



Welcome to **Week 3 of Cultivating Justice: A Quest Toward Racial Equity**. Last week you had the opportunity to (re)learn terms and concepts to aid you in your understanding of race. This week you will explore these concepts more fully, applying your knowledge to specific contexts (i.e. policing, health, education).

WELCOME: [Watch this video](#) by UNI President Mark Nook as he welcomes you to week 3 of the Quest and discusses the importance of research and education to eradicating racism.

MISSION: Visit the “[Explore](#)” page on the Quest website. Each day, click on a different link.

CONTEMPLATE: Consider the following quotation from Cecilia Barbieri and Martha K. Ferede’s essay, [A Future We Can All Live With: How Education Can Address and Eradicate Racism](#):

“Systemic racism and discrimination are rooted in the structure of society itself, in governments, the workplace, courts, police and education institutions. Racism can be explicit but often exists in implicit, subtle and insidious forms that can be hard to pin down.”

Where in our community is racism subtle and insidious? How do we pin down these types of racism? Which institutions (government, workplace, courts, police, education) are within your sphere of influence? (Tip: Begin by making a list of your spheres of influence. Then connect your spheres to specific institutions). What role can you take to address and eradicate racism in these spheres and/or institutions?

COMMUNITY ASSIGNMENT: In [Race to the Future? Reimagining the Default Setting of Technology and Society](#), Dr. Ruha Benjamin discusses and provides examples of how the design and implementation of technology has intended and unintended consequences which support systemic racism. Watch the 35-minute presentation, then refer to this [handout](#) to discuss questions prepared by UNI’s STEM Coordinator, Marcy Seavey, and complete the activity by making a future technology pledge.

REFLECT & DISCUSS: Find this week's questions in this [handout](#), which accompanies Ruha Benjamin's lecture. Also, consider the following:

1. How do you see intersectionality at work in the links provided for week 3? Are there other terms or concepts you can apply to the materials found in week 3?
2. What ideas for addressing systemic racism were present in this week's materials? How will you put those ideas into practice within your own spheres of influence?
3. Reflect on your Quest experience thus far. What has been challenging about the experience? What has been easy? What has energized you? What has exhausted you? What are 3 key takeaways from your experience thus far? What are 3 concrete actions you can take?