Justified Anger: Impact of the Work

An Evaluation Conducted by Public Health Madison & Dane County

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Public Health
MADISON & DANE COUNTY
Healthy people. Healthy places.

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Section 1: Introduction and Key Themes

Background

Public Health Madison & Dane County (PHMDC) is committed to improving the health of our community by working towards equity, inclusion and antiracism so that all people in Dane County will have fair and just opportunities to be healthy. This cannot happen without confronting and addressing the obstacles that make it more difficult for certain groups and individuals to improve health outcomes due to barriers imposed because of their race, ethnicity, class, gender, sexual orientation and ability.

PHMDC provides a wide range of services and support to more than one hundred community partner organizations. Among these services is evaluation capacity-building and technical assistance to support community partners in expanding and improving the effectiveness of their work in pursuit of improved conditions and health outcomes. One of the ways in which PHMDC works with community partners is by helping organizations improve their data collection systems, capture success stories, and identify opportunities for enhanced collaboration with other community partners.

In 2018, PHMDC provided evaluation support to *Justified Anger* to learn about and document the impact of Dr. Reverend Gee's initial *Capital Times* article from December 2013 and *Justified Anger's* subsequent work, particularly the African American history class, *Black History for a New Day – Allies for a Stronger Madison.*

PHMDC welcomed the opportunity to provide evaluation support to Justified Anger. The Black history class presents a unique approach to addressing health and racial inequities. Many local organizations work directly with members and emerging leaders of low-income and communities of color. By contrast, Justified Anger's Black history class works to change the systems and environments in which people of color live, work, learn, play, pray, and shop by raising awareness and ultimately catalyzing action among white residents.

This report highlights findings from the following three components of the evaluation and summarizes common themes.

- **Interviews** with prominent white leaders with whom Dr. Gee has had contact. Interviews addressed the context in which they had contacted Dr. Gee, actions they and their organizations have taken, and changes that resulted. The leaders also reflected on how Dane County had changed since 2013.
- **Survey** of participants of the first and second cohorts of the history class, *Black History for a New Day*. The survey addressed participants' experience in the Black History class, how it affected them, their subsequent actions, and their recommendations for improving the class.
- **Ripple Effects Mapping**, with Black history class participants to capture "ripples" from the class. Ripple Effects Mapping (REM) is a participatory data collection method designed to capture the impact of complex programs and collaborative processes. While the survey captured the impact of the class on individuals, the REM process focused on changes that went beyond the level of the individual, to their social networks and organizations, and even *beyond* their organizations.

The interviews focus primarily on interactions with Dr. Gee, whereas the survey and REM address the effect of the Black history class on participants.

Interviews

PHMDC interviewed seven prominent white leaders in Madison about their interactions with Dr. Gee. Most were relatively new to Madison, bringing an outsider perspective. They contacted Dr. Gee after the publication of the *Justified Anger* article in order to identify opportunities for collaboration to more effectively address racial inequities. Actions that followed their contact with Dr. Gee focused on changes in their approach to hiring, providing more education to their workforces about issues of race and racism, and engaging in new ways with members, leaders, and businesses in communities of color. Interviewees concurred that more conversations about race are occurring in Madison compared to five years ago. However, while there are pockets of progress, little has changed in terms of inequitable outcomes.

Survey

Justified Anger sent a survey with 23 questions about the class to participants in the first two cohorts (2016 and 2017); 105 of 252 (42%) people responded. Respondents conveyed that the class had a large impact on them; 70% or more said that the following statements are true for them "a lot more" now compared to before the class:

- Know more about the history of race and racism in North America
- View current events with a greater historical lens
- Are more conscious of the historical roots of white privilege
- Have recommended the class to people
- Can describe some of the links between historical events and current racial disparities
- Shared things that they learned in the class with family, friends, or coworkers
- Talk to people close to them about challenging issues related to race

In open-ended responses, participants provided examples, including reflecting on moments in the class that made a particular impression or when they experienced discomfort. Nine respondents offered suggestions for improving the small group discussion experience. Participants offered a variety of ideas for additional educational and volunteer opportunities.

Ripple Effects Mapping

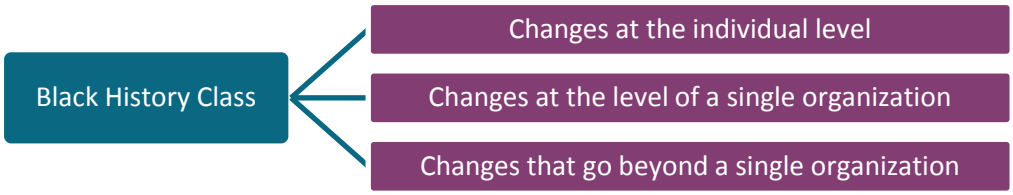
Ripple Effects Mapping (REM) is a participatory data collection method designed to capture the impact of complex programs and collaborative processes. [1,2] REM involves aspects of Appreciative Inquiry (focusing on positive aspects of an effort), mind mapping, facilitated discussion, and qualitative data analysis.

[1] A Field Guide to Ripple Effects Mapping, Chazdon, Scott, et al, 2017, https://conservancy.umn.edu/handle/11299/190639

[2] Ripple Effects Mapping, University of Washington, https://ppe.cw.wsu.edu/ripple-effects-mapping/

PHMDC evaluation staff suggested using REM, in addition to the survey, in order to capture "ripples" that occurred as a result of someone or a group of people taking the class. REM, a facilitated group process, often reveals impacts beyond the sum of individual survey responses. Participants who worked collectively on a project build on one another's contributions.

Respondents to the survey were offered several follow-up activities, one of which was to take part in a Ripple Effects Mapping (REM) exercise. The 34 respondents who checked this box were invited to a session at Fountain of Life Church. They were invited to bring a guest who had not attended the class but might have a perspective on its impact beyond students in the class. Interested students and a few of their co-workers and partners participated in a two-hour session. REM participants first interviewed one another in pairs to reflect on changes resulting from taking the class. Then two PHMDC staff facilitated the REM process which asked participants to recall how their learnings led to their actions, and the impact of those actions on others. Participants discussed changes at the level of the individual, at the level of a single organization, and beyond a single organization.



Changes at the individual level focused on gaining knowledge and awareness; changes in interactions, both with people of color and other whites; and engaging more broadly in efforts to address racism and improve conditions in communities of color.

Changes at the level of a single organization focused primarily on the education and business sectors, as well as several churches. Hundreds or even thousands of students, employees, congregants and others have potentially been affected. Activities and impacts included professional development for educators, reevaluation of curriculum, policies and practices, intentional appreciation of specific populations, and changes in interactions with parents and students. Changes in the business sector focused on incorporating an equity lens into hiring and contracting practices.

Changes beyond the level of a single organization included work at Sandberg Elementary School that affected the district's Elementary School Improvement Plan.

Impacts at the level of a single organization and among multiple organizations were greater when a group of people attended the class together, or even in different cohorts. Participating in this concentrated, powerful experience brought a common lens and a sense of urgency to their work.

Common Themes

Several themes emerged across interviews, survey responses and Ripple Effects Mapping.

Increased awareness

Through *Justified Anger*'s Black history class and other avenues, white people locally and nationally are coming to better understand the impact that history has on the current racial divide and inequities that plague Madison and other places. History class participants developed greater historical knowledge that helped expand their perspective and build skills and confidence to confront racist remarks and acts.

Committed but ill-equipped to act

A large number of survey respondents articulated a commitment to addressing inequities, but feeling ill-equipped as to what steps to take beyond sharing their new awareness with people in their social networks,

Nevertheless, some action

White leaders, some survey respondents, and Ripple Effects Mapping participants articulated specific actions that they had taken or were aware of that they felt contributed to real change in their sphere of influence. Respondents cited professional development and employment practices most frequently.

Section 2: Interviews with prominent white leaders

At Dr. Alex Gee's request, PHMDC interviewed a cadre of prominent white leaders who had previously reached out to him, mostly in response to the 2013 *Justified Anger* article. Themes from these interviews are summarized below.

Interviewees

- Rebecca Blank, Chancellor, University of Wisconsin-Madison
- Jim Buchheim, Vice President of Communications, American Family Insurance
- Mark Cantrell, Executive Director, Wisconsin Chamber Orchestra
- Paul Fanland, Editor, Capital Times and Board Member, Evjue Foundation
- Jackson Fonder, President, Catholic Charities
- Tim Slekar, Dean, Edgewood College School of Education
- Kelli Thompson, State Public Defender

Impetus for Contacting Dr. Gee

We asked, "What prompted you to connect with Dr. Gee? What specific issues did you want to discuss?" Most of the respondents noted that Dr. Gee's article appeared at roughly the same time as release of the *Race to Equity Report* (http://racetoequity.net/). The two publications brought attention to racism and racial inequities in Madison. Several comments echoed those of Kelli Thompson, *"I think a lot of people were surprised [when that article and report came out because] we're Madison and Madison's progressive, and we don't see these issues."* Respondents also spoke of how they personally were affected by Dr. Gee's article. As Jackson Fonder put it, *"The article was impactful, powerful. I reached out to see if we could have a conversation."*

New to Madison, bringing an outsider perspective

Several of the respondents had moved to Madison from a bigger city in the months or a couple of years before December 2013. They came from places where there was a greater awareness of issues of equity and were bringing that perspective and a drive to improve the situation in Madison.

> *I have lived in VERY diverse communities for the last 25 years so I've experienced change in other communities – learned, made mistakes, and surrounded myself with smart people. So by the time I got to Madison, I looked around and wondered, 'Wow, what's taken my own home state so long to get to where they need to be? - Jackson Fonder*

Contacted Alex Gee in the context of a long relationship

Several respondents clarified that they had a previous relationship with Dr. Gee that did not begin with the *Justified Anger* article. In fact, *Cap Times* editor Paul Fanlund invited Dr. Gee to write the editorial, offered support over a period of several months, and suggested the name "Justified Anger."

Chancellor Blank indicated that her office invited Dr. Gee to serve on the Community Advisory Board.

> *We have been in touch with Reverend Gee for many years. He is an important person in the community. Being in touch with those in the community who are in leadership roles is important for us in the work that we're doing on campus. – Chancellor Blank*

Actions and results

Respondents were asked to describe the actions that they or their institution took after they contacted Dr. Gee and the results of those actions. Most responses fell into the categories outlined below.

Personnel changes at work

A plurality of actions mentioned were related to personnel, including recruitment, hiring and supporting a more diverse workforce and cadre of contractors, and professional development for students and employees.

Several respondents noted that their human resources (HR) departments had realized that their recruitment efforts, relying largely on current employees' existing networks, resulted in applicants that mirrored the existing workforce – primarily white. So several employers took steps to update their HR practices, including changes to job titles and descriptions, recruiting and hiring practices, and additional employee and management development opportunities.

Dean Slekar recalled Dr. Gee's remark after he was invited to serve as a guest lecturer.

> *This is great, I love doing these things, but the problem is that I'm always the guest speaker. I challenge you to find, not just me, but other people who could be* ***more*** *than guest speakers. - Alex Gee (as recalled by Dean Slekar)*

Dean Slekar described how this comment led the Edgewood School of Education to create a pipeline for educators of color. Specifically, Edgewood has hired two African American men who are school teachers with Master's degrees to enter the doctoral program and serve as adjunct faculty. Edgewood plans to expand on this pilot effort. Slekar described it as *"Grow Your Own Faculty" model,* which he noted also results in faculty who bring a racially-oriented social justice lens.

Education about issues of race

American Family Insurance's Vice President of Communication, Jim Buchheim described an Executive Diversity Council that works *"to improve and strengthen diversity and inclusion inside and outside of our walls."* All 13 members of the Council attended *Justified Anger's* Black History Class. Buchheim is exploring ways to bring a version of the class to the company and expose more of its leaders and employees to that content.

How do we develop white allies to speak out and work to address the ongoing issues that we have that are race-related in our community? - Alex Gee (as recalled by Jim Buchheim)

Chancellor Blank described efforts to expand awareness among students about issues of race and to prepare faculty to broaden their teaching. These were in response to a series of incidents on campus. Programming included required orientation for incoming first year students about microaggressions and implicit bias. Offerings for faculty focused on expanding the inclusivity of their instruction and consciousness of the impact of their teaching on certain types of students.

One of the things that has happened in the last two years, and it's happening all over the country, is there are suddenly questions being raised in classes of the sort that many of our faculty have not experienced before. And it's not that there [is] discussion of race in a sociology class, but in a math class, a professor is being challenged for an example they use. – Rebecca Blank, Chancellor

Community engagement

New ways of engaging with communities of color came up in several interviews. Mark Cantrell is Executive Director of Wisconsin Chamber Orchestra, which puts on free weekly outdoor concerts on the capitol square. Cantrell acknowledged that recruitment barriers exist in reaching beyond the typical classical music listener. He invited Dr. Gee to host a table at a main entrance to be able to welcome patrons, especially people of color.

Concerts on the Square is a beautiful place where we can we can bring a lot of different people together. And hopefully start to chip away at this…even though segregation supposedly disappeared in the sixties, society still feels very segregated sometimes. We can't expect other communities (Asian, Hispanic, African American) to come to us on our terms – we need to make it available to them on their terms. - Mark Cantrell

Another avenue of community engagement that Jim Buchheim described is attention to supporting local minority-owned businesses in purchasing good and services.

Pro bono legal work

State Public Defender, Kelli Thompson, described work in which Dr. Gee played a critical role. Acknowledging that Wisconsin has harsher sentencing than many states, Thompson and her staff considered opportunities to affect the school-to-prison pipeline. Attorneys in the Office of the State Public Defender are not statutorily authorized to take school expulsion cases, yet school expulsion can serve as a pivotal incident in funneling a student into the pipeline. The office identified an opportunity to use its staff to train private attorneys to take school expulsion cases on a pro bono basis. Lawyers are sometimes able to help clients attenuate the impact of the expulsion by getting it shortened and helping students obtain an Individualized Education Program (IEP).

Thompson sought input from Dr. Gee regarding community perspective. Dr. Gee hosted a community meeting at the Fountain of Life Church. His advice was,

*You're talking **to** the people, not **at** the people. Ideas are great but make sure you're dealing and working with people in the community. You don't need to **tell** them what they need, but instead **ask** them what they need. – Dr. Gee, as related by Kelli Thompson*

Dr. Gee and Fountain of Life Church hosted a community meeting to seek input about the program. After that, Thompson's office trained dozens of private attorneys to take expulsion cases. The program began in Madison but has expanded to Milwaukee and other cities.

*It's kind of amazing – the **number** of attorneys who came forward to say, "I would love to do pro bono work and **this** kind of work," – big law firm people, small law firm people. - Kelli Thompson*

Thompson and other high-level officials working in the criminal justice system meet with Dr. Gee monthly to discuss issues and consider other project ideas.

Broader context

Several respondents acknowledged that their work related to issues of race went well beyond the work in which they engaged with Dr. Gee. Respondents also commented on the slow nature of changes in culture, behavior, work environments, and leadership.

What happens on campus comes to the community, what happens in the community comes to campus, so it's hard to separate this…nothing I do in this office, nothing the state legislature, or the city council does has very direct impacts on that. It is about the sort of conversations you have with folks that gets them to start seeing the world through the eyes of other people. - Chancellor Blank

Supporting Black leadership

I really accept the notion that African American leaders in town are closer to and better equipped to take on challenges than the white community. – Paul Fanlund

Several respondents offered perspectives on Black leaders in Madison. There was broad recognition that African Americans need to be the ones leading efforts that disproportionately affect the Black community. Some also expressed frustration at the apparent splintering and jockeying for leadership within the community. At the same time, several respondents acknowledged that it is not appropriate to expect unanimity within the Black community any more than one would expect it in any other community. Paul Fanlund, wearing his hat as Board Member of the Evjue Foundation, articulated thinking to which several others alluded.

This theme of a Black-led movement, white expectations for measurements of this Black-led movement from one side and then the people who see themselves as doing the hands-on, street-level work by geographic area. The 30,000 foot question is [about] the capacity of a Black-led movement to lead, and not have it be the third or fourth thing that these impressive African American leaders are doing. – Paul Fanlund

Madison now, compared to 2013

Responses to the question, "How do you see Madison now, compared to four years ago, in terms of the issues that Dr. Gee raised in the *Capital Times* article?" were highly consistent.

I have a different lens [on Madison] now than I did four years ago. I have a greater awareness of issues now than I did before. I'm not sure that I can say we've made great progress because I'm not sure that we have in our community or more broadly in our country. We still have a long way to go. My fear is, there's almost been a backsliding. Our national narrative is worse today than it was four years ago. – Jim Buchheim

Madison now compared to four years ago:

- There are more conversations about issues of race in Madison;
- Little has changed in terms of inequitable outcomes; and
- Nationally, and even in Madison, there has been a backsliding in terms of tolerance and civility

Awareness and conversations about race

Somebody said something that really stuck with me – someone who wasn't Caucasian said, "You only send reporters to our part of the city when there's yellow tape involved." That's stuck with me, so I guess my influence has just been covering issues of interest and concern to communities of color. I don't see that as a bias in journalism, I just see it as covering a whole community. – Paul Fanlund

The entire community is learning how to work together. It's obvious that we have a division here in Madison, you just have to not be fearful to have those conversations and to place yourself in situations where you can bring value. – Jackson Fonder

Madison has done a good job of opening the door, getting people to the table. I think there have been some good discussions; people are cognizant and aware of this, and now it's the action part. – Kelli Thompson

Pockets of success

*There's slow change here in Madison, but you can see changes from even three years ago. It's on the forefront of the arts agenda, which is **way** closer to change than we've been before. The great communities of the world have a strong arts and cultural scene. Madison isn't there yet, but it's really close. We have the capability to have this incredibly rich and powerful arts scene. – Mark Cantrell*

Emboldened to commit racist acts

Chancellor Blank described several incidents that occurred within the last two years in which people of color experienced overt acts of racism. She reflected:

We're seeing more microaggressions coming at people in our community, largely from people outside. I don't think that sort of in-your-face, street-level aggression was happening five years ago. But the fact that there are people who feel able to behave that way in a public street setting – I think that's the bad side of this. Yes, it's good that we're all aware, but as long as that stuff is going on, then we've got a long way to go. – Chancellor Blank

Relationship with and respect for Dr. Gee

Several respondents made a point of highlighting Dr. Gee's role in the community and their relationship with him.

I would consider Alex a friend. I have such a deep respect for the man and what he's trying to do. And his conviction and courage. I'm a white guy; it doesn't take a lot of courage. To do what he's doing is incredibly inspiring. – Mark Cantrell

Alex came in and asked, "Who am I talking to today - a friend, a funder, an editor, a columnist, a publisher?" (Response: "Yes") – Paul Fanlund

Recognizing Alex's challenge really helped me… "We're more than guest speakers." That comment and [our] shifting has really led our relationship to say let's try to work together and form a longer connection at Edgewood. It has shaped how we, at the School of Ed, think about hiring. – Dean Slekar

If it took Alex writing that article…I wonder if he saw this coming. I wonder if he thought he was just writing an op-ed article. What started off as just an article, has turned into a movement. – Jackson Fonder

Section 3: Survey of participants in Black History Class

Justified Anger offers a class called *Black History for a New Day* primarily intended for white "would be allies" to learn Black history and its effects African Americans and others in the present day. The class runs two hours every Monday evening for ten weeks beginning in February. Each evening starts with remarks by Dr. Gee about present-day issues; followed by a one hour lecture by a University of Wisconsin-Madison history professor on a topic from slavery to recent events; and ends with small group discussions for 30 minutes. In 2018, 220 students took the course and in 2019, the class sold out in December.

PHMDC and *Justified Anger* staff developed an electronic survey with 17 multiple choice and six open-ended items. Justified Anger staff sent the electronic survey to 252 email addresses of people who enrolled in the Black history class in Years 1 and 2 (2016 and 2017).

105 Respondents **Response rate: 42%**

When did you take the class?

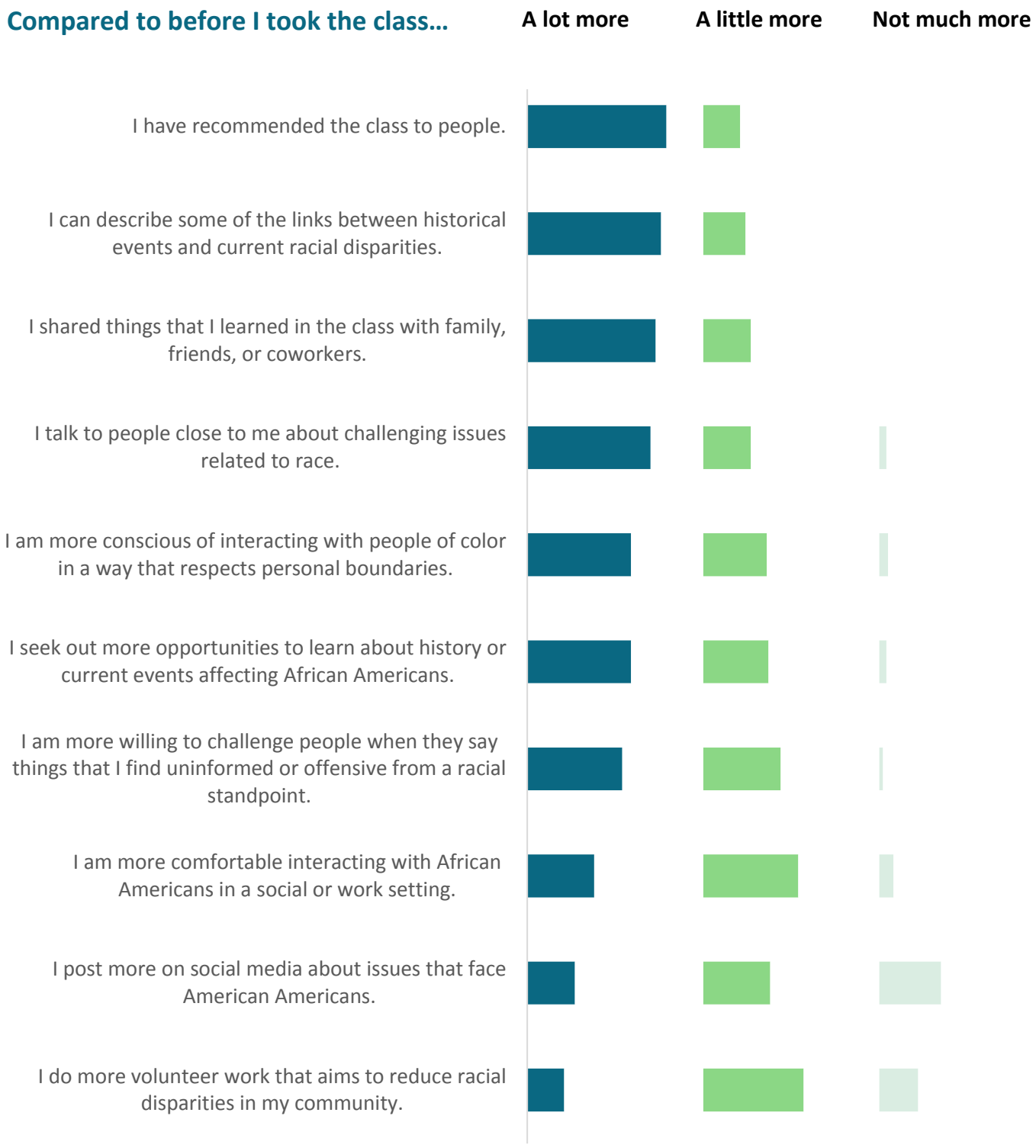
How many class sessions did you attend?

Interest in volunteer opportunities

- **34** Ripple Effects Mapping
- **30** History class small group facilitator
- **46** Other educational or volunteer opportunities
- **18** Already served as small group facilitator

The graph on the following page shows the breakdown of responses to closed-ended items for which respondents compared their current knowledge and actions to those prior to the class.

Responses to multiple choice questions



Responses to open-ended questions

Many responses to the seven open-ended questions on the survey are presented in the appendix and summarized briefly below.

In terms of **"noticing something now that you did not notice before,"** respondents reflected on the impact of history on current events, observing who is represented in spaces and media, their own connections to African Americans, and their own and others' white privilege.

In reflecting on **"conversations you have had,"** respondents talked about being able to bring a historical lens into their discussion, challenging other whites, parenting their children and grandchildren, and interacting with schools about curriculum.

In describing **"actions you have taken,"** many spoke of their own personal transformation, ongoing learning, becoming more deliberate about their own communication, and stepping into new territory in their volunteer work.

In citing **"moments that made a particular impression on you,"** 17 respondents referenced Dr. Gee's remarks, both about his own life experience and advising white people how to be allies. Six people mentioned Dr. Christy Clark-Pujara's lectures. Multiple respondents also mentioned Dr. Gee's daughter and a panel of local Black elders. Several respondents talked about coming to the realization of the impact on the Black community of the legacy of sexual violence by slave owners.

In response to **"moments when you felt uncomfortable,"** respondents talked about feeling uncomfortable realizing their own lack of knowledge, their complicity and past behavior, but that this discomfort was part of the learning. Several also cited the power of the lecture on lynchings.

The most common response (9 people) to **"things you could change about the class,"** referenced small groups not having been as effective as participants would have liked. Critiques included:

- Some facilitators not being skilled in moving the discussion forward or ensuring that one or two people did not dominate.
- A need for greater structure for the discussions.
- A desire for co-facilitators. Several respondents suggested that one co-facilitator be African American. (Some did acknowledge that African Americans were not responsible for whites' learning).

A number of respondents expressed a desire for follow-up learning and volunteer opportunities from the class. It is important to note that the survey went only to students in the first two years. *Justified Anger* expanded opportunities for ongoing learning in the third year and has recently hired a Mobilization Coordinator in the summer of 2018.

Participants offered a variety of **"suggestions for additional educational opportunities,"** ranging from panels of community members, lectures, and skill-building, opportunities for healing and reconciliation, and assistance connecting to meaningful volunteer work.

Section 4: Ripple Effects Mapping with participants in Black History Class

What we did

Ripple Effects Mapping (REM) is a participatory data collection method designed to capture the impact of complex programs and collaborative processes. REM involves aspects of Appreciative Inquiry (focusing on positive aspects of an effort), mind mapping, facilitated discussion, and qualitative data analysis.

During the two-hour session, REM participants first interviewed one another in pairs to reflect on changes resulting from taking the class. Then two PHMDC staff facilitated the REM process which asked participants to recall how their learnings led to their actions, and the impact of those actions on others. Participants discussed changes at the level of the individual, at the level of a single organization, and beyond a single organization.

Ripple Effects Mapping questions

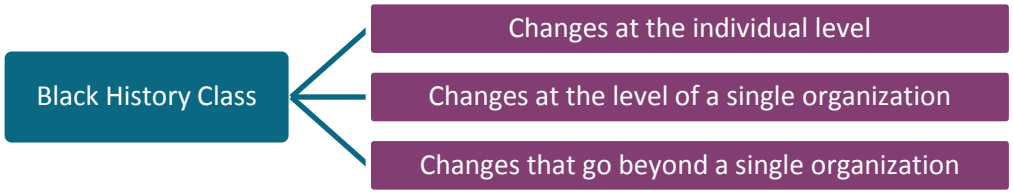
1. Are there ways in which taking the history class has changed your interactions, regarding race, either with white people or with people of color?

   Have you taken any personal or professional risks as you integrate what you are learning?

2. Are there actions you have taken or seen someone else take at an **organizational level** (work place, a place you volunteer, faith-based organization, etc.)
3. Are there actions you have taken or seen someone else take at a level **beyond a single organization**? (Policy, coalition, media, etc.)
4. Have you seen any unexpected results as a result of you, or someone else, taking the class?

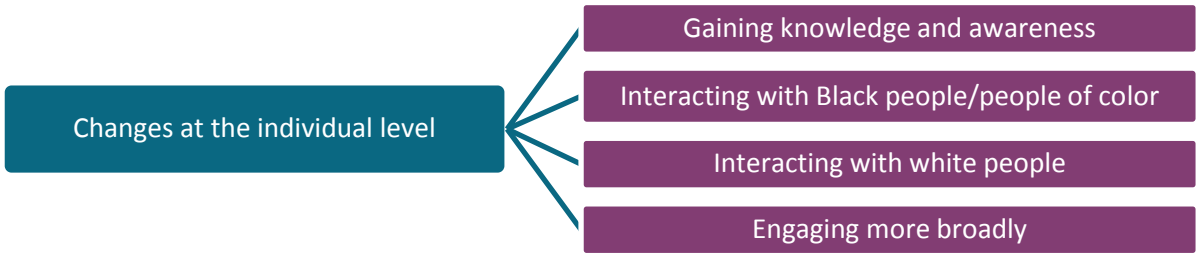
Overall map

We organized the map using the same categories as the exercise. Below we describe the content of each major section. The full map is included in the appendix.



Changes at the individual level

We organized these into four categories. Because these changes are at the individual level, there are few ripples.



Gaining knowledge and awareness

These comments address learning and coming to terms with one's own biases, complicity, and emotions, and gaining confidence and a sense of responsibility. For example:

- *"I see my own implicit bias; I operate with a lens of self-discovery."*
- *"I did not expect to feel so angry that I hadn't learned this history earlier."*

Interacting with Black people/people of color

Comments in this category acknowledge an appreciation of burdens that people of color experience in the world broadly and specifically in engaging with white people around race. For example:

- *"I appreciate that it is exhausting for people of color to be asked to engage in these conversations over and over again."*
- *"I understand better where anger from Black people comes from. I am prepared for that anger."*

Interacting with white people

These comments capture new-found agency and skills in confronting other white people about issues of race and racism and impatience with white people who are not educating themselves. For example:

- *"This class has given me agency to call people out on things, less willingness to be spoken over, more tools in my toolbox to talk about these issues."*
- *"I have more patience in my interactions with people of color and less patience with white people."*

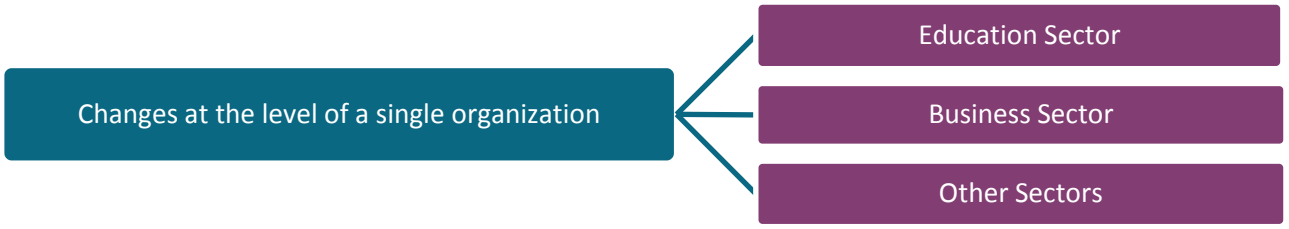
Engaging more broadly

These comments address participating at a greater level around issues of race and racism and name volunteer activities. For example:

- *"I am challenging my (white) self to be in spaces where almost everyone is a person of color."*
- *"I attend every County Board meeting and speak about the jail. I have joined three coalitions working on prison reform."*

Changes at the level of a single organization

We grouped comments as follows:



Education sector

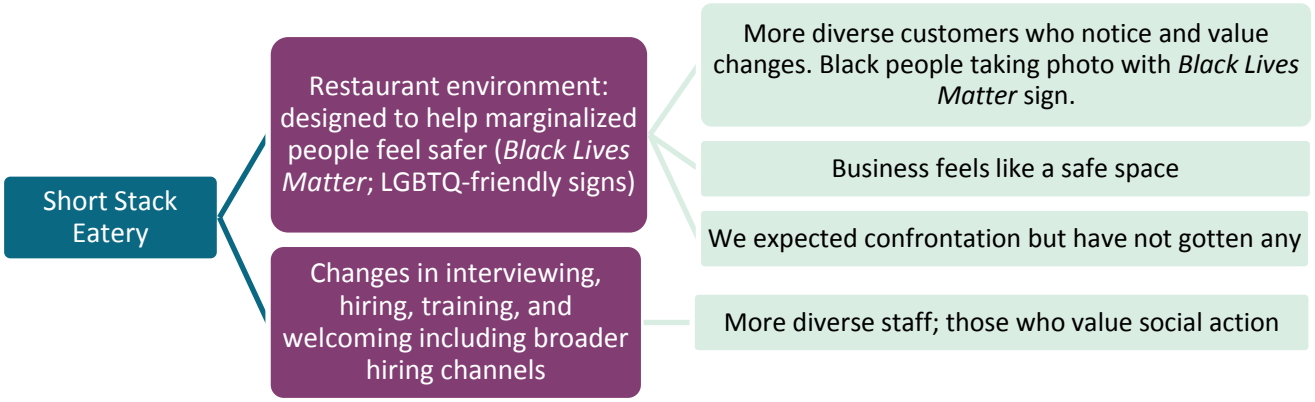
REM participants talked about ripples in the education sector that have the potential to affect hundreds of students and adults. Participants discussed work at an elementary school, two departments at UW Madison, and continuing education for adults (online and in-person). Activities and impacts included professional development for educators, reevaluation of curriculum, policies and practices, intentional appreciation of specific populations, and changes in interactions with parents and students.

Eight teachers at **Sandberg Elementary School** have taken the history class. University of Wisconsin-Madison history professor Clark-Pujara lectured at an in-service training. Ripples have included, *"applying the lens of appreciation that already exists for Spanish speakers to African American students,"* changes in interactions with students and parents, and incorporating specific goals related to racial equity in the school improvement plan, which has contributed to changes in the district's School Improvement Plan (beyond the level of a single organization).

Business sector

Representatives of the business sector talked about incorporating an equity lens into hiring and contracting practices and developing a committee to broaden awareness of issues.

The owner and five employees at **Short Stack Eatery** have participated in the history class. The owner required managers to take the class. Changes focused on the personnel practices and restaurant environment, resulting in the changes shown below.

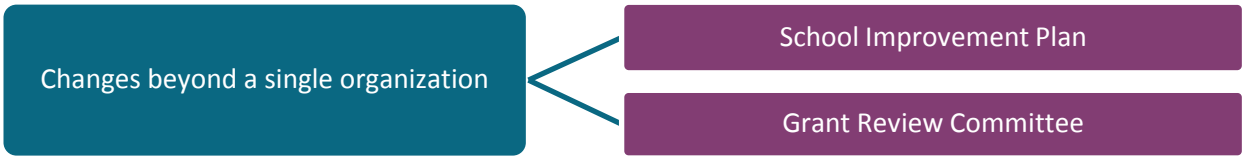


Other sectors

Other sectors included two churches, a camp for Latin American adoptees, and a neighborhood event. Five members of one church participated in the history class, which led to changes in a hiring process and interactions among church members, not all of which were successful. As a result, the church formed an equity team and has engaged an organization with expertise in equity work to assist the church in moving forward. A history class participant who belonged to another church gave a sermon, which led to a discussion group and a sermon at another church. These sermons have exposed several congregations to issues of equity.

White parents of Latin American adoptees was another group challenged to address issues of equity. A history class participant talked about finding their voice as a person of color, joining the board of the camp for families, connecting with other people of color, and challenging their white parents on their racism.

Changes beyond a single organization



Participants cited ripples from Sandberg School that affected the district's Elementary School Improvement Plan, and a federal grant review committee that had an impact on applicants from multiple academic institutions.

Based on experiences of the respondents to the survey, impacts at the level of a single organization and among multiple organizations were greater when a group of people attended the class together, or even in different cohorts. Participating in this concentrated, powerful experience brought a common lens and a sense of urgency to their work.

Appendix 1: Quotes from the survey

Something you notice now that you did not notice before you took the class

IMPACT OF HISTORY

I am aware of how current brutality and murder of black people (mostly men) brings back tragic memories of lynchings and other brutal murder of black people during "Reconstruction" and since.

I am taking time to observe how many people of color actors/actresses are in a film, along with how many people of color write films.

REPRESENTATION

I'm much more attuned to multiple instances where colleagues or systems make assumptions about black kids and black families.

Exploring some of the historical practices of African slavery and the systematic racism effects from that time period that we're still seeing today makes me … more able to notice and question out biases and assumptions.

Every space I walk into, I become aware of the amount of white people versus black people. I quickly begin to analyze what those numbers may mean depending on the nature of the space.

I noticed I really need to work on my proximity to African Americans in my daily life and am making progress.

CONNECTIONS TO AFRICAN AMERICANS

I have nervousness when talking to African Americans that stems from worrying I will insult them. I notice that more and I don't let it prevent me from talking with African Americans.

I notice "whitesplaining" and people making excuses. I also notice how, even subconsciously, white people have power that they don't want to give up. They claim to want equality, but not at any cost to them.

WHITE PRIVILEGE

The difficulty white people have in even understanding their privilege.

Conversations you have had

HISTORICAL LENS

I'm now able to make a powerful historical connection to current racist acts in conversations and work towards racial justice. Learning the fuller and truer history of our country has given me a greater passion and confidence to act against racism —in personal conversations and in public ways against structural racism.

Conversations around the ways in which history has misrepresented African Americans. Sharing awareness that the entire nation bears the weight of slavery; that many African Americans ably held elected office post-Civil War; the long term damage of Jim Crow (its new manifestation via the criminal justice system); the immense prejudice in the north during the Great Migration to present day.

I've entered into race-related conversation with family members and friends where I previously would've rolled my eyes and been silent.

CHALLENGING OTHER WHITES

I speak up more when people say a microaggression.

I've requested to family members that they not use racial slurs in the presence of me or my grandchildren.

Talking with my children's school about wanting a more diverse curriculum.

*I have really worked to find a way to use my privilege in the world in whatever way I can. It has not made me popular. My mother-in-law said "what has gotten into you?" and I had to tell her that I have decided that I can no longer ignore racist or ignorant remarks even when they come from people that I love- **especially** if they come from people that I love.*

PARENTING AND SCHOOLS

I've attempted to integrate conversations about race into my curriculum and generally feel more comfortable talking about race with 4th grade students.

I feel much more confident in parenting my kids about this—in having deep conversations with them about their privilege, about what their friends think about these issues. I also lead a PTO board and am active in school issues, and have felt more able to bring this lens to that leadership. I talk a lot about these issues with friends.

Actions you have taken

PERSONAL TRANSFORMATION

The impact has been enormous. I feel more comfortable discussing race issues with my friends. I want to learn more and actively seek out black media, businesses, and cultural destinations to visit or consume. I've actively tried to increase my consumption of black and African American created books, TV, radio, and podcasts to help gain a more holistic view of American culture as a whole.

Becoming more aware and more skilled in my communication with other white people about our privileged status as compared to the lives of our African American neighbors and co-workers has mostly been productive and transformative.

I have a moral responsibility to step outside of my privilege and not live in its cloud.

ONGOING LEARNING

I signed up to take a UW class on history of slavery in the US with Professor Clark-Pujara. I have bought and read ten books on racism in America. I am constantly talking about the course. I read the news differently now.

It helps me understand at a deeper level…and helps me relate better (and initiate more) with people of African descent.

[My learning is] ongoing, but I also get a booster each spring as I have taken the class now 3 times. I think/talk about these issues all year long, but find that reconnecting in an organized way is helpful for reenergizing my commitment.

I teach college English and I now teach Just Mercy in every English Comp class. Each time I teach, I am keenly aware of what I learned in JA, and how much more I have to learn. I also am being more vigilant that my readings fairly represent ethnic minorities.

COMMUNICATION

I'm actively trying to think about language I use in communications to be sure that there aren't any hidden meanings or assumptions, or barriers to creating a more inclusive culture in my workplace.

My actions are to engage in conversations that may be awkward.

I am constantly thinking about how I communicate with [people of] every race.

VOLUNTEERING

…participating in a church group writing letters on various racial justice issues to government officials; I contact my alder and county supervisor on issues related to racial equity; I work with a group on racial equity within our church, trying to put our faith into action so that our church practices what we preach; I work with others to try to raise greater awareness of racial inequities and support the work of leaders of color in our community; I raised racial equity issues during my city committee work.

A blessing of the class has been the opportunity to participate in Nehemiah's 'Man Up' group.

Moments from the class that made a particular impression on you

DR. GEE'S REMARKS

I remember being struck by some of the stories Rev. Gee told, like getting stopped by the police in his own parking lot and getting excessive scrutiny at the bank. That made a huge impact on me because I think that is just so wrong that in this town in this year things that like would be happening.

Alex Gee reminding us of our role as allies, but not as role models and the many reasons why this needs to be a Black led movement.

When Rev. Gee discussed lynching and the impact it had on his family and how his parents feared for him, such as making sure he was in before dark.

LECTURES AND GUEST SPEAKERS

6 people mentioned Professor Clark-Pujara's lectures as being powerful in connecting the past and the present.

Dr. Gee's daughter and the panel of elders were also mentioned by multiple respondents.

Dr. Clark-Pujara's last class on the Cost of Apathy...this felt extremely important because I think this happens a lot when people are unsure of what to do next...and then it is easy to just slide back into your comfortable but complicit life.

When Professor Clark-Pujara described how her grandma was a housekeeper in the south.

Dr. Clark-Pujara is a national treasure and I feel so blessed to have listened in on her lectures.

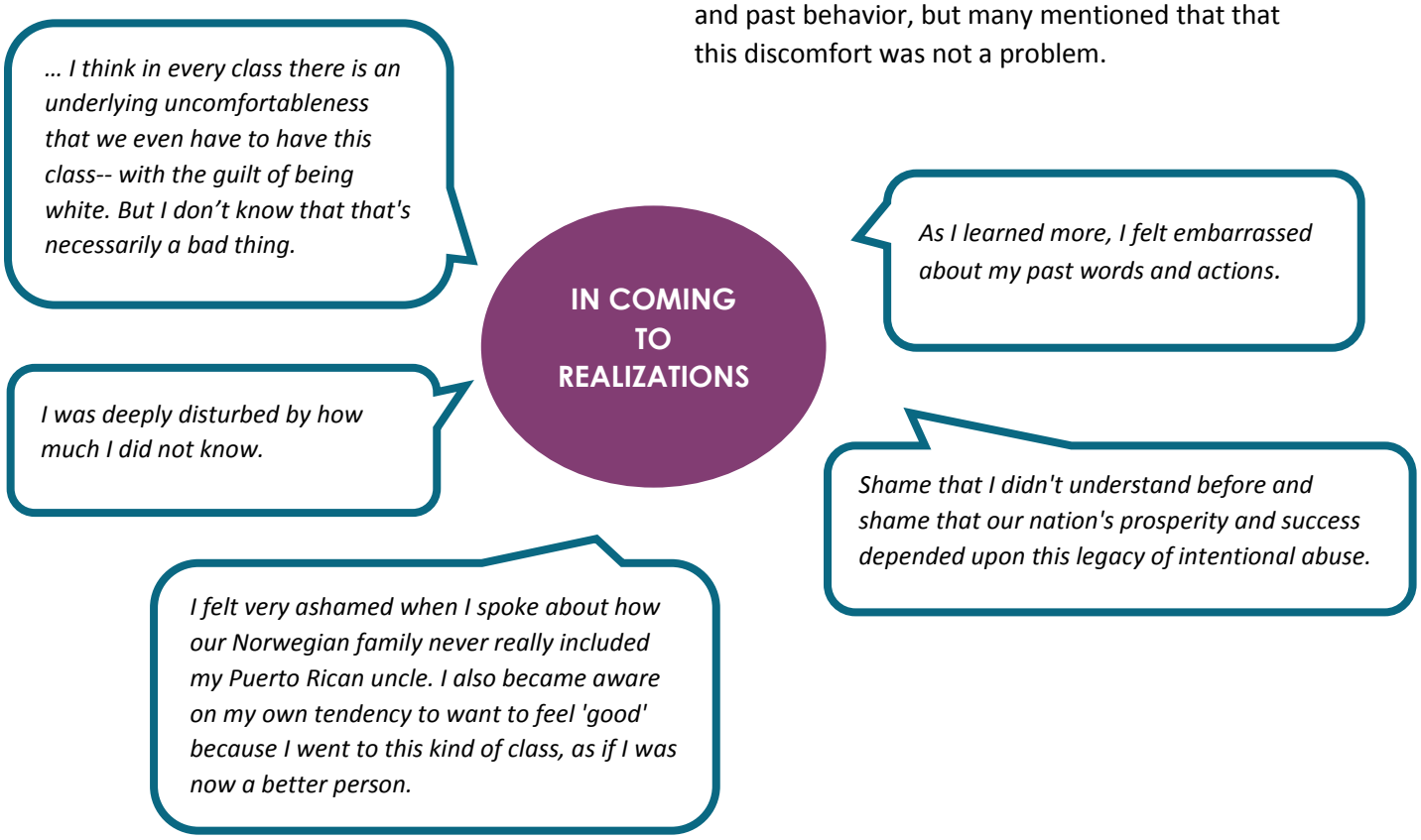
SEXUAL VIOLENCE

Reverend Gee's story about realizing he had a white family and "our grandfather was a rapist." I had never really thought about the sexual violence of the plantation before (which I now find embarrassing).

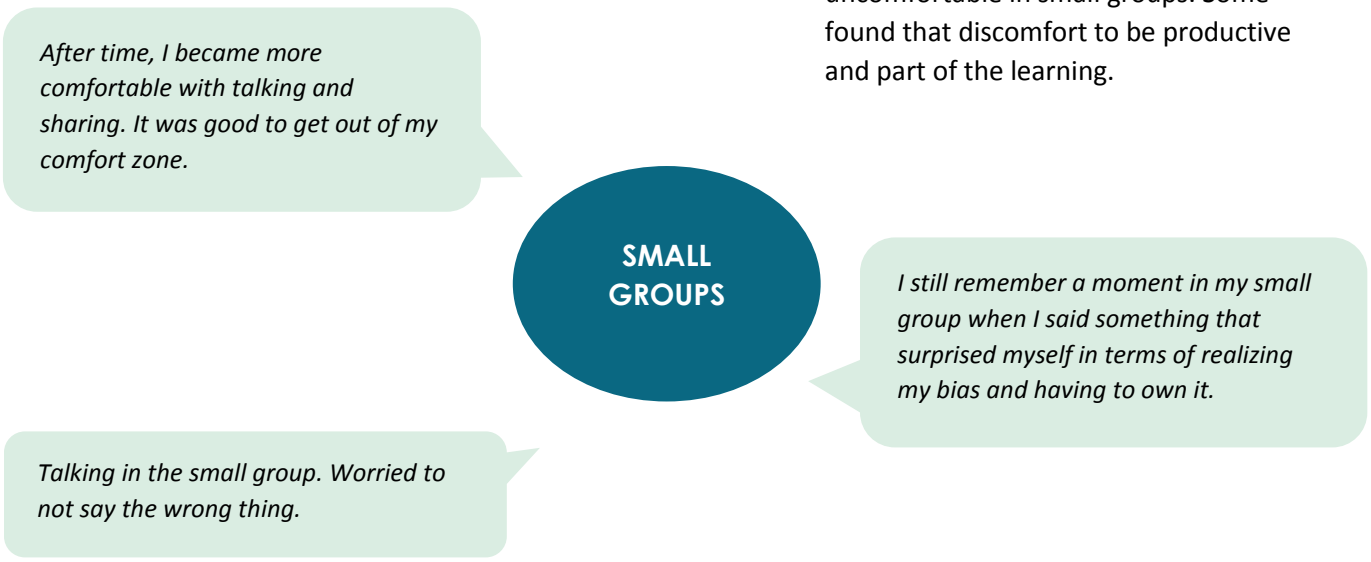
Lilada's revelation about an entire genetic line of women being victimized.

Moments when you felt uncomfortable

Respondents talked about feeling uncomfortable realizing their own lack of knowledge, complicity, and past behavior, but many mentioned that that this discomfort was not a problem.



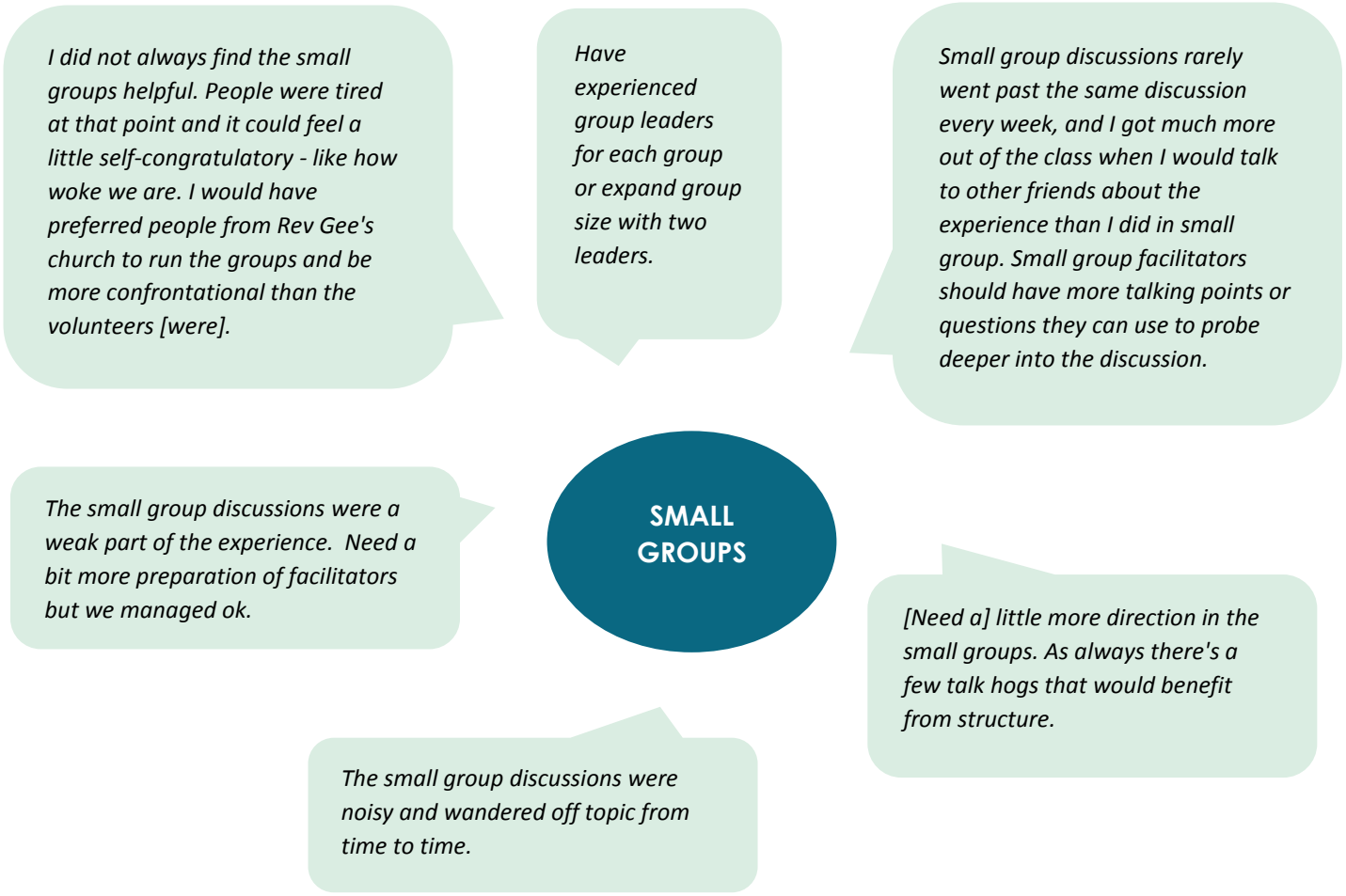
Several people talked about having felt uncomfortable in small groups. Some found that discomfort to be productive and part of the learning.



Things you would change about the class

Nine respondents commented that the small groups were not as effective as they would have liked. Critiques included:

- Some facilitators not being skilled in moving the discussion forward or ensuring that one or two people did not dominate.
- A need for greater structure for the discussions.
- A desire for co-facilitators. Several respondents suggested that one co-facilitator be African American. (Some did acknowledge that African Americans were not responsible for whites' learning).



I wish there was a more racially integrated experience of taking the class.

I understand that this is not a place where black people need to make white people feel safe, and that it's hard to talk about racism in mixed race groups. But our group was all white, and it felt like an opportunity lost to have real, honest discussions and more learning in an environment where we were being encouraged to do so.

DESIRE FOR GREATER AFRICAN AMERICAN PRESENCE

It would have been helpful to me if there had always been one or more African Americans in the discussion groups. It was always more informative and substantial when there were the few times it happened.

A number of respondents expressed a desire for follow-up learning and volunteer opportunities from the class.

It is important to note that the survey went only to students in the first two year. Justified Anger expanded opportunities for ongoing learning in the third year and has recently hired a Director of Mobilization, whose job is to help amplify the effect of the class through ongoing learning and mobilization.

FOLLOW UP

I am an action oriented person, so I want something tangible to DO. I think that some of the other participants would have liked some direction on this as well.

I'd like to be able to have a lunch group or email group or Facebook group to exchange ideas with and to hold each other accountable for continuing the work. I told a bunch of friends to take the course, hoping I could talk to them afterward about it! I want to KEEP TALKING AND LEARNING.

Suggestions for additional educational opportunities

As a business owner, I really would appreciate any work place related training/education classes that would be offered.

I want to keep growing and learning and doing. I would love to have the opportunity to come together with people from the "other Madison" and talk about ways that we can be part of working to integrate our city. I would like to learn how to be more courageous and thoughtful in conversations around race and racism that are respectful and informed. And also how to best apologize when my bias or privilege show through or I do or say something that is offensive.

ONGOING LEARNING

Hearing about the experiences of African Americans and finally being able to put myself in their shoes is really eye-opening. I really appreciate Rev. Gee being willing to share his own experience. I know white people have to do their own work to dismantle their own racist beliefs, but having never grown up with people of color, I really came from a disadvantaged and segregated background in terms of understanding people different from myself.

I think it would be great if there were a 200 level class with similar structure but maybe more in depth information maybe centering on current events.

I would love to see a series of classes done at MATC.

Resources for teaching our children history (not the whitewashed version); learning more about Black leaders like Ida Wells and tying in to lessons for activism today; skill development in confronting racism—especially institutional racism and the push-back that occurs when this is done.

I'm interested in anything on racial reconciliation, being an ally/advocate, Oneness in Christ.

HEALING

How about taking a leap of faith and create some forgiveness work? How do we begin to heal?

Topics that work on avoiding "foot in mouth" & understanding of "living black in Madison"- sharing that is welcomed & unwelcome.

SKILL BUILDING

As uncomfortable as it is, role playing a conversation in which a person makes racist remarks.

Love the history programming, but I need guidance around having better conversations around my white friends. I'd like to be more effective.

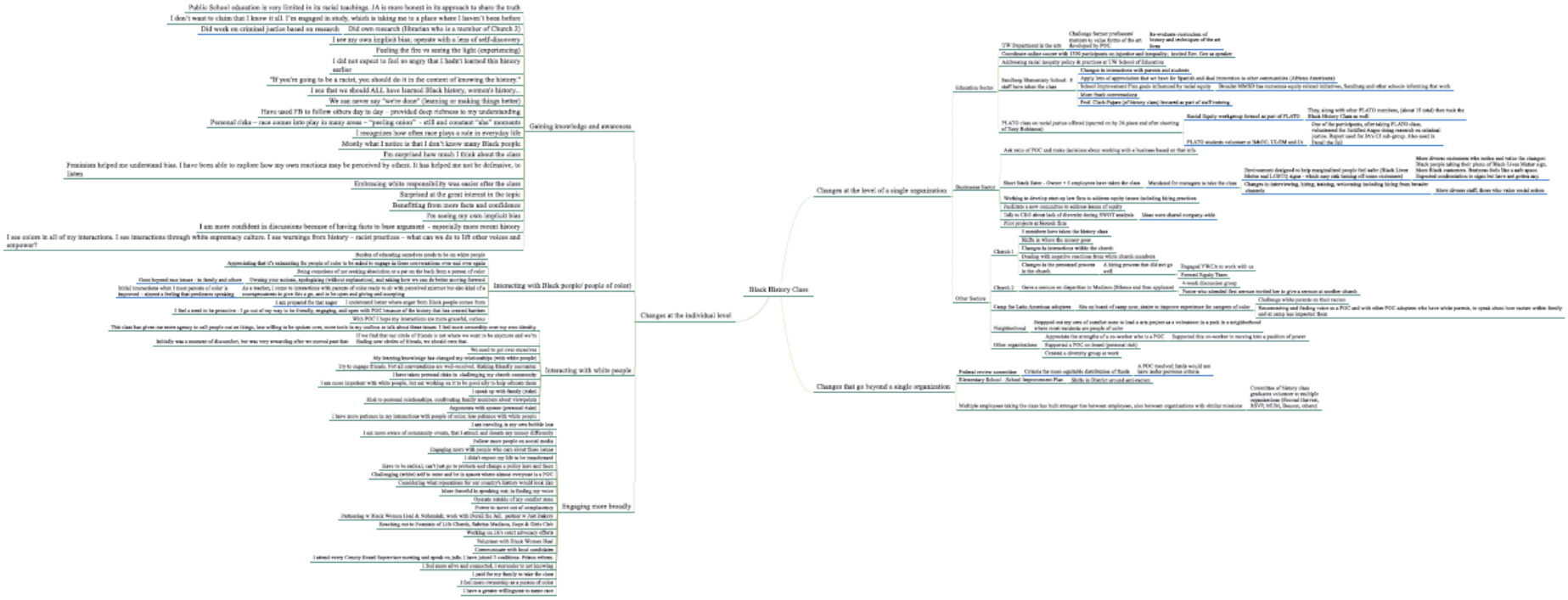
VOUNTEER WORK

I would love to learn more about the Moral Monday 'movement' that Rev. Dr. William Barber started in North Carolina, my home state, that helps people see how keeping Black & Brown people down is a product of years of institutional and societal racism, but there are ways to address it in policy, in elections, and in the streets. And I would like workshops that train folks in how to start a movement such as Moral Mondays that brings together all kinds of folks to work on these issues.

I think presentations/discussions on current community issues - gun violence, role/place of education resource officers (police) in schools, actions/issues in neighborhoods - and ways to support those neighborhoods/ communities. And this would additionally include action/issues beyond that which Justified Anger is directly involved.

Appendix 2: Ripple Effects Map

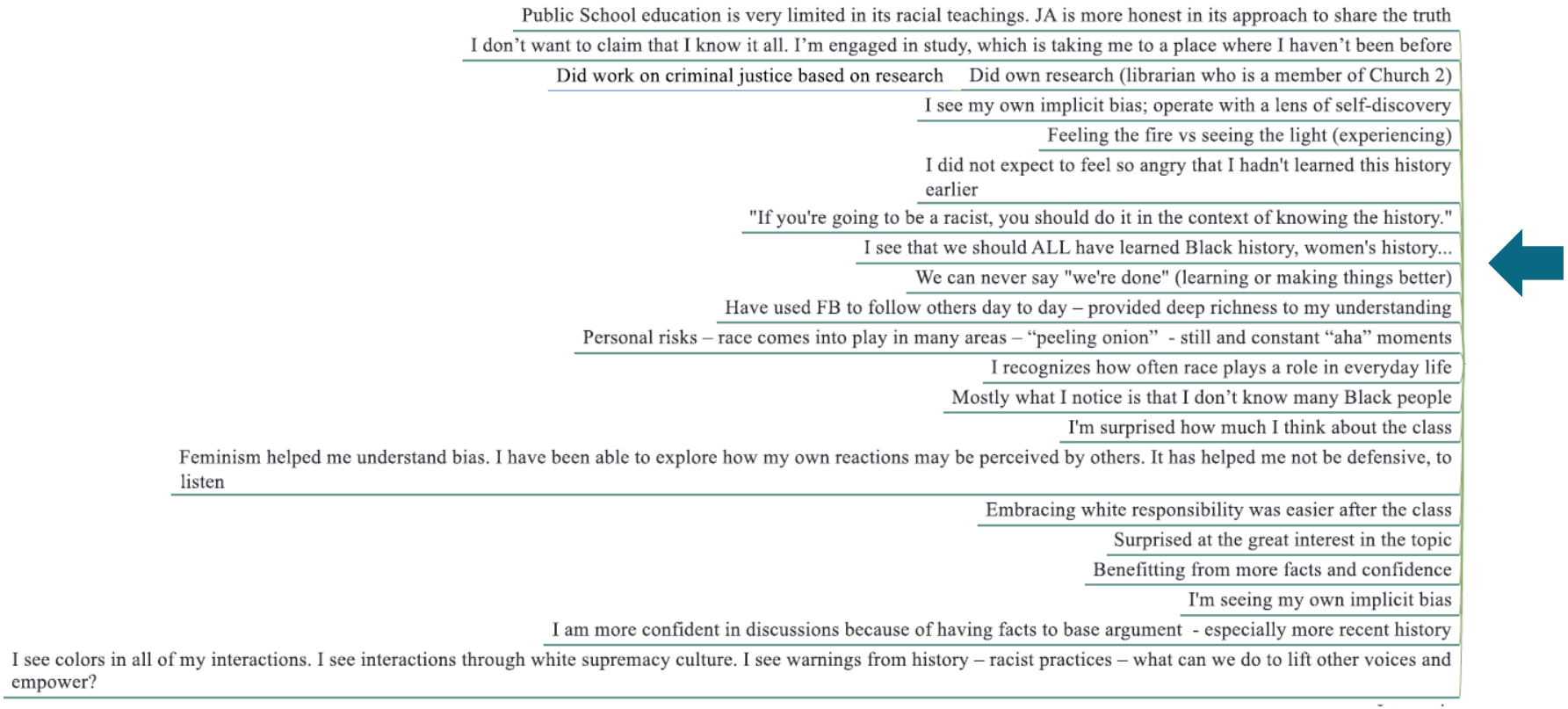
Full Map



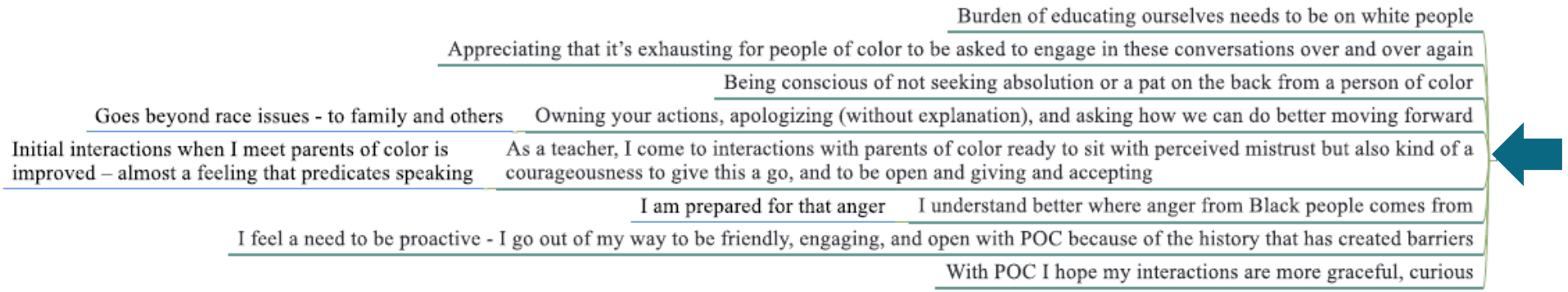
Major Categories

Changes at the individual level

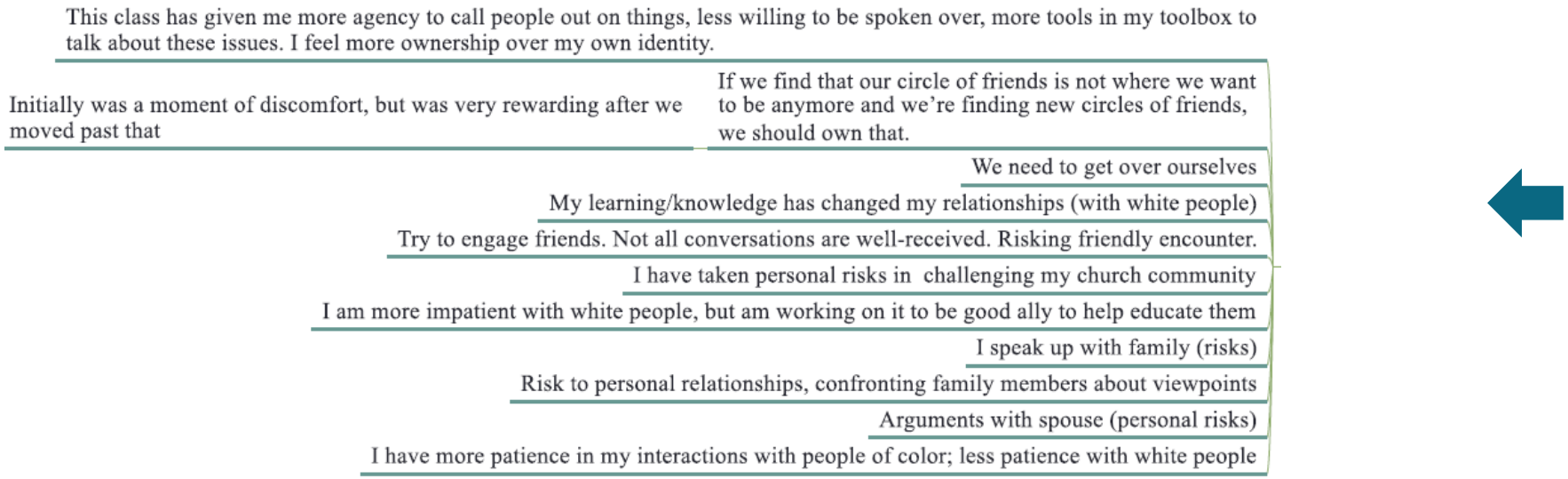
Gaining knowledge and awareness



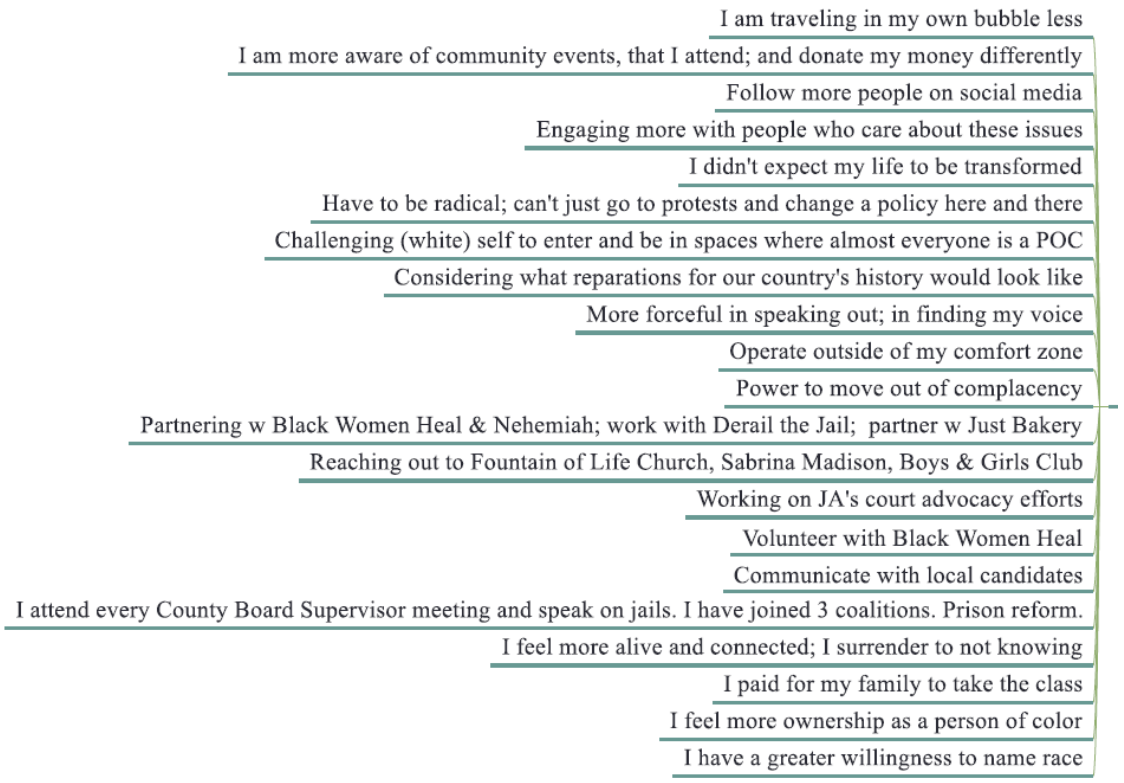
Interacting with Black people/people of color



Interacting with white people

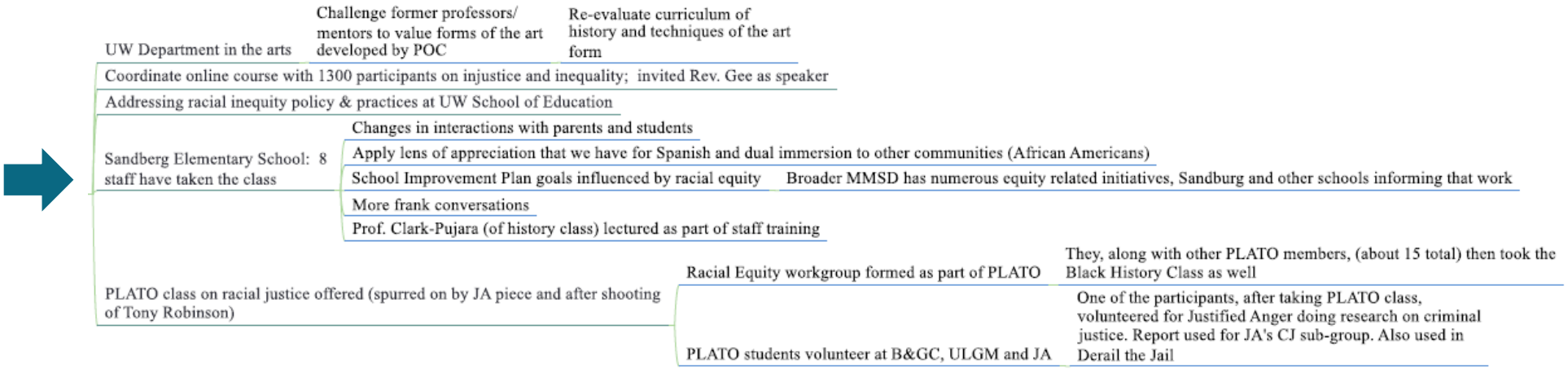


Engaging more broadly

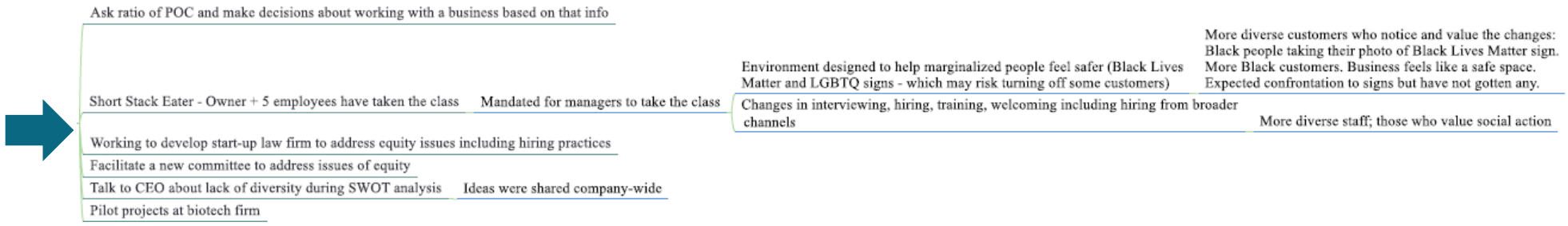


Changes at the level of an individual organization

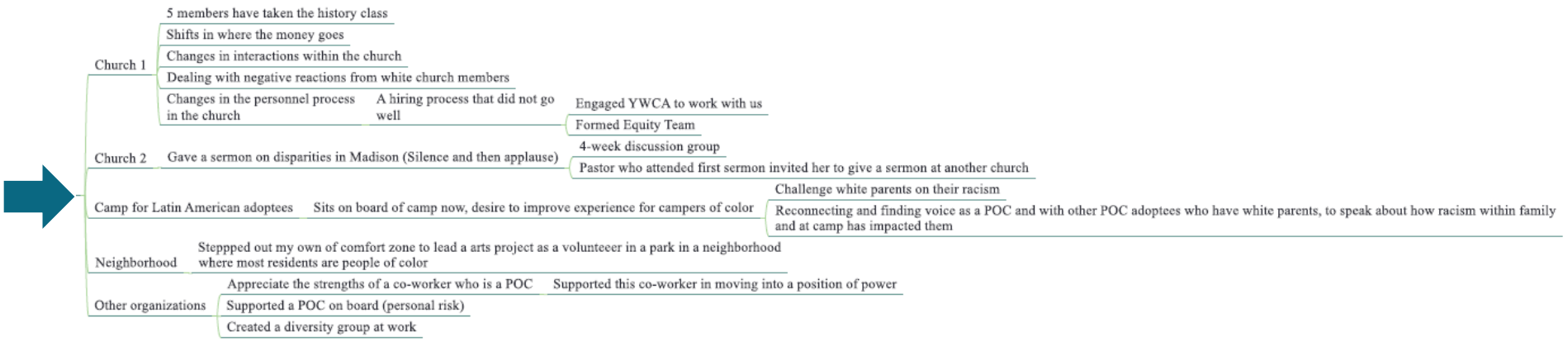
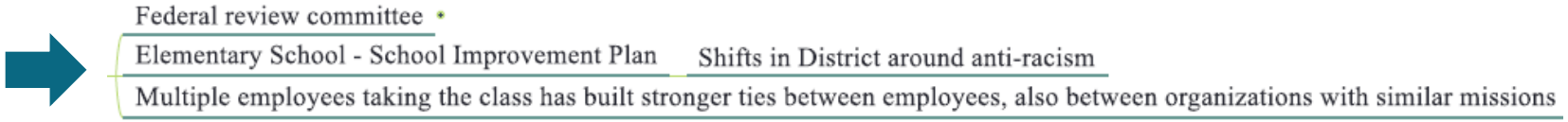
Education sector



Business sector



Other sectors



Changes that go beyond a single organization