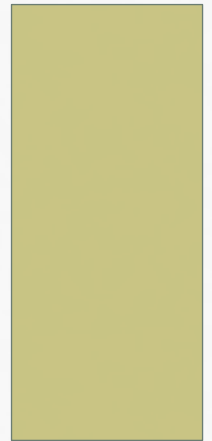


EMC ACADEMY

DISMANTLING RACISM

MAY 11, 2019

AIMEE APPELL ----- TERRENCE FREEMAN



It's more than what you see!

Race Gender Age

Physical Ability Appearance

Religion ♦ Class ♦ Job Function ♦ Sexual Orientation

Ethnicity

Family Status

Education

Employee Status

Regional Origin

Communication Style

Thinking style

Personality

What Is
Diversity?

THE
TIP
OF THE
ICEBERG

AGENDA (10:30-11:30 AM)

- Introductions
- Purpose/Goals/Rationale
- Ground Rules
- Who Am I
- Common Language
- Culture & Intersectionality
- Communicating Across Cultures/Barriers and Skills
- Examining and Challenging Bias

REASONS TO EMBRACE DIVERSITY

- We live in a diverse world. Reality Check!
- There are other ways of seeing the world, solving problems, or working together
- Excellence and diversity are not mutually exclusive
- Promote inclusion
- Create environments where differences and people are valued and supported
- Provide opportunities for people develop to their full potential.
- *That full potential includes our Spiritual Growth*

PREMISES AND OBJECTIVES

Basic Premises

- Prejudice is learned and can be unlearned
- Cultural collisions may occur
- Respectful dialogue is needed
- Assume good will
- There are no easy answers
- Change is a process
- Diversity is a strength
- Allies can change institutions

Objectives

- Exposure.
- Exploration
- Reflection
- Encouragement
- Action and Reaction

Your Goals

GROUND RULES

NO HOME RUNS - JUST HITTING AND HUSTLE

- **T**rust (the people, the process and confidentiality)
- **R**espect (treat others as they prefer to be treated)
- **I**nclude (invite others in and share the stage)
- **P**articipate (or pass – but we need you)
- **L**isten to learn and understand (dialogue not debate)
- **E**mpathize (relate to how another participant feels)
- **S**ense (be sensitive to others feelings, needs)

DIALOGUE VERSUS DEBATE

Dialogue

- Collaborative
- Common ground
- Listen to understand
- Enlarges viewpoint
- Search for agreement
- Remains open

Debate

- Oppositional
- Winning
- Listen to find flaws
- Affirms viewpoint
- Search for difference
- Seeks conclusion

GROWING UP RACIALLY

- Family, Neighborhood, Schools, Activities, Travel
- When was the first time you realized you were _____?
- When was the first time you realized you might be treated differently because you have _____ skin?
- When was the first time you realized people of other racial identity groups are treated differently?
- What were the messages you heard growing up about white people? African Americans? Latinos/as? Native Americans? Asian Americans? Pacific Islanders?
- Look at your friends, family, colleagues, key professionals or service people (doctor, dentist, lawyer, counselor, handyperson, etc.)— what are their racial identities? How and why did you choose to know or work with these people? To which racial groups do the people you socialize with regularly belong?

COMMON LANGUAGE

- **Ethnicity** refers to particular groups of people from a given geographic region that share some common ancestry, traditions, language, or dialect.
- **Culture** is the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.
- **Race** is the a false classification (socio-political construct) of people that is not based on any real or accurate biological or scientific truth.
- People of Color in the U.S. share the common experience of being targeted/oppressed by racism.

COMMON LANGUAGE

- **Defined Norm:** a standard of being or behavior that is backed up with institutional and economic power.
- **Institutional Power:** majority status at the upper levels of the major institutions that comprise a society.
- **Economic Power:** the control of resources through laws and policies that reinforce the status quo.
- **Myth of Scarcity:** the idea that resources are limited in such a way that those not in power are to blame for economic problems.

COMMON LANGUAGE

- **Violence/Threat of Violence:** the sanctioning of violence through the direct threat or through lack of protection
- **The Other:** those who are not part of the defined norm
- **Internalized Oppression:** the devaluing of one's own identity and culture as compared to societal norms
- **Invisibility:** ignoring or denying the existence, histories and achievements of certain groups of people.
- **Horizontal Hostility:** acting out toward other members of the target group; safer than confronting oppressive forces.

COMMON LANGUAGE

- **Distortion:** the selective presentation and false representation of the lives and histories of particular groups of people.
- **Stereotyping:** defining people through beliefs about a group of which they are a part; usually a product of ignorance about the diversity among individuals within the group.
- **Blaming the victim:** assigning blame to the targets of oppression for the oppression itself and for its manifestations.
- **Tokenism:** a limited number of people from non-dominant groups chosen for prestigious positions in order to deflect criticism of oppression

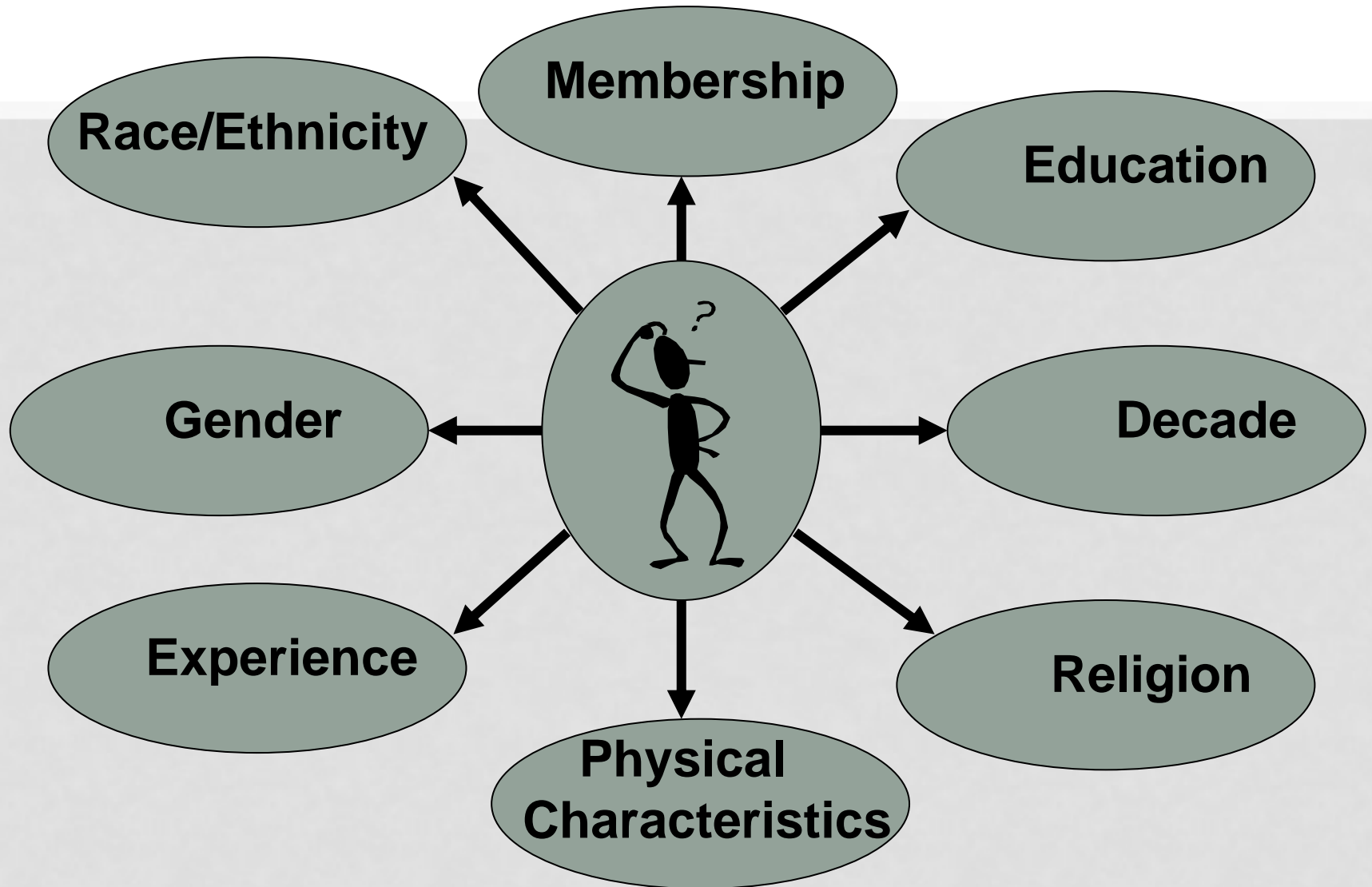
COMMON LANGUAGE

- **Isolation:** a necessary component of oppression that frames injustice in terms of individuals rather than recognizing commonalities among members of a group or between groups.
- **Individual Solutions:** seeking to create change at an individual level rather than at the level of social change.
- **Assimilation:** taking on the appearance and values of the dominant culture (sometimes it is forced, other times it is desired, and its success is usually mitigated by recognizable difference such as skin color).
- **Myth of Scarcity:** the idea that resources are limited in such a way that those not in power are to blame for economic problems.

COMMON LANGUAGE

- **Predilection:** a preference or special liking for something; a bias in favor of something.
- **Prejudice:** preconceived opinion that is not based on reason or actual experience.
- **Discrimination:** the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
- **Racism:** set of societal, cultural and institutional beliefs and practices regardless of intention that subordinate and oppress one race for the benefit of another. ***Training in multicultural awareness, diversity and inclusion is necessary but not sufficient to dismantle systemic and institutional forms of oppression.***

WHO AM I?



REFLECTIONS - WHO AM I?

Diversity comes to us in many forms. Take five minutes to reflect on how you see yourself and the events that shaped that vision. How do you think your reflection compares to how others may see you? What privileges or deficits do you receive with each descriptor? Which **three** descriptors tell the most about you? Are there any descriptors that you would add?

WHAT IS PRIVILEGE?

An invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. . . an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

Peggy McIntosh Wellesley College Center
for Research on Women (1988)

Privilege and Power

PRIVILEGE EQUALS POWER

PRIVILEGE IS UNIQUE

*PERCEIVED AND ACTUAL
PRIVILEGE*

EXPLORING INTERSECTIONALITY

Intersectionality is a term coined by American civil rights activist, Kimberle Crenshaw, to describe the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. People struggle daily with inequalities and privileges that come with their multi-faceted identities. It does not, however, dictate that individuals are any more or less diverse.

EXCLUSIVE PRIVILEGE HIDDEN COST

*There is a difference between giving up privilege and giving up **exclusivity** of privilege.*

- Loss of talent and skills
- Not having to adapt
- Pressure to be right
- Knowing the whole person
- Spiritual isolation
- Lack of challenge to values and ideas
- Less able to confront new situations
- Living in fear of others
- Economic costs

DECONSTRUCTING WHITE PRIVILEGE

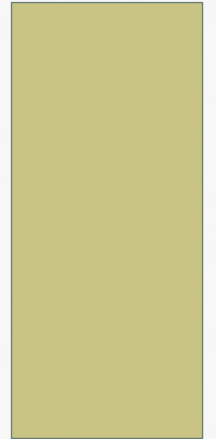
- Talking About Race:
- Deconstructing White Privilege with Dr. Robin DiAngelo (20 minutes)
- <https://www.youtube.com/watch?v=h7mzj0cVL0Q>
- Dr. Robin DiAngelo is the author of "What Does it Mean to Be White? Developing White Racial Literacy" and has been an anti-racist educator, and has heard justifications of racism by white men and women in her workshops for over two decades. This justification, which she calls "white fragility," is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation.

DISMANTLING OPPRESSION

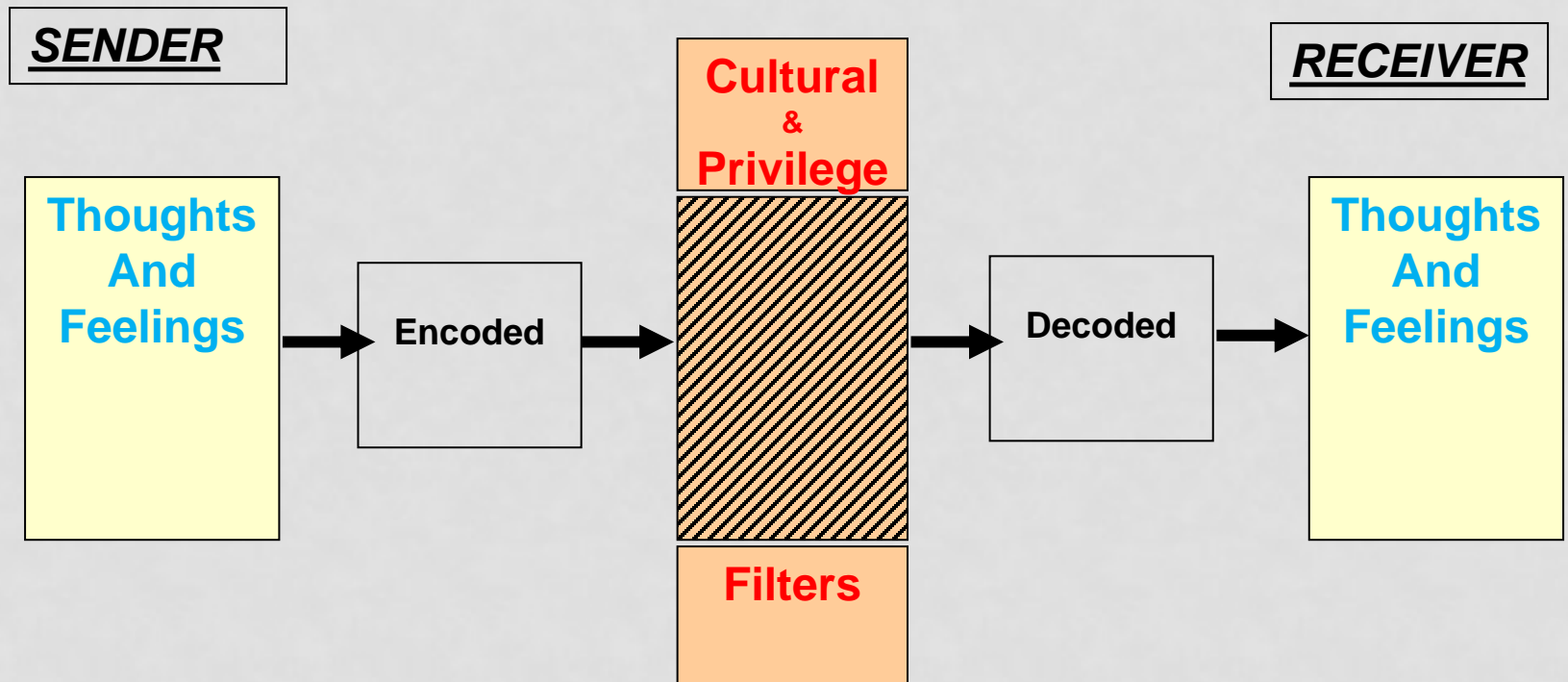
Dismantling racism, sexism, homophobia and unlearning the oppressive attitudes we have learned is a lifelong journey. Most of us have been struggling with these issues, some for years and years already. None of us are beginners and none of us have perfect clarity. This work is a journey; there is no endpoint. The greatest commitment we can make is to keep paying attention to how these issues affect us. We cannot dismantle racism in a society that exploits people for private profit. ***If we want to dismantle racism, then we must be about building a movement for social and economic justice and change.***

COMMUNICATING ACROSS CULTURES

TERRENCE L. FREEMAN, PH.D.
TFREEMAN@TRANS-ED.COM
WWW.TRANS-ED.COM



COMMUNICATION PROCESS



CROSS-CULTURAL COMMUNICATION

Church leaders and congregants from diverse cultures run the risk of misinterpreting one another on the basis of:

- **Language** (Accentual Differences, Linguistic Differences)
- **Place** (Physical Environment, Existing Technology)
- **Thought Processing** (Social Organization, Contexting, Authority & Temporal Conception)
- **Non-Verbal Communication Behaviors** (Dress, Kinesics, Oculistics, Haptics, Proxemics, Paralanguage)

TOUCHING (HAPTICS)

What meaning is conveyed?

- Power and Authority
- Hello or Good-bye
- Understanding
- Demand for Attention
- Intimacy
- Encouragement or Congratulations
- Anger
- Request or Expectation

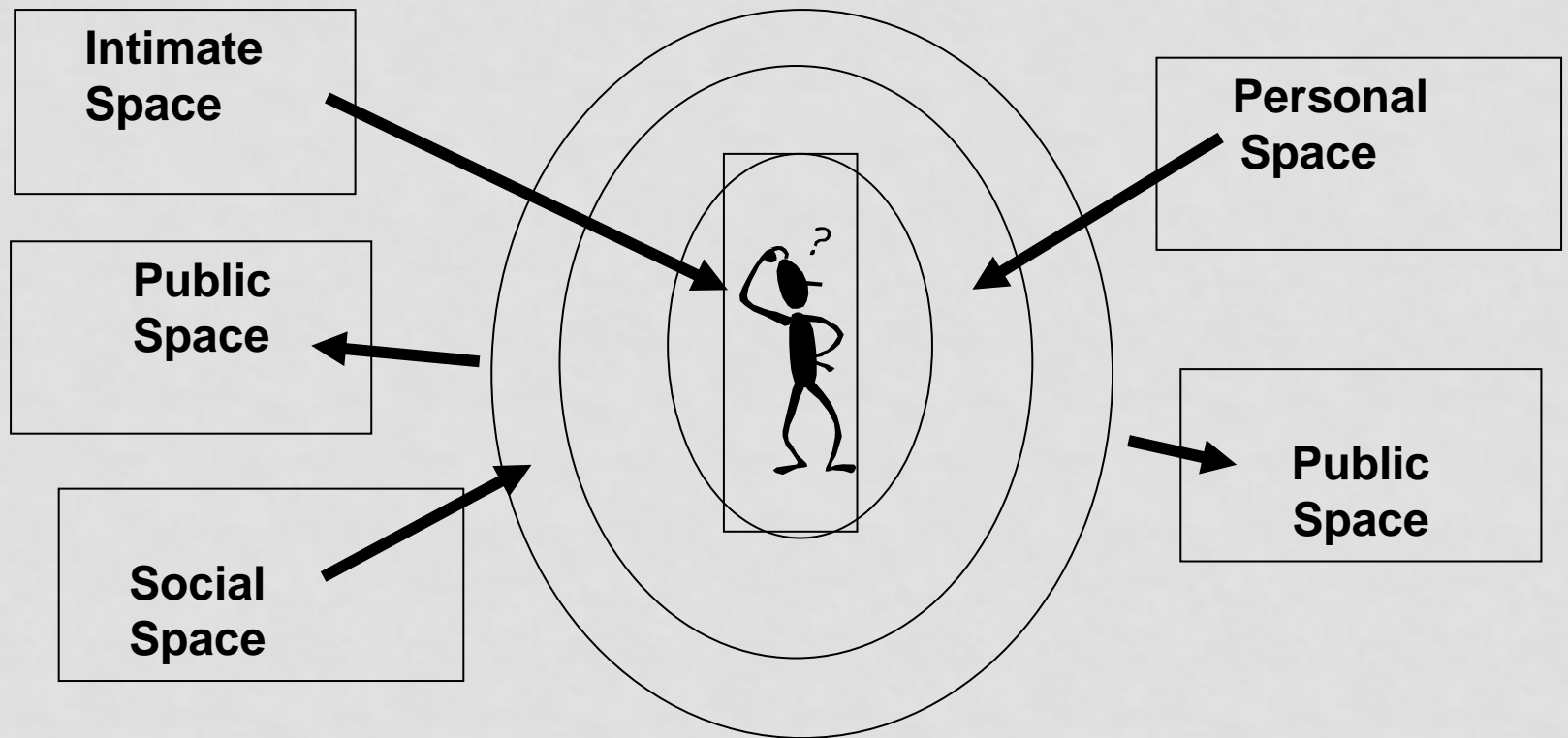
MARKING TIME (MONOCHRONIC VS. POLYCHRONIC)

When do we start?

- Specific clock time
- Approximate period
- When everything is ready
- When everyone is present

MAKING SPACE (PROXEMICS)

How close is close?



RAPPORT

How is it established?

- Tone of voice (Paralanguage)
- Eye contact (Oculesics)
- Body posture (Kinesics)
- Breathing rate (Paralanguage)
- Comfortable distance (Proxemics)
- Timing and pacing of speech patterns (Paralanguage)

BODY LANGUAGE/GESTURES (KINESICS)

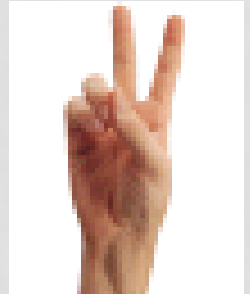
Gestures

What do they mean?

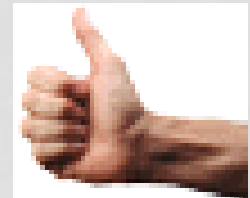
- Pay attention and Ask questions
- Don't imitate what you don't fully understand
- Apologize if you misinterpret
- Advise others

Gestures

- Waving
- Beckoning
- Victory
- Thumbs Up
- Nodding
- Pointing



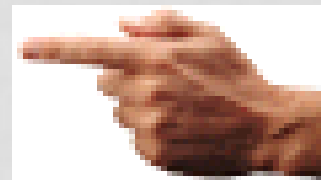
Peace Sign



Thumbs Up



OK Sign



Pointing

COMMUNICATION STYLE

- Courtesy
- Pacing/Timing
- Sequence
- Phrasing
- Simplicity
- Objectivity
- Specificity
- Assertiveness
- Candor
- Hot buttons

CROSS-CULTURAL COMMUNICATION

- Prepare for Extra Effort
- Check and adjust your attitude and assumptions
- Learn to listen, *really listen*, across cultures.
- Learn to use names correctly. Call people by their preferred name.
- Do not ask someone to speak on behalf of an entire group
- Use language that fosters trust and alliance.
- Step outside of your cultural comfort zone

EFFECTIVE CROSS-CULTURAL COMMUNICATION

Remember that the objective is effective communication. Our cross-cultural communication skills are enhanced by our genuine and empathetic willingness to listen, to ask and respond to questions, and to remove the barriers to the communication process.

COMMON ELEMENTS OF OPPRESSION

Three Expressions of Racism

- Personal
- Cultural
- Institutional

Learning Racism

Misinformation
Missing history
Biased history
Stereotypes

socialization

Cycle of Racist Oppression

Daily re-creation
of racism

Dissonance
Path to
Liberation

Colluding in Racism

Internalized white
supremacy
Benefitting from race
inequity

Surviving Racism

Internalized racism
Horizontal oppression

Reinforcing Racism

Experience in racist
institutions
White supremacist
culture
Personal interactions

internalization

FOUR FACES OF RACISM

Constructed Racist Oppression

Historic systemic – penetrates every facet of life

Internalized Racist Oppression

Internalized negative message, low self-esteem

Granted White Privilege

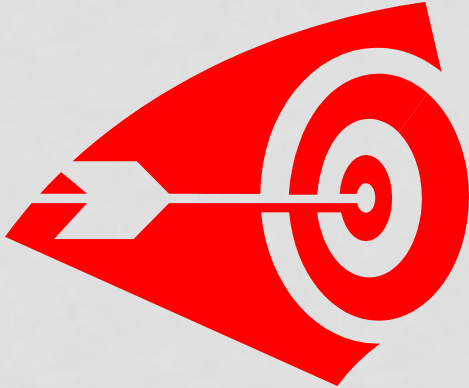
the invisible knapsack, free of race discussion

Internalized White Supremacy

My world view is the only consequential view

"TARGET"

A time when someone's words or actions hurt you.



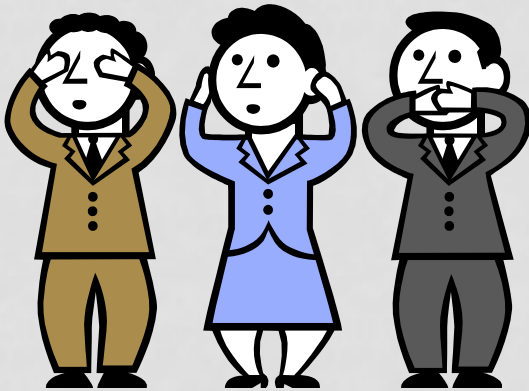
"PERPETRATOR"

A time when you said or did something you wished you could take back.



"BYSTANDER"

A time when you did not interrupt prejudice.



"CONFRONTER"

A time when you interrupted prejudice.



INCLUSION

Sometimes the complexities of prejudice and discrimination seem so overwhelming people do not know where to begin to address these issues. When that occurs, The lack of response in the face of overt or subtle bigotry creates a climate that allows bias, prejudice and discrimination to continue.

Even silence is an action!

RESOURCES – THE GOOGLE MACHINE

- The House We Live In
- The Clark Doll Test
- Ouch That Stereotype Hurts
- Deconstructing White Privilege with Dr. Robin DiAngelo
- Ms. Joy Angela DeGruy

PEOPLE OF COLOR LADDER OF EMPOWERMENT

Racism
pushes us
down



Resistance,
Awareness,
Education
empowers
US

WHITE PEOPLE'S RESISTANCE

Tactics of Resistance

- Denial
- Minimization
- Blame
- Lack of Intent
- It's Over Now
- Competing
Victimization

Sources of Resistance

- Our identity and
relation to Power
- Discomfort with
Content/Perspective
- Discomfort with Process
- Fear About Losing
- Fear of Critical Thinking

OBSTACLES TO SUCCESS

Internalized White Supremacy

- Resistance to Change
- Paternalism
- Ignorance/Misinformation
- Scapegoating/Blaming
- Self-Righteous Anger
- Continued Oppression
- Resistance to Acknowledging/Correcting past
- Individualism

Distancing Behaviors

- Definitions
- Where are the others?
- 'Ism' not the only problem
- Distinguished lecturer
- Instant Solution
- Find the racist
- Target the Expert
- Geography

CHALLENGING RACISM/OPPRESSION

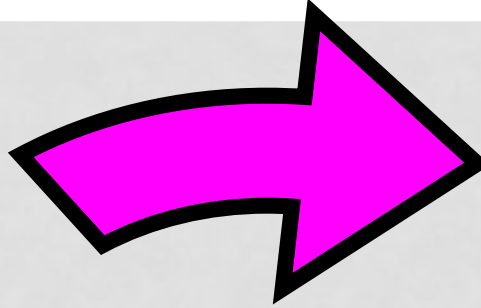
- Challenge discriminatory attitudes and behaviors
- Expect tension and conflict – learn to manage it
- Be aware of your own attitudes, stereotypes and expectations
- Actively listen and learn from others' experiences
- Use language and behavior that is non biased and inclusive
- Provide accurate information
- Acknowledge diversity/avoid stereotypical thinking
- Be aware of your own hesitancies to intervene
- Project a feeling of understanding, love and support
- Establish standards of responsibility and behavior
- Be a role model
- Work collectively with others, organize and support efforts

MOVING FORWARD

1. Build interracial relationships
 - Encourage your children to develop friendships with children from other backgrounds
 - Welcome new neighbors and seek opportunities to meet newcomers in the community
 - Be a mentor to young people
2. Patronize businesses that have fair hiring
3. Learn more about race relations
4. Pay attention to politics in your community. Take leadership on race relations

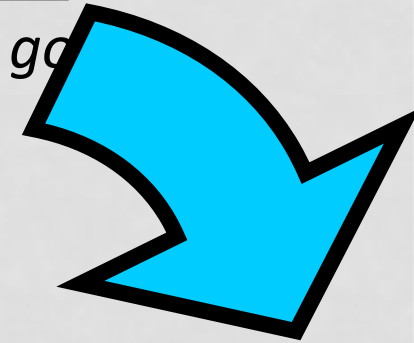
Ask a Question

"What do you mean?"



Interrupt and Redirect

"Let's not go there."

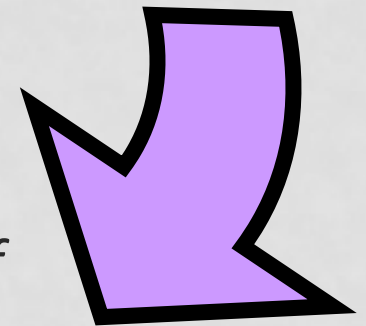


Broaden to Universal Human Behavior

"I think that applies to everyone"

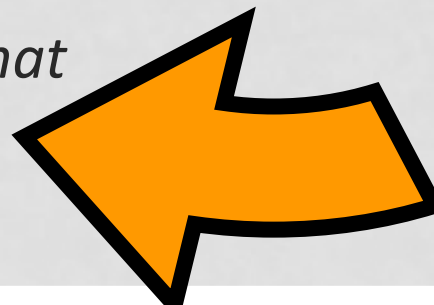
Make It Individual

"Are you speaking of someone in particular?"



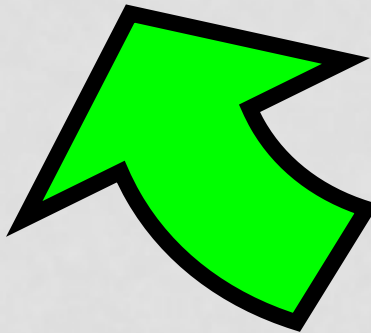
Say "Ouch!"

"Ouch, that hurt!"



Assume Good Intent and Explain Impact:

"I know you mean well, but that hurts."



Remember these
OUCH!
Strategies



CHANGE AGENT TO ALLY

- Are we bystanders or allies?
- **A**wareness and **A**ttitude
- **B**elieve and **B**ecome . . .
- **C**ourage and **C**ommitment
- **D**ecide and **D**o
- **E**nlist and **E**ncourage

A HEALING MOMENT JOY DE GRUY

- <https://www.youtube.com/watch?v=NdLTVHazTKo>
- **Ms. Joy Angela DeGruy** holds a Bachelor of Science degree in Communication, a Master's degree in Social Work (MSW), a Master's degree in Clinical Psychology, and a PhD in Social Work Research. Ms. DeGruy is a nationally and internationally renowned researcher and educator. Ms. DeGruy's research focuses on the intersection of racism, trauma, violence and American chattel slavery. She has over thirty years of practical experience as a professional in the field of social work. She conducts workshops and trainings in the areas of intergenerational/historical trauma, mental health, social justice, improvement strategies and evidence based model development.
- Ms. DeGruy has published numerous refereed journal articles and book chapters and authored her seminal book entitled "Post Traumatic Slave Syndrome

Questions

