

THRIVING IS POSSIBLE



**THE WAY
FORWARD**

**A WEBCAST SERIES ON
DISRUPTING DEHUMANIZATION**



**FORWARD
PROMISE**

EPISODE GUIDE

SELECTED RESOURCES TO HELP BOYS AND YOUNG MEN OF COLOR THRIVE

ONLINE RESOURCES

Abolition and Disability Justice Collective. [Alternatives to Policing Based in Disability Justice.](#)

brightbeam (2020). [The Secret Shame: How America's Most Progressive Cities Betray Their Commitment to Educational Opportunities for All.](#)

Cities United (2020). [Reimagining Public Safety.](#)

COSEBOC. [Standards for Schools Educating Boys of Color, the Uncommon Core.](#)

Dixon, T.L. (2018). [A Dangerous Distortion of Our Families: Representations of Families, by Race, in News and Opinion Media.](#)

Empowering Pacific Islander Communities (2014). [A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States.](#)

Forward Promise (2019). [Disrupting Dehumanization and Affirming the Humanity of BYMOC and Their Villages.](#)

Friends and Family of Louisiana's Incarcerated Children. [Juvenile Justice Reform ACT 1225 Mapping Project.](#)

Hayward Burns Institute. [Exploring Data on Racial and Ethnic Disparities.](#)

Racial Justice NOW (2018). [Culturally Relevant Curriculum and Culturally Responsive Schools Toolkit.](#)

Southeast Asian Resource Action Center (2019). [Revealing the Asian American Pacific Islander Boys and Men of Color Field: Living in the Intersections and Invisibility of Race and Gender.](#)

The Center for Law and Social Policy. [Healing-Centered Liberation Policy.](#)

The National Latino Fatherhood and Family Institute (2012). [A Brown Paper. Lifting Latinos Up by their "Rootstraps:" Moving Beyond Trauma Through a Healing-Informed Model to Engage Latino Boys and Men.](#)

Village of Wisdom. [Black Genius Planning.](#)

Village of Wisdom. [Tools to Protect Black Genius.](#)

SELECTED RESOURCES TO HELP BOYS AND YOUNG MEN OF COLOR THRIVE

WEBSITES

[Amistades, Inc.](#)

[Asian Counseling and Referral Service](#)

[Color of Change](#)

[Deep Center](#)

[Disability Intersectionality Summit](#)

[Dr. Phyllis Hubbard](#)

[Families and Friends of Louisiana's Incarcerated Children](#)

[National Compadres Network](#)

[Native American Community Academy](#)

[Schott Foundation for Public Education](#)

VIDEOS

Drexel University Center for Nonviolence and Social Justice. [Healing Hurt People—Digital Stories](#)

Forward Promise (2019). [I Am Human: Disrupting the Dehumanization of Boys and Young Men of Color](#)

Forward Promise (2020). [Deep Center: A Forward Promise Grantee on Disrupting Dehumanization](#)

National Compadres Network (2018). [The Circle](#)

National Compadres Network (2020). [Sacred Fatherhood Webinar](#)

Native Like Water (2019). [Decolonizing Surfing: Sea of Change](#)

Village of Wisdom (2020). [Black Genius, Breathe: A Black to School Video](#)

SELECTED RESOURCES TO HELP BOYS AND YOUNG MEN OF COLOR THRIVE

FOR FURTHER READING

- Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist*, 74(1), 49-62.
- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions. *Yale University Child Study Center*, 9(28), 2016.
- Harris, D. L., & Bordere, T. C. (Eds.). (2016). *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion*. Routledge.
- Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., & Gone, J. P. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist*, 74(1), 6-19.
- Hawkins JD, Catalano RF, Miller JY. Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: implications for substance abuse prevention. *Psychol Bull.* 1992 Jul;112(1):64-105. doi: 10.1037/0033-2909.112.1.64. PMID: 1529040.
- Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science & Medicine*, 106, 128-136
- Smith, L. T., Tuck, E., & Yang, K. W. (Eds.). (2018). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.
- Spencer, M. B., Dupree, D., Tinsley, B., McGee, E. O., Hall, J., Fegley, S. G., & Elmore, T. G. (2012). Resistance and resiliency in a color-conscious society: Implications for learning and teaching. KR Harris, S. Graham, T. Urdan (Editors-in-Chief), CB McCormick, GM Sinatra, & J. Sweller (Associate Editors), *APA educational psychology handbook*, 1
- Stevenson, H. C. (2016). Dueling narratives: Racial socialization and literacy as triggers for re-humanizing African American boys, young men, and their families. In L. M. Burton, D. Burton, S. M. McHale, V. King, & J. Van Hook (Eds.), *National symposium on family issues: Vol. 7. Boys and men in African American families* (pp. 55-84). Cham, Switzerland: Springer International Publishing.
- Vargas, R. (2008). *Family activism: Empowering your community, beginning with family and friends*. Berrett-Koehler Publishers.

EPISODE 1: START AT THE ROOT

DR. RHONDA TSOI-A-FATT BRYANT | FORWARD PROMISE



"And there are researched and very specific health implications from the racialized trauma of dehumanization that we don't often hear about or talk about. Our young people are experiencing greater stress hormones in their body. They're experiencing lack of sleep. They're experiencing greater rates of obesity and weight gain. All of these things are happening to them physically. We have evidence that shows that it is directly tied to the trauma of dehumanization, but we live in a society that does not take responsibility for that. We live in a society that does not acknowledge that for generation after generation after generation, the actions and the weight of dehumanization has impacted the very health and wellbeing of people. We have had to fight back with our own medicines to try to be well in the face of heavy oppression."

KATRINA DIZON MARIATEGUE | SOUTHEAST ASIA RESOURCE ACTION CENTER

"In particular, when we look at policies passed in the 1990s around social welfare reform, criminal justice reform and immigration reform, it basically left not just Southeast Asian Americans, but communities of color, so vulnerable without a robust social safety net, expanded mass incarceration, and just basically creating this deportation machine that essentially ignored the humanity of these individuals. I think when we talk about humanity, I think it's just really honoring the lived experiences of these communities, not lumping us all and giving us one policy that will kind of address everyone's needs because all of our needs are very different. With Southeast Asian Americans, we've continuously have had to struggle with this invisibility, which I think is another layer of dehumanization. [...] When you actually look at the data amongst Southeast Asian Americans, there's actually grave disparity."



HÉCTOR SÁNCHEZ-FLORES | NATIONAL COMPADRES NETWORK



"...within the immigrant community, especially the ones that come from México and South America and beyond, really, if we arrive and we lend this country simply our backs and our arms, they're willing to let us be essential and harvest the food that everybody needs to eat. That's an acceptable role that we're offered. It's when we contribute the intellect to long-term solutions that we get in the way [...] The difference is that we get grouped together in those really dehumanizing ways in the policies that effect the current wave of immigrants now. It's not history, right? It's not history. It remains alive today in how we characterize the people that are attempting to come and contribute to this country. It is absolutely couched in dehumanization. Unless you're offering this nation the strength of your back and your arms, then we will look the other way so that you can do what nobody else in this country was willing to do."

DR. HOWARD C. STEVENSON | FORWARD PROMISE

"...the lion's story will never be known as long as the hunter is the one to tell it. [...] We've been talking about boys, young men of color, but also who they are connected to [helping them to] fall in love with their own narratives. Can they tell their own stories? Can they tell the stories in the style and the way that they grew up to learn how to be... Cultural style is a disruption. The very fact that I can walk into a space and turn heads by the way I walk, by the way I roll is a medicine [...] If we can teach young people to realize that they have that kind of power to affect space, to affect air, to turn heads... that is something I think is very key and important."



EPISODE 2: RETURN ME TO MYSELF

DR. HOWARD C. STEVENSON | FORWARD PROMISE



"...from the time we stepped on the planet, communities of color have looked up, prayed to, and relied on our creator, our ancestors, our spiritual medicine to heal, grow and thrive in a world that didn't see them as human. Unfortunately, in the history of the United States, religion has been used as a hammer and a nail to lie, cheat, and subjugate people of color. Let us be clear, in our work at Forward Promise, we are suggesting that the primary tool or hammer of white supremacy has been dehumanization."

DR. RHONDA TSOI-A-FATT BRYANT | FORWARD PROMISE

"...there's deep trauma within our communities from being told repeatedly that our heritage, that our practices, that our cultural traditions don't have a place in the society in which we live. And as much as parents and caregivers of children of color provide a counter-narrative at home that lifts up our cultures as beautiful, our young people are still struggling with reconciling the differences between these two messages—what they're told in their homes and what they're told in their school buildings. [...] There has to be a fundamental change in the way that schools understand and approach culture and cultural value and how they translate that in terms of how they treat our children every day in schools."



CLAUDIA JASSO | AMISTADES, INC.



"[Assimilation] is a way of really trying to dehumanize our youth. Our response to that [as an organization] working with schools has been to teach acculturation. So, allowing the youth to not assimilate necessarily in order to survive, but to acculturate in a healthy way that they're able to bring elements, and value systems, and protective factors from their own culture and family into their school setting."

RON WALKER | COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

"[It is] important for us is to make sure we see the essence of greatness in all our children and to make sure that as educators, as woke, liberated educators, as conscious educators, that we are right on the front lines to make sure that we inoculate them. I use this term inoculation against the virus of dehumanization because my mother inoculated me, little did I know she was putting that needle of inoculation for my cultural relevance. So even the theme of this talk, returning to myself, I felt I never left."



EPISODE 2: RETURN ME TO MYSELF (CONT.)

ANPAO DUTA FLYING EARTH | NATIVE AMERICAN COMMUNITY ACADEMY



"...if we go back into our history and look at the actual things that happened in terms of the genius of our own sustainability and resilience, our communities have done these things. And so, the same way that we remove our students from these concepts and values is the question of 'how do we bring them back?' And I think it's, 'how do we maintain a non-paternalistic view of this while also lifting up those same structures that our communities have always had?' I believe that. I believe that these structures, that idea of excellence, the idea of strategy, the idea of organization is not an inherently Western or white concept, these things. But the context is, right? Like the context in which we're learning it is. And so how do we reclaim, how do we humanize those parts of us that have been dehumanized?"

DR. WILLIAM P. JACKSON | VILLAGE OF WISDOM

"...there's also this fundamental thing that we don't talk about a lot when we talk about learning [...] If you break down the science of it, it is the activity of connecting new information to prior knowledge. [...] When we force Black, Brown, and Indigenous children to assimilate to whiteness, we've robbed them of the prior knowledge that they need to connect to new information. And so, I think our educators really have to understand that, one, you can't disrupt the fundamental resource that Black, Brown, and Indigenous kids bring to the classroom, which is their culture. And so that's a big reason why we see these achievement disparities because we're asking kids to make connections to cultures that aren't theirs."



DR. RABIATU BARRIE | ADLER UNIVERSITY



"We have a collective power amongst us. And a lot of times the atmosphere in the U.S can make it seem like things are just Black or white and that other communities of color sometimes might feel left out [...] But that's kind of the power of colonization and making the people who are all in the same powerlessness feel that we've got to do this tug of war when there's greatness in our unity and our power together..."

ZAKIYA SANKARA-JABAR | BRIGHTBEAM

"We absolutely come from geniuses. We absolutely come from powerful people. And in that spirit, I just want to lift up and center the powerful working class, Black mamas and daddies, and Indigenous moms and daddies that's figuring this stuff out right now. You hear me? [...] I've been hearing so many of those stories now. So many people are connecting in new ways because we have to. We're forced to go back to that communal neighborhood kind of conversations again. "Can you help me?" Not just borrow some sugar, but "Can you come over and watch the kids while I do this virtual webcast?" I'm literally talking to colleagues that are doing this right now. And, to me, this is indicative of us figuring out, in a global pandemic, how to make sure that our babies can still learn and that we can still try to work and put food on the table."



EPISODE 3: THE LAND ISN'T BARREN

RASHID SHABAZZ | COLOR OF CHANGE



"And when we talk about narratives, the most important thing to remember, it's really about power exchanges. It's about power, even right now, when we see the conversation about the Supreme Court, when we see all these things being played out in the media, the real conversation right now that we're seeing is that there's a certain narrative about who's winning and who's losing. What's going to be gained and what's going to be lost. Everything is based inside of a story, a narrative, and that's how we communicate as humans. And, for Black people and people of color, we've often been at the whim of other people's gazes. As Toni Morrison says, "We've been often within the gaze and under the gaze of whiteness." And our job [is to] create a gaze from our perspective, how to reposition us within the humanity of ourselves and the work that we do."

AZZA ALTIRAIFI | THE ABOLITION AND DISABILITY JUSTICE COLLECTIVE

"So, we see students of color being overrepresented within certain diagnostic criteria, and simultaneously underrepresented within other diagnostic criteria. So they face this duality of both being pushed into a system where they can be forced into some form of psychiatric control or confinement, and having needed resources withheld from them because they don't meet certain diagnostic criteria that were really designed with white people at the center of it. [...] What we are talking about is not simply that ableism is a system of oppression that intersects with racism. We're saying that these are systems that depend upon one another, that one cannot exist without the other. That ableism operates fundamentally by ranking and ordering bodies and minds as either valuable, or deviant, or normative, or disposable. And that is a fundamentally racist, fundamentally anti-Black project."



GINA WOMACK | FAMILIES AND FRIENDS OF LOUISIANA'S INCARCERATED CHILDREN



"And so, we have to keep changing, and keep shifting the narrative, and continually making sure that our families know that they have the solutions, right? It's a lot of work, it's not something that can happen just really quickly and overnight. Because it's a continual drum beat, it's continually being at the table. Because if you turn and look at something different, they've created another table, and another table, and they've created laws on top of laws."

KISHA BIRD | THE CENTER FOR LAW AND SOCIAL POLICY

"Too often we focus on individual restoration, I always say, "What good is it if you have a whole person in the midst of toxic water?" [...] I've killed dozens of fish when I was growing up because the water was not clean or it was too hot or it was too cold. And so, it doesn't matter if you have a healthy fish, if it exists in this toxic environment."



EPISODE 3: THE LAND ISN'T BARREN (CONT.)

DR. LEAH AUSTIN | SCHOTT FOUNDATION FOR PUBLIC EDUCATION



"...we can't fix the public education system as we know it with the tinkering around the edges that we have been accustomed and used to [...] how do we fix things that were designed to do exactly what they are doing? So, we're actually very successful in the public education system. And so, there's no "fixing" that we can do right now. We have to reconstruct. This is a time to seriously reimagine the kind of education, the kind of teaching and learning that we want, not just children of color to have, but all children to have and experience."



EPISODE 4: UNDENIABLE RAGE, JUSTIFIABLE TEARS

MARC CHÁVEZ | INTERTRIBAL YOUTH



"...even with the pandemic and some folks forgetting the pandemics [of the past] that took place amongst the Native American generations that wiped out millions of people. And it's so real, these massacres that took place to depopulate us and the schools, and the prisons that were created, particularly for Native Americans to dehumanize or De-Native Americanize, or De-Indigenize, or de-culturalize our way of being. So, a lot of this, of course, hits home and hits to our hearts and to our emotions and sets off the trigger."

DR. TASHEL BORDERE | UNIVERSITY OF MISSOURI - COLUMBIA

"...We know that that young children are disproportionately placed in special education classes, children of color, for engaging in normal behaviors, for displaying normal reactions to information that's presented to them or normal reactions that they're encountering throughout their days. And this is by third grade. And once they're put in special education, rarely make it back to the typical classroom. And when they do, it's a grade level or two less than where they started. And so the costs and consequences are just so great when, when people's emotions are dehumanized and we do see this differentially happening to people of color in white populations."



KEITH MILLER | DEEP CENTER



"...a valuable piece of resistance is the joy itself. And, understanding that everyone has the right to joy, and all of our young people, especially those who are most vulnerable to these systems and their families, have that joy. [...] But, acknowledging, too, that in our education systems that joy goes by another name, 'disrespect,' 'willful defiance,' a 'lack of learning.' And, the reality that the young people are communicating in a way that is culturally sustaining, and makes sense for them, and therefore producing a whole system of robust literacies that people don't even acknowledge."

DILLON NISHIMOTO | ASIAN COUNSELING AND REFERRAL SERVICE

"...one of the things I think about is how can we get rid of the clutter and the barriers to make sure that people have space for joy and space for play. And I actually don't think that's limited to only to children and youth, but I think that for all of us [...] we need to be able to find those spaces. Not separate spaces, but how we can integrate those spaces within our lives."



EPISODE 5: NO MORE HASHTAGS

DR. RHONDA TSOI-A-FATT BRYANT | FORWARD PROMISE



"We have a society that really has these animalistic and twisted views of who boys and young men of color are in our society, and it's toxic, and it's dangerous. We know that it is decimating our communities by creating this constant state of fear and by removing boys, young men, and fathers from our communities through the vehicles of incarceration or death."

ANTHONY D. SMITH | CITIES UNITED

"[When] we said, 'Folks, let's reimagine public safety.' [There was concern] that people would only think about law enforcement, jails and detention centers because that's what we're used to. [...] Public safety needs to be attached to public health, it needs to be attached to a neighborhood safety, community safety, and really just change the words. And [...] once I can get a mayor in the community, in the city, to really start re-imagining, then I can start thinking about reallocating our dollars to support this new vision and not the old vision."



BYRON HURT | GOD BLESS THE CHILD PRODUCTIONS



"...the images of Black people all have been created for us and not by us. And, in so many different ways, we've internalized so many different images and representations of us as Black men, the same images and representations that white folks have internalized about us. And it has a really negative consequence unless there's someone who is able to disrupt those images and those representations."

DR. HOWARD C. STEVENSON | FORWARD PROMISE

"[When] we go to police and young people and teachers, we say, 'when you see our children, we want you to see your children because we know you won't shoot your children because you see them as human. They can be doing some crazy stuff, but you will not shoot first.' And we've got to find a humanity and a policy of teaching, a literacy that allows you to see other people's children as your children, just as human, [...] needing the same rights and privileges and joys and laughter that every other child has."



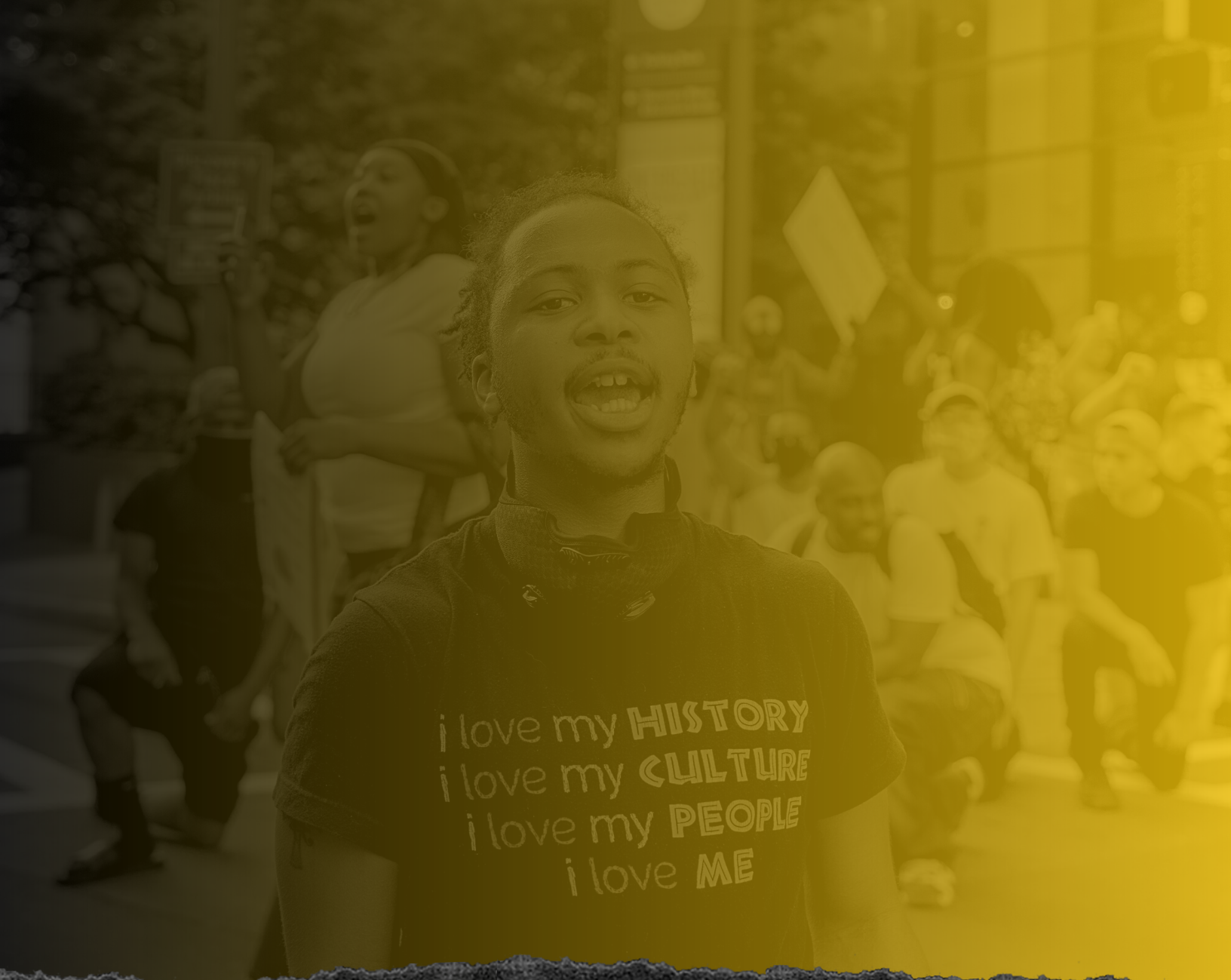
EPISODE 5: NO MORE HASHTAGS (CONT.)

TSHAKA BARROWS | W. HAYWOOD BURNS INSTITUTE



"I think that we need to really think about health and wealth as being healthy, having wellbeing, strong communities, and listen to the young people and their concern for the environment. And understand that the uncomfortable changes that all of that requires are probably exactly what we need in order to even live better together as people."





The Way Forward: A Webcast Series on Disrupting Dehumanization, was made possible by the generous support of the Robert Wood Johnson Foundation. Forward Promise heartily thanks the moderators, panelists, Turner Communications, Ghost Note Agency, God Bless the Child Productions, and Burness Communications for sharing their expertise and passion in support of thriving for boys and young men of color and their villages. We also thank our colleagues Dr. Rhonda Bryant, Dr. Howard Stevenson, Michelle K. Massie, Kelli Dulan, Ti Kendrick Hall, Dr. Edith Arrington, and Joshua I. Álvarez for their tireless efforts to bring this project to life.

