For the purposes of our discussions, please refer to the following list of terms and definitions.

**The Goal of Social Justice Education**
To enable people to develop the critical analytical tools necessary to understand oppression and their own socialization within oppressive systems, and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities of which they are a part.

Lee Anne Bell, *Teaching for Diversity and Social Justice*

**White Privilege**
Any advantage, opportunity, benefit, head start, or general protection from negative societal mistreatment, which persons deemed white will typically enjoy, but which others will generally not enjoy. These benefits can be **material** (such as greater opportunity in the labor market, or greater net worth, due to a history in which whites had the ability to accumulate wealth to a greater extent than persons of color), **social** (such as presumptions of competence, creditworthiness, law-abidingness, intelligence, etc.) or **psychological** (such as not having to worry about triggering negative stereotypes, rarely having to feel out of place, not having to worry about racial profiling, etc.). Operationally, white privilege is simply the flipside of discrimination against people of color.

Tim Wise, [timwise.org](http://timwise.org)

I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was “meant” to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks.

Peggy McIntosh, *White Privilege and Male Privilege*

**White Supremacy**
By ‘white supremacy’ I do not mean to allude only to the self-conscious racism of white supremacist hate groups. I refer instead to a political, economic and cultural system in which whites overwhelmingly control power and material resources, conscious and unconscious ideas of white superiority and entitlement are widespread, and relations of white dominance and non-white subordination are daily reenacted across a broad array of institutions and social settings.

Francis Lee Ansley. *White Supremacy (And What We Should Do About It)*
**White Supremacy Culture**
Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics listed below are damaging because they are used as norms and standards without being pro-actively named or chosen by the group. They are damaging because they promote white supremacy thinking. They are damaging to both people of color and to white people. Organizations that are people of color led or a majority people of color can also demonstrate many damaging characteristics of white supremacy culture. This list of characteristics includes: perfectionism; sense of urgency; defensiveness; quantity over quality; worship of the written word; paternalism; either/or thinking; power hoarding; fear of open conflict; individualism; progress is bigger, more; objectivity; and the right to comfort.

Kenneth Jones & Tema Okun, *Dismantling Racism: A Workbook for Social Change Groups*

**Racism**
A system of advantage based on race and supported by institutional structures, policies and practices that create and sustain advantages for the dominant white group while systematically subordinating members of targeted racial groups. This relative advantage for Whites and subordination for people of color is supported by the actions of individuals, cultural norms, and values, and the institutional structures and practices of society.

Lee Anne Bell, *Teaching for Diversity and Social Change*

...racism extends considerably beyond prejudiced beliefs [ideology]. The essential feature of racism is not hostility or misperception, but rather the defense of a system from which advantage is derived on the basis of race. The manner in which the defense is articulated - either with hostility or subtlety - is not nearly as important as the fact that it ensures the continuation of a privileged relationship. Thus it is necessary to broaden the definition of racism beyond prejudice to include sentiments that in their consequence, if not in their intent, support the racial status quo.

David Wellman, *Portraits of White Racism*

**Antiracism**
Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

National Antiracism Council, *International Perspectives: Women & Global Society*

Everyday antiracism in education involves rejecting false notions of human difference; acknowledging lived experiences shaped along racial lines; learning from diverse forms of knowledge and experience; and challenging systems of racial inequity.

Mica Pollack, *Everyday Antiracism*