

ADJUSTED YOUR LENS LATELY ON RACE?

Embracing
Growth &
Change
Conference
March 2019

WHO WE ARE

Shaashawn Dial

thevoyce@shaashawn.com



Miller Hoffman

mhoffman@pcar.org



WHO WE ARE

- First name
- Your pronoun for now
- A lens that filters the world for you



WHO WE ARE

- Think of a time that you contributed to making an environment or situation more inclusive.
 - What did you contribute to creating this moment?
 - What did you do that was less successful?
 - How were you able to persuade other invested individuals to make changes?

LEARNING RESOURCES

- **Humility/Competence**
- **Impact of Whiteness**
- **Intersectionality**
- **Models of Change**
- **Becoming Anti-racist**

HUMILITY / COMPETENCE

- “Cultural Humility Versus Cultural Competence: A Critical Distinction In Defining Physician Training Outcomes In Multicultural Education”
- Melanie Tervalon, MD, MPH, Children’s Hospital Oakland. Jann Murray-Garcia, MD, MPH, University of California, San Francisco
- Journal of health Care for the Poor and Underserved; May 1998; 9.2; ProQuest Medical Library p.117

HUMILITY ~ COMPETENCE

- A lifelong process

HUMILITY ~ COMPETENCE

- **Continuous self-reflection and self-critique**

HUMILITY ~ COMPETENCE

- Awareness of inherent power imbalances

HUMILITY ~ COMPETENCE

- Flexibility to let go of certainty

HUMILITY ~ COMPETENCE

- Get out of the way of them telling their story

HUMILITY ~ COMPETENCE

- Expertise can lay outside of established centers (academic medical) and even outside of assumed systems of validity (Western medicine)

IMPACT OF WHITENESS

- “showing up: how we see, speak, and disrupt racial inequality facing survivors of domestic and sexual violence”
- Zoe Flowers and Tonya Lovelace, Women of Color Network, Inc. Camille Holmes, CDH Consulting. Lisalyn Jacobs, Erika Sussman, and Sara Wee, Center for Survivor Agency & Justice. Mona Muro, Texas Council on Family Violence
- A report on *From Margins to Center Listening Sessions*, an initiative of the Racial & Economic Equity for Survivors Project (REEP)

IMPACT OF WHITENESS

- Working definitions
 - Racial Equity
 - Survivor of color
 - Womyn of color
 - People of color

IMPACT OF WHITENESS

- Working definitions

- Margins

- Justice

- Racism

- Microaggressions

IMPACT OF WHITENESS

- **Racial inequity is real.**

IMPACT OF WHITENESS

IS "REVERSE RACISM" POSSIBLE?

List as many institutions as you can in each of the four boxes below.

Institutions or organizations created and maintained by and for White People	Institutions or organizations created and maintained by and for People of Color
Institutions or organizations created and maintained by and for White People under whose policies & rules People of Color must live	Institutions or organizations created by and for People of Color under whose policies & rules White People must live

What does this tell us about the possibility of systemic "reverse racism" in the United States?

Developed by *cultural bridges to justice*
www.culturalbridgestojustice.org

IMPACT OF WHITENESS

- People are afraid to talk about it.

IMPACT OF WHITENESS

FOR PEOPLE OF COLOR:

- What story can you share of a time you felt fully served, empowered, and/ or addressed as a survivor of color?

FOR WHITE PEOPLE:

- What story can you share (an example) of a time your whiteness impacted and influenced survivor experiences?

FOR ALL:

- What do you want more of?
- What do you need more of?

IMPACT OF WHITENESS

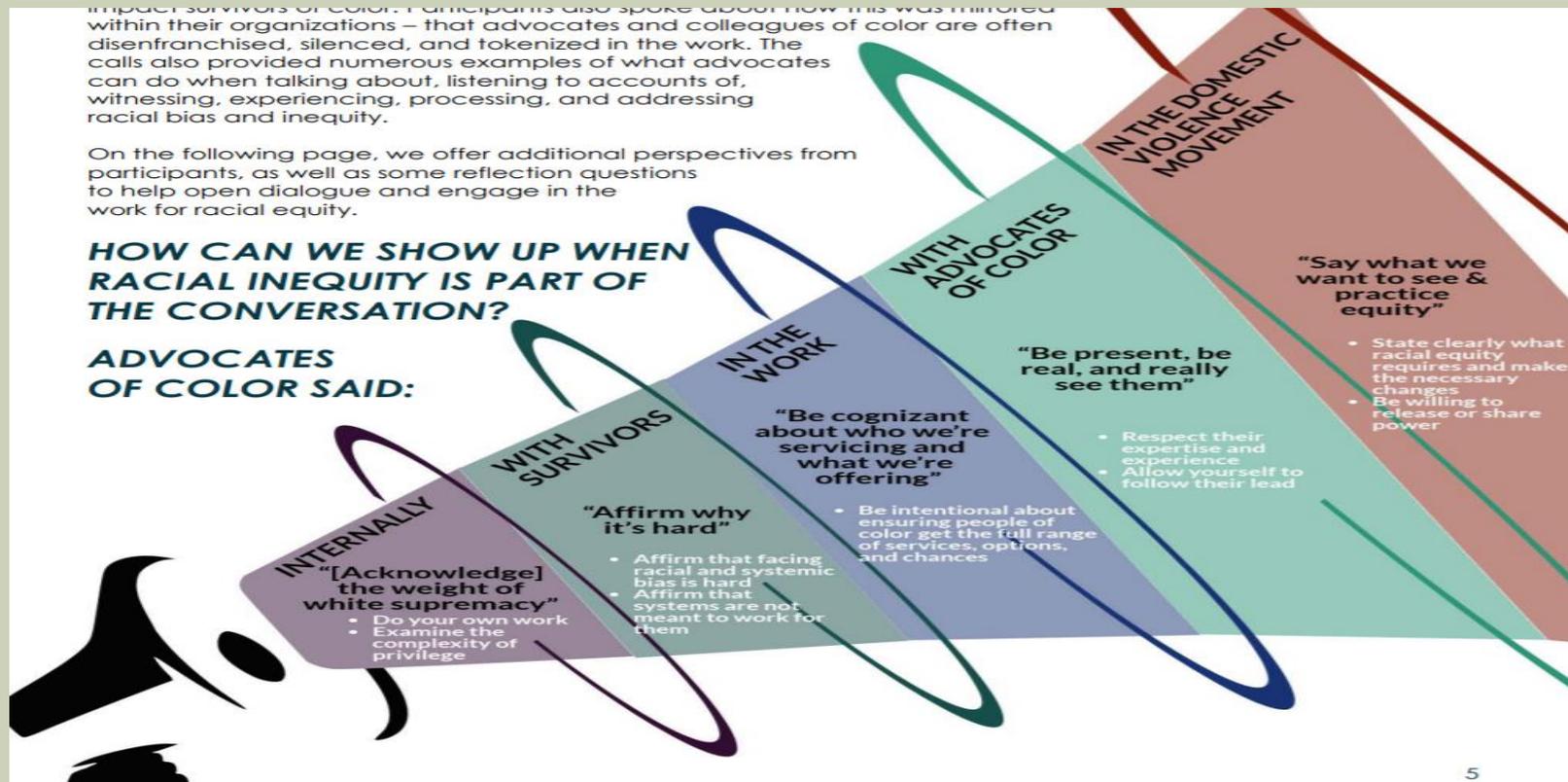
■ Showing up for conversations about race.

Impact survivors of color. Participants also spoke about how this was mirrored within their organizations – that advocates and colleagues of color are often disenfranchised, silenced, and tokenized in the work. The calls also provided numerous examples of what advocates can do when talking about, listening to accounts of, witnessing, experiencing, processing, and addressing racial bias and inequity.

On the following page, we offer additional perspectives from participants, as well as some reflection questions to help open dialogue and engage in the work for racial equity.

HOW CAN WE SHOW UP WHEN RACIAL INEQUITY IS PART OF THE CONVERSATION?

ADVOCATES OF COLOR SAID:



Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from *Diversity in the Classroom*, UCLA Diversity & Faculty Development, 2014). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.** Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born	<ul style="list-style-type: none"> • "Where are you from or where were you born?" • "You speak English very well." • "What are you? You're so interesting looking!" • A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. 	You are not a true American. You are a perpetual foreigner in your own country. Your ethnic/racial identity makes you exotic.
Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender	<ul style="list-style-type: none"> • "You are a credit to your race." • "Wow! How did you become so good in math?" • To an Asian person, "You must be good in math, can you help me with this problem?" • To a woman of color: "I would have never guessed that you were a scientist." 	People of color are generally not as intelligent as Whites. All Asians are intelligent and good in math/science. It is unusual for a woman to have strong mathematical skills.
Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.	<ul style="list-style-type: none"> • "When I look at you, I don't see color." • "There is only one race, the human race." • "America is a melting pot." • "I don't believe in race." • Denying the experiences of students by questioning the credibility /validity of their stories. 	Assimilate to the dominant culture. Denying the significance of a person of color's racial/ethnic experience and history. Denying the individual as a racial/cultural being.
Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.	<ul style="list-style-type: none"> • A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. • A store owner following a customer of color around the store. • Someone crosses to the other side of the street to avoid a person of color. • While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	You are a criminal. You are going to steal/you are poor, you do not belong. You are dangerous.
Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.	<ul style="list-style-type: none"> • "I'm not racist. I have several Black friends." • "As a woman, I know what you go through as a racial minority." • To a person of color: "Are you sure you were being followed in the store? I can't believe it." 	I could never be racist because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you. Denying the personal experience of individuals who experience bias.
Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.	<ul style="list-style-type: none"> • "I believe the most qualified person should get the job." • "Of course he'll get tenure, even though he hasn't published much—he's Black!" • "Men and women have equal opportunities for achievement." • "Gender plays no part in who we hire." • "America is the land of opportunity." • "Everyone can succeed in this society, if they work hard enough." • "Affirmative action is racist." 	People of color are given extra unfair benefits because of their race. The playing field is even so if women cannot make it, the problem is with them. People of color are lazy and/or incompetent and need to work harder.

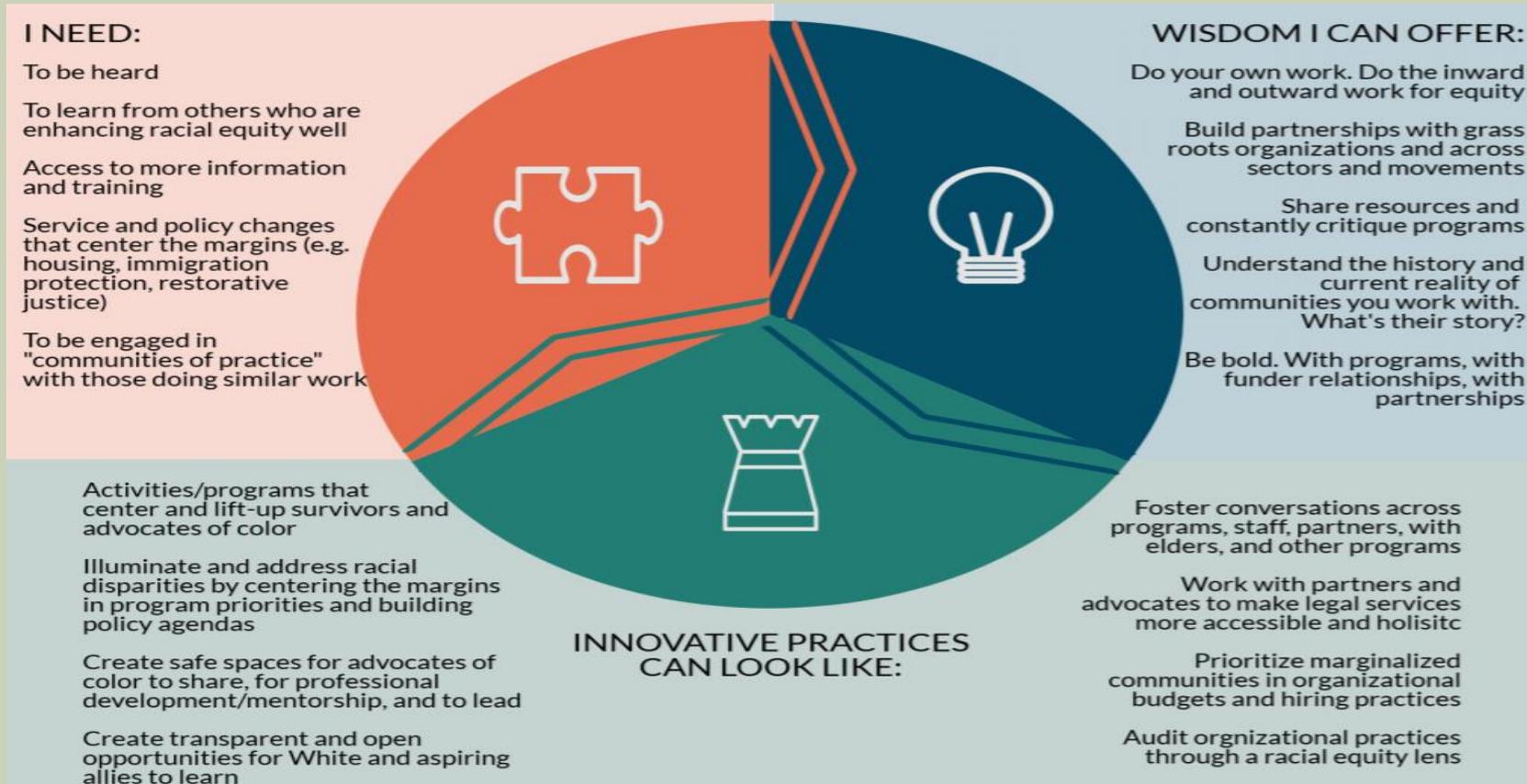
Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010.

Tool: Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
<p>Pathologizing Cultural Values/Communication Styles The notion that the values and communication styles of the dominant/White culture are ideal/"normal".</p>	<ul style="list-style-type: none"> To an Asian, Latino or Native American: <i>"Why are you so quiet? We want to know what you think. Be more verbal."</i> <i>"Speak up more."</i> Asking a Black person: <i>"Why do you have to be so loud/animated? Just calm down."</i> <i>"Why are you always angry?"</i> anytime race is brought up in the classroom discussion. Dismissing an individual who brings up race/culture in work/school setting. 	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p>
<p>Second-Class Citizen Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</p>	<ul style="list-style-type: none"> Faculty of color mistaken for a service worker. Not wanting to sit by someone because of his/her color. Female doctor mistaken for a nurse. Being ignored at a store counter as attention is given to the White customer. Saying <i>"You people..."</i> An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research. An advisor sends an email to another work colleague describing another individual as a "good Black scientist." Raising your voice or speaking slowly when addressing a blind student. In class, an instructor tends to call on male students more frequently than female ones. 	<p>People of color are servants to Whites. They couldn't possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color.</p> <p>You don't belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.</p>
<p>Sexist/Heterosexist Language Terms that exclude or degrade women and LGBT persons.</p>	<ul style="list-style-type: none"> Use of the pronoun "he" to refer to all people. Being constantly reminded by a coworker that <i>"we are only women."</i> Being forced to choose Male or Female when completing basic forms. Two options for relationship status: married or single. A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay. 	<p>Male experience is universal. Female experience is invisible.</p> <p>LGBT categories are not recognized. LGBT partnerships are invisible.</p> <p>Men who do not fit male stereotypes are inferior.</p>
<p>Traditional Gender Role Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.</p>	<ul style="list-style-type: none"> When a female student asks a male professor for extra help on an engineering assignment, he asks <i>"What do you need to work on this for anyway?"</i> <i>"You're a girl, you don't have to be good at math."</i> A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger. An advisor asks a female student if she is planning on having children while in postdoctoral training. Shows surprise when a feminine woman turns out to be a lesbian. Labeling an assertive female committee chair/dean as a "b____," while describing a male counterpart as a "forceful leader." 	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>

IMPACT OF WHITENESS

■ Innovative practices



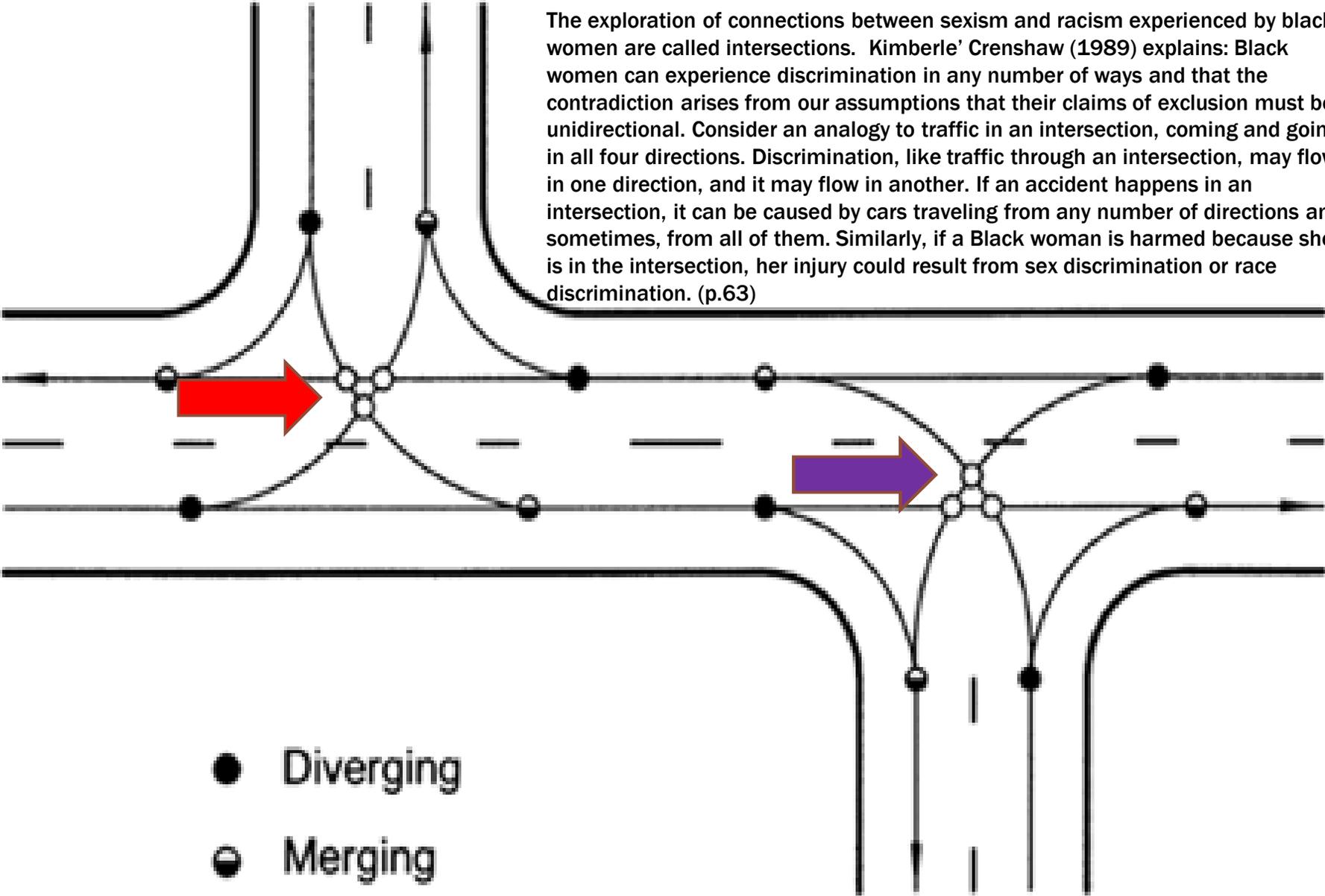
INTERSECTIONALITY

- “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” Kimberlé Crenshaw
- “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics Kimberlé Crenshaw
University of Chicago Legal Forum 1989 1:8

INTERSECTIONALITY

- “...a term coined by Kimberle’ Crenshaw, “to address multiple failures in law, rhetoric failure, and political failure within in feminism and anti-racism. Originally in the context of employment discrimination it was to draw attention to the many ways Black women were being excluded from employment in industrial plants and elsewhere that were segregated by both gender and race. [It is] meant to draw attention to the way Black women’s experience, sometimes distinct experience, of gender discrimination was buried under the experiences of white women and black men’s sometimes distinct experience of race. *It is not mistakenly about multiple identities, it is not primarily about identity. It is about how structures make certain identities the consequence of and the vehicle for vulnerability.*”

The exploration of connections between sexism and racism experienced by black women are called intersections. Kimberle' Crenshaw (1989) explains: Black women can experience discrimination in any number of ways and that the contradiction arises from our assumptions that their claims of exclusion must be unidirectional. Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars traveling from any number of directions and, sometimes, from all of them. Similarly, if a Black woman is harmed because she is in the intersection, her injury could result from sex discrimination or race discrimination. (p.63)



- Diverging
- Merging
- Crossing

MODELS OF CHANGE

Socio-Ecological Model



BECOMING ANTI-RACIST

Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL					
<i>Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets</i>					
1. Exclusive An Exclusionary Institution	2. Passive A "Club" Institution	3. Symbolic Change A Compliance Organization	4. Identity Change An Affirming Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
<ul style="list-style-type: none"> Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans Intentionally and publicly enforces the racist status quo throughout institution Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. Openly maintains the dominant group's power and privilege 	<ul style="list-style-type: none"> Tolerant of a limited number of "token" People of Color and members from other social identity groups allowed in with "proper" perspective and credentials. May still secretly limit or exclude People of Color in contradiction to public policies Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life Often declares, "We don't have a problem." Monocultural norms, policies and procedures of dominant culture viewed as the "right way" business as usual" Engages issues of diversity and social justice only on club member's terms and within their comfort zone. 	<ul style="list-style-type: none"> Makes official policy pronouncements regarding multicultural diversity Sees itself as "non-racist" institution with open doors to People of Color Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff Expanding view of diversity includes other socially oppressed groups <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> "Not those who make waves" Little or no contextual change in culture, policies, and decision making Is still relatively unaware of continuing patterns of privilege, paternalism and control Token placements in staff positions: must assimilate into organizational culture 	<ul style="list-style-type: none"> Growing understanding of racism as barrier to effective diversity Develops analysis of systemic racism Sponsors programs of anti-racism training New consciousness of institutionalized white power and privilege Develops intentional identity as an "anti-racist" institution Begins to develop accountability to racially oppressed communities Increasing commitment to dismantle racism and eliminate inherent white advantage Actively recruits and promotes members of groups have been historically denied access and opportunity <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities Anti-racist multicultural diversity becomes an institutionalized asset Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest A sense of restored community and mutual caring Allies with others in combating all forms of social oppression Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

CONTINUING EDUCATION

- Actively seeking out experts and authors writing from the margins. This takes time.

CONTINUING EDUCATION

- Listen to and invite disagreement and discussion. This takes time.

CONTINUING EDUCATION

- Practice “sitting with” discomfort and “listening into” disagreement and “not being the expert.” This takes time.

CONTINUING EDUCATION

- **Model inclusive discussion and meeting strategies. This takes time.**

CONTINUING EDUCATION

- Engage in continuous self-reflection and self-critique. This takes time.

CONTINUING EDUCATION

- Budget time to do things differently and with equity.

QUESTIONS

