Land Acknowledgement

Traditional.

Ancestral.

Unceded.
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Year: 3rd year
Major: Sociology and Political Science
Areas of interest: Race and representation, political research and student engagement

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Year: 3rd year
Major: Integrated Engineering
Areas of interest: Biomechanics and social development

What is our story and what inspires us?
Workshop Map

Part 1: Understanding Racism

Part 2: Understanding Allyship

Part 3: Moving from Inaction to Action

*Discussion questions, polls, and conversations throughout
1. Learn why it’s important to intervene in situations to combat racism.

2. Be able to safely and accurately recognize racist words, actions, and behaviour.

3. Recognize areas of privilege and how it can play into recognition of racism and taking action against racism.

4. Learn how to safely intervene when racism occurs.

5. Know who or what resources to consult upon encountering or witnessing racism.

6. To encourage you to apply what you’ve learned and to be proactive.
Systemic
ongoing racial inequities maintained by society

Institutional
discriminatory policies and practices within organizations and institutions

Interpersonal
bigotry and biases shown between individuals through word and action

Internalized
race-based beliefs and feelings within individuals
Where can interpersonal racism happen?

In a classroom

In the workplace

At a party

Sitting among loved ones

At a family gathering

On a walk

On the bus

We must be aware despite the circumstances
Don’t have a mindset that relies on someone else taking action
What can interpersonal racism look like?

Social distancing and stigmatization
Acting different or unlike themselves when talking to a specific person
  Singling someone out

Discrimination at work or school
Belittling someone’s success or not giving them credit
  Talking over someone

Threat and harassment
Using racial slurs
  Making racist jokes
From what we’ve discussed about interpersonal racism, in your own words, how would you define it and what are some examples?
What is privilege?

Privilege is distinct from discrimination

↓

Without oppression, there is no privilege

↓

Privilege is an unjust advantage of a particular social group that is the result of structural oppression

↓

Privilege is systemic and upheld by society

“Privilege refers to automatic unearned benefits bestowed upon perceived members of dominant groups based on social identity” (Case, Iuzzini, et al., 2012; McIntosh, 1988, 2012)
What does Allyship look like?

DO...

Have awareness of your implicit biases

Research to gain knowledge on the origins of the struggle of the movement you want to participate in

Discover, intrinsically, ways to acknowledge how you may take part in systems of oppression

Discover, extrinsically, ways to challenge systems of oppression

Use the privilege you have to louden (both in-person and on social media) voices of those who have been historically oppressed

Work on active listening skills & accept criticism gracefully, whether it makes you uncomfortable or not
What does Allyship look like?

**DONT...**

- Expect to be taught or shown. Be self-sufficient and use tools that you may have to gain knowledge and have your questions answered.

- Participate to win in the “Oppression Olympics” (It is not necessary nor appropriate to compare your struggles to a marginalized person, or really anyone)

- Take credit for work of marginalized people or groups who may have started something that you are working on

- Assume that every member of a marginalized group identifies as oppressed

- Assume someone’s singular piece of their identity has placed them in a certain position (Remember: identities are intersectional)
Why people don’t take action

- Being afraid of escalating the situation
- Bystander intervention: thinking someone else will take action
- Thinking you shouldn’t involve yourself as it isn’t your place
- How can one action make a big difference anyways?
- Uninformed: what can I do or say?
- Not wanting to disrupt the status quo
- Being afraid to speak for a minority group
Are there other reasons that you observe why people don’t take action?
Active Movement Break
(3mins)
Why it’s important to take action

- To mitigate further pain inflicted to the one experiencing racism
- To show others around you how bystanders should react
- To better understand your place in this discourse
- To be an example of how one action can make a difference
- To be an active contributor to the solution of racism
- To work against harmful narratives that exist in the status quo
- To be an example to people of your own racial/ethnic group on how they can take action
Psychology Behind Barriers (the internal)

Bystander Effect: Occurs when the presence of others discourages an individual from intervening in an emergency situation.

Pluralistic Ignorance: If we are not sure whether the situation is an emergency, we look to others and see how they are responding. If they're not responding, we tend not to respond either.

Evaluation Apprehension: Anxiety induced in a person performing some task while being observed by others and feeling anxious about being judged.

Normative Influence: People simply publicly comply in order to obtain social approval or avoid disapproval from others.
Racialization becomes racism when it involves the hierarchical and socially consequential valuation of racial groups over others.

Racism becomes embedded within social structures when social norms in place reinforce this hierarchical dichotomous relationship and influence interpersonal relationships.

The definitional boundaries of race and ethnicity are continuously shaped by the tug and pull of state power, group interests, and other social forces.

This allows for implicit and complicit biases, attitudes and processes to be sustained and enacted at micro and macro levels.
THE HOW
Moving from Inaction to Action
1. Notice the Event

Use your knowledge about racism and harassment to notice any conflicts that may require intervention.

Check if the person looks visibly uncomfortable.

Listen and watch closely to what and how the harasser is saying and acting towards the other party.
2. Interpret as a Problem

After noticing the event, start thinking to yourself, does the event involve verbal or physical harassment?

Are the statements stated by the offender charged with racist ideas?
3. Feel Responsible to Act

Use your knowledge to recognize that it is your responsibility to intervene into a conflict to ease down the tension if you are capable to do so.

Especially in cases where the victim of the harassment is unable to ease down the tension, it is your responsibility as a capable person to intervene.

Do your part to the society by helping others and combating racism!
4. Possess the Necessary Skills to Act

Educate yourself with the necessary information to ease down the tension and educate the harasser if they’re willing to listen to you.

Have courage to intervene!

Be articulate when explaining to the harasser as to why their actions or words were racist or inconsiderate.
Words and Phrases
**Intervention Strategies**

**"I" Statements**
Focuses on your feelings rather than criticising the other person.
State your feelings, name the behaviour, and then state how you want the person to respond.

**Humor**
Reduces the tension of an intervention and makes it easier for the person to hear you.
Do not undermine what you are saying with too much humor — funny doesn’t mean it is unimportant!

**Bring it home**
Prevents someone from distancing themselves from the impact of their action.
Ex: I hope no one ever talks about you like that.
Prevents them from dehumanizing their targets as well.

**We're Friends right?**
Reframes the intervention as caring and non-critical.
Ex: "As your friend, I got to tell you.. do yourself a favor and maybe think about what you are saying"
Intervene Safely

**Express Concern and Caring**
Show interest in the person and how their doing, either in general or in the area of concern—this establishes a helpful tone.

**Share Basis of Concern with Specifics**
Let the person know what you have noticed and describe it in detail.

**Share How it Makes You Feel**
State your concern in the form of an I statement.

**Ask The Other Person If They Understand Your Point of View**
This is a chance to listen and hear how the person is responding to your feedback.
Intervene Safely

**Brainstorm What Can Be Done**
Consider alternatives to the behaviour and go over them together, including possible consequences for the behaviour. Make sure to solicit ideas from the person being confronted.

**Offer Support of Change**
Let the person know that you are willing to help, and give examples of how you might do this. Suggest or impose consequences if necessary.

**Have A Plan For Follow Up**
Let the person know that you are willing to follow up with them, and you both should plan to discuss and evaluate if the behaviour has changed.
Providing ongoing support

Sometimes, safely intervening might mean to not engage with the individual committing racism.

In this case...
The person who has experienced racism should be your primary focus during the intervention.

It’s important to make this connection and show your support to the person needing it most.
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<tr>
<th>Catch in Action:</th>
<th>We don't say that here.</th>
<th>Help me understand your thinking.</th>
<th>That's not okay with me.</th>
<th>I am sorry, what did you say?</th>
<th>Can you explain that joke?</th>
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<td>That's not funny.</td>
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Thank you for staying with us.

Together, we will continue to learn and grow to practice active allyship and understand that this journey of learning is continuous and lifelong.
Resources

For further education:
BLM Website: https://blacklivesmatter.com/
White Awake: https://whiteawake.org/self-education/themes-and-resources/
Black resources, stories and voices (compiled by black activist Charles Preston):
https://drive.google.com/drive/folders/0Bz011IF2Pu9TUWIxVWxybGj1Ync?usp=sharing
White Privilege and Personal Experience:
https://www.racialequitytools.org/resourcefiles/mcintosh.pdf
BC Human Rights Commissions:
MIT Bystander Intervention Resources:
http://web.mit.edu/bystanders/strategies/index.html
Sociology of Racism study by Matthew Clair and Jeffrey S. Dennis:

Instagram pages to follow:
@blklivesmatter
@blackvancouver
@blackatUBC
References


(Brondolo et al., 2005; Contrada, Ashmore, Gary, Coups, Egeth, Sewell, Ewell, & Goyal, 2001)https://societyforhealthpsychology.org/resources/research-advocacy/diversity-racism/interpersonal/


http://changingminds.org/explanations/theories/pluralistic_ignorance.htm

https://www.sciencedirect.com/topics/computer-science/normative-influence

https://www.psychologytoday.com/ca/basics/bystander-effect
We would like your feedback

Survey #1: workshop feedback

Survey #2: evaluation of research

[QR Code for Survey #1]

[QR Code for Survey #2]
Submit questions via google form here ^^