

- **RESET START POSITION** - You are on solid legal-historical footing to *BEGIN* with the presumption that white superiority has shaped: you; your family, your community; your institutions; the structures within which you move, interact, and live. Look for the ways it has done so and raise them to the surface to be named and addressed. Ask the questions: "How is white superiority playing a role in \_\_\_\_\_(my childhood, my work)?" "How has white superiority constructed \_\_\_\_\_(curriculum, a good neighborhood, advertising, the allocation of city resources)?" "How is white superiority influencing the questions we are asking and those we are not? ("Who is accessing our resources and why?)" "How is white superiority reflected in policy and rules?"
- **WHITENESS HAS BEEN DONE TO ALL OF US**, blaming the "damn British" is of little help especially because today our structures continue to confer unearned advantage and disadvantage. While most white people experience a phase of guilt after learning the history of the invention of white people, it is important to note that guilt does nothing to change structures of white supremacy. *LEAN* into the guilt to move toward a place of action. Did you learn a U.S. history in K-12 or even college that equipped you to know the role of white supremacy in U.S. history? Why not? How can we change this?<sup>i</sup>
- **IT'S PERSONAL** – excavate your life experience to find the workings of white superiority. How has white superiority impacted your ancestors and you? Could your ancestors testify against a white person? When could your ancestors access U.S. citizenship? Could your ancestors get a loan to buy real estate in the decades after WWII when U.S. lending policy required that the new (suburbs) be all white? What assumptions in everyday interactions came with the color of their skin – law abiding, a threat, hard working, lazy, educated, ignorant, good credit risk, American?<sup>ii</sup>
- **IT'S IN THE CLASSROOM, WORKPLACE, & BOARDROOM** – for example, take a look at the books that make up the library and consider whether in totality they are predominantly about white people expressing truths about the world through a range of white experience. What message are you sending? Pay attention to images and the messages they portray success. Ask questions of your classroom/workplace/board that help to capture the workings of whiteness. For example, "How did being white influence the writings or work of (fill in the blank with a white person) F. Scott Fitzgerald/Thomas Jefferson/Bill Gates/Ruth Bader Ginsburg?" "How did white experience influence the advertisement, document, legislation, policy, ruling?" Present challenges that require the exploration of the role that being white played in a political movement, at a historical juncture, within business/law/literature/music/ theater/art/sports, in shaping a particular person's experience or worldview, in viewing a product as desirable, in seeing a law as fair, in determining disciplinary action as appropriate, . . .<sup>iii</sup>
- **COMMIT TO THE WORK** – the 300 + years of institutionalized white superiority that came with the invention of a group of humanity called "white" people will not vanish quickly or easily. But it can be dismantled and we have a role to play. Social science research reveals that stereotypes learned as children can be altered but it requires *INTENTION & COMMITMENT*. So each time you walk through the doorway of your workplace, school or office use this physical movement and location to trigger the mantra, **"I will dismantle white supremacy - our humanity depends on it, this nation's promises require it."**

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i Resources for understanding white privilege – What I Said When My White Friend Asked for My Black Opinion on White Privilege <https://onbeing.org/blog/what-i-said-when-my-white-friend-asked-for-my-black-opinion-on-white-privilege/>

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," Peace and Freedom Magazine (July/August 1989); "White Bred" <https://vimeo.com/226104095>  
[Debby Irving / Finding myself in the story of race](#) a 101 about what white privilege and institutional racism are and how they manifest.

ii For further examples of how being seen as white has provided unearned advantages to whites see, *Birth of A White Nation: The invention of white people and its relevance today* (Houston, TX: Strategic Book Publishing); "The House We Live In," episode 3, *Race The Power of an Illusion*, DVD produced by Llewellyn M. Smith (San Francisco: California Newsreel, 2003); *The Possessive Investment in Whiteness: How White People Profit from Identity Politics* (Philadelphia: Temple University Press, 1998).

iii For library resources see, Debby Irving's recommendations at <http://www.debbyirving.com/books-2/> also see, [Barbara Beckwith's extensive booklist.](#)  
<http://www.wpcr-boston.org/books/>

For Lectures, Trainings and Publications by Jacqueline Battalora go to <http://www.jacquelinebattalora.com/>

## MORE THINGS YOU CAN DO

To get an overview of the historical content you have heard in the *Going Back To Go Forward* lecture please go to

1. [jacquelineBattalora.com](http://jacquelineBattalora.com)
2. Look for the FREE eCOURSE  
Sign up for the FREE eCourse  
This requires that you enter your email address. Your email is NOT USED FOR ANYTHING other than sending you the historical summary of the lecture over 5 days.
3. Over the following 5 days you will get a brief summary of the history covered. It is broken down into 5 bits.