



STARBUCKS<sup>®</sup>  
GLOBAL ACADEMY

Resource Toolkit for  
To Be Welcoming Curriculum

# WELCOMING DIALOGUE ON BLACK/AFRICAN AMERICAN BIAS



# OVERVIEW

Public spaces and third places are more welcoming to all when we celebrate our shared humanity. By understanding each other, we deepen connections. To encourage more meaningful conversations on this topic, leaders at Starbucks partnered with experts at Arizona State University to create To Be Welcoming, a 15-course curriculum designed to address bias through understanding the human experience.

Below are 3 core resources from the “Welcoming Dialogue on Black/African American Bias” course. This learning experience focuses on biases affecting Black/African Americans in the United States, introducing histories of housing segregation, over-policing, and media representation. Learn more about the program and register for courses at [ToBeWelcoming.com](https://www.tobewelcoming.com).



## RESOURCE 1

### Key Terms and Concepts

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## RESOURCE 2

### Subconscious Racial Bias and Childhood

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## RESOURCE 3

### Black and African American Bias in Everyday Life

This resource defines key terms and concepts related to Black people in the United States. These words will help you understand the content in this series and navigate conversations related to Black Americans.

Feel free to write down, screen shot, or memorize the definitions. These terms have been defined specifically to fit the context of this course, and will be used to enhance your understanding of the course topic. Please engage in the following activity.



### BLACK/BLACKNESS

Racial category created by social norms, referring to all peoples of African descent in the United States, including not just descendants of slaves but also African immigrants.



### AFRICAN AMERICAN

Racial category created by social norms, referring to all African people of slave descent in the United States.



### ANTI-BLACKNESS/ANTI-BLACK RACISM

Policies, language, practices, and other forms of oppression that target Black people. Anti-Blackness is active oppression that implies Black peoples, cultures, or associations lack value.



### SCHOOL TO PRISON PIPELINE

A product of the criminalization of minor infractions that disproportionately impacts students of color. The school-to-prison pipeline is a nationwide trend that increases the tendency of marginalized youth to become incarcerated due to insufficient resources in public schools, harsh schooling discipline policies, and school policing.



### INTEGRATION

A process aimed at ending systematic racial segregation in housing, schools, and the workplace through the development of public policies such as affirmative action in public schools and the workplace, and laws barring discrimination in housing and employment.



### DIASPORA

People settled (or relocated) far from their ancestral homelands; or the movement, migration, or scattering of a people away from an established or ancestral homeland.



### SLAVERY

An economic system where human beings are considered property, not people. In the United States, this meant people of African descent were traded in exchange for goods or cash and forced to work for the exclusive benefit of an owner.



### INTERNALIZED RACISM

The conscious or subconscious acceptance of the dominant society's biased and racist views, stereotypes, and attitudes about one's ethnic, racial, or cultural group. For example, people of color might internalize the myth that they are not good workers. Internalized racism can lead a person to believe the stereotypes and racism towards their group are true.



### CIVIL RIGHTS

Enforceable protections that guarantee equal rights and opportunities regardless of race, religion, sex, sexual orientation, age, national origin, or disability. In the United States, civil rights stem from the movement to end discrimination against African Americans in the 1950s.



### RACIAL SLUR







Term used to categorize individuals on the basis of race. Racial slurs are derogatory expressions that convey contempt and hatred toward racial groups. Racial slurs are contextualized based on the historical treatment of races, oftentimes extending far beyond their literal definitions.

**Summary:** Bias of any kind generally stems from ignorance about situations different from the norm, which can lead to prejudice against others. These key terms will help you understand and demystify the "unknown," as well as give a glimpse of the trauma that certain groups of people still endure due to bias.

Passing by adapting to non-Black physical attributes and behaviors, like relaxing one’s hair or code-switching, is not uncommon. Code-switching refers to changes people make to their accent, vocabulary, and intonation to more easily navigate a particular social and political setting; this is generally based on different cultural contexts. In hostile settings, code-switching is often a strategy used to avoid negative experiences like disciplinary action. Many Black children, especially in certain contexts, learn to code-switch and pass early in life. We are exposed to racial stereotypes in childhood, and they continue to develop subconsciously.

### AGE COMPRESSION

A phenomenon in which Black children are viewed as substantially older than they are.

 <div><b>PERCEIVED AS OLDER</b><p>Black boys are seen as older and less innocent than their white peers starting as young as age five.</p></div>	<div><b>PERCEIVED AS NEEDING LESS NURTURING</b></div>  <p>Compared to white boys of the same age, Black boys are often seen as more aggressive and less innocent than their peers.</p>
 <div><b>PERCEIVED AS MORE INDEPENDENT</b><p>Black girls are perceived as being more independent and knowing more about sex and other adult topics.</p></div>	<div><b>SEXUALIZED EARLIER</b></div>  <p>Some scholars believe this contributes to earlier sexualization of Black girls and may contribute to their higher chance of suffering sexual assault. It is also tied to the perpetuation of what is now referred to as the school-to-prison pipeline.</p>
 <div><b>PUNISHED MORE HARSHLY</b><p>Viewing Black students as miniature adults means they are more likely to be punished harshly within the school system, including more likely to receive out of school suspension or experience expulsion.</p></div>	<div><b>CASES MOST LIKELY TO BE PASSED TO JUVENILE COURT</b></div>  <p>The cases of Black students are more likely to be passed along to the juvenile justice system rather than handled within the school.</p>

Developing and Dispelling Stereotypes

The individual unconscious biases developed in childhood can be reinforced throughout our lives. They shape action at the systemic level, in the ways we write laws and determine policies. At their most benign, institutionalized biases devalue cultural ways of being and send people the message that they are not beautiful or desirable. At their worst, they present consequences that limit life outcomes and lower the well-being of Black people. Research on the experiences of Black children finds they have been viewed as dangerous or prone to crime.

Black Americans experience individual, systemic, conscious, and unconscious bias during the course of everyday life. In this activity, you'll be presented with a number of scenarios where the police were called on Black people. For each scenario, select whether or not you think someone has called the police on a Black person for doing that activity. Many of the scenarios where the police were called are based on true stories.

## INSTRUCTIONS

In this activity, you'll be presented with a number of everyday activities, and you have to guess whether someone has actually called the police on a Black person for doing that activity.



### ATTENDING A POOL PARTY YES / NO

Answer: yes

In May of 2016, Dajerria Becton, a 15 year old Black girl holding a pool party in her housing community, was violently thrown to the ground and arrested by police after neighbors called the police alleging that Becton and other teens at the pool did not belong. She received a \$148,000 settlement from the City three years later.



### SLEEPING YES / NO

Answer: yes

In May of 2018, Lolade Siyonbola, A Yale graduate student, was sleeping in her dorm's common area when another student called 911 because someone claimed she did not belong there. Siyonbola was not arrested, though she was detained by police while they verified her student ID.



### BARBEQUING YES / NO

Answer: yes

In April 2018, Kenzie Smith and Onsayo Abram were barbecuing at Lake Merritt, a park in Oakland, California. A White woman called the police, as documented in a now-infamous video posted to YouTube, claiming it was illegal to have a charcoal grill in the park. No one was arrested.



### EATING SNACKS YES / NO

Answer: yes

In October of 2016, after she declined to stop snacking on a bag of chips in a metro station, officers in Washington, DC knocked a young Black woman to the ground and arrested her. Eating in a metro station typically receives a \$10 fine.



### BABYSITTING YES / NO

Answer: yes

In October of 2018, Cory Lewis, a Black man, was detained by police after a White woman followed his car and called the police because he was babysitting two White children in Cobb County, Georgia.



### GARDENING YES / NO

Answer: yes

In a series of incidents in 2018, a trio of White neighbors called police on Marc Peebles in Detroit, Michigan, while he was tending to a community garden he started in an abandoned city lot. Peebles was arrested and went to trial where the judge dismissed the case as a waste of the Court's resources, with allegations stemming from the accusing women's racist assumptions.



### SELLING WATER YES / NO

Answer: yes

In June of 2018, a woman called 911 about an 8-year-old Black girl standing with her mother selling bottles of water, telling the dispatcher the girl was selling water without a permit.

**Summary:** These are just a few of the many times police have been called because Black people were doing ordinary things. While these encounters with the police have been a part of the lives of Black peoples in the United States for the country's entire existence, social media has helped to raise awareness of these injustices.

With greater awareness comes greater opportunity to identify and address individual and systemic biases.

# COURSE AUTHORS



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Bryan is President's Professor in the School of Social Transformation at Arizona State University. He is the author of over 90 scholarly products. His research focuses on the role of race and diversity in higher education, and the experiences of Indigenous students, staff, and faculty in institutions of higher education.



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Jessica Solyom, Ph.D., received her doctorate in Justice and Social Inquiry from Arizona State University. She has worked in research, program development, and program evaluation for postsecondary institutions in promoting diversity in curriculum, pedagogy, and classroom management for over 10 years. Her research focuses on diversity, belonging, and justice. Her scholarly publications have explored the justice-related struggles of historically underrepresented students including explorations of race and gender in student leadership, persistence for students of color in predominantly white postsecondary settings, and education rights activism among Indigenous college students. She is currently an Associate Research Professor and teaches courses on Research and Inquiry, Critical Race Theory, and Indigenous Knowledge Systems. Dr. Solyom serves as a mentor at the Center for Indian Education (ASU) in preparing and training rising students of color as community embedded researchers and servant-leaders.



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Jeremiah Chin, J.D. Ph.D., graduated from Arizona State University in 2016 with a JD from the Sandra Day O'Connor College of Law and a PhD from Justice and Social Inquiry in the School of Social Transformation. His research focuses on the intersections of race, law, and science—particularly in the Supreme Court. His dissertation looked at the role of social science data in Supreme Court opinions on Affirmative Action and Fair Housing, uncovering the interplay between Amicus Briefs, data and opinions of the Court. Currently, he is a postdoctoral research fellow at the Center for Indian Education, with research looking at the School to Prison Pipeline, the intersection of Race and Indigeneity, and importantly, co-creating a Critical Legal Preparation Program that would seek to create a pipeline to law school for underrepresented and first-generation students.