

WORLD
MINORITY
"IF YOU JUDGE PEOPLE, YOU HAVE NO T

RESPECT

HUMAN RIGHTS

LIVING TOGETHER

PEACE

"I HAVE A DREAM"

"REFUSE TO ALLOW PREJUDICE TO DEF

"LOVE MUSIC, HATE RACISM"

FRIENDSHIP

DISCRIMINATION

"UNITE AGAINST RACISM"

CHILDREN

HAPPY

SAY NO TO RACISM

TIME FOR A CHANGE

ACCOMPLISHMENTS HAVE NO

FREEDOM

TOGETHER

PEOPLE

OUR TRUE NATIONALITY IS MANKIND

RIGHT TO EXIST

NEJUDICE IS THE CHILD OF IGNORANCE

JUDGEMENTS PREVENT US FROM SEEING THE GOOD THAT LIES BEYOND APPEARANCES

AT TO MAN - THE MAXIMUM OF HATRED FOR A MINIMUM OF REASON

"ACCOMPLISHMENTS HAVE NO

FREEDOM

TOGETHER

PEOPLE

Initial Antiracism Plan of St. John's Episcopal Church July to December 2018

Action Plan Implementation - Timeline

February to April 2018

Antiracism Team met 3 times to plan

May 23, 2018

Team reviewed action plan draft and edited as necessary. Identified priorities and possible point people and/or positions for implementation.

June 20, 2018

Present to the vestry

July 1 to December 31, 2018

6 month action period – Implement actions

Monthly Antiracism Team meetings to coordinate action plan

January 15, 2019

Evaluate our progress on action steps through December 31st

January 27, 2019

Present evaluation and update to action plan at the annual meeting

Definition of racism:

$$\begin{array}{c} \text{Race Prejudice} \\ + \\ \text{Misuse of Power by Systems and Institutions} \\ = \\ \text{Racism} \end{array}$$

Our antiracism vision: **As members of St. John's community, we are active and intentional in identifying, disrupting and dismantling racism within our church and our community.**

Goal: **Move St. John's into Stage #4 "Identity Change" and towards Stage #5 "Structural Change" on the Institutional Antiracist Scale.***

We present our action steps to realize the vision and goal in three categories:

1. Identify Racism
2. Disrupt Racism
3. Dismantle Racism

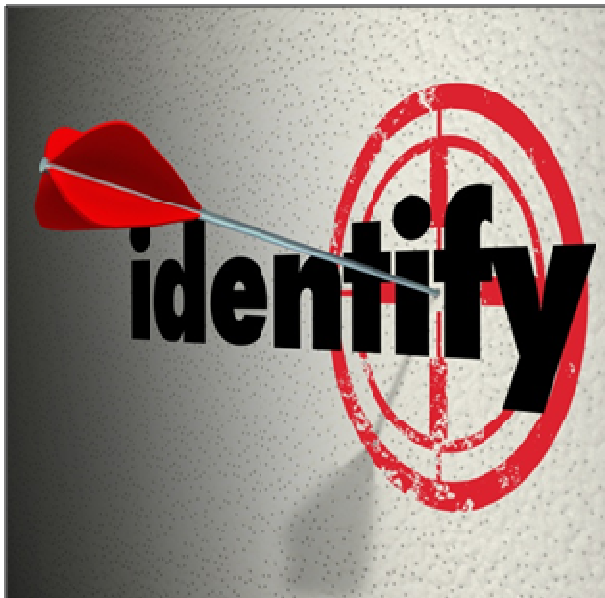
Take Action: The members of St. John's who have expressed interest in working on an action step are listed in *Italics* after each action step. If you are interested in working on a specific action step or the plan in general, please email parishoffice@stjohnschicago.com or call the parish office at (773) 725-9026.

**Institutional Antiracist Scale is included at the end of the booklet.*

1. Identify Racism

1. Teach the definition of racism to the St. John's community:
Racism = Race Prejudice + Misuse of Power by Systems and Institutions. By May 1, 2019, 50% of St. John's members have a shared definition of racism. *Kara Wagner Sherer*
2. Define and teach other concepts relative to antiracism work such as white privilege, whiteness, white supremacy, white supremacist culture. *Kara Wagner Sherer, Laura Singer*
3. African American book group – complete the concluding document for our 2 year book group for new groups to use. Set up document as a Google drive document and share online and at the annual convention. Acquire a complete set of the African American book group selections for St. John's library and encourage others to read. *Duncan Moore*
4. Learn to recognize white supremacist attitudes and beliefs and how they affect our church and community–
 - A) Host a reading and discussion group to unpack white supremacy similar to the African America book group
Laura Singer
 - B) In 2018, research and develop a small group experience or training to unpack white supremacist attitudes and beliefs to be held in 2019 – consider resources from the YWCA, United Church of Christ or other training institutions (One example – United Church of Christ “White Privilege – Let's Talk: A Resource for Transformational Dialogue” 6 Session Seminar)
Jenny Palsgrove

C) Share the definition of microaggressions and ask all those who use our space to host a brief presentation on Microaggressions and how to avoid them and/or address them when they occur. (Microaggressions are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the targeted person or group (Sue, et al., 2007, p. 273). Microaggressions can also be insults related to gender identity and expression, sexual identity, class background, ability, immigration status, religious or spiritual affiliation or any other identity marker. Experiencing microaggressions can result in lack of physical and/or emotional safety and further marginalization of individuals and groups. These experiences impact the accessibility and cultural responsiveness of our services and organizations. This is from the National Center on DV, Trauma and Mental Health) *Nancy Little*



5. Implement a “*Did you know that.... Campaign*”– Offer statistics, facts, historical instances about racism via mixed media for the church community (bulletin, Eagle, posters in bathrooms and meeting rooms, Facebook, website)
Mike Underhill
6. First Nations Awareness – Host a First Nations awareness ceremony, planting a tree and posting a plaque on the church or in the garden that names the groups who lived St. John’s land before colonization, recognizing that the land that St. John’s is on was originally the land of native Americans (e.g. our history does not begin with “The sheriff” donating the land for the church) – Possibly engaging the Ho Chunk Nation satellite office. This Curious City episode may help with awareness: <http://interactive.wbez.org/curiouscity/chicago/chicago-native-americans/>
Kara Wagner Sherer, Adam Malson, Jenny Palsgrove
7. Identify and promote participation in the antiracist activities of congregation members such as 5Ks or plays
 - A) Formalize St. John’s participation in the 2018 *Race Against Hate*, a walk/jog on Sunday, June 17 along Lake Michigan in memorial to Ricky Byrdsong, a black man shot and killed by a white supremacist in Skokie in 1999. *Adam Malson*
 - B) Make congregation members aware of how they can promote antiracist activities in the bulletin, Eagle and announcements at church. Put an asterisk on antiracism related announcements within bulletin. *Kara Wagner Sherer, Lisa Krappman, Erica Zazo*
8. Continue to include effects of racism and antiracism actions in sermons. *Kara Wagner Sherer*

2. Disrupt racism

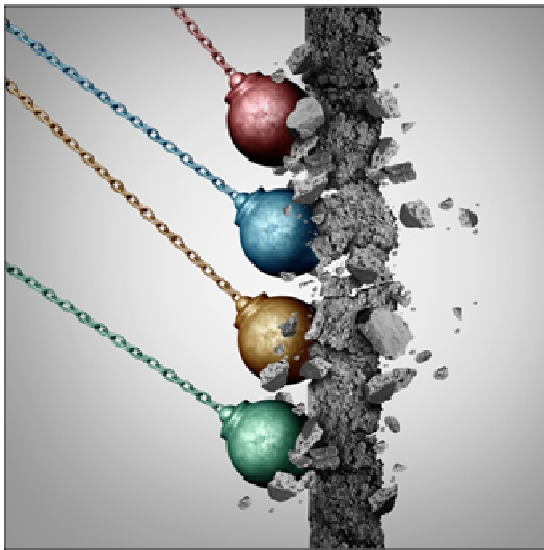
1. Train St. John's members to be allies against racism
Eddie Dzialo
2. Create a response network to post actions that members of St. John's can take when a racist situation emerges in the church or community. (*This is a secondary step as people are trained and we gather resources and skills to act.*)
3. Have our vestry review community justice issues and form a position for St. John's through an antiracism lens
Tom Irvine, Erica Zazo, Kathy Broderick
 - A) Stand up for desegregation in the city by supporting the affordable housing development at 5150 N Northwest Highway – historically affordable housing has been congregated in a few neighborhoods of Chicago perpetuating segregation by race and income
4. Partner with community organizations that have an antiracist focus to promote and support their work to disrupt and dismantle racism
 - A) Neighbors for Affordable Housing *Leanne Gehrig*
 - B) Portage Park Says No to Racism and Hate *Laura Singer*
 - C) Families for Racial Justice Chicago *Laura Singer*



3. Dismantle - Actions to change rules and procedures to dismantle systemic racism

1. Encourage leadership, vestry and staff members to attend CROAR 2.5 day training and develop ways to address obstacles to attendance. *Tom Irvine*
2. Incorporate antiracist vision and values into St. John's vision, mission, and history statements
 - A) Review and potentially revise St. John's vision statement – include focus on anti-racism.
 - B) Revisit St. John's institutional history narrative through lens of "*identifying, disrupting, and dismantling racism*". (E.g. – Does our parish history begin with the sheriff donating the land? Was there additional racial reconciliation work that St. John's was doing that is not documented in the institutional history?)
 - C) Edit brochure
Kathy Broderick, Kara Wagner Sherer
3. Create accountability team with people/community of color
 - A) Reach out to CROAR to advise us on how to create accountability relationships
Antiracism Team, Kara Wagner Sherer
1. Figure out what an analysis of systemic racism is and apply it to our congregation
Antiracism Team
5. St. John's Annual operating budget – Add an “anti-racism” line item in the budget and propose expenses for 2019 budget. *Tom Irvine*

6. Review youth Christian education curriculum (Godly play, etc.) through an antiracism lens – Does the curriculum contribute to *"identifying, disrupting, and dismantling racism"* in the curriculum? If not, how can it be modified? Kara, Kathy Broderick, Courtney Hug
7. Review inquirer's class/confirmation curriculum. Does the curriculum contribute to *"identifying, disrupting, and dismantling racism"* in the curriculum? If not, how can it be modified? Kara, Kathy Broderick, Courtney Hug



Parking Lot for Action Steps for antiracism plan to be revisited in January 2019

Call to Faithfulness Invitation to a Committed Journey: Final Report on the Legacy of Slavery from Chicago Episcopal Diocese *(Laura and Mike attended facilitator training. We are not ready to facilitate this at this time. Components of the study guide may be used in first 6 months, but we need to look at study guide in more depth to see how we could use it at St. John's)*

Establish a group of parish volunteers at St. John's to fully engage in the Legacy of Slavery study guide.

Utilizing and/or modifying the recommended 6 session format.

Post the Legacy of Slavery report in the Bulletin, website

Show film – Traces of the Trade utilize discussion guide from Legacy of Slavery study guide or other resource

Do the racism timeline/quilt exercise from CROAR and the study guide

Offer a Parish Saturday morning antiracism seminar with food – *seminar and group activity included in other action steps*

St. John's Endowment –Through work with the vestry, authorize endowment payment to [a](#) historically black church to establish or add to an endowment for them. And no strings attached to the gift. – *we need to lay some ground work to achieve this*

-Establish an Education for Ministry group with intentional effort for the group to be comprised of people from "predominantly white, predominantly black, predominantly brown," etc. congregations) Ask that this group provide feedback and recommendations to Sewanee to further revise the Education for Ministry curriculum for a focus on racial reconciliation – More focus on *"identifying, disrupting, and dismantling racism"*.

Relationships / Exposure (*this is more of a Stage 2 – Passive activity on the Institutional Antiracist Scale – we want to prioritize actions to get us to Stage 4 or 5*)

- Encourage St. John's parishioners to attend services and programming at predominantly Black or predominantly Hispanic congregations within the Episcopal Diocese of Chicago; Encourage more networking and collaboration among people within our "predominantly white" congregation and the people within "predominantly black" or "predominantly brown" congregations in the diocese.
- Invite occasional "guest preachers" from neighborhoods different than our own to preach at St. John's. Invite guest preachers from black, native American, brown traditions.
- Organize parish-sponsored formation events to places like DuSable Museum of African American history, Mexican Art Museum, Illinois Holocaust museum and education center, etc. with opportunity afterwards for group reflection.

Display artwork with holy people of color (*this is more of a Stage 2 – Passive activity on the Institutional Antiracist Scale – we want to prioritize actions to get us to Stage 4 or 5*)



Institutional Antiracism Scale

From exclusivity towards inclusion: the journey of US institutions

<p>Racial and cultural differences seen as deficits.</p> <p>Values the dominance of one people, one culture, one style, one group.</p> <p>Hate is a primary and necessary value.</p>		<p>Tolerant of racial and cultural differences.</p> <p>Racial and cultural differences seen as "okay," as a part of God's creation. Beginning to "enjoy" a little difference.</p> <p>Tolerance is most important.</p>		<p>Racial and cultural differences seen as assets.</p> <p>Multiplicity understood to build strength, promote compassion, and encourage innovation and creativity. Variety and difference are appreciated as paths to God.</p> <p>Unconditional love is a primary value.</p>	
<p>1. EXCLUSIVE A segregated Institution</p> <p>Intentionally and publicly excludes or segregates African Americans, Arab Americans, Native Americans, Latinos, and Asian Americans.</p> <p>Enforces the racist status quo throughout the institution, the community, and the world.</p> <p>Develops theology and science which support dominance and control of a few</p> <p>Usually has similar policies toward other socially oppressed groups such as women, disabled, elderly, LGBTQ, citizens of developing nations, etc.</p>	<p>2. PASSIVE A limited club Institution</p> <p>Accepts a limited number of People of Color, provided they have "proper" credentials and perspective.</p> <p>Celebrates a small number of pioneers but doesn't usually allow them to have positions of power.</p> <p>Secretly demeans or questions the authenticity of pioneers.</p>	<p>3. SYMBOLIC CHANGE A multicultural Institution</p> <p>Makes official statements in favor of multicultural diversity.</p> <p>Focuses on cultural differences such as music, food, and dance</p> <p>Carries out many programs targeted to "needy" groups outside the institution</p> <p>Often declares, "We are colorblind."</p> <p>Intentionally builds a critical mass of anti-racist people</p>	<p>4. IDENTITY CHANGE An antiracist Institution</p> <p>Develops analysis of systemic racism</p> <p>Begins to modify policies and rules about how the institution carries out its mission.</p> <p>Begins to develop accountability to racially oppressed communities.</p> <p>Encourages study of white privilege, white power, and how they continue to thrive</p> <p>Seeks out opportunities for authentic reconciliation and forgiveness with racially oppressed groups</p>	<p>5. STRUCTURAL CHANGE A welcoming Institution</p> <p>Builds clear lines of accountability with people of color in and outside of the Institution.</p> <p>Audits and restructures all aspects of institutional life to ensure full participation of people of color, including their worldview culture, and lifestyles</p> <p>Allocates resources and authority so that all people can build the mission and programs of the institution</p> <p>Redefines and rebuilds all relationships in society, based on antiracist commitments</p>	<p>6. FULLY INCLUSIVE A transforming Institution in a transforming society</p> <p>The Beloved Community becomes more and more a daily reality.</p> <p>Life of the institution reflects full participation and shared power with diverse racial, cultural, and economic groups.</p> <p>Allies with others in combating all forms of social oppression.</p>
<p>Guiding principles: "either/or" thinking, competitive individualism, scarcity mentality, and secrecy.</p>		<p>Guiding principles: "both/and" thinking, collective collaboration and cooperation, abundant worldview, and transparent communication and decision-making.</p>			

Adapted from

- Crossroads Antiracism Organizing and Training, "Understanding and Analyzing Systemic Racism," and
- A large body of writing by Frederick A. Miller and Judith H. Katz of the Kaleel Jamison Consulting Group, Inc.

Contributors to the St. John's Antiracism Team Meetings
From February to May 2018

Kathy Broderick
Eddie Dzialo
Ruth Edwards
Jesus Garcia
Leanne Gehrig
Khara Gonzales
Courtney Hug
Tom Irvine
Nancy Little
Mark McKelvey
Adam Malson
Kathleen Martin
Marj Monaghan
Duncan Moore
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Laura Singer
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Erica Zazo



