BEING AN ALLY FOR FACULTY OF COLOR

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Goals

- ■ Self-reflect on the experiences of learning about race

- ■ Discuss research on the development of racial identity and critical racial literacy

- ■ Understand the difference between allyship and being a co-conspirator

- ■ Identify ways you want to show up <u>authentically</u> for colleagues of color

Shared Agreements

- This work is messy: there are no magic wands, golden tickets, fairy dust, or whatever else, just humans humanizing

- Respect that we're each on a journey and that our journeys aren't always going to be the same

- Swim in Discomfort (Ohito's Discomfort Pedagogy)

- You don't get to call yourself an ally, you have to be invited

- Take care of your needs

Self-Reflection

How old were you when you learned about race as an identity?

How did you learn this?

Racial-Ethnic Socialization

Ethnic-Racial Socialization

The transmission of values, beliefs, and information about ethnicity and race (Hughes et al., 2006 as cited in Wang et al. 2019, pg. 1)

- Messages that cultivate pride in one's race and/or ethnicity

- Explanations of challenges one faces as being part of a marginalized group (i.e. "The Talk")

- Teaching of strategies to cope with challenges

- Perceived as a protective factor to systemic oppression for youth of color

(Wang et al., 2019)

They're not too young to talk about race!

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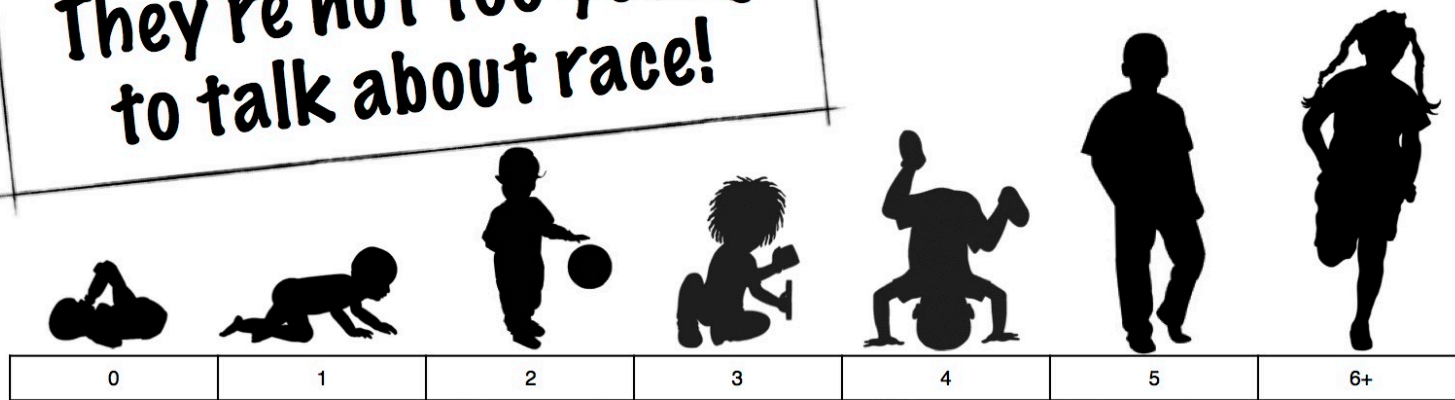
At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embracerace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaeyc.org

Pre-Encounter

- *Assimilation-* Being American; low racial salience
- *Miseducation-* internalization of stereotypes
- *Self-hatred-* negative feelings towards self

Encounter

An experience (conversion experience) that forces one to acknowledge the impact of racism in one's life; forced to focus on identity as a member of a group targeted by racism

Immersion/ Emersion

Anti-White- simultaneous desire to surround oneself with visible symbols of one's racial identity and an active avoidance of symbols of whiteness
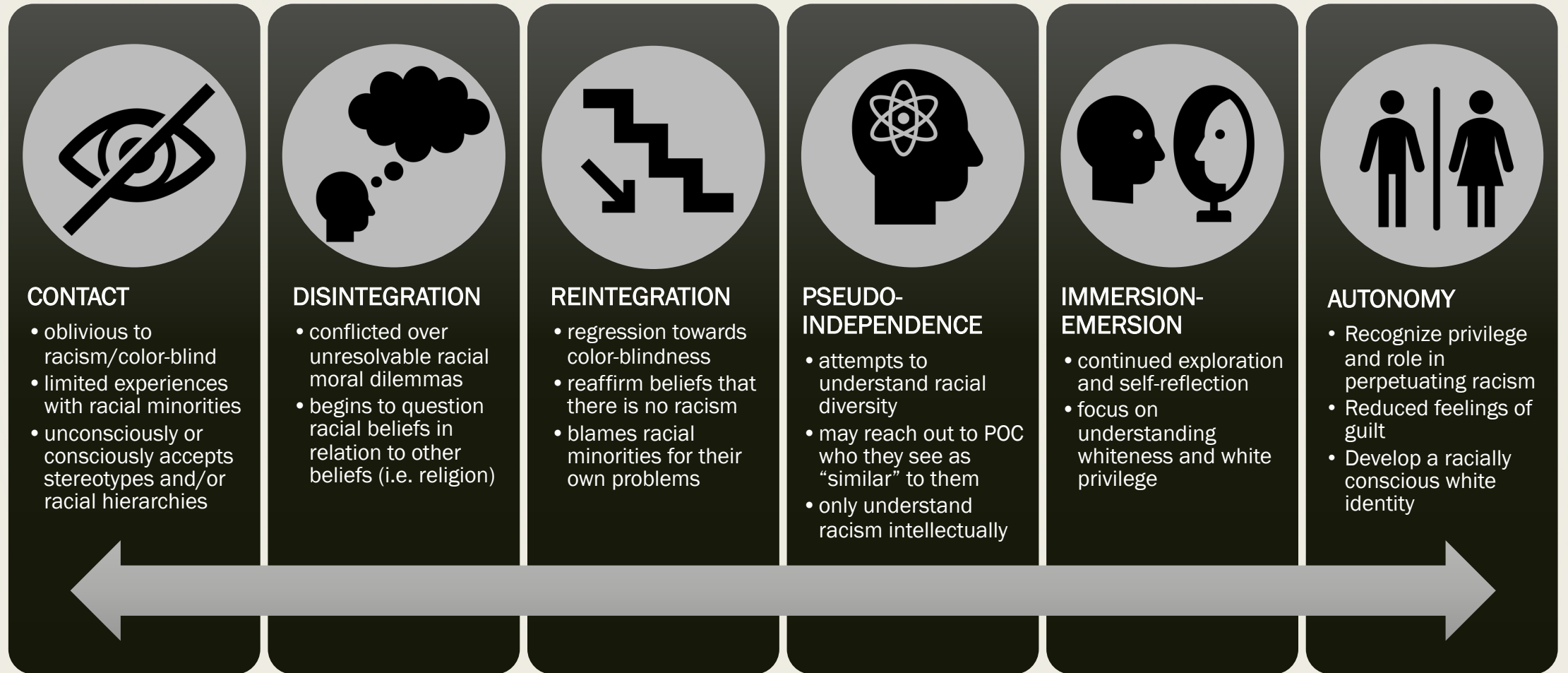
Internalization

Afrocentrism- Secure in one's own sense of racial identity; willing to establish meaningful relationships with whites who acknowledge and are respective of one's self-definition

Internalization/ Commitment

Multiculturalism- translation of one's personal sense of Blackness into a plan of action or a general sense of commitment to concerns of Blacks as a group; comfort with one's own race and those around them

Cross & Vandiver, 2001

White Identity Development

CONTACT
- oblivious to racism/color-blind
- limited experiences with racial minorities
- unconsciously or consciously accepts stereotypes and/or racial hierarchies

DISINTEGRATION
- conflicted over unresolvable racial moral dilemmas
- begins to question racial beliefs in relation to other beliefs (i.e. religion)

REINTEGRATION
- regression towards color-blindness
- reaffirm beliefs that there is no racism
- blames racial minorities for their own problems

PSEUDO-INDEPENDENCE
- attempts to understand racial diversity
- may reach out to POC who they see as "similar" to them
- only understand racism intellectually

IMMERSION-EMERSION
- continued exploration and self-reflection
- focus on understanding whiteness and white privilege

AUTONOMY
- Recognize privilege and role in perpetuating racism
- Reduced feelings of guilt
- Develop a racially conscious white identity

(Helms, 1995)

Racial Socialization

■ Most white children do not talk about race until they are in middle school (age 13) compared to children of color (age 3)

■ By the time white children graduate high school, they are behind their same age peers of color in terms of racial socialization

   – *Social relationships*

   – *Ability to collaborate with colleagues in the workplace*

   – *Contribute to hostile environments for people with less privilege*

      ■ Silence or complacency

      ■ Bystanders

■ Matias (2014): the racial socialization practices of white children is abusive because it does not lead to racial consciousness

(Harvey, 2017)

Critical Racial Literacy

An awareness of the powerful and complex ways in which race influences social, economic, political, and educational experiences of individual groups that leads to refuting, critiquing, and synthesizing the structure of race in daily living to take action towards restructuring oppressive structures that allow us to realize equity

- Racial identity and (dys)consciousness are learned over time and across multiple spaces that requires reflection (memory work) over both time and space

- A complex, cyclical, and sometimes contradictory process best supported by critical communities who work together to resist racial hegemony

- Demands acknowledging and confronting blind spots relative to socialization

(Nash et al., 2018)

Factors that Perpetuate Racism

1. **Categories** that organize people into distinct groups by promoting essentialist and normative reasoning

2. **Factions** create ingroup loyalty and intergroup competition and threat

3. **Segregation** that prevents intergroup contact and leads to the hardening of racist perceptions, preferences, and beliefs

4. **Hierarchy**/Hegmony, which makes people think their racist ways are justified

5. **Power** that is given to people through political standing (e.g. voting, access to healthcare)

6. **Media** representations of stereotypes that normalize whiteness (or ability, partnering, gender roles, etc)

7. **Passivism** towards racism (overlooking it or denying its existence) while encouraging others to do the same

(Roberts & Rizzo, 2021)

Racial Microaggressions

Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color (Sue, 2007, pg. 273)

- Extension of unexamined implicit biases

- Perpetrators are often unaware of their bias

- Almost all interracial

- Three types:
  - *Microassault: intentionally harmful racial messages*
  - *Microinsult: comments that reinforce stereotypes by pointing out one's exception to that stereotype in an attempt to be complementary (unintentional)*
  - *Microinvalidation: dismissing the experiences of people of color and reinforcing a color-blind society (white dissing)*

Racial Consciousness and Literacy

Awareness of Systems of Power and Privilege

Identification with Allies and Co-conspirators
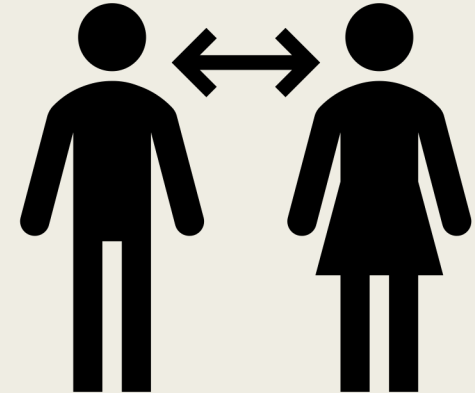
Social Emotional Competence

AUTONOMY: A HEALTHY WHITE IDENTITY

Racial Consciousness and Literacy

White supremacy, via the centering of white fears and emotions, dismantles any chance for healthy dialogue and the development of racial literacy (Sue, 2015)

- Politeness protocol: offensive or uncomfortable topics should be avoided so as not to hurt others feelings; topics of discussion should be light, casual, or superficial

- Academic protocol: empirical reality is more important than experiential reality; learning spaces as sterile and free of feelings or emotions

- Color-blindness protocol: An emphasis on individuality, abstaining from making observations about race, and ignoring difference; perception that talking about race is racist and discriminatory (Matias, 2014: *white diss-course*)

REFLECTION: What are you doing to create safe spaces for persons of color to share their experiences when they choose to share (Back Talk)?

👁 Awareness of Systems

Recognize the social construction of race and historical dehumanization to prop up white supremacy (Harvey, 2017)

- Meritocracy and egalitarianism prevents those with privilege from understanding how the systems of society benefit and/or oppress them

- Lack of relationships and dialogue with people outside of one's race

- Lack of introspection and self-reflection

REFLECTION: What systems are you perpetuating/supporting/benefitting from that disproportionately affect your colleagues of color? What can you do to change these systems?

🤜 Allies vs. Co-conspirators

What does it mean to "use your privilege?"
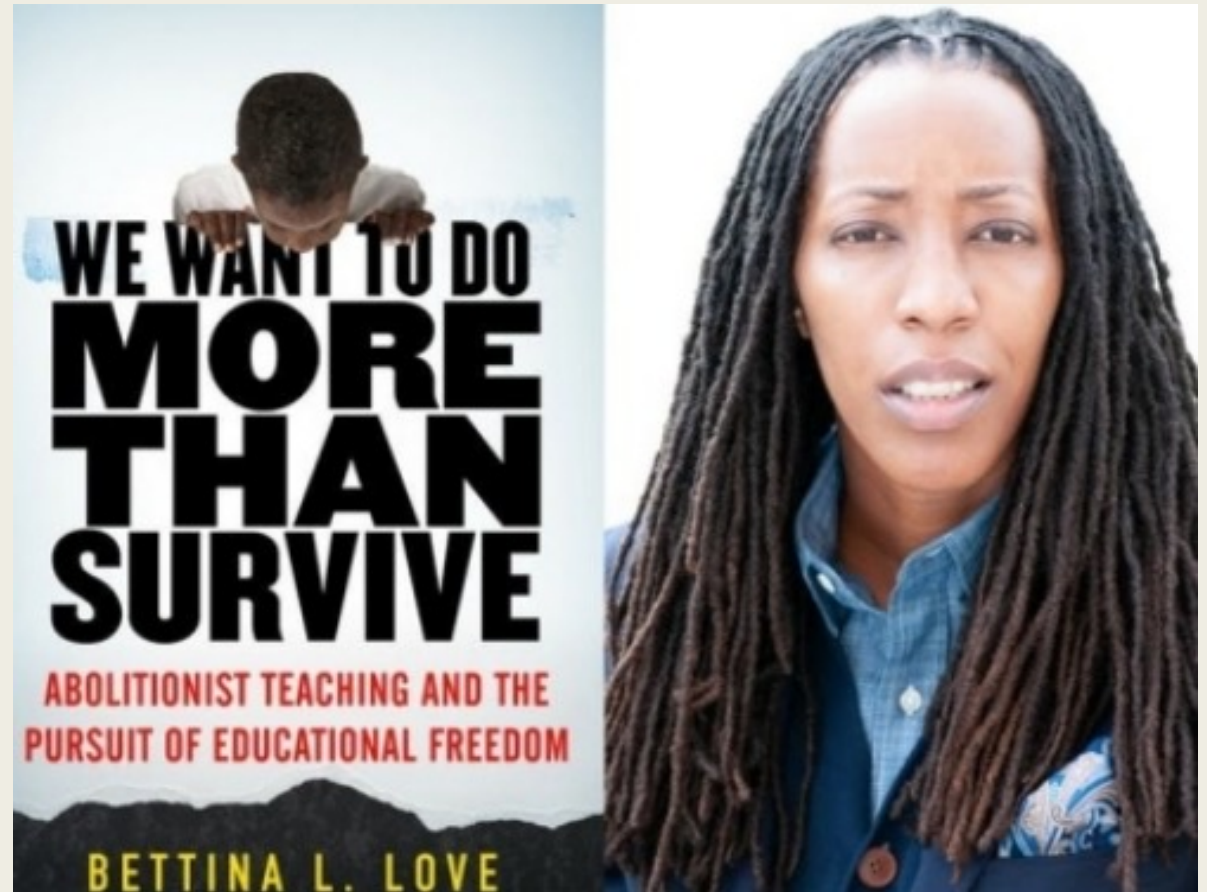
✊ Allies & Co-conspirators

Recognize their role in dismantling racism and actively work to dismantle explicit and implicit racist practices:

- Disarming Microaggressions (Sue et al., 2019)

- Ability to recognize injustices in all its forms and feel confident in their ability to speak out, advocate, or organize a push for change

REFLECTION: How are you showing up for social justice work? Are you listening and supporting? Are you taking risks for change?
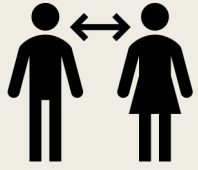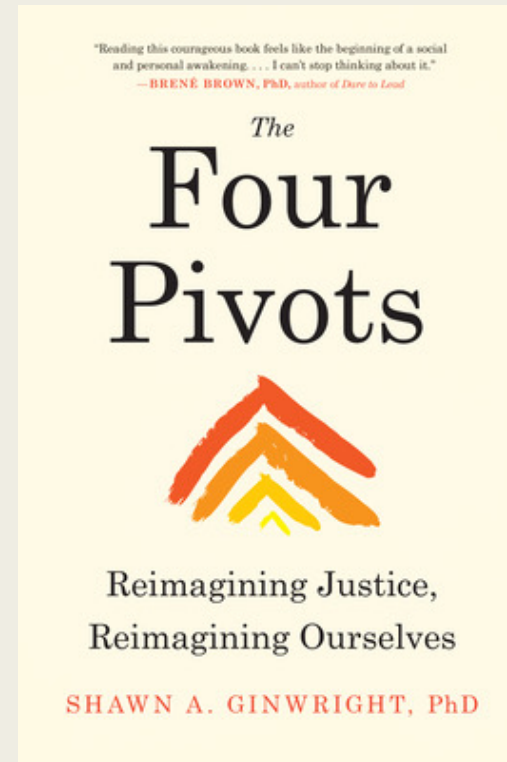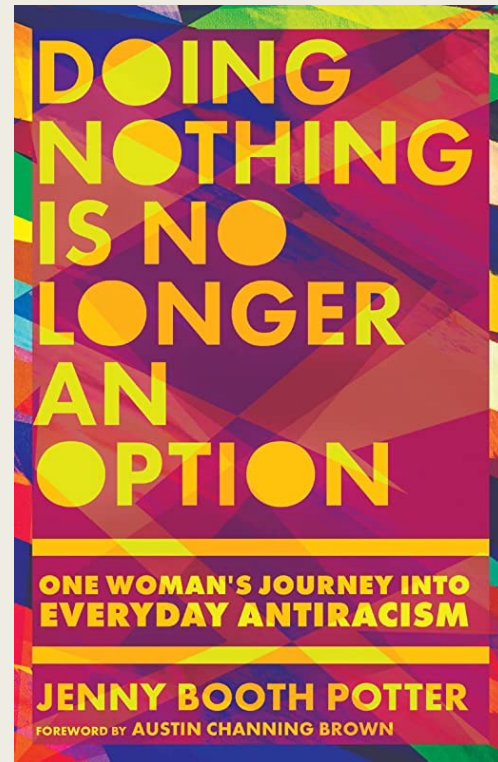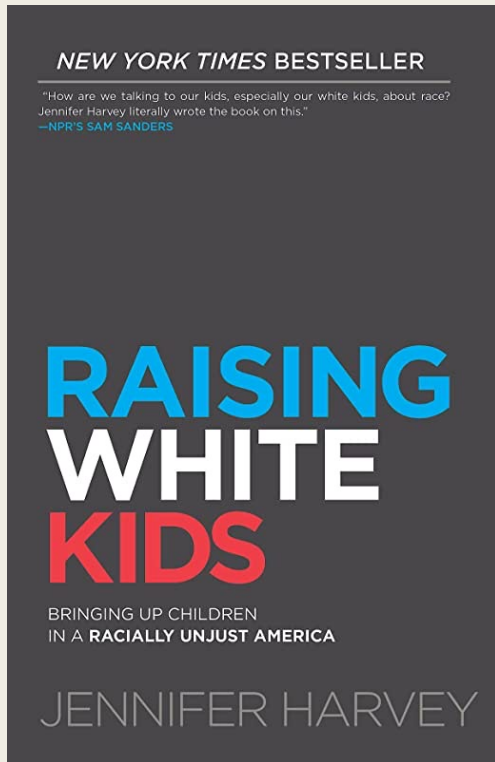
Social-Emotional Competence

Encompasses the development of children and adults in the following areas (CASEL):

1. *Self-Awareness*: awareness of one's own feelings and beliefs that contribute to behaviors.

2. *Self-Management*: ability to manage one's behaviors and choices in pursuit of a goal.

3. *Social Awareness*: ability to engage in perspective-taking and understand the impact one's choices has on others (empathy).

4. *Relationship Skills*: coordination of skills to connect with others and build healthy relationships.

5. *Responsible Decision-Making*: coordination of skills and critical thinking to solve problems.

REFLECTION: How do I show up as my best self for my colleagues of color? Am I building authentic relationships?
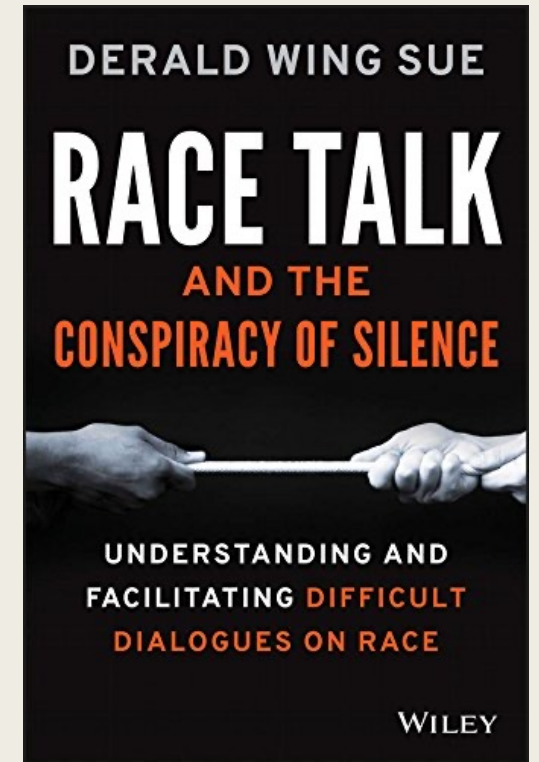
BOOK RECOMMENDATIONS

Q&A