**Where am I in Barbara J. Love’s cycle of Liberatory Consciousness?**

I am **aware**. I am learning that systemic injustice exists. I am noticing, rather than ignoring, acts of inequality. I will educate myself:

- DiAngelo, Robin. *White Fragility: Why It’s So Hard for White People to Talk about Racism*.
- DiAngelo, Robin. “White Fragility.”
- Harvard Project Implicit; The Implicit Association Test
- Love, Barbara J. “Developing a Liberatory Consciousness.”
- McIntosh, Peggy. “White Privilege: Unpacking the Invisible Knapsack.”
- Steele, Claude M. “Thin Ice: Stereotype Threat and Black College Students.” *The Atlantic*.
- Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*

I am **analyzing**. I am educating myself about systemic injustice. I am devoting time, energy, and other resources to understanding the problem, its effects, and the ways that my choices contribute to it. I am reading, listening, asking questions, reflecting, and trying to understand. I am focusing on examination of self and system. I will educate myself:

- Cargle, Rachel Elizabeth. “When Feminism is White Supremacy in Heels.” *Harper's Bazaar*.
- Coates, Ta-Nehisi. *Between the World and Me*.
- Jacob, Mira. *Good Talk: A Memoir in Conversations*.
- Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*.
- Morris, Monique M. *Pushout: The Criminalization of Black Girls in Schools*.
- Oluo, Ijeoma. *So You Want to Talk About Race*.
- Shalaby, Carla. *Treadmakers: Lessons in Freedom from Young Children at School*.
- Tatum, Beverly Daniel. *Why Are All the Black Kids Sitting Together in the Cafeteria?*.
- “Understanding Whiteness.” Alberta Civil Liberties Research Centre.
- “White Supremacy Culture.” *Showing Up for Racial Justice (SURJ)*.

Based on works recommended by Britt Hawthorne, Tiffany Jewell, and other ABAR experts
Curated by Anne-Marie Robinson-Siemen
I am taking action. I am engaging in anti-bias, anti-racism solutions. I am joining, donating to, volunteering for, and spreading the word about efforts initiated by People of the Global Majority to right systemic injustice. I am examining my teaching practices for my own implicit bias. I am seeking feedback to protect my students from my implicit bias. I am leveraging my privilege to change inherently discriminatory systems.

I will educate myself:

Ahmed, Sara K. *Being the Change: Lesson and Strategies to Teach Social Comprehension.*
Jewell, Tiffany. *This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work.*
Kendi, Ibram X. *How to Be an Antiracist.*
King, Joyce. “White Teachers at the Crossroads.” *Teaching Tolerance.*
Steele, Claude M. “Stereotype Threat: How It Affects Us and What We Can Do About It.” *Cornell University.*

I am accountable / practicing ally-ship. I believe that I am a product of an unjust system, and that, therefore, I commit injustice. I am actively working against that tendency. I recognize the work is ongoing. I look for ways to surrender my privilege. I submit to People of the Global Majority to evaluate my actions; they are the ones who can assess my ally-ship, not me. I agree to interrupting acts of internalized racism; I welcome interruptions of my own internalized racism.

I will educate myself:

Chescaleigh. “5 Tips for Being an Ally.” *YouTube.*
“Guide to Allyship.”
“How to Be An Ally.” *Teaching Tolerance.*
King Jr., Martin Luther. “Letter from Birmingham Jail.”
Wise, Tim. “[How to be a] White Anti-racist Advocate.” *YouTube.*

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