



Black Girl Magic: Yesterday, Today, Tomorrow
Subtitle: Representation and Eternalism of Black Girl Magic

by Tasha Sherrill, 2020 CTI Fellow
Ardrey Kell High School

This curriculum unit is recommended for:
CTE – Principles of Business and Finance
9th – 12th grade students

Keywords: Black women, diversity, equal opportunity, bias, code switch, wealth, marketing, leadership, management, minority

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

Synopsis:

The focus of this unit takes on basic foundations of business and allows students to springboard into the unknown based on their ideas and creativity at this present time during this school year. As we have been in un precedented times over the past eight months, we have witnessed political, social, economic and personal unrest and challenges. While technology has been a constant for most during this time, some businesses have faltered while others have thrived, and some businesses have taken on variations or portions of what use to be in their particular business while other businesses have been invented, taken flight and allowed families and individuals to thrive beyond expectations. Thus the explanation for this compilation of units in Principles of Business and Finance that stem from Black women inventors and the contributions to our society and that have helped the world we live in evolve into what it is today. The units are centered around communication, information technology, professional development, operations, economics, financial analysis, marketing and business management. There are seven units in the POBF curriculum, and I have decided to include each unit for this seminar. I want the curriculum unit to be all encompassing as the course itself is a foundations of business course and I thought it could be even more meaningful and impactful to include a piece from each unit. Each unit will be detailed individually, but ultimately culminate in an all-encompassing business project for high school students.

I plan to teach this unit during the coming year to 200 hundred students in the Career and Technical Education (CTE) course, Principles of Business and Finance for 9th – 12th grade students.

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Introduction

The Principles of Business and Finance course is a foundational business course that introduces some of the key aspects of business and serves as a prerequisite course for other business Career and Technical Education (CTE) courses within the district. The curriculum unit will span across all units in the Principles of Business and Finance (POBF) course with emphasis on certain curriculum standards including communication, operations management, economics, accounting and marketing.

Through incorporating Black Girl Magic (Mis) Understood, the ultimate goal is to raise awareness in regards to Black women and the historical, present and opportunities for future contributions to society. Black Women have been instrumental for many generations but through history have not been recognized or given credit or just do. Even in this day and age, Black women of color continue to be treated as unequal, continuously challenged and overlooked. The overall unit brings awareness and relevance to the continued existence of Black Women. Universally, Black women deserve to be acknowledged, provided a fair opportunity and celebrated universally without bias.

Rationale

The existence of this unit is to **explore** and **bring relevance** and **exposure** to Black women and their purpose, place and contributions to our society through their Representation and Externalism. The rationale for this curriculum unit is written and designed with intent that students are made aware of, enlightened and become more knowledgeable about Black women, our presence, our existence, our capabilities, our knowledge, our creativity, our drive, our thirst, our being. Black women continue to exist and thrive in spite of racism, bias, obstacles and neglect.

School/Student Demographics

Ardrey Kell High School established in 2006. It is located in the steadily growing Ballantyne area of South Charlotte. It is a comprehensive high school in the Charlotte-Mecklenburg School District and accredited by the Southern Association of Colleges and Schools and by the North Carolina Department of Public Instruction. Ardrey Kell High School is a student-centered community that implements a challenging curriculum leading to the development of creative and independent thinkers who have a strong sense of honor, respect, and service. The mission is achieved through comprehensive academic and extracurricular offerings, which encourage each student toward reaching his or her full potential.

Ardrey Kell High School is one of the largest high schools in the state of North Carolina. The faculty consists of 175 certified staff members, including the principal, eight (8) administrators, 157 teachers, eight (8) counselors, and a Career Development Coordinator. Forty-three (43%) of the faculty have an advanced degree in their field, and more than half have over a decade of experience in education. Twenty-six (26) faculty members hold National Board Certification. Student Body Enrollment is approximately 3,465 students, broken down by class/grade and race recorded here: 9th Grade: 944; 10th Grade: 881; 11th Grade: 796; 12th Grade: 831;

African American:11%; Asian / Pacific Islander: 21%; Hispanic: 9%; Multi-racial: 3%; White: 56%

There are more than 1,000 students enrolled in CTE classes at Audrey Kell this school year and approximately 400 students in the POBF courses. I teach on an A day/B day schedule with half of the students enrolled in this course this school year.

Unit Goals

The unit goals highlight the purpose of the original course curriculum in addition to the end goal surrounding Black women.

Unit 1 focuses on the importance of communication as a skill set, including communication types and styles, barriers to communication and the opportunity to foster positive relationships within the business environment. Historically voices of Black women have been silenced or not acknowledged as easily as Caucasian women. The rationale is that effective communication skills are a 21st Century skill set that employers are consistently looking for and continue to see as a concern or deterrent for employment in some major industries. The goal of this unit is to bring light to this as well as discuss what happens when Black women voices are not heard; interpretations of Black women and reiterate the importance of communication amongst Black women and the need to represent self in our families, communities and work environments. Ultimately students should be able to take into account all aspects of communication when communicating with Black women and individuals of all races with what is being communicated without prejudice or bias.

Unit 2 centers on information management in business, the significance of research, data and its importance in business. Black women have made significant contributions in regards to data, but have not always been acknowledged or if so, much later in life. This unit provides an opportunity to look at some of those instances and opportunities and what has happened today as a result of such. The overall goal is to show how Black women have minimal to no room for error in business representation and how they have had to work harder and longer to get the attention and opportunity deserved.

Unit 3 takes a look at professional development from the standpoint of self-development and critical thinking skills as well as career planning and job seeking skills along with career advancement. In many instances, Black women have had to make a name for themselves and create programs that would allow them to be seen, heard and springboard professionally in the world of business. The goal is for students to take on a personal skill set to work towards enhancement for their future aspirations.

Unit 4 is about Operations Management and encompasses health and safety, purchasing, production, safety and security. The goal is for students to see the value in cohesiveness in the workplace for a common goal regardless of race.

Unit 5 encompasses economics to understand the nature of business and its contributions to society. The goal is for students to take on an existing business and compare and contrast its economic significance. Also, explore how Black women and other minorities have and continue to contribute to our economy.

Curriculum unit 6 is Financial Analysis with emphasis on the knowledge of the types of business ownership, basic accounting and finance. The goal is for students to understand the types of businesses and why business ownership type and understanding of finances is important to survive and thrive. Additionally, how and why have Black women and other minorities experienced struggles regarding finances.

Curriculum Unit 7 focus is on marketing, the role of marketing, knowledge to continue business operations and management's function and contribution to success. The goal is to understand how the many facets of marketing have evolved through the years and some of the iconic Black women at the helm.

Content Research

CTI and Black Girl Magic (BGM) have provided a continuous, thought provoking experience for me to be even more enlightened and challenged by putting forth real and true information to my students about Black women. It has been rewarding to explore so many areas of Black Girl Magic in seminar sessions and then have such meaningful discussions about us. The knowledge gained, the forced periods of reflection for me and the opportunities to build upon this experience through continued exploration and research is priceless. Black women have not had it easy in life. They have been demeaned, victimized, silenced, overlooked, sexualized, underpaid, abused, etc., down through the years and unfortunately, still to this day. The curriculum research validates this and brings light to many organizations, activists and in some cases, businesses that realize this ongoing bias and continue to bring these issues to light with some action to bring about change to rectify these wrongs. The research spans from slavery to present day with a constant reminder that Black women have still not been provided a level field when it comes to a chance, a opportunity and we still have to dig deep within ourselves and dig deep and persevere day after day.

Instructional Implementation

The teaching strategies used will include a compilation of assignments utilized throughout the school year and culminate in a final project for this overall curriculum unit. Usage strategies include incorporating significant vocabulary with the curriculum for clarity and use within and beyond the curriculum. Additionally, different activities and strategies to help students stay engaged and involved including 321, Discovery, Prediction, Illustration, Connection, Interpretation, Advantages vs. Disadvantages, Case Studies, Cause and Effect. Students work through varied assignments in individual units to enforce concepts and ultimately pull it all together in the final project to showcase what they have learned in regards to treatment of Black women and other minorities in society and business as well as take a look at and assess themselves currently and in their future. The ultimate goal for all students to complete the course

having shown proficiency. Students are assessed throughout each unit through individual and small group informal assignments that require application and are used to enforce course concepts. In each unit there are professional articles that supplement the course produced by MBA Research that incorporate real world business situations and experiences that are student centered and may include varied situational scenarios, inquiry, application, analyzing and evaluation. Additionally, students complete an end of unit test for each unit using assessment material from the state database, a midterm exam and a state final exam for the course.

Unit 1 – In Unit one, we look at several aspects surrounding the communications skill set. Students have worked through several activities that encompass the importance of communication in our everyday lives as well as business. This includes communication styles; collaborator, socializer, analyzer, and controller, being empathetic, learning to listen and ask questions for clarification. Some of the activities included creating personal, peer and professional scenarios and then role playing with emphasis on Do's and Don'ts that are effective in communication.

Unit 2 – In Unit 2, students focus on a project by choosing a hot topic that is of interest to them and research using several different types of sources to determine facts, opinions, bias, credibility, reliability, validity of the sources. A Student's hot topic is formatted in the form of a question and then perform research in several steps to reach a conclusion based on the data researched and individual evaluation of such.

Unit 3 – In Unit 3 students delve into self-development skills to build and enhance relationships personally and professionally. Students utilize critical thinking skills and select a goal and map out steps to achieving the goal and understand why setting goals to meet objectives are important. Students also implement decision-making steps in pre-planned situations put before them. They are also presented with problem solving methods and what approach may work best in different circumstances like brainstorming or mind mapping or intuition to find a solution. Additionally, students work through a futuristic chosen career and initial employment with entry level salary and research that includes required education and skill sets and training needed. Students also explore ways they can grow professionally and advance in their chosen career. The goal is for students to see value in themselves and the importance of investing in themselves.

Unit 4 – In Unit 4 students spend a bulk of the time investigating health, safety and operations within a company. Students choose a company that they are familiar with, make predictions, then research their track record regarding health and safety, then pair and share findings with peers and discuss ways to rectify, possibly fix and help to mitigate or avoid any negative findings in the company future. Goal is for students to understand the historic roles that Black women have had and the need to continue to break those stereotypes.

Unit 5 – In Unit 5, students are tasked with the goals of understanding fundamental concepts of the nature of business and its contributions to society. Students

Unit 6 – In Unit 6, students identify what accounting is and establish a baseline understanding of assets, liabilities and owner's equity. Also, understand what a balance sheet and income statement look like and what financial information they showcase. We also look at how

businesses can grow and expand using it's financial resources. The Goal is for students to understand this dynamic and how Black women have worked to overcome the stigma and barriers surrounding accounting and finances.

Unit 7 – In Unit 7, the students look specifically at the characteristics of management vs. leadership and the importance of marketing to a business. Students incorporate examples of each and elaborate on the differences and significance of each. Students understand and evaluate the significance of marketing campaigns, success and failures and the potential effects to a business.

Units 1 - 7, In the final project students will take a step back and look at themselves as individuals, a student and as future workplace employee (possible supervisory position or even business ownership) and identify and explore some realities about who they are and how they can change the narrative in a society that has historically not been accepting of Black women and other races overall. The portfolio assignment is called Who Am I Today & Where Do I Stand Tomorrow. It provides an opportunity for students to ask the whys as to the treatment of Black women and minorities and also look at how and what stereotypes have impacted their race framework and reflect on how that may need adjustment.

Students will complete steps in the project and bring them together to compile an infographic of how they see themselves today and tomorrow, thus allowing student to have an awareness of wrongs that have been instituted in unconscious bias with the hopes and intention of being part of the change that includes inclusion and opportunity regardless of race.

<u>Units</u>	<u>Key Terms/Phrases</u>	<u>Activity</u>	<u>Take Away</u>
Unit 1 - Communication	-code switch -the elephant in the room	Read one of the articles or videos for the unit and respond to the questions in the take away column.	<ol style="list-style-type: none"> 1. Why is code switching more prevalent among some races more so than others? 2. Provide an example of code switching using your friends, parents, supervisor, you as a leader. 3. Describe a time when there was an elephant in the room. What did you do to bring awareness to, eliminate or minimize the elephant. As an individual, a society, why is it important to address the elephant?
Unit 2 – Information Management	-bias -fact -opinion -summary	Choose one of the videos and become the expert and report on the	<ol style="list-style-type: none"> 1. Create a summary of your information. 2. What do you envision as a start to change the history of what has been represented?

		bias, facts and opinions facing this race.	3. How can you aid in the change?
Unit 3 – Professional Development	-cultural diversity	Research why cultural diversity is a trending topic. What is the significance of cultural diversity (CD)? How is CD affecting individuals? Businesses? What are diversity initiatives and why are they necessary? Identify and explain at least three active diversity programs.	1. Imagine you are a leader within the company you are employed. A. how would you train employees on diversity and cultural awareness in the workplace? B. Provide a list of topics that would be covered with a brief explanation for each.
Unit 4 – Operations Management	-OSHA- Occupational Safe and Health Act of 1970 -	Understand the historical working conditions and employment positions of Black women and minorities.	1. Based on the information you have obtained, how can the narrative change to ensure that that equity is incorporated in business going forward? 2. What are some of the guidelines you would have in place for equity in operations management?
Unit 5 - Economics	-supply -demand -essential -resources	-Study the visual provided on minority businesses. - What is Black Wall Street? What role did it play for African Americans, especially Black women,	1. What is the breakdown of minority owned businesses in this country. 2. Explain the significance of their contributions to our economy. 3. You are an executive within your industry (banking/legal/tech/retail/auto, etc.). How can you contribute to the growth and continued

		in society? What are the lasting effects or outcomes?	success of a minority owned business?
Unit 6 – Financial Analysis	-wealth -equity -assets -liabilities -profit -loss -liquidity -operational efficiency	-Read to understand the racial and ethnic differences centered around wealth. - Explore the notion of survival by any means necessary. The importance of Black Enterprise and what that means to a Black woman and other minorities.	<ol style="list-style-type: none"> 1. Write about your feelings to racial and ethnic differences in regards to wealth and financial well being. 2. What are some of the problems surrounding wealth in racial and ethnic differences? 3. How does this connect with your everyday life?
Unit 7 – Marketing and Business Management	-marketing -marketing concepts -leader -leadership -management -product -service -goods -services -sales promotion	-Look at the role that marketing has played in the continued success of business. -Explore the significance of the Black woman as a leader in Iconic Magazines, like Jet, Essence, as well as Fashion Statements and Movies (box	<ol style="list-style-type: none"> 1. Identify 3 marketing opportunities created or spear headed by minorities. 2. Why is it important that we continue to value the creative works of all races? 3. What steps will you take to show equity across race?

		office hits, Netflix, etc.)	
Units 1-7	All Terms	Combine key points for each unit represented based off of your take away and interpretations.	Create an infographic that is representative of you as an individual, and your findings regarding each Unit. The infographic should encompass all races and takes into account eliminating the unconscious and intentional bias that has existed and been directed towards Black women and minorities. See rubric.

Infographic Assessment Rubric

Points per Category >	10	9	8	7
CRITERIA	<u>Exceptional</u>	<u>Acceptable</u>	<u>Marginal</u>	<u>Poor</u>
Content	Appropriate details to support main ideas and intended purpose	Most details support main idea and purpose	Few details that support purpose, lacking a lot of information	Information does not support intended purpose
Visual Appeal	-Great use of design, color and space -Creativity -Cohesiveness	Adequate use of creativity, cohesiveness, design, color and space	Lack of creativity, design and cohesiveness	Little color, design; no cohesiveness
Mechanics	-Free of grammatical errors	Some grammatical errors	Frequent grammatical errors; unclear, confusing	Ineffective use of grammar

Appendix I

The State of North Carolina Department of Public Instruction Principles of Business and Finance course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, mathematics and the arts are reinforced.

Students benefit from the comprehensive curriculum that provides students with meaningful instruction for and about business, finance, and information technology; the program area is designed to integrate business, finance, and information technology skills into the high school curriculum. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

The course units and overall standards are as follows:

- Unit 1 - 1.00 Understand communication skills and customer relations.
- Unit 2 - 2.00 Understand information management.
- Unit 3 - 3.00 Understand professional development.
- Unit 4 - 4.00 Understand business operations management.
- Unit 5 - 5.00 Understand economics.
- Unit 6 - 6.00 Understand financial analysis.
- Unit 7 - 7.00 Understand marketing and business management.

Materials List

Students will need access to the internet, Canvas, Google Suite, reading materials (via links), videos (via links).

Student resources

Students will need to utilize at a minimum the following articles and videos that shed light to some of the biases that exist towards Black women and minorities. This information provides a baseline for the final project for the course. This is not an all-encompassing list of resources. Students are encouraged to look for and utilize additional resources during the final project to obtain information that supports their work.

UNITS:	VIDEOS/VISUAL AIDS:	ARTICLES:
1	-How Black Women Really Speak to Each Other...	- Five Reasons Why People Code Switch -How American Society Habitually Silences Women of Color Part II https://www.ywcaworks.org/blogs/ywca/wed-08292018-1200/how-american-society-habitually-silence
2	-Racism - https://www.youtube.com/watch?v=KGtP0GKZKUM	What is implicit bias?"..."

3	Diversity Training Video for Employees	How corporate America's diversity initiatives continue to fail Black women
4	-Functions of Management - https://www.youtube.com/watch?v=Cl4GhjSALsI	The Status of Black Women in the United States Black women's labor market history reveals deep-seated race and gender discrimination
5	Annual Business Survey (US Census)	The Economic State of Black America in 2020
6	Financial Awareness with Grace Vandecruze Black America	Disparities in Wealth by Race and Ethnicity in the 2019 Survey of Consumer Finances
7	Black Women Entrepreneurs About Her Business: Part 1	A black female-owned company was flooded with hate speech and 1-star reviews after it was featured in a Target commercial

Teacher Resources

Teachers are encouraged to review all resources provided for students prior to using the information in the final project. Teachers have the choice to implement the final project within an individual unit or how they deem it best for their individual course and circumstance. A Preliminary introduction of the material to be covered should occur prior to students working on the unit assignment. Teachers are encouraged to incorporate additional resources that support the intended purpose of raising awareness of bias towards Black women and other minorities in society and business. Teachers recognize that this is an opportunity to bring awareness about the treatment and wrongs towards Black women with the students and keep an open mind while presenting the information to all students, as well as, be prepared and willing to entertain the potential dialogue surrounding the topics, articles and activities for this unit. This unit also provides room for growth through introduction of each area, dialogue additional research and application.

- Working at the intersection: What Black women are up against
<https://leanin.org/black-women-racism-discrimination-at-work#and-still-we-rise>
- Hear Black Women's Voices
<https://www.radcliffe.harvard.edu/schlesinger-library/hear-black-womens-voices>
- Women in the Workplace 2020
<https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Diversity%20and%20Inclusion/Women%20in%20the%20Workplace%202020/Women-in-the-Workplace-2020.pdf>

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