Rev. Caroline Braskamp

Preston Hollow Presbyterian

25 October 2020

**Pandemic Parenting: Parenting for Anti-Racism**

**Welcome**

* Welcome all
* Introduce self
* Middle of our Pandemic Parenting series

**Purposes for gathering today**

* Reflect on how we parent about race
* Learn what to teach our kids about race and how to do it (content & method)

**Opening Prayer**

**Theological Background**

* Pandemic has cracked open the inequalities in our communities and world, natural that race has bubbled to the surface again
* ***We are made in the image of God***: “So God created humankind in his image, in the image of God he created them; male and female he created them” (Genesis 1.27)
* ***We are one in Christ***: “There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus” (Galatians 3.28)

**Opening Question**

What did your parents teach you about race? (directly or indirectly)

**Raising White Kids: Bringing Up Children in a Racially Unjust America by Jennifer Harvey**

**Anxious to Talk about It, The ABCs of Diversity by Carolyn Helsel (she will be talking with us next week!)**

Introductory remarks

* Naming the elephant in the room: conversations about race for white people involve complicated feelings (fear, shame, anger). Ex. Talking about my middle name. Feelings are to be expected. Can’t go around them, got to go through them.
* Safe space here today. Novices in racial conversations. Brene Brown’s mantra, “I’m here to get it right, not to be right.” Try to put aside anxiety you may have—greater good of talking about a subject that matters for us, our families, and our community.

Stages of white racial identity (Beverly Daniel Tatum & Janet Helms, developmental psychologists) (landmarks, not linear progression)

* Process of how we understand our own racial identity (different stages for black people and other non-white races)
* contact: naïve assumption that “everyone is equal,” no problems about race for self or society, minimal interaction with folks of other races
* disintegration: cracks in the naïve view of self & society, dissonance about racial difference or unjust treatment, need a new framework
* reintegration: blame different treatment on those who are different, affirm that white people are superior, fear or anger towards blacks/minorities
* pseudo-independence: intellectually realize unjust/inequitable systems; anger, shame, “white guilt,” fear towards self and other white people; head ahead of heart
* immersion: learn about the history of racial inequality, working towards new understanding of whiteness, recognize our ability to affect & challenge racism, heart (and body) catches up with head
* autonomy: understanding of whiteness and antiracial commitments are a journey, open to growth and learning

Styles of parenting about race

* color-blindness (post-Civil Rights)
* diversity (more recent)
* anti-racism (room for equity/justice, improvement)

Question: What’s your parenting style(s)? [breakout rooms?]

What we want to teach our kids (content)

* awareness of race, difference (often taboo) (diversity of God’s creation)
* value of equity, we are all God’s beloved children
* truth of injustice (we live in a sinful and broken world, with broken people & systems)
* ability and calling to work towards justice/equity for all (we can help God repair the world—working towards a new creation where justice reigns)

How to teach our kids (method)

* Exposure: dolls, toys, books, tv shows, media
* Break the taboo: talk about race in a sensitive, nuanced way (never too young, babies respond to racial differences)
* Have conversations with your kids about race as it comes up in daily life (starting with skin colors, ethnicity, all the way to white privilege)
* Name racism: Beverly Tatum’s analogy of racism as a moving walkway for white people: we didn’t design it, we were put on it, and we choose how we ride it, standing still “passive racism,” walking with “active racism,” walking against “anti-racism”
* Work towards justice/equity
	+ Talk about what kids can do (friendships, school, history books, news, etc.)
	+ Invite them to join you (giving/serving the Dallas community, protests, friendship, widening your circle in terms of race)
	+ Encourage them to work towards justice/equity themselves

**Looking Ahead**

Dr. Helsel is joining us next week for a Q&A session

**Anxious to Talk about It, The ABCs of Diversity**