

MISSION TRIP PREP ESSENTIALS:

Systemic Injustice

An introduction that helps mentally prepare you before you serve.



25 YEARS OF CHRIST-CENTERED MISSION TRIPS

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THIS IS AN ESSENTIAL READ FOR HEALTHY MISSIONS

A quick note before you begin.

After 25 years of facilitating short-term youth mission trips, we've recognized a number of essential topics that every youth worker should include in their pre-mission trip prep work. This guide book is designed to introduce you to one of these topics in a way that you can utilize it on your own, with a group of your volunteers, with student leaders, and even in small groups of students going on your mission trip. It's not an easy topic but it's necessary, and here's why...

In a society that values individualism and self-determination, the impact of systems, policies and institutional practices is often invisible to many of us. Each chapter in this guidebook will explore systemic injustice by taking a close look at a particular social structure that currently fosters significant disparities and inequalities. Each chapter will include data, reflection prompts and ideas for further exploration.

Here's a quick look at what is to come:

Case Study: Housing

By the end of this chapter, you will know more about how the Fair Housing Act, redlining, and other housing trends and accessibility impact people differently based on their race. We'll explore how insufficient housing can cause instability in other areas of life.

Case Study: Education

This chapter will highlight the public education system. In an institution that is designed to exemplify our democratic ideals by treating every student equally, significant disparities remain. We will explore how Christians can engage in public education in ways that reflect our call to be "salt and light." This exploration will include ideas for institutional and individual-level engagement.

Case Study: Mass incarceration

Unless we are personally connected to someone who is incarcerated, we are likely to be relatively unaware of this aspect of the criminal justice system. Evidence reveals a staggering number of Americans that are, or have been, incarcerated, populations disproportionately representing communities of color. We'll explore some key points in history that have led to this particular systemic injustice.

In the end, we want this guide book to remind you of this truth...

For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms. (EPH. 6:12)

This verse will guide our reflection on this topic and motivate us to strategic action as we engage in this struggle for justice.

We know this is a difficult topic, and one that can't be fully covered in a guide book like this. So we're here to support you along the way. Don't hesitate to reach out if you have any questions or are looking for any more information.

Ready for it? Let's jump in.



INTRODUCTION:

It's Not a Perfect Metaphor, But It's a Start

Finding the right metaphor is like winning the raffle at a large carnival. It isn't quite as rare as winning the lottery, but you feel really lucky when it happens.

This guidebook needs a metaphor.

Systemic injustice is one of those slippery, disguised, complex ideas that makes you wonder if you will ever fully understand it.

- What does it look like?
- How do I know where I fit within it?
- Does it affect everyone?
- Can it be changed?
- Is anyone even in charge of it?

We are going to talk about systemic injustice being like a game that is mandatory to play but has different rules for different people. Disclaimer: this is far from a perfect metaphor. While there are certainly limitations in this way of talking about something that is destructive and harmful, we hope it helps to bring clarity to how injustice begins and continues to function until it takes on a normalcy and becomes culturally acceptable.

Here are some suggestions for getting the most out of this resource:

- **Think big.** The nature of structures, systems and institutions are expansive and far-reaching. Depending on your life experiences and natural ways of processing information, it might take extra effort to reflect on what you are learning.
- **Trust the process.** This chapter will prompt reflection on how well our country is doing in living up to its creed. Some of the content might push your "proud to be an American" button and catalyze defensiveness. Rest assured, there is no intentional button-pushing on the following pages, but we do hope you will critically consider areas of growth we can embrace as a country.
- **Buddy system.** Invite a trusted person or two on this journey with you. It will help with perspective, encouragement and creative action.

This guidebook includes three chapters, each with a mix of prompts that invite engagement and reflection. We are confident that you will gain important and empowering insights that will impact yourself and your ministry.

And we pray that you don't stop with this guide book.

The end of each chapter includes a short list of resources that we recommend as next possible steps in your education. We hope you utilize those resources and many more as you dive deeper into this massive conversation.



- CHAPTER 1 CASE STUDY -

Housing

Our first stop on this journey is Memory Lane. Take a few minutes to jot down all the places you have lived, including some details about the neighborhoods.

Of all the homes you have had, what was your favorite and why? What about your least favorite?

Embedded in these questions is the expectation of choice. Most American families have some degree of choice when they consider where to live; the range of choice depends on income level and equal access to neighborhoods.

THE FAIR HOUSING ACT OF 1968

This is where we bump into an example of how systemic injustice can work in housing. The Fair Housing Act of 1968 made it illegal to discriminate against anyone in the sale, rental or financial lending of housing. These practices were called “redlining” because of the literal lines that were drawn around neighborhood to mark where African Americans and other ethnic minorities could not live.

The Fair Housing Act was necessary because of persistent housing discrimination against Blacks and other racial minorities since the end of the Civil War. The passage of the 13th Amendment in 1865 officially ended the practice of slavery, but that did not translate to equal access to housing for African Americans.

Did you notice the math? It took over 100 years of breaking constitutional law before yet another law had to be passed to emphasize the equal standing of all Americans under the Constitution. In the mean time, generations of African Americans and other minorities were kept out of housing opportunities afforded to whites. The only options for them were to live in homes and neighborhoods white people did not want.

The injustice began when bankers, business owners and government officials worked together to formally and informally play favorites along racial and ethnic lines. Everyday white people went along with it because they benefitted from the system and it fed the overt and hidden racism that had been socialized into them since the beginning our national history.

Using the game metaphor, if the goal is to own a safe, nice home in a neighborhood and city of our choice with options to move when we want, all the players were not allowed to start at the same time, nor were they given the same starting resources. The rules were established and enforced by a few powerful people and perpetuated by a bunch of regular people who went along without noticing, questioning or resisting the discrimination.

Considering this thumbnail summary of unjust housing practices, how does it fit with what you have observed about housing patterns in your city or region?

What questions do you have about how housing policy works in your area?

What do you think might be effective strategies for addressing housing injustice?

GENTRIFICATION

Gentrification is a fancy word for city improvements that make the area more attractive to investors and middle to upper-income residents. The improvements usually involve transportation, housing, businesses and new projects like parks or bike paths.

The positive side of these developments is obvious, but can you think of any negative aspects of these kinds of developments?

In a nutshell, gentrification benefits the rich while marginalizing the poor, at least in the short term. Let's examine the impact of gentrification on housing.

Case Study:

Albert and Maria lived in their home for 45 years, raising four children who went to the neighborhood schools and had their first jobs at neighborhood businesses. Their kids moved out years ago but Albert and Maria have decided to stay as long as possible. Housing prices and taxes have remained relatively stable throughout their time living there.

The neighborhood is near a main road through the city, a road that was identified as the best place to convert some car lanes to mass transit. Millions of dollars will be invested into the project, along with additional dollars to improve the businesses near the transit stations.

- How do you imagine Albert and Maria might feel about these improvements to their neighborhood?

Within a year of the project's beginning, Albert and Maria begin to notice an increase in their property taxes, a common outcome of investment in transit projects like this one. They are both retired and live on a fixed income, so they are not able to afford the tax increase. Within a year after the project's completion, they put their house up for sale because they can no longer afford to live in the neighborhood.

The cost of renting has also increased, pushing out the diverse group of neighbors who have lived in the area for years. The home values have gone up, property taxes have increased, and there are more expensive restaurants and businesses in the area to take advantage of the increased flow of traffic.

Many people in the city see only cause for celebration over these changes, but having eyes for injustice means we have to look for the impact on everyone.

- How has the housing landscape changed in this neighborhood because of large-scale structural changes?
- If people can no longer afford to live in this neighborhood and have to move, how might that impact their employment and the education of their children?
- What are some other possible ripple effects of people losing their housing for reasons out of their control?

Gentrification has the largest impact on the most vulnerable populations, which is most often the people of color within the community. Again, the rules of the game are being determined and enforced by people outside of the direct impact area and not everyone has an equal chance of success. Everyone wants community investment and improvement, but these things too often happen at the expense of people who are already marginalized.

IDEAS FOR ACTION

Systemic injustices related to housing exist in your community and likely affect more people than you realize. Educating yourself is the first step in engaging this issue as a Christ-follower who wants to be an agent of justice. We hope you will continue to engage this conversation!

The following suggestions can be incorporated into your volunteer training, student leadership development and personal growth.

- ▶ Review the following resources with your volunteer leaders or staff team and plan weekly discussions about the content.
- ▶ Especially with the section on gentrification, we challenged you to ask questions about how business or government action impacts people on the margins. Model this inquiry for your student leaders and coach them to develop similar lines of questioning related to things happening in your local community.
- ▶ Take students or volunteers on a walking/driving tour through parts of your community that illustrate the concepts we explored in this guidebook. Explore your home community with a posture of respectful service –as if you were on a YW trip – and discover what housing patterns exist locally.

The following resources will be helpful for your own learning process and can easily be incorporated into ministry programming as training tools or in studies on justice.

RESOURCES FOR FURTHER EXPLORATION

- ***How to Kill a City; Gentrification, Inequality and the Fight for the Neighborhood*** by P.E. Moskowitz (2018). The author focuses on a very specific neighborhood in New York City as an example of structural inequalities related to community development.
- **“What We Don’t Understand About Gentrification,”** TEDx New York by Stacey Sutton (2014). <https://www.youtube.com/watch?v=XqogaDX48nl&t=208s>. This talk highlights the direct and indirect impacts of gentrification on poor communities.
- **“Why Are Cities Still So Segregated?”** Gene Demby, *Let’s Talk* by NPR (2018). <https://www.youtube.com/watch?v=O5FBJyqfoLM>. This brief video explains redlining and other housing policies that led to current levels of segregation.

- CHAPTER 2 CASE STUDY -

Education

Recess.
Math class.
Sports.
Homework.
Prom.
Principal's office.

One or more of these likely reminds you of the 13 years you spent in formal education, roughly from age 5-18. School is one of the shared experiences Americans can draw from as we share stories from our formative years.

Think back to your high school years. What is your impression of how well you were educated and cared for during those years? Did you sense that your school system was doing a good job for everyone? What, if anything, would make your high school serve all students better?

While there are many aspects of our formal education system that are universal (homework, teachers, school lunch, etc.), a closer examination reveals significant differences in how schools are resourced and supported by their local communities.

The American public education system began about 100 before we officially became a nation, so we're talking about something that has been around in various forms for a very long time. What started as a place for white male boys from affluent families to spend a few hours a day is now a system that is responsible for educating over 50 million students of all backgrounds.

To guide our exploration of where systemic injustice shows up in public education, we will look at two places where the way we educate children has not kept up with the evolving demographics of our country: **funding and curriculum.**

FUNDING

What do you know about how public education is funded in your community? Do you have the sense that schools have what they need? Are all schools funded equally?

The earliest schools addressed the need for funding by assessing taxes based on property ownership. Since the schools were designed to serve only sons of property owners, it was a fair system where everyone paid essentially the same amount and received the same service.

Fast forward to the 21st century where we have a very different student body but a very similar funding solution. Local school districts are funded, in large part, by property taxes, which are based on the value of homes and businesses. Bigger, nicer houses in more affluent neighborhoods will bring in more property taxes than neighborhoods with smaller homes and lower-income apartments. These tax dollars are funneled through the city and allocated to the neighborhood schools.

This system creates disparity between schools in the same district. Beyond the minimum budget required by the state, schools can vary widely in how much they spend per student. (The national range is roughly \$7,000 to \$32,000 per student.) Through fundraising events and donations, schools that have support of businesses and wealthy parents are often able to raise significantly more money on top of state and local allocation, creating an even wider gap between schools.

This translates to vast differences that include classroom resources, staffing, athletic equipment, the arts and enrichment, to name a few.

Where do you see signs of systemic injustice in education funding?

What might be possible solutions that would reflect values of equality and justice?

What are barriers to making systemic changes?

CURRICULUM

What do you know about the curriculum taught in your local schools?

How effective are common teaching and assessment methods?

What was your general impression of the curriculum, teaching and assessment in your high school experience?

Of all the things that could be taught, how do we decide what to include and what to leave out? How do we effectively teach an increasingly diverse population of students? How do we know that students are actually learning what we're teaching?

These questions are at the heart of public education and the ongoing discussion of how to do it better.

We'll briefly explore each question to see where we notice systemic injustice at play.

Of all the things that could be taught, how do we decide what to include and what to leave out?

Returning to the historical roots of education for a minute, the curriculum was decided by the parents and teachers, who were quickly able to reach consensus because of their shared life experience and common understanding of how learning happens. This was a time in our history where an ability to reason, deconstruct complex ideas into simpler form, and rote repetition were seen as superior skills, so classroom instruction reflected these values.

Some things never change.
And some things do.

Today, parents are generally far removed from the decisions about what and how material is taught. Some parents don't mind because they have a general trust in the system and sense that it is working well enough for their child.

Others, however, disagree. More parents, especially from racial groups other than white, are calling out the invisibility of their culture in the public education curriculum. They want more representation and a more honest telling of history. This critique stems from longstanding patterns of centering whiteness in curriculum and marginalizing everyone else. With our schools increasingly diverse, and with a rich history of significant contributions from every ethnic and racial demographic, there is a demand for a more authentic and representative curriculum.

How do we effectively teach an increasingly diverse population of students?

Once we have our curriculum, there is a follow-up question of how it will be taught. The one-room schoolhouse of the 17th century where kids independently memorized facts and tried to out-reason one another can only take us so far as a point of inspiration.

We now know so much more about the brain, learning styles, the body-mind connection and educational theory. For decades, teachers have been working to creatively implement these discoveries into their instructional strategy. Still, the heavy influence of western European/Enlightenment ideals about learning reign supreme.

To those who have felt marginalized by the dominant values and approach to education, there is a growing interest to reexamine the core values and purposes of the whole system, believing that it would be the only way to root out the limiting and reductionist relic of the past.

How do we know that students are actually learning what we're teaching?

We'll explore this question through a brief anecdote.

A kindergarten teacher finished a unit on completing tasks with multiple steps and needed to assess how well her students learned about ordering their process to get the desired outcome.

The assessment asked them to show that they knew how to make a peanut butter and jelly sandwich. What do they do first, second, third, and so on?

The results were discouraging. Over half of her class failed the assessment and it turned out to be almost all Latino kids that did not pass the test.

The teacher went to a colleague to ask for ideas on how to help the failing students. The colleague suggested that the kindergarten teacher change the assessment; he told her to replace PB&J with a tamale and see how the students did.

Every single one passed with flying colors. They "failed" the first time because they were asked to be an expert in something foreign to their experience. When assessed on something culturally relevant, they excelled.

Where do you see systemic injustice at play in this story?

How might this idea of cultural relevance scale up to reach more students?

Standardized tests have been pushed to center stage in the complex process of assessing student knowledge. Oftentimes, older students are put in exactly the same situation as these kindergartners; they are being asked to show proficiency in something foreign to their personal experience. Another common example is asking all high school students to describe how they would set up a campsite. This, of course, assumes personal experience with camping, which large portions of today's high school students have never had.

"Failing" students are often labeled as such at an early age, adding urgency to the question of how to rid our assessments of implicit bias and systemic injustice.

SEATS AT THE TABLE

When faced with the problem of systemic injustice in public education, many education advocates are promoting the idea of greater racial inclusivity at all levels of educational decision-making. This includes teachers, school board members, legislators, principals, and superintendents.

Others with the same goal say that seats at the table of decision-making is only the beginning and, frankly, should have happened a long time ago. These folks doubt that representation alone will be enough and advocate for a complete overhaul of the system.

What do you think? If you were invited to share your ideas on how to tackle systemic injustice in education, what would you recommend?

IDEAS FOR ACTION

We began this chapter by drawing upon common experiences in school. Those still exist and can be great ways to build community.

With this guidebook's focus on systemic injustice, however, we turned our attention toward some signs of brokenness, things that make the system serve some students well and others poorly.

As a youth worker, your primary audience is right in the middle of this social arena. They are living within this social structure every day! The following ideas are specifically designed for engaging your students in conversations about systemic injustice within public education. (Versions of these ideas can work with private or home-schooled students, too, with slight adaptations.)

- ▶ Invite students to go back to the drawing board and design an approach to education without any strings attached and without limitation. Dream big!
- ▶ Talk with students about what they are learning in school, especially in English and Social Studies where biases are often easier to identify. Challenge them to consider other perspectives or whose voices might be missing.
- ▶ If you have students that come from a well-funded school with plenty of resources, look at Jesus' words in Luke 6 about lending without expecting anything in return and challenge them to consider approaching their school about sharing resources with an under-funded school in the area.
- ▶ While advocating for system-wide change, encourage students to bridge cultural barriers on a personal level by getting to know peers of a different background. This will help to make abstract ideas more concrete as they learn from and about one another.

RESOURCES FOR FURTHER EXPLORATION

- "How America's Public Schools Keep Kids in Poverty," by Kandice Sumner, TED 2016. <https://www.youtube.com/watch?v=7O7BMa9XGXE>. Public school graduate and current teacher, Kandice Sumner, challenges misconceptions about disparity and proposes some ways forward.
- "The Inequality in Public Schools" by Michael Godsey, 2015. <https://www.theatlantic.com/education/archive/2015/06/inequality-public-schools/395876/>. The author focuses on family wealth as the primary predictor of educational success.
- "The Problem We All Live With" Nikole Hannah Jones, *This American Life*, 2015. <https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>. This two-part podcast explores the role of racial integration as a contributing factor to school-wide achievement.
- *Savage Inequalities: Children in American Schools* by Jonathan Kozol (1991). The author focuses on schools all over the country and shared his findings on their similarities and differences.

- CHAPTER 3 CASE STUDY -

Mass Incarceration

If you watched PBS as a kid, you likely spent time with the characters of Sesame Street. The skits, songs and lessons on how to be a good person have been viewed by millions of children since the show's first episode in 1969.

One of the songs that helps kids learn how to sort by difference includes these lyrics:

One of these things is not like the other
One of these things does not belong
Can you tell what is not like the others
By the time I finish this song?

Children scan the image on the screen to see what does not seem to fit and shout their response, which Big Bird graciously pretends to hear through the magic box of the television.

Since this guidebook is about the very grown-up topic of systemic injustice, we will adapt the game to reflect our focus for this chapter, mass incarceration.

These are incarceration rates for five of the world's most developed countries from spring of 2018. The number is per 100,000 people. *Which of these things is not like the other?*

1. United States - 655
2. Turkey - 287
3. Israel - 265
4. Chile - 233
5. New Zealand - 220

The US is #1 in the percentage of our total population that is currently incarcerated. We stand out against the other four countries on this list, beating the next in line by more than double. We imprison more than ten times that of some Scandinavian and European countries and are head-and-shoulders above Russia and China, who did not even make the top five.

What do you think explains this extraordinary incarceration rate?

Describe your familiarity with the criminal justice system, specifically related to convictions and sentencing.

What questions do you have about how the US approaches incarceration?

The current incarceration rate is much higher than it used to be. Things in this part of American life began to change in the 1980s with President Reagan's "War on Drugs." His administration made this a top priority, which led to increased funding, media attention and policy updates.

Fighting drug use is good, right? What's the problem with cracking down on illegal activity?

Good questions!

A problem with the War on Drugs was how it was enforced. Many studies have shown that drug activity is statistically consistent across racial groups, yet the vast majority of people who have been arrested for drug possession or distribution are Black and Latino. Police officers generally stay away from college campuses where the mostly white population is involved in drug use; police officers generally arrest Black and Latino people caught using drugs in their homes or neighborhoods.

So, for the same illegal activity, populations are treated differently.

Another example is with the crack cocaine epidemic of the 1980s and 1990s compared to the current opioid epidemic.

What do you know about either of these public health crises?

The public perception and response to these two drug crises is an example of how systemic injustice controls the narrative and, therefore, heavily influences public engagement and accountability practices.

- The **crack cocaine epidemic** was a primary target of the War on Drugs, language that implicitly communicated to the country that users were criminals, if not enemies. News footage of this time period reveals military-style tanks rolling into neighborhoods before a drug bust, with officers wearing full military uniforms. The communities ravaged most by this particular drug were Black, urban communities with high unemployment rates. So, we had a president speaking of war, public service announcements promoting criminalization of drug use, and law enforcement cracking down with severe criminal prosecution. The federal and state prison population went from 300,000 in 1980 to 1,400,000 in 2000, the vast majority of which was Black men convicted for drug possession.
- The **opioid epidemic** that began in the late 1990s has been talked about as a “public health crisis,” and users are generally referred to as victims of predatory and greedy pharmaceutical companies who purposefully flooded the market with addictive pain killers. The narrative about this epidemic focuses on the destruction of families and communities as a result of addiction and overdoses. News footage of opioid addiction tends to show distraught family members lamenting the tragedy of companies becoming rich off of their pain and lawmakers vowing to increase support for drug counseling; they advocate for public acceptance of addiction as a disease that can be treated, not a crime requiring incarceration. The current narrative promotes getting users help with employment, addiction counseling and family reunification. Most opioid users are white men and women of all income levels and very few have been incarcerated.

Both of these drug crises are awful, painful and deserve public outrage and creative solutions.

Yet we cannot turn a blind eye to how differently these situations have been addressed and portrayed to the public. This is systemic injustice at work.

Systemic injustice in mass incarceration began when a few powerful people enacted and enforced discriminatory policies; it continues because these policies and practices remain unchecked by a bunch of regular people who go with the flow, not questioning or challenging the injustice.

JESUS AND THE TEMPLE

If we ever wonder what Jesus might think about this situation, we can look to Matthew 21 and read about Jesus’s reaction to systemic injustice at the temple.

The temple was supposed to be a place of inclusion, worship and community. Instead, it had become a place of extortion and greed, excluding people and promoting exploitation. This system had been in place for a while and was well-established in the community. It likely began by a few powerful people deciding to manipulate the people for their own profit; it likely continued because a bunch of everyday people went along with it, feeling powerless to change anything.

Jesus, in a rare example of passionate, righteous anger, called out the system for what it was – a den of robbers and a perversion of what God intended – and ransacked the place. Jesus, in his action and proclamation, reclaimed the temple system for its true purpose.

If we are to follow Jesus' example in all things, what can we learn from him in this situation?

IDEAS FOR ACTION

As with any topic that has deep systemic reach, there is much more than what we addressed here. This is just the tip of the iceberg but we hope it has been enough to provide a footing for further exploration and some steps towards active engagement. The following ideas will help your personal learning journey and can be adapted to work with your students or volunteers.

- ▶ Reflect on your ideas about the criminal justice system. What makes you feel safe? What do you think of as criminal behavior and how should it be addressed as a community? Journal your thoughts and share with a trusted friend, inviting their thoughts, as well.
- ▶ Explore effective crime-prevention initiatives and see if there are ways to get involved individually or as a ministry. Do the same for effective re-entry programs for people coming out of prison and for children of incarcerated parents. One of the fastest growing demographics in prisons is women, many of whom are mothers. Consider ways your ministry can support their families.
- ▶ Watch, listen or read one resource a month for one year that will help you understand the injustice surrounding mass incarceration in the US. The following list of resources can get you started.

RESOURCES FOR FURTHER EXPLORATION

- *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson (2014). Stevenson is a lawyer dedicated to the wrongfully incarcerated and the founder of the Equal Justice Initiative.
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander (2010). A thorough, evidence-based discussion of mass incarceration trends since the end of the Civil War.
- *Rethinking Incarceration; Advocating for Justice That Restores* by Dominique DuBois Gilliard (2018). The author brings a Christian perspective to his interpretation of incarceration data and the impact of incarceration on communities of color.
- "13th: From Slave to Criminal with One Amendment" – 2016 documentary about the legal loophole that makes mass incarceration of African Americans possible.

BEFORE YOU GO

Next Steps as You Continue to Explore This Topic

Whew! This is a tough topic to face. We're so glad that you have chosen to explore this conversation with us. Before you do anything else, breathe. Then pray. Repeat as often as necessary.

Our goal with this guidebook is to walk alongside you as you dig deeper into your understanding of systemic injustice. We have looked at some of the reasons it starts and how it is often perpetuated by people just like us – people who care but at one point didn't know how to make a difference. Over the last 25 years, that has changed for us and we created this resource to bring you a long with us.

As you process your next steps, here is a recap of the resources we recommended in each chapter:

Case Study: Housing

- ***How to Kill a City; Gentrification, Inequality and the Fight for the Neighborhood*** by P.E. Moskowitz (2018). The author focuses on a very specific neighborhood in New York City as an example of structural inequalities related to community development.
- ***“What We Don't Understand About Gentrification,”*** TEDx New York by Stacey Sutton (2014). <https://www.youtube.com/watch?v=XqogaDX48nI&t=208s>. This talk highlights the direct and indirect impacts of gentrification on poor communities.
- ***“Why Are Cities Still So Segregated?”*** Gene Demby, *Let's Talk* by NPR (2018). <https://www.youtube.com/watch?v=O5FBjyqfoLM>. This brief video explains redlining and other housing policies that led to current levels of segregation.

Case Study: Education

- ***“How America's Public Schools Keep Kids in Poverty,”*** by Kandice Sumner, TED 2016. <https://www.youtube.com/watch?v=7O7BMa9XGXE>. Public school graduate and current teacher, Kandice Sumner, challenges misconceptions about disparity and proposes some ways forward.
- ***“The Inequality in Public Schools”*** by Michael Godsey, 2015. <https://www.theatlantic.com/education/archive/2015/06/inequality-public-schools/395876/>. The author focuses on family wealth as the primary predictor of educational success.

- **“The Problem We All Live With”** Nikole Hannah Jones, This American Life, 2015. <https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>. This two-part podcast explores the role of racial integration as a contributing factor to school-wide achievement.
- ***Savage Inequalities: Children in American Schools*** by Jonathan Kozol (1991). The author focuses on schools all over the country and shared his findings on their similarities and differences.

Case Study: Mass Incarceration

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- **“13th: From Slave to Criminal with One Amendment”** – 2016 documentary about the legal loophole that makes mass incarceration of African Americans possible.

We often inadvertently perpetuate injustice because of a lack of awareness. If you and others in your ministry have a greater awareness of systemic injustice after using this guidebook, we are grateful and count you among our ranks as we continue to take steps towards being agents of justice in every corner of our world.

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Mission Trips



*Trips Starting
at \$284*



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 800-968-8504