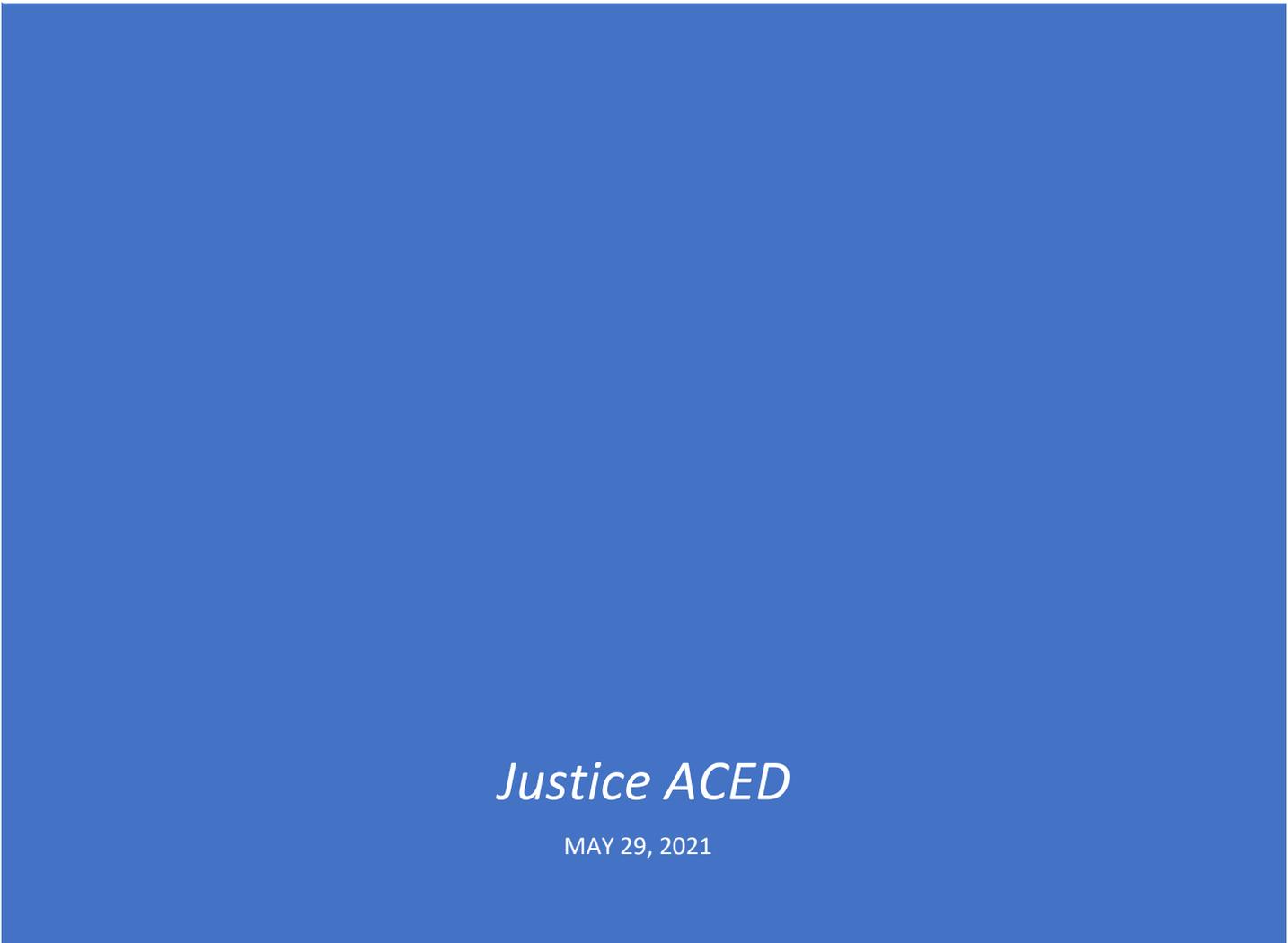


THE MAKING
AND REMAKING
OF AMERICA

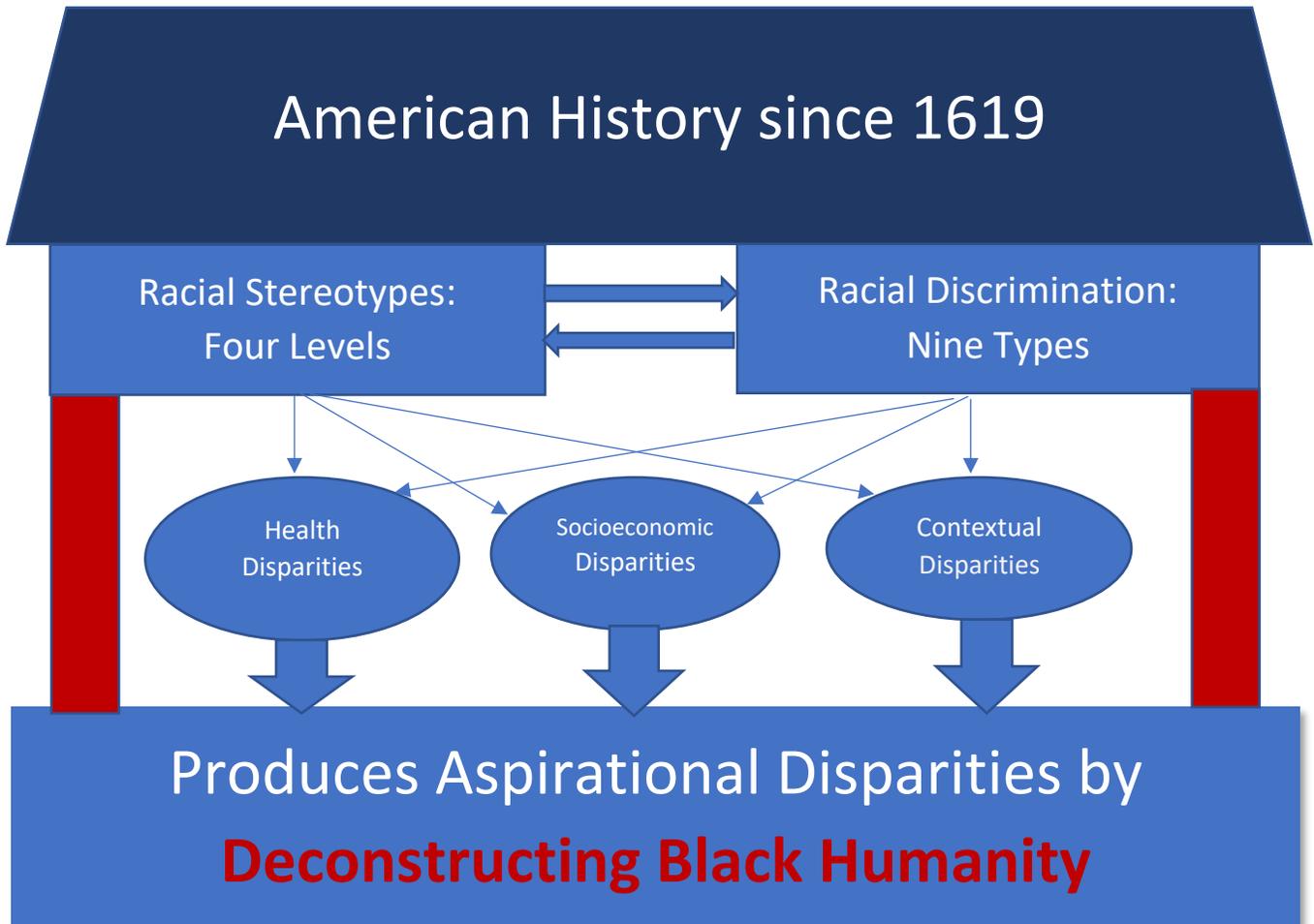


Justice ACED

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Effects of Oppression

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Statement of Problem:

Examining the House America Built

Based on published research, the intransigence of oppression—Racial Stereotyping and Racial Discrimination for more than 400 linear years—underlies and enables:

1. **Health Disparities**—*physical* (e.g., elevated cardiovascular disease, type 2 diabetes, infant and maternal mortality); *mental* (e.g., elevated levels of depression, anxiety, stress, and hostility); and *social* (e.g., elevated levels of addictive habits, juvenile and adult arrests, incarcerations, and criminal activities in local neighborhoods and communities).
2. **Socioeconomic Disparities**—(lower levels of Black attainment on conventional socioeconomic markers of income, education, and occupation; abounding racial disparities in math, reading, and science at every level within most public, charter, and private schools in rural, urban, or suburban settings).

3. **Contextual Disparities**—food deserts; decaying neighborhoods; gentrifying neighborhoods that force displacement to unfamiliar neighborhoods or falsely promise return to places residents once called home.
4. **Aspirational Disparities**—To the extent dehumanizing constructs introduced in 1619 resonate without abatement and replacement in the minds of Black people today, we expect there will follow a profound and sustained Loss of Hope for better todays and tomorrows.

Examination of Remedies: Revisioning the House America Built

1. **Reduce racist stereotypes.** Training and certifying perps and victims in methods we have evaluated and found effective in recognizing and reducing effects of racial stereotyping.
2. **Reduce racial discrimination.** Training and certifying perps and victims in methods we have evaluated and found effective in recognizing and reducing nine types of racial discrimination.
3. **Enable Cultural Healing**
 - Training and certifying participants in how to normalize seven culturally-anchored Values for Life—*Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance*—that published studies show will accelerate closures of racial achievement gaps in reading, math, and science even in unjust places;
 - Training and certifying participants in how to normalize seven culturally anchored Kwanzaa Principles—*Umoja* (Unity); *Kujichagulia* (Self-determination); *Ujima* (Collective Work and Responsibility); *Ujamaa* (Cooperative Economics); *Nia* (Purpose); *Kuumba* (Creativity); *Imani* (Faith)—robustly associated with thriving African cultures from the Cape to Cairo.
4. **Enable Spiritual Healing.** In texts both Sacred (Holy Bible) and Secular (Declaration of Independence), we are made in the image and likeness of God which accords as well with African Cosmological conceptions of God. Common to these texts, we also are commanded to be responsible stewards over all of God’s creation. We provide an example—developed by The Christian Education Commission of Sixth Mount Zion Missionary Baptist Church, Pittsburgh, Pennsylvania, Rev. Dr. John C. Welch, Pastor—of how we approach Spiritual Healing in a manner that diminishes abounding racial disparities in reading, math, and science.

Blacks are *grossly* underrepresented in computer, mathematical, and engineering occupations. How can the church make a difference?

A. Explore and discuss young people’s call to responsible stewardship which entails a commitment to math and science (Genesis 1: 3-29):

1. **Physics and Mathematics** (Genesis 3a: Let there be light). Every introductory book in physics has a chapter on light. Einstein’s theory of relativity is based on fundamental properties of light, and advanced mathematics is used to express properties and functions of light.
2. **Oceanography, Geology, Geography, and Cartography** (Genesis 1:6: Let there be a firmament in the midst of the waters, and let it divide the waters from the waters).
3. **Horticulture, Herpetology, and Silviculture** (Genesis 1:11: Let the earth bring forth grass, the herb...ar the fruit tree). 3
4. **Astronomy, Celestial Mechanics, and Theoretical Physics including String Theory** (Genesis 1:14-15: Let there be lights in the firmament of the heavens to divide the day from the night, and let them be signs and seasons, and for days and years, and let there be lights in the firmament of the heavens to give light on earth).

5. **Ichthyology, Aquaculture, and Ornithology.** (Genesis 1:20: Let the waters abound with an abundance of living creatures, and let the birds fly above the earth across the firmament of the heavens).
6. **Zoology, Entomology, Herpetology, Agriculture, Veterinary Science, and Animal Husbandry** (Genesis 1:24: Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth).

How can young people exercise responsible stewardship over the environment without first overcoming barriers that undermine their development of basic literacy, numeracy, and scientific skills?

B. Identify barriers to responsible stewardship along with ways and means for overcoming them:

1. Jesus was born poor (2 Cor. 8:9). At birth he was laid in a feeding trough for animals (Lk. 2:7).
2. He came from a large family that included at least seven children (Matt. 13:55-56).
3. His family moved at least four times within a period of two years during his early years (Matt. 2:11, 16, 23).
4. It is likely that his father died sometimes after he was 12 years of age (have you noticed there is no mention of Jesus' father after that age?).
5. He was raised in a city with a bad reputation—*Can any good thing come out of Nazareth?* (John. 1:46).
6. Some of his ancestors had a history of crime—murder, adultery, prostitution, and incest (Mat.t 1:1-17).

Record of overcoming barriers:

- Poverty didn't stop him
- Being raised part of his life in a single-parent home didn't stop him.
- Frequent moves of his family during his early years didn't later stop him.
- Being raised in a city with a bad reputation didn't stop him.
- Having family members who'd previously committed crimes didn't stop him.

Results of overcoming adversities:

- He was tri-lingual—he spoke Aramaic, Hebrew, and Greek.
 - He was bi-dialectal—he spoke in the vernacular of the common man and in the vernacular of the high court.
 - He was numerate—trained as a carpenter, he was able to build a house or throw a bridge, each requiring substantial proficiencies in math and science.
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