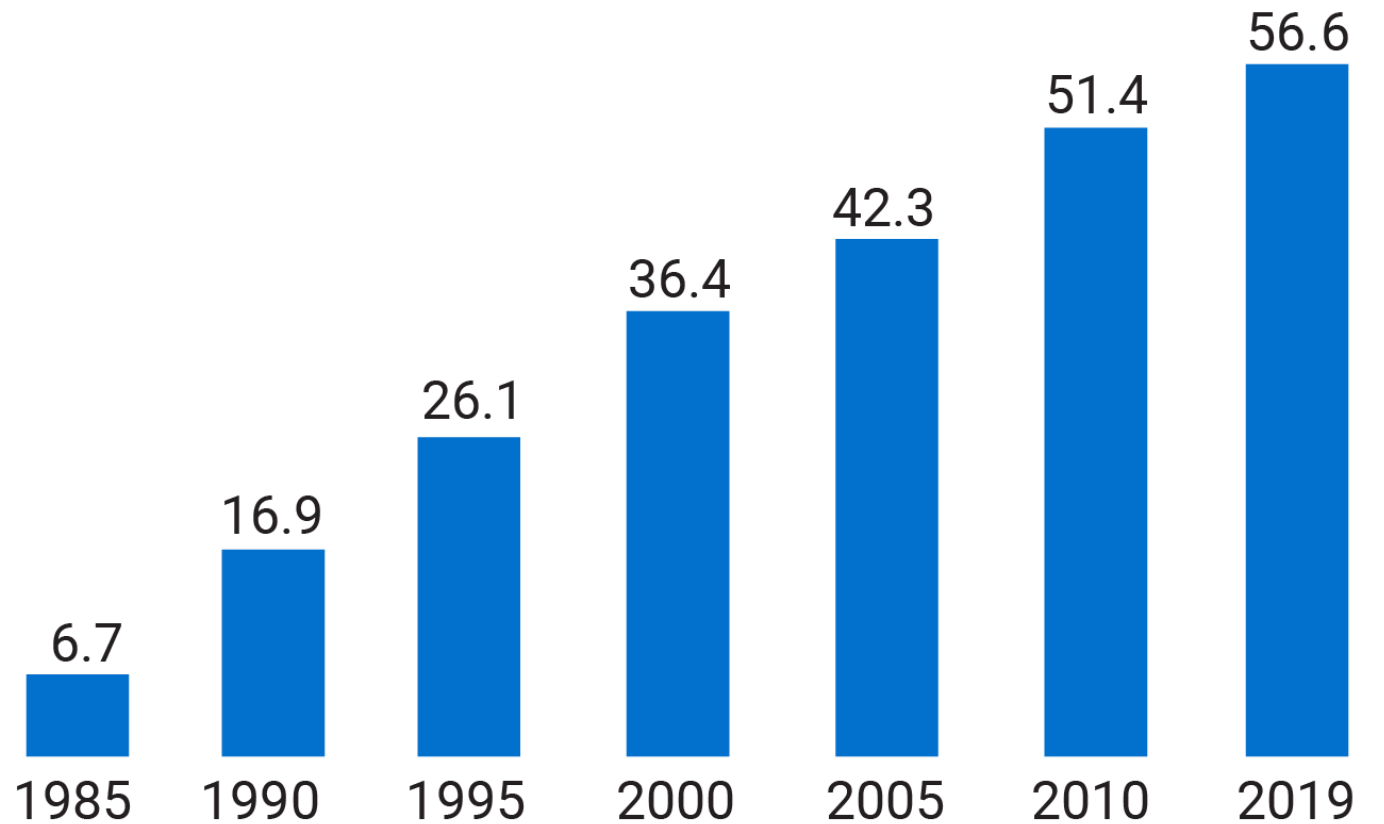
Latinx Women



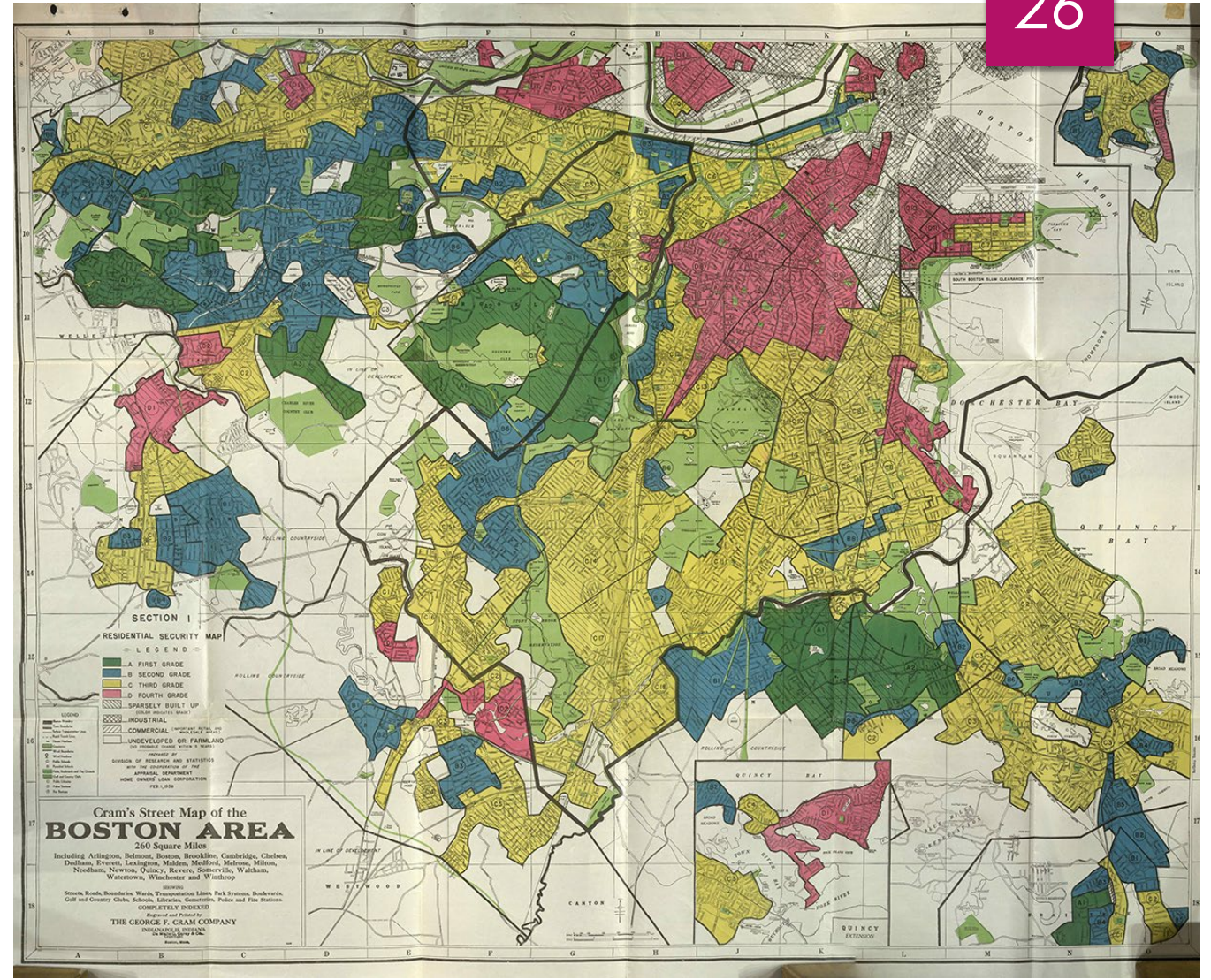
1 in 45



State Expenditures on Corrections in Billions, 1985-2019



FEDERAL HOUSING AUTHORITY REDLINING MAP OF BOSTON, 1936



MEDIAN HOUSEHOLD WEALTH

WITH DURABLE GOODS

WITHOUT DURABLE GOODS



\$11K

BLACK

\$1.7K

\$14K

LATINO

\$2K

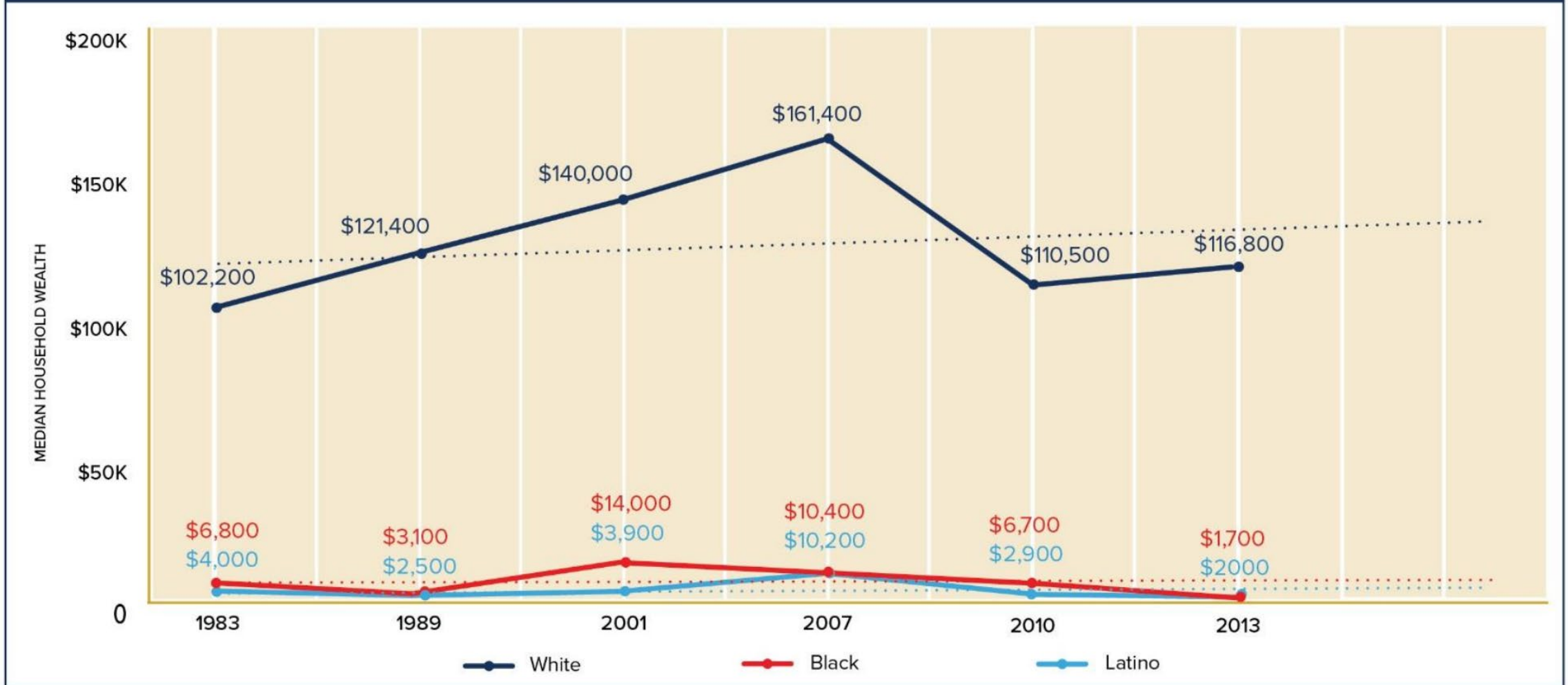
\$134K

WHITE

\$116K

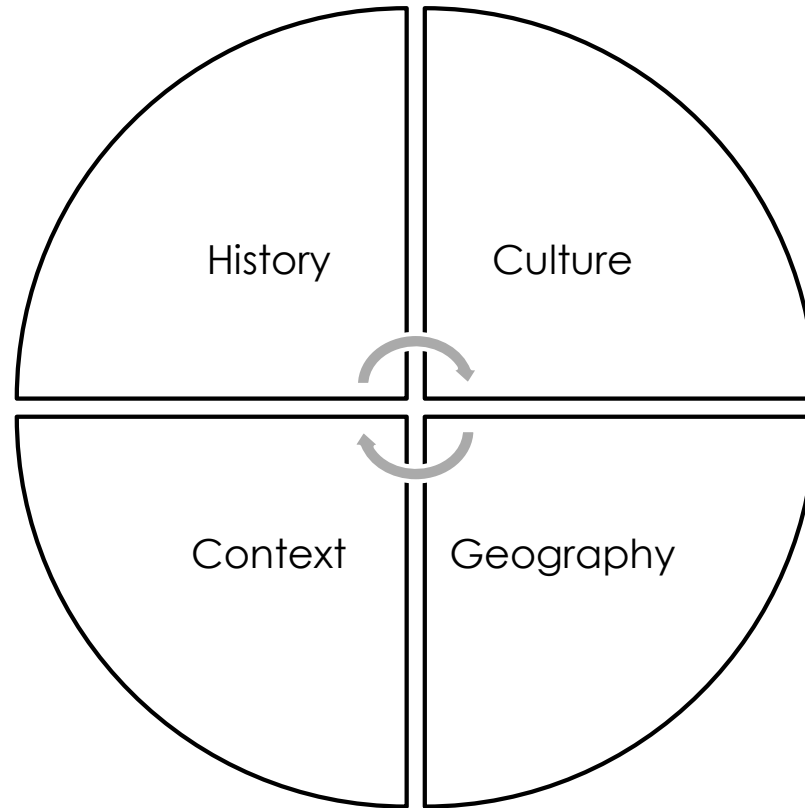
Source: Edward N. Wolff: "Household Wealth Trends In The United States, 1962-2013: What Happened Over The Great Recession?" Figures depicted above are in 2013 dollars.

The Ever-Growing Gap: Black, Latino and White Household Wealth, 1983-2013



Source: Edward N. Wolff: "Household Wealth Trends In The United States, 1962-2013: What Happened Over The Great Recession?" Figures depicted above are in 2013 dollars and exclude durable goods.

A Community Competency-based Approach to Reduce Racial Disparities



Additional Strategies for Operationalizing Authentic, Transparent, and Sustainable Diversity & Inclusion Initiatives

1. Create a vision of how an anti-racist organization looks like for you.
2. Conduct a racial equity swot analysis/audit of the organization.
3. Create a racial equity & inclusion advisory committee.
4. Structure monthly 2-hour executive and management conversations on equity & inclusion, embedded within an anti-racist focus.
5. Review, disaggregate, and analyze organizational data by race.
6. Shift from hiring and transition to recruiting.

Privileged And Subjugated Task (PAST) Model

Source: Hardy, K.V (2016)Antiracist Approaches for Shaping Theoretical and Practice Paradigms. In M Pender-Greene & A. Siskin (Eds.), *Anti-racist strategies for the health and human services*. Oxford, UK: Oxford University Press.

TASK OF THE PRIVILEGED

1	Differentiate between Intentions and Consequences and always start with an acknowledgement of the latter.
2	Avoid the overt and covert negation of subjugated conversations and disclosures.
3	Avoid Reactive Reflexes: Acts of Relational Retrenchment, Rebuttal, and Retribution.
4	Avoid the Issuance of Prescriptions.
5	Avoid Speaking from the KNOE (Knowledgeable, Neutral, Objective, Expert) Position.

TASK OF THE SUBJUGATED

1	Challenge Silencing and Voicelessness
2	Regulate and Re-channel Rage
3	Engage in a Process of Exhaling
4	Cease and Desist Caretaking of the Privileged
5	Maintain investment in the Conversation

Practical Consequences of Racism

- Directly affect the likelihood of being hired or promoted;
- Directly affect the likelihood of school admission;
- Directly affect school grades;
- Directly affect treatment within the legal system;
- Directly affect treatment within the medical system;
- Directly affect chances of getting loans;
- Directly affecting life expectancy

Tools and Methodologies

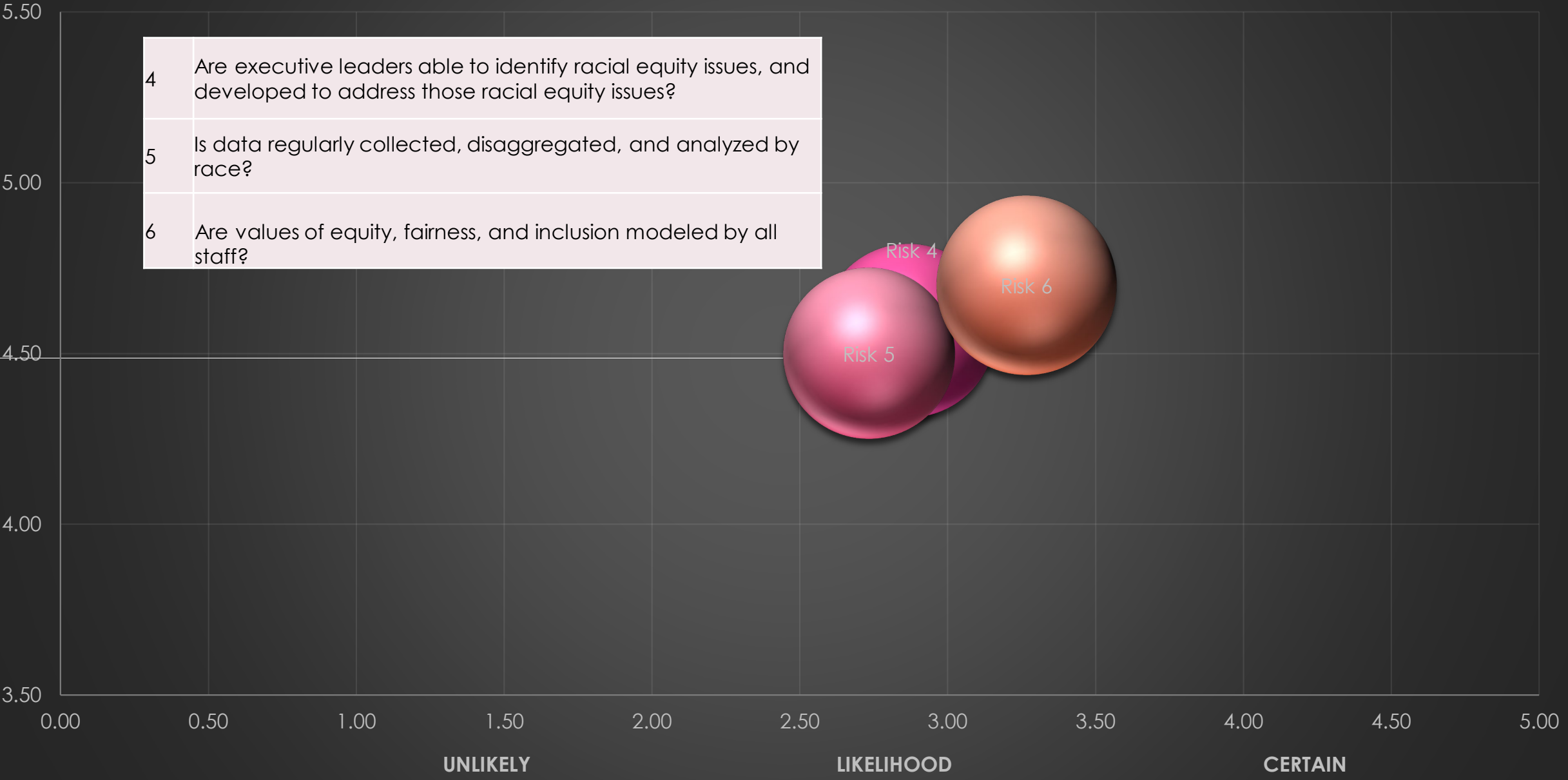
- Affirmation and Acknowledgement
- Creating Space for Race
- Validation
- Externalize Devaluation
- Counteract Devaluation
- Rechanneling Rage



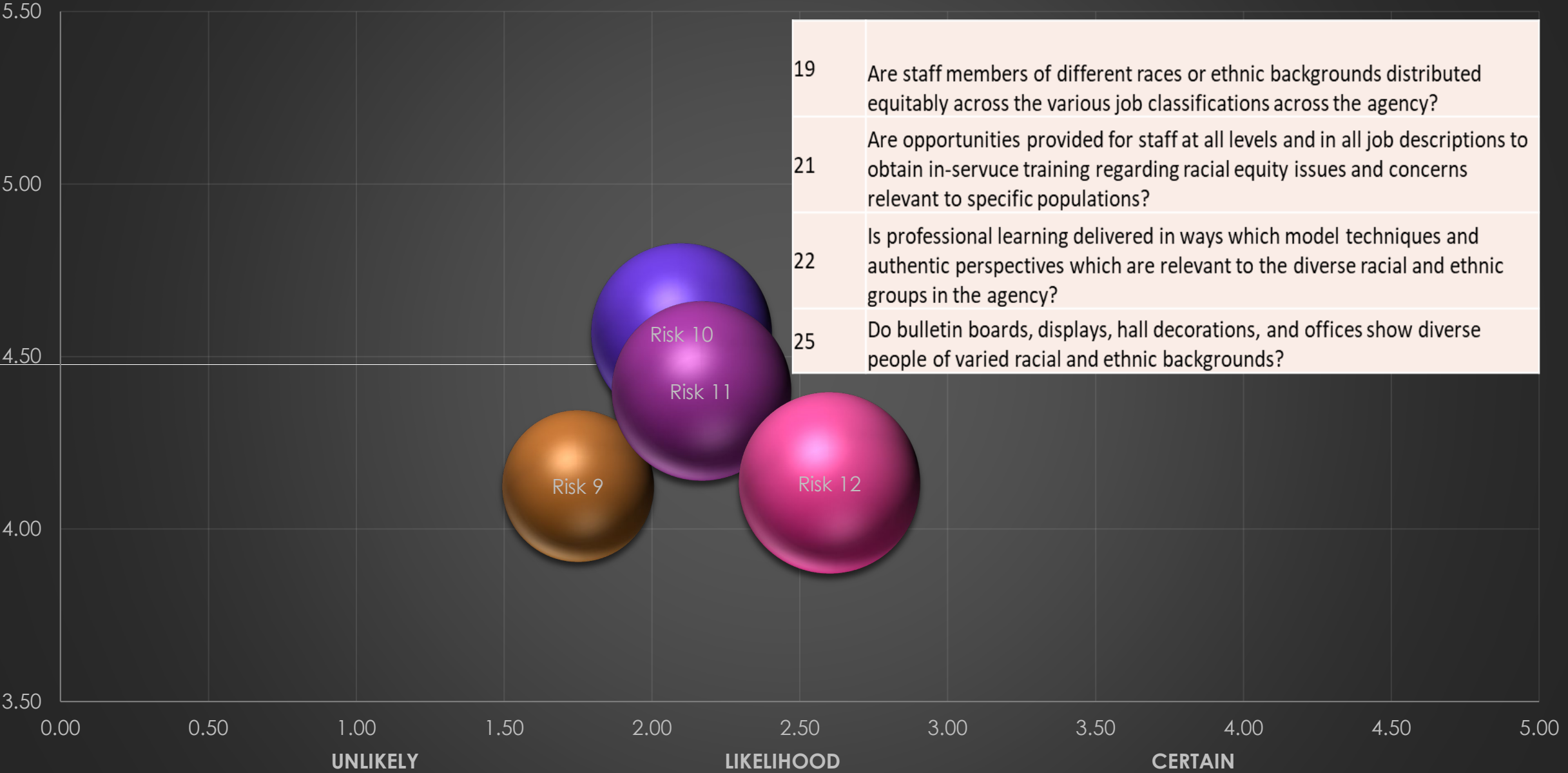
Tools and Methodologies:

Racial Equity SWOT Analysis

Example Racial Equity SWOT Analysis



Example Racial Equity SWOT Analysis



19	Are staff members of different races or ethnic backgrounds distributed equitably across the various job classifications across the agency?
21	Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training regarding racial equity issues and concerns relevant to specific populations?
22	Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse racial and ethnic groups in the agency?
25	Do bulletin boards, displays, hall decorations, and offices show diverse people of varied racial and ethnic backgrounds?



Conclusion

“ *Not to know is bad; not to want to know is worse; not to hope is unthinkable; but not to care is unforgivable.* ”