

Sherwood Trust Foundation
“Aspiring Ally Work for Individuals” Workshop

Thursday, November 7, 2019: 5:30 PM – 8:30 PM

Facilitators: **Viviana Aguilar and Mike Beebe**, F.A.C.E. Consulting Collaborative
www.faceconsultingcollaborative.com

In this workshop participants will have opportunities to:

1. *Reflect on the ways in which they have experienced power, privilege and oppression.*
2. *Learn how to identify and interrupt offensive comments, behaviors and microaggressions in ways that promote understanding and connections.*
3. *Identify a diverse range of ways individuals can be aspiring allies through individual actions.*

Proposed AGENDA	
5:30 pm	Launch- Welcome/Intros/Overview
5:45 pm	Relationship Building Activity: Sharing Our Names
6:05 pm	Exploring the Work of an Aspiring Ally
6:30 pm	Exploring & Interrupting Microaggressions, Inappropriate Comments and Behaviors
7:15 pm	Self-Awareness Reflection: Identifying My Social Location Reflection
7:40 pm	Strategies for Individual Actions as an Aspiring Ally <ul style="list-style-type: none">• Brainstorm• Continue, Stop, Start
8:20 pm	Workshop Wind Down Questions, Appreciations, Feedback
8:30 pm	<i>Adjourn</i>

Microaggressions Table

Adapted by Patricia A. Burak, Ph.D., Tae-Sun Kim, Ph.D., Amit Taneja, Doctoral Candidate. Syracuse University 2009

Themes	Microaggression Examples	Implicit Message
Alien in Own Land: When Asian Americans and Latinos are assumed to be "foreigners"	Where are you from? Where were you born? You speak good English. You don't even speak with an accent. How long have you been in the States?	You are not American.
Ascription of Intelligence: Assigning intelligence to a person based on their race, gender or (perceived) abilities.	Assuming that Asians are naturally more intelligent in the sciences and math.	Asians are naturally gifted in the sciences and math; they do not work hard for it.
	Assuming that it is unusual for an African American or Latino to be in an academically rigorous program or prestigious university.	People of color are not as intelligent as Whites. It is unusual for them to be intelligent or articulate.
	"Oh, you are a bio major? Are you studying to be a nurse?" (when said to a woman)	Women are not smart enough to be doctors - men would rarely, if ever, be asked this question
	"You get a note taker for every class? Why can't you take your own notes?" (when said to a student with a learning disability)	Students with learning or other invisible disabilities are not smart enough.
"Intrinsic Skills" & "Personality Types": Using stereotypes of race, gender and sexual orientation to assume an individual's interests and talents.	"You're gay? You have to give me some decorating tips!"	All gay men are interested and talented in interior design and decorating
	Women in power lead by emotion and are too sensitive!	Women are "genetically" emotional & sensitive; They are not intelligent, rational and impartial.
	Are you here on a basketball scholarship? (when asked of African American students)	African Americans are good at basketball and that is the only way they would be able to attend our college.
"Color Blindness": Statements that indicate that a White person does not want to acknowledge race (or a heterosexual person does not want to acknowledge sexual orientation) - <i>Please note that use of the term "blindness" itself is very problematic here.</i>	When I look at you, I don't see color.	Denying a person of color's racial or ethnic experiences.
	America is a melting pot.	Assimilate to the dominant culture.
	She's so independent, you wouldn't even know she's in a wheelchair!	White heterosexual men are not to be independent
	There is only one race, the human race.	Denying the individual as a racial or cultural different being.
Criminality: A person is presumed to be dangerous, criminal, or deviant based on their race, nationality and/or sexual orientation.	I don't support gay rights because they are "special rights" - everyone is equal!	Denying that queer people are treated differently in our society
	If something comes up missing or a fight ensues, a Black or Latino person is assumed to be the culprit.	You are a criminal.
	If a group of Black male students are walking down a street with dark hoodies, they are assumed to be dangerous.	You are dangerous and poor. You do not belong on the University.
	If a group of Black or Asian students are sitting together in a public place, they are "self segregating" or must be talking badly about Whites.	You are not to be trusted in a group; you are out to harm the majority.
	Beware of people wearing a head scarf! Why are you dressed like Osama?	You are part of the enemy. I don't trust you. Your clothing identifies you as a terrorist. I don't need to know anything else about you. I need to be wary of people like you.
	I wouldn't want my children to be taught by gay/lesbian teachers	LGBT people are sexually deviant & would try and recruit young people in to the "gay lifestyle" or even sexually abuse them.

Denial of Individual Prejudice: A statement made by those with social privilege to deny that they have that privilege or any oppressive thinking	I can't be racist. My friend is Puerto Rican . . . I voted for Obama . . . My girlfriend is Asian, etc.	I am immune to racism because I have had positive associations or relationships with people of color.
	As a woman, I know what you go through as a racial minority.	Your racial oppression is no different than my gender oppression. All forms of discrimination are equal.
	I am not homophobic - I have gay friends, and I love Project Runway!	I am immune to homophobia because I have LGBT friends and/or I associate with mainstream stereotypes of queerness
Myth of Meritocracy: Statements which assert that race, class, gender, abilities or sexual orientation do not play a role in life success.	I believe that the smartest and most qualified students should be admitted. The most qualified person should get the job.	People of color are given extra unfair benefits because of their race.
	We all know she got hired because she is a woman! (often said in a male dominated field)	Women are not as qualified as male candidates; Gender was "used" as a way to get ahead.
	I don't see why students with ADHD get extra time to complete exams? Everyone would benefit from having extra time on exams!	Students with learning or other invisible disabilities are not smart enough - they are just using the system to get an unfair advantage.
	Everyone can succeed if they work hard - just look at Obama!	People of color are lazy, incompetent, & just like to complain if they don't get what they want. Individual exceptions (such as President Obama) are evoked to justify this stance.
Second Class Citizen: Occurs when a person with social privilege is given preferential treatment over people with oppressed identities.	When the needs or complaints of White parents, students, alumni and faculty are taken more seriously than that of people of colors'.	Whites are more valued customers and employees. People of color should be content with what they get.
	An African American professor is mistaken for a service worker.	People of color are not as successful as Whites; it's unlikely that they would occupy a high status position.
	I have done a lot for <u>you people</u> or <u>your race</u> or <u>minorities</u>	You are a lesser being who needs to be grateful for the charity given to you by the majority.
	We can't have a woman president! All of the world leaders are mostly men, and they would just walk all over her!	Women's leadership abilities do not compare to that of men.
	I'm not sure if we should hire a blind person for this job - there is no way she could do as well as a normal person	People with disabilities are unable to perform job duties at the same level as able bodied individuals. There are no accommodations (such as adaptive technology) that could mitigate any performance concerns.
	We can't have a lesbian chancellor! She would come in with her own agenda, and we don't want an activist leader - It would disrupt alumni giving!	Assumes that all LGBT people have an "agenda" and that all straight people do not. Discrimination is often justified through raising alarm about morale, money or other material threats.
Religious or Cultural Superiority: When a person assumes that their race, religion, or culture (broadly defined) is better than others'	You have to cover your head? It's too bad that women are so oppressed in your culture!	Your religious or cultural traditions are inferior & oppressive. Everyone in your country is "backwards". Women have no agency at all.
	You are engaged to someone you never met? What about falling in love? You didn't stand up for your independence?	Your traditions are ridiculous. Your parents don't care about you. The only way to get married is the way we do it here.
	Why do I have to live with foreigners? Their food stinks and their clothes smell!	People from other countries are inferior. My culture and traditions are better. Living with someone from another country will somehow diminish my quality of life.

Environmental Microaggressions: Ways in which larger systems beyond the individual realm (such as institutional policies and practices) work to maintain systems of privilege and oppression.	A college of university with buildings all or mostly named after White upper middle class males or heterosexual couples.	You don't belong. You are just visitors here. There is only so far you can succeed. Your achievements will not be memorialized.
	Many of the university events are held in inaccessible spaces, or spaces that require significant work and planning to access. In addition most university events do not have sign language interpreters.	Your attendance and participation is not as important to us. If you want to come, you need to plan ahead of time - it is your responsibility to ensure your access to these events.
	A college or university that does not offer classes in race, gender, LGBT or disability studies OR does not require its graduates to learn about these inequalities.	Learning about people of color is not important; they have not contributed to the U.S. The histories, issues, and perspectives of Whites is essential knowledge for success during and after college.
	There is no women's center on campus	Women students' needs are not as important to us. Women are treated completely equally to men.
	A University schedules their big career fair on a day that has been designated as a day without classes to respect the religious practices of some students, faculty and staff	Your religion and practices are unimportant to us. Your religious observances should not take precedence over a University function. Your access to careers is unimportant to us.
	It costs significantly more for LGBT faculty and staff to cover their partners under the university's health insurance because this is a federally taxed benefit.	Institutions expect LGBT faculty and staff to cover this difference out of pocket. Your family's well being is not as important to us.
	The only options for gender on university forms are "male" and "female"	Transgender individuals do not belong or matter here.
	TV shows and movies that feature predominantly White programs, without "diverse" representation of people of color.	You don't exist. If you do exist, it is as a one or two dimensional stereotype.
	Overcrowding of public schools, lack of sidewalks, overabundance of liquor stores, and lack of green groceries in communities of color.	People of color don't or should not value education, fresh food, exercise, and a quality living environment.

Sue, Derald Wing. 2007. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist*. 271- 286.

Tips for Interrupting Biased Comments:
3 Strategies for Interrupting Microaggressions

1. GET CURIOUS - start with a question like:

- What did you mean by “.....”
- Tell me more about
- Where did you get this information/learn this behavior?
- What makes you think that?
- What if?

2. NAME IT - 2 options for naming steps below:

1) Out The Front Door

- a) I **OBSERVED** you say/do.....
- b) It makes me **THINK** that...
- c) I **FEEL**.....when you say/do
- d) I **DESIRE** that you.....

2) Western States Center Model

- a) **BREATHE**
- b) **NAME IT** (name the oppression the comment or action perpetuates)
- c) **GIVE INFORMATION** (this may include how the comment is oppressive or how it makes you feel)
- d) **GIVE DIRECTION** (what can the person do instead or what should they remedy or never do again)

3. MAKE A REQUEST - end with a request for changed behavior!

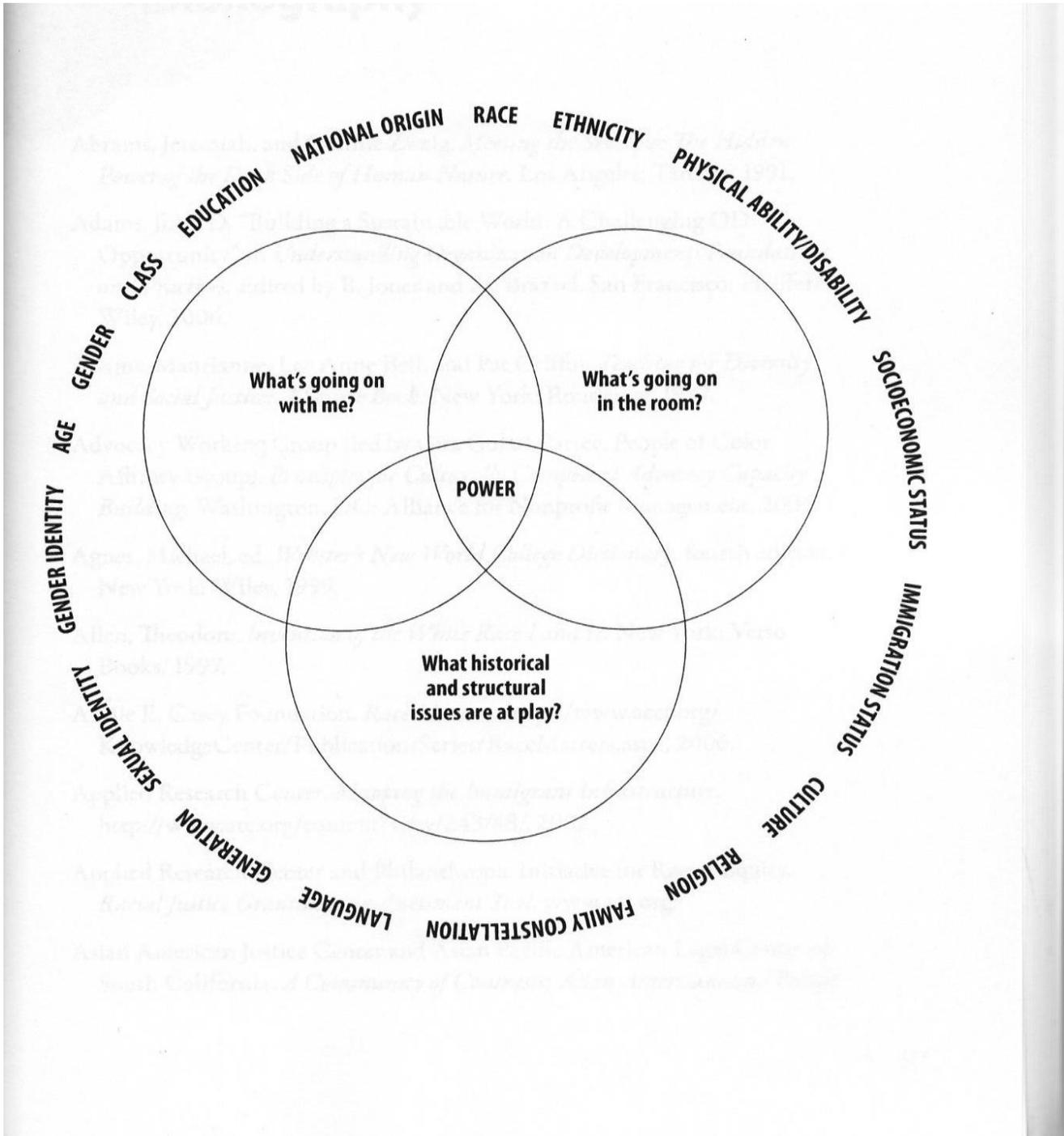
ALLY BEHAVIORS:



- barrier:** **misinformation**
response: *WORKS TO LEARN AND CORRECT INFORMATION*
- barrier:** **cultural differences**
response: *PROMOTES RESPECT FOR DIFFERENCES*
- barrier:** **discrimination**
response: *ADDRESSES UNFAIR TREATMENT*
- barrier:** **skewed power**
response: *WORKS TO ADDRESS POWER DISPARITIES*
- barrier:** **injustices**
response: *ADVOCATES FOR JUSTICE*
- barrier:** **institutionalized prejudice and bias**
response: *WORKS TO COMBAT INSTITUTIONAL "ISMS"*
- barrier:** **struggle to meet basic human needs**
response: *HELPS TO ADDRESS ISSUES OF EXCLUSION, ACCESS, DIGNITY*
- barrier;** **poverty and isolation**
response: *WORKS TO REDISTRIBUTE THE WEALTH & ERRADICATE THE CONDITIONS THAT MANIFESTS AND MAINTAINS POVERTY*
- barrier:** **historical trauma**
response: *ACKNOWLEDGES HISTORIC EVENTS & WORKS TO CHANGE CONDITIONS*
- barrier:** **prejudice**
response: *WORKS TO ADDRESS HIS/HER OWN FILTERS, PREJUDICES*
- barrier:** **alienation and isolation**
response: *LISTENS & VALIDATES EXPERIENCES, PARTNERS & REACHES OUT*

Ongoing Reflection Re: My Lens, My Social Location

(St. Onge)



Exploring Complex Identities within a Social Justice Framework

The grid on the following page is used to help us think about the complexities of our social identities and how they impact our daily experiences. The first column lists various aspects of identity that are parts of who we are as whole people. The second column lists examples of some groups that are privileged in a U.S. context within the categories listed in column one. The third column lists examples of some groups that, within a U.S. context, are marginalized or experience oppression within the categories listed in column one.

One important thing to understand is that these categories are based on **systems** of privilege and oppression, not on individual experiences. For example, an individual can have pride in their identity as a queer woman of color, or a single parent with a disability, but they are still subject to marginalization within a U.S. context because laws, policies, media, resource distribution, social norms, and other determinants of safety and power are generally set by those who have the most privileged identities.

With this in mind, **please read over the list on the next page and mark whether you currently belong to a group that is privileged or marginalized within each of the categories.** When you are complete, your list may look like this example:

1 gender	Men	Women, trans, genderqueer, intersex
2 gender identity	Cisgender/Non-Trans	Transgender, genderqueer, gender non-conforming
3 Race	White People	People of Color
4 Age	30s to 50s	Younger or Older
5 Class	Owning Class or Middle Class	Working poor or Working Class
6 Educational Level	College Graduate	High School or Less

Once you have completed the next page, **please answer the reflection questions that follow.**

	<u>GROUPS THAT EXPERIENCE PRIVILEGE IN A U.S. CONTEXT</u>	<u>GROUPS THAT ARE MARGINALIZED OR OPPRESSED IN A U.S. CONTEXT</u>
1. GENDER	MEN	WOMEN; TRANS; GENDERQUEER; INTERSEX
2. GENDER IDENTITY	CISGENDER/NON-TRANS	TRANSGENDER; GENDERQUEER; GENDER NON-CONFORMING
3. RACE	WHITE PEOPLE	PEOPLE OF COLOR
4. SEXUAL ORIENTATION	HETEROSEXUAL	GAY; LESBIAN; BISEXUAL; QUEER; QUESTIONING
5. AGE	30S TO EARLY 50S	YOUNGER AND OLDER
6. CLASS	MIDDLE CLASS; OWNING CLASS	WORKING POOR; WORKING CLASS
7. EDUCATIONAL LEVEL	COLLEGE GRADUATE	HIGH SCHOOL OR LESS
8. RELIGION/SPIRITUALITY	CHRISTIAN: PROTESTANT OR CATHOLIC	MUSLIM; JEWISH; BUDDHIST; HINDU; LDS; SIKH; PAGAN; AGNOSTIC; ATHEIST; ETC.
9. NATIONALITY	U.S.-BORN; BORN AS U.S. CITIZEN	BORN OUTSIDE THE U.S.; IMMIGRANT TO U.S.; UNDOCUMENTED
10. CHILDHOOD FAMILY STRUCTURE	RAISED BY BIOLOGICAL OR ADOPTIVE FAMILY IN AN ENVIRONMENT THAT FELT SAFE AND WITHOUT ABUSE	RAISED IN THE FOSTER CARE SYSTEM; RAISED WITH DOMESTIC VIOLENCE, WITH DRUG OR ALCOHOL ABUSE IN THE HOME, AND/OR OTHER HOME EXPERIENCES THAT FELT UNSAFE AND LACKED STABILITY
11. ABILITY/DISABILITY	TEMPORARILY ABLE-BODIED	PEOPLE WITH A PHYSICAL, MENTAL, EMOTIONAL, OR LEARNING DISABILITY
12. ETHNICITY/CULTURE	WESTERN EUROPEAN	PUERTO RICAN, DINÉ, MEXICAN, NIGERIAN, JEWISH, RUSSIAN, CHINESE, IRANIAN, ETC.
13. SIZE/APPEARANCE	SLENDER; PERCEIVED AS ATTRACTIVE; HANDSOME; BEAUTIFUL; ETC.	OF SIZE; PARTICULARLY TALL OR SHORT; PERCEIVED AS UNATTRACTIVE; ETC.
14. USE OF ENGLISH	“PROPER” ENGLISH	ACCENTED ENGLISH; ANOTHER PRIMARY LANGUAGE
15. MARITAL/PARENTAL STATUS	MARRIED IN A HETEROSEXUAL RELATIONSHIP WITH OR WITHOUT CHILDREN	DIVORCED; LGBTQ PARENT; DOMESTIC PARTNERSHIP; SINGLE PARENT, SINGLE-NO CHILDREN
16. INDIGENOUS BACKGROUND	NON-NATIVE	NATIVE

Adopted from materials developed by Kathy Obear, Alliance for Change, and adapted by Office of Multicultural Affairs, Seattle University

Self-Reflection Questions

Take a few minutes to complete the statements below using the identities you circled on the previous page. You may find that you are a member of the privileged or oppressed/marginalized group in the majority or all of the categories. If so, pay particular attention to your feelings and reactions in noticing that pattern.

1. I am **most aware** of my membership in the _____ **privileged** group.
2. I am **least aware** of my membership in the _____ **privileged** group.
3. I have the **most experience** managing my membership in the _____ **privileged** group.
4. I have the **least experience** managing my membership in the _____ **privileged** group.
5. I am the **most comfortable** with my membership in the _____ **privileged** group.
6. I am the **least comfortable** with my membership in the _____ **privileged** group.
7. I am **most aware** of my membership in the _____ **oppressed/marginalized** group.
8. I am **least aware** of my membership in the _____ **oppressed/marginalized** group.
9. I have the **most experience** managing my membership in the _____ **oppressed/marginalized** group.
10. I have the **least experience** managing my membership in the _____ **oppressed/marginalized** group.
11. I am the **most comfortable** with my membership in the _____ **oppressed/marginalized** group.
12. I am the **least comfortable** with my membership in the _____ **oppressed/marginalized** group.