The Four Horsemen of This Apocalypse

How Racism, Xenophobia, Violence and Injustice Converged in the Pandemic to Change the World

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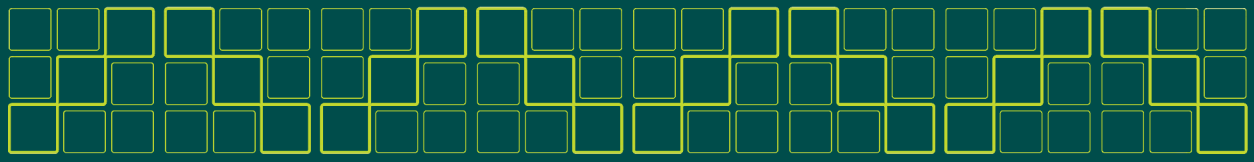


July 23, 2020

Apocalypse

- ***Apocalupsis*** - “revealing, disclosure, to take off the cover.”

- Information Source: *www.GotQuestions.org*

Pandemic

- ***Pandemos -*** public; literally of all the people.

- *From Wikipedia, the free encyclopedia*

Xenophobia

- ***Xénos*** **–** “stranger" or “foreigner”
- ***Phóbos*** – “fear”
- “One unduly fearful of what is foreign and especially of people of foreign origin”

- *“Xenophobe.” Merriam-Webster.com Dictionary, Merriam-Webster, https://www.merriam-webster.com/dictionary/xenophobe. Accessed 17 Jul. 2020.*

Apocalypse + Pandemic + Xenophobia

- Revealing, disclosure, to take off the cover
- All the people (public)
- Stranger, foreigner and fear

The Significance of This Moment

- ***Social*** – How will our communities rebuild? Transform?
- ***Political*** – Who will represent us?
- ***Cultural*** – Which worldviews will guide our understanding of each other?
- ***Historical*** – What lessons are we prepared to learn?
- ***Economic*** – How will resources be allocated for healing?

Setting the Frame

We All Have Multiple Identities:

- That we use to define ourselves
- That others use to define us

We All Have Internalized Bias:

- Bias about groups we don't belong to
- Bias about groups we do belong to

"To have bias is to be human. Bias originates evolutionary inclination to distinguish 'friend' (someone like me) from 'foe' (someone different from me) in order to survive. It is a fundamental way that our minds process information, allowing us to both stay safe and navigate a cacophony of stimulus at a reasonable pace.

Our background and experience create the lenses through which we see, interpret, and judge the world. Our natural tendency is to see the world as we are, not as it is.

When we are busy or distracted, or feel guilty about our biases, it is more likely that we will act and make decisions from our unconscious. In order to make more objective decisions, we need to create the space to pause and analyze the nature and source of our unconscious judgments. By taking this on, we can create more conscious awareness both individually and organizationally."

Source: *www.cookross.com*

In this presentation, we're going to be talking about:

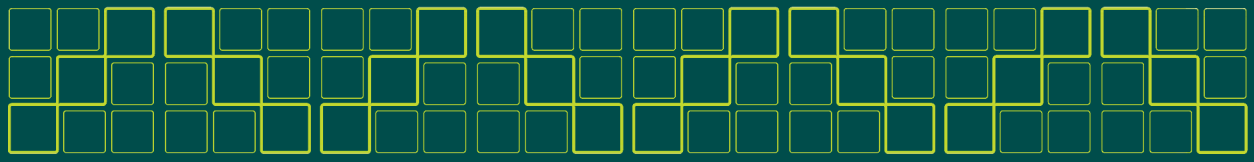
- Current events relative to racism, especially anti-Black racism
- Current events relative to xenophobia, with emphasis on who is (and is not) being seen as "American"
- Consider both topics within the context of the Pandemic and increasing polarization
- Strategies for positive change, highlighting personal, internal change necessary for collective change

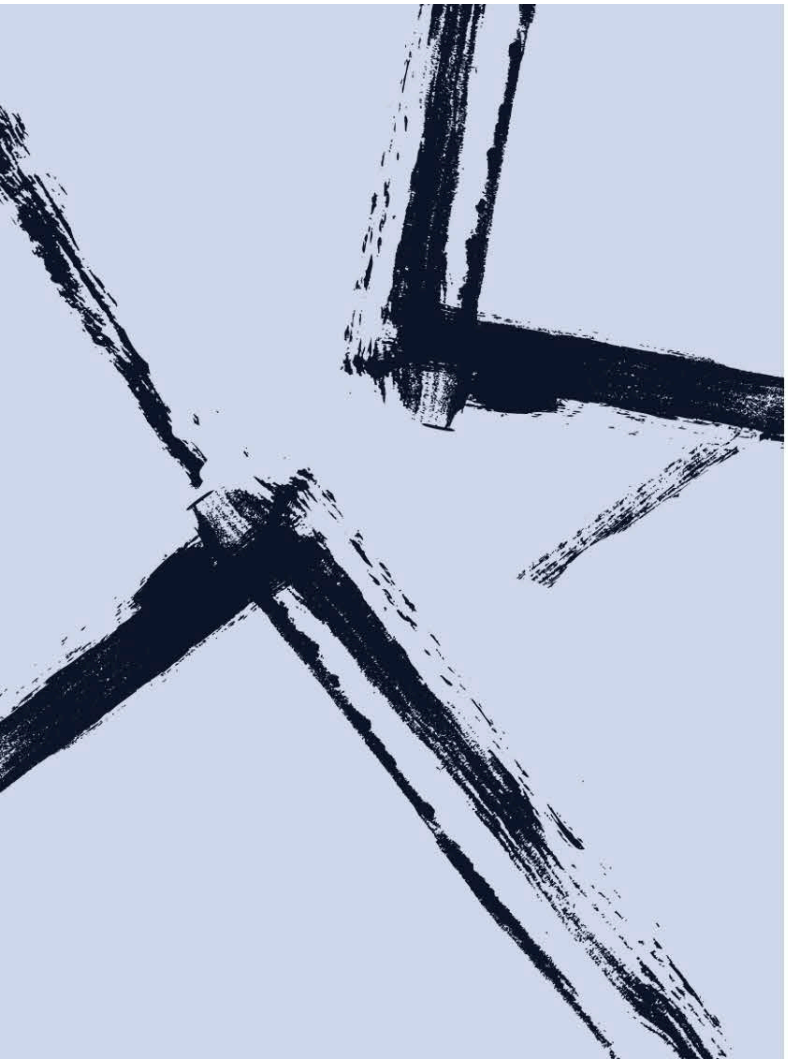
Be mindful of…

- What's going on for you as you participate in this training.

- Three internal "messengers" that can help with this are:
  - Your body
  - Your mind
  - Your heart

Part I: Racism Anti-Black Violence 2.0





Racism: Working definition

- **Racism** is an ***organism*** of interlocking systems working symbiotically to disproportionally validate, benefit and advance one social group ***(Whites),*** while simultaneously oppressing, diminishing and denying another social group ***(Blacks)*** based on the fallacious notion of racial superiority.
- **Racism** is a system which creates the capacity of one group to deny groups deemed "other," access to basic human resources: adequate food, shelter, healthcare, employment opportunities, job security, quality education, etc.
- **Racism** creates an environment that actively suppresses self-love, self-determination and self-reliance. In this environment, the oppressed peoples are conditioned to believe in the benevolence of the oppressor who will reciprocate our love for them if only we work harder, speak more softly, keep smiling and "turn the other cheek." (e.g. Christian Cooper).
- **Racism** endgame goals are:
  - Enslavement – Mental, Physical and Spiritual
  - Power, Wealth and Resource hoarding
  - Revisionist History
  - Genocide

Racism in the time of COVID-19: Why now?

- Our attention has shifted while sheltering in place
- Social media exposing what has always been happening
- Social distancing
- This pandemic has been a perfect storm for Racism to flourish
- Why this moment could be different

Racism is; Racism ain't

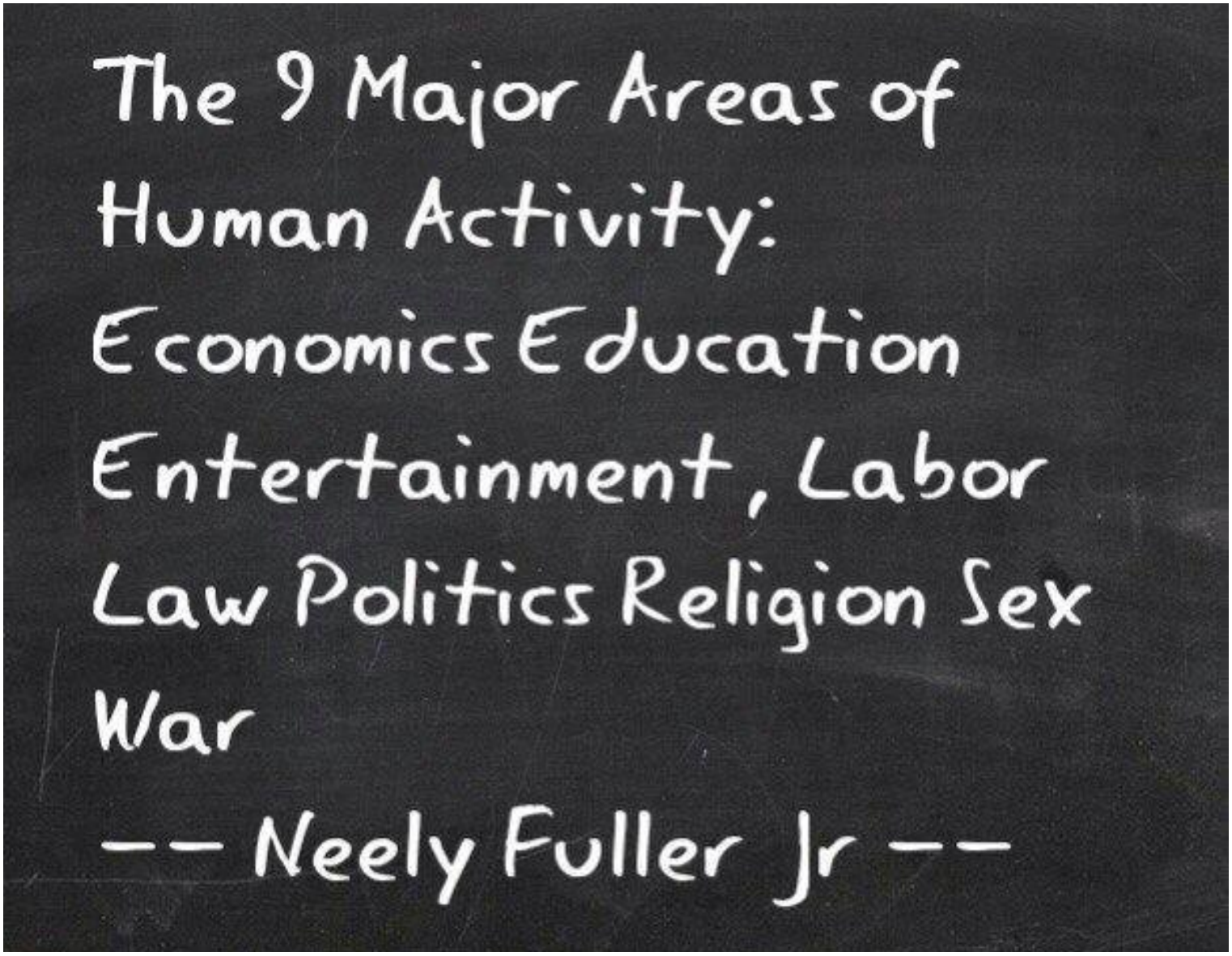
- **Racism** should not be conflated with ***prejudice or bigotry.***
- **Racism** should not be perceived as something to "dismantle" (a thing taken apart can be put back together again).
- **Racism** is *elemental* – it's in the air we breathe, the water we drink and the soil that grows our food.
- **Racism** is not simply about "disliking" a particular group. Thus, gaining more "exposure" to this or that group won't be the resolution, and neither will obfuscating phrases like, *"I have Black friends;" "I don't see color."*
- **Racism** is the *raw material* (culturally based values) from which specific structures and systems are made.

A shift in perspective

- Racism is something from which we ***all*** need to learn and heal
- Objectifying Racism is part of the problem (It's not something separate from the self, from which we should seek to detach)
- Anti-Black Racism permeates every aspect of Western thought and culture—even in the etymology and history of the word "black" itself.

Where does Racism live?

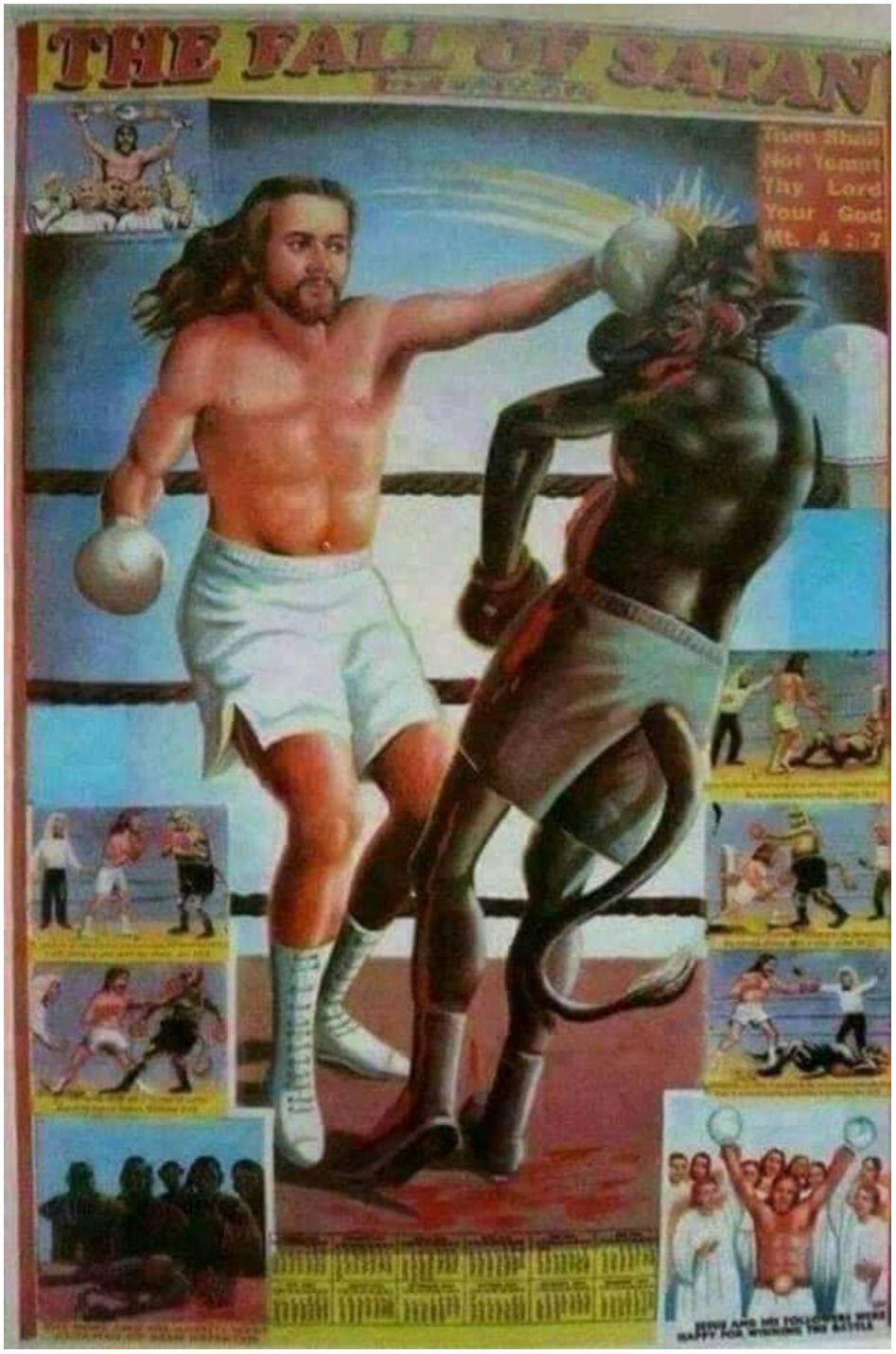
- In our words, thoughts, beliefs and symbols
- In various cultural worldviews – both internally and externally
- In our perceptions, assumptions, subconscious
- In religious institutions and concept of "God"
- In the Constitution – the 3/5th's Compromise

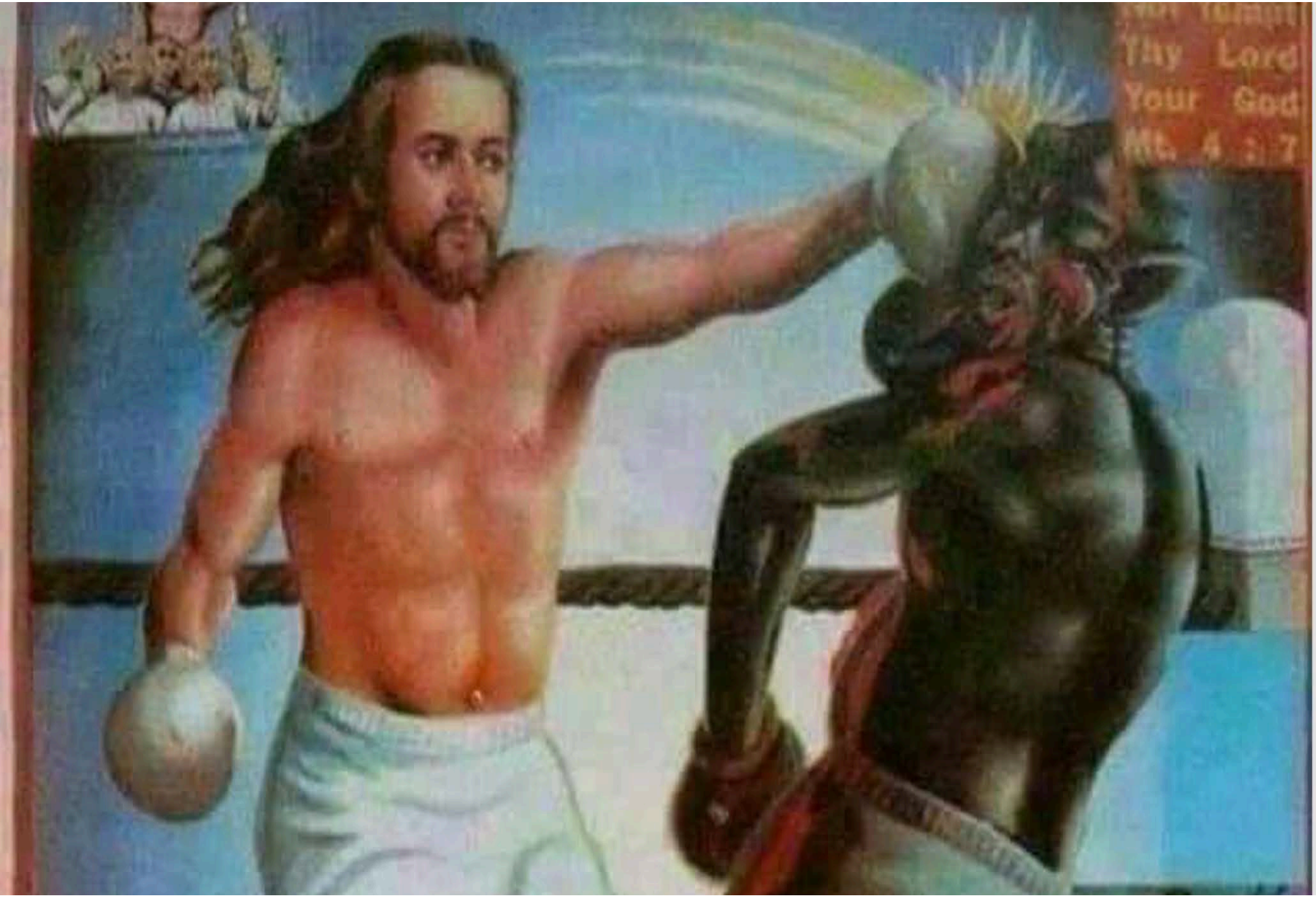

The 9 Major Areas of
Human Activity:
Economics Education
Entertainment, Labor
Law Politics Religion Sex
War
-- Neely Fuller Jr --

It lives in our symbols:

This Insignia represents the Order of St Michael and St George—one of Britain's highest honors. It is traditionally bestowed by The Queen on ambassadors, diplomats and foreign officials. It depicts St Michael standing on the neck of a chained, winged demon *with the visage of a Black man*.

This badge has been worn by the Jamaican Governors General since Independence. That means it's been worn by Black men since 1962 - as a badge of honor.


THE FALL OF SATAN
Thou Shalt Not Tempt Thy Lord Your God Mt. 4 : 7


Thy Lord
Your God
Mt. 4 : 7

Keep in mind…

- **Racism** can not be compartmentalized from a complex whole of interdependent cultural assumptions
- Just because a person has sex with someone from a different race does not mean he or she is not **racist;** *interracial sex never has been a cure for racism and never will be*
- Just because a person has children of a different or mixed race does not mean he or she is not **racist—*a racist parent may be inflicting and teaching racism and self hatred to their child "of color"***
- **Anti-Black Racism** is in every case **malignant** and *never* benign

Examples

- **Strom Thurmond**, former Senator from So. Carolina for 48 years, was a staunch and racist segregationist. He had (and financially supported) at least one child (**Essie Mae Washington-Williams)** with a black woman
- "Founding Father" **Thomas Jefferson** is well-known to have fathered 6 children by enslaved Sally Hemmings, whom he "acquired" as a teen and never freed—even upon his death.

Birth of a Nation: From *Fay Wray* to *Amy Cooper*

Ties to Race

A 1915 cartoon depicting the German emperor as an African.

- Prior propaganda compares Germany to Africa.
- A 1915 report on German atrocities:

  "[Makes a] terrible indictment against a so-called Civilized Power—and one, moreover, whose home is not in 'Darkest Africa,' but in the very heart of enlightened Europe."

- Meant to highlight the difference between the "savage" and the "civilized."
  - Plays on then current ideas about superiority and race.
- The "Mad Brute" thus represents the final stage of de-evolution: Civilized Man → Savage → Beast.

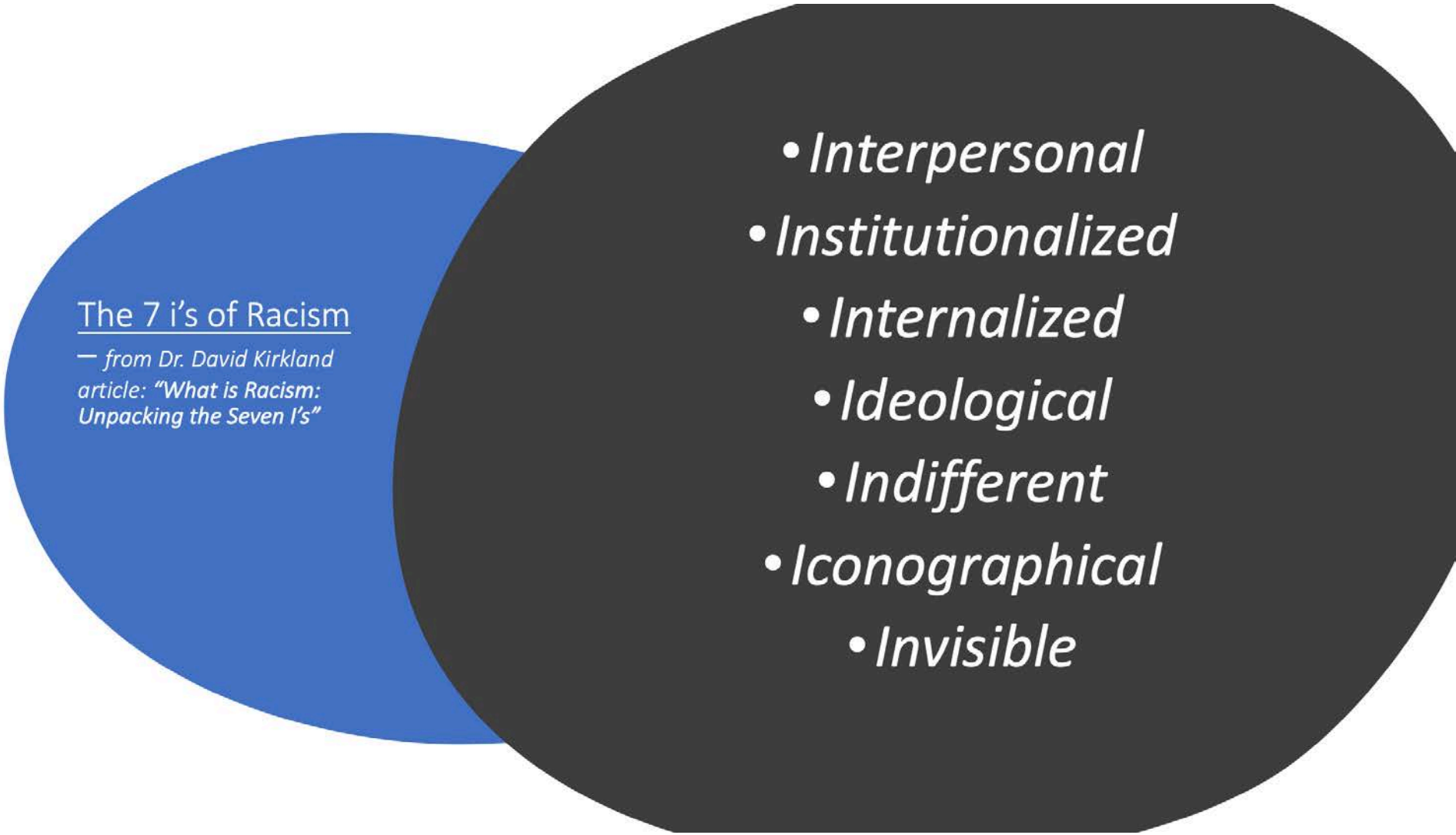
- German WWI poster
- "Misery and destruction follows anarchy"
  - 1918
- Depicts anarchists as a monstrous ape with weapons

Anti-Black propaganda maintains the "status quo"

Jan. 24th 2014 – Buro 247 magazine

Abby Johnson: Police will racially profile my biracial son; that's smart

Back to Facebook
9:12 PM
34%
Messages
Babymom
Details
But she is black ? Unless I'm mistaken and I'm not her father ?
Idc what u say , I don't like it never will ,
No sadly your her dad . But she don't need her hair like that
What's wrong with it ?
It's ugly . My kid is more white in my eye not fully black so she don't need that ugly hairstyles
Nick I'm taking it out when I get her back.
Your child is mixed sweetie . She's half white and half black . Her skin tone doesn't affect her race . But ugly hairstyle ? Is that serious ? You send her over to me looking like a turkey . Mixed girls don't wear their hair with bangs
I don't care they don't have them in beads and ugly braids like that. Go


The 7 i's of Racism
— from Dr. David Kirkland article: "What is Racism: Unpacking the Seven I's"
• Interpersonal
• Institutionalized
• Internalized
• Ideological
• Indifferent
• Iconographical
• Invisible

A 400+ Year Head Start

Fixing

- More “Do’s & Don’ts”
- Creating a timeline for change
- Hiring Black & Brown professionals (Attrition warfare)
- Making Black & Brown people responsible for shifting organizational cultures and (re) educating White people
- Miseducation
- Individualizing the problem

Healing

- Acknowledging the problems
- Processing new information
- Embracing the “7 stages of grief”
- Engaging the generational trauma
- Developing different therapeutic models
- Elevating a diverse historical narrative written by those who have been oppressed and “othered”
- Not only defining people by their “trauma”
- Non-defensive listening; not taking things personally

7 Stages of Grief

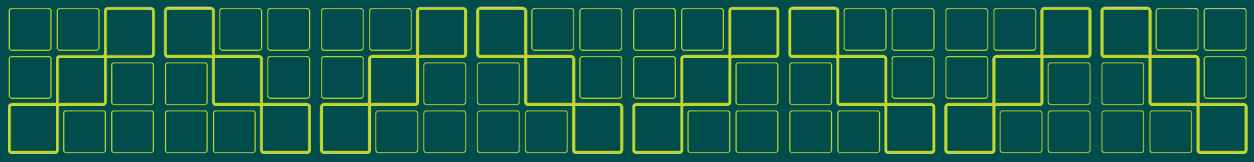
(Modified Kubler-Ross Model)

Shock*	• Initial paralysis at hearing the bad news.
Denial	• Trying to avoid the inevitable.
Anger	• Frustrated outpouring of bottled-up emotion.
Bargaining	• Seeking in vain for a way out.
Depression	• Final realization of the inevitable.
Testing*	• Seeking realistic solutions.
Acceptance	• Finally finding the way forward.

* This model is extended slightly from the original Kubler-Ross model, which does not explicitly include the Shock and Testing stages. These stages however are often useful to understand and to facilitate change.

Questions/Comments?

Part II: Xenophobia and the Immigrant/International Student Experience



Definitions

- **Ethnocentrism:** “The belief that one's culture is superior to all other cultures; Seeing one’s own culture as the correct way of living.”
- **Hyper-Nationalism:** “Extreme nationalism; the belief in the superiority of one's nation and of the paramount importance of advancing it.”
- **Nativism:** **“**A policy of favoring native inhabitants as opposed to immigrants”
- **Xenophobia:** “Fear and hatred of strangers or foreigners or of anything that is strange or foreign.”

- **"The Norm":** "A standard of rightness and often righteousness wherein all others are judged in relation to it." **The Norm** includes those who have ability to exert systemic power and control (*may **not** be the numerical majority;* examples of nonwhites in South Africa and women worldwide).
- **"The Other":** "Those who fall outside 'The Norm," yet who are defined in relation to it." **The Other** are often seen as "abnormal," "inferior," "needing help," etc., and are often marginalized and not able to exert systemic power and control (*may **not** be the numerical minority*).

Suzanne Pharr, 1997

Lived Experience by Status:
"The Norm" Experience

- **Social Power** = Access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life.

- **Privilege** = Unearned access to resources (social power) only readily available to some people as a result of their social group membership or the advantages provided by some statuses.

Lived Experience by Status:
"The Other" Experience

- **Inequality** = Unequal access to resources and influential power needed to lead a safe, productive, and fulfilling life (e.g., haves vs. have-nots; powerful vs. powerless).

- **Stigma** = "To be marked with a label of disgrace." Results in limited or blocked access to resources (social power) as a result of social group membership or disadvantages because of unprivileged statuses.

Historical Nativism and "Otherizing"

- **1790:** Congress passes the *Naturalization Act* about who should be granted U.S. citizenship – any free white person of "good character" living in U.S. for 2+ years.
- **1849:** America's first anti-immigrant political party, the Know-Nothing Party forms, as a backlash to the increasing number of German and Irish immigrants settling in the United States.
- **1882:** The *Chinese Exclusion Act* passes, which bars Chinese immigrants from entering the U.S. Beginning in the 1850s, a steady flow of Chinese workers had immigrated to America.
- **1907:** Amid prejudices that an influx of Japanese workers would cost white workers farming jobs and depress wages, the U.S. and Japan sign a "Gentlemen's Agreement" to limit Japanese emigration to the U.S. to certain categories of business and professional men.
- **1917:** The *Immigration Act of 1917* establishes a literacy requirement for immigrants entering the country and halts immigration from most Asian countries.

- **1924:** The *Immigration Act of 1924* limits the number of immigrants allowed into the U.S. yearly through nationality quotas. Favors immigration from Northern and Western European countries (Great Britain, Ireland and Germany account for 70% of all available visas). Immigration from Southern, Central and Eastern Europe limited. Completely excludes immigrants from Asia, aside from the Philippines, then an American colony.
- **1939:** The U.S. turned away 937 passengers, almost all Jewish, on the *St. Louis,* forcing them to return to Europe. Over 25% of them died in the Holocaust.
- **1942:** Labor shortages during WWII prompt the U.S. and Mexico to form the *Bracero Program*, which allows Mexican agricultural workers to enter the U.S. temporarily. The program lasts until 1964.
- **1965:** The *Immigration and Nationality Act* ends the national origin quotas enacted in the 1920s; replaced with a 7-category preference system emphasizing family reunification and skilled immigrants. Upon signing the new bill, President Lyndon B. Johnson called the old immigration system "un-American," and said the new bill would correct a "cruel and enduring wrong in the conduct of the American Nation."

- **1965-1970: I**mmigration from war-torn regions of Asia, including Vietnam and Cambodia, more than quadrupled. Family reunification became a driving force in U.S. immigration.
- **1980**: During the Mariel boatlift, roughly 125,000 Cuban refugees make a dangerous sea crossing in overcrowded boats to arrive on the Florida shore seeking political asylum.
- **1986:** *Immigration Reform and Control Act*, which allowed permanent residency to almost 3 million people who had lived illegally in the US. Since 1982 or worked certain agricultural jobs; denounced as amnesty.
- **1996:** *Illegal Immigration Reform and Immigrant Responsibility Act*, which authorized constructions of barriers along part of the U.S.-Mexico border and increased immigration enforcement actions.
- **2002:** *Homeland Security Act* created the Dep't. of Homeland Security and an electronic data system to maintain information on the admission of immigrants and possible grounds for removal from the U.S.
- **2012:** *Deferred Action for Childhood Arrivals* (DACA), which shielded more than 75200 young adults brought the U.S. as children from deportation. Also granted two-year work permits to those between 15-30. Still no path to citizenship.

Recent History/Current Events

- **2017:** Proposed *American Immigration for Strong Employment* (RAISE) *Act*, which would permanently reduce legal immigration to the U.S. by half by eliminating the diversity visa, eliminating or restricting immediate family and close relatives, imposing a permanent cap of refugees, and replacing current employment-based system with a points-based system.
- **2017:** Rescinds *DACA* program; action blocked by Supreme Court on **June 18, 2020** as "arbitrary and capricious."
- **2017:** Two executive orders curtailing travel/immigration from 6 majority Muslim countries (Chad, Iran, Libya, Syria, Yemen, Somalia) as well as North Korea and Venezuela. In **June 2018**, the U.S. Supreme Court uphold a third version of the ban on 7 of these countries (ban on Chad lifted).
- **2017:** Ends *Temporary Protected Status* for over 317,000 from 10 countries, although lawsuits resulted in extensions for many until 2021.
- **2017-2020:** Policy of family separation and detention implemented; 4,368 migrant children separated from their families.
- **June, 2020:** Extended a freeze on green cards for new immigrants and signed an executive order to suspend new H-1B, L-1, J and other temporary work visas for skilled workers, managers and au pairs through the end of the year.

- **March, 2020:** *The Coronavirus Aid, Relief and Economic Security (CARES) Act* passed. Designed to support families during current health crisis but included a specific restriction. If any member of a U.S. household had an undocumented immigrant or didn't have Social Security number, the $1,200 for adults or $500 for children wouldn't reach those families. Affects not just the individual, but the whole household.

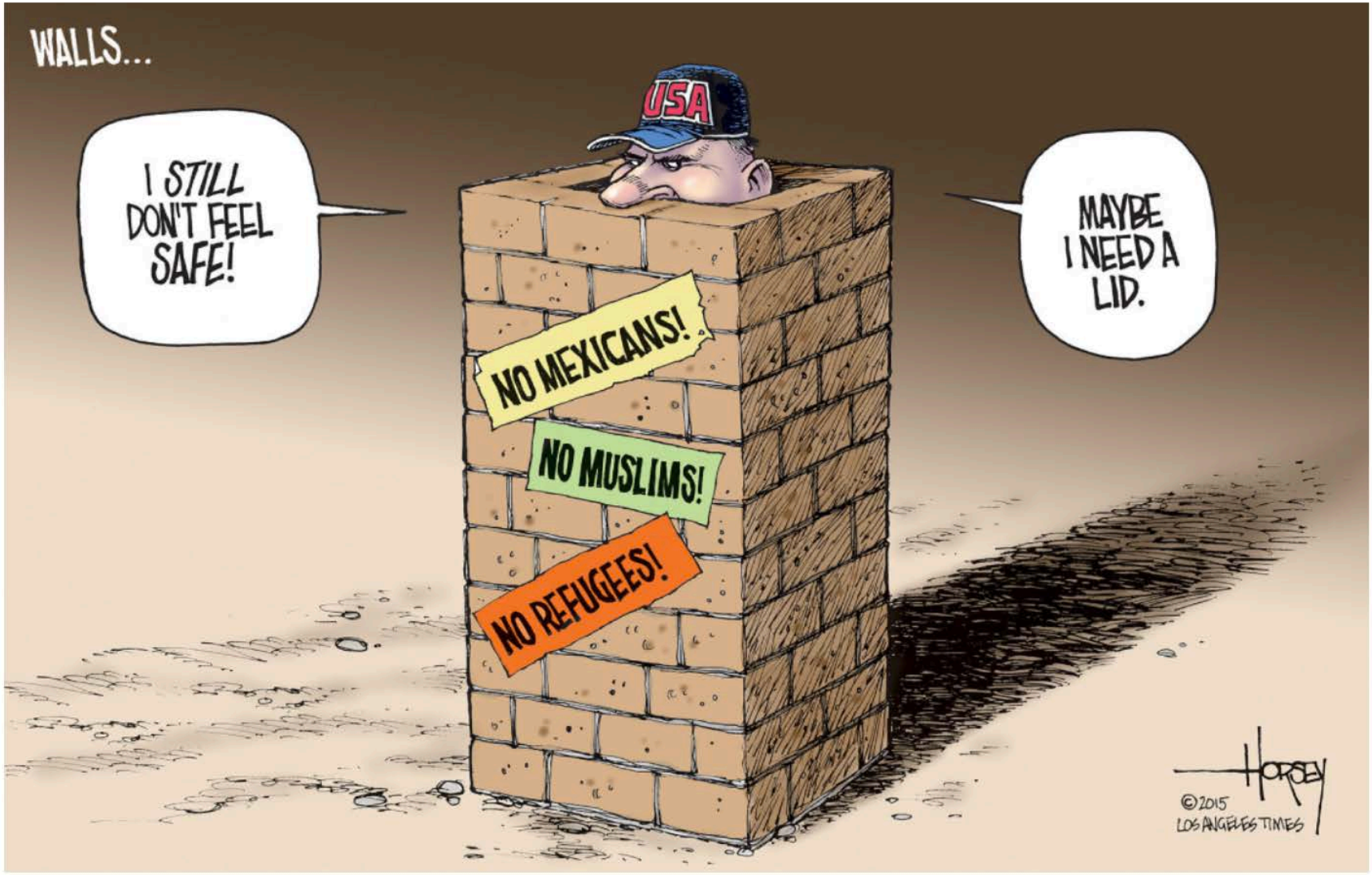
https://www.history.com/topics/immigration/immigration-united-states-timeline
https://www.latimes.com/projects/la-na-immigration-trends/
https://apnews.com/015702afdb4d4fbf85cf5070cd2c6824
https://www.splcenter.org/news/2020/06/17/family-separation-under-trump-administration-timeline

Not American

Over U.S. history, objections to increases in immigration often based on bias and stereotypes centered on race, ethnicity, religion and culture, as well as beliefs that certain nationalities or ethnicities were inherently better or worse than others.

“immoral”	“greedy”	“out to get our jobs”	“drug addicts”
“diseased”	“materialistic”	“genetically impure”	“thieves”
“lazy”	“socialists”	“intellectually inferior”	“rapists”
“drunkards”	“anarchists”	“social menace”	“criminals”
”primitive”	“subversive”	“security threat”	“terrorists”

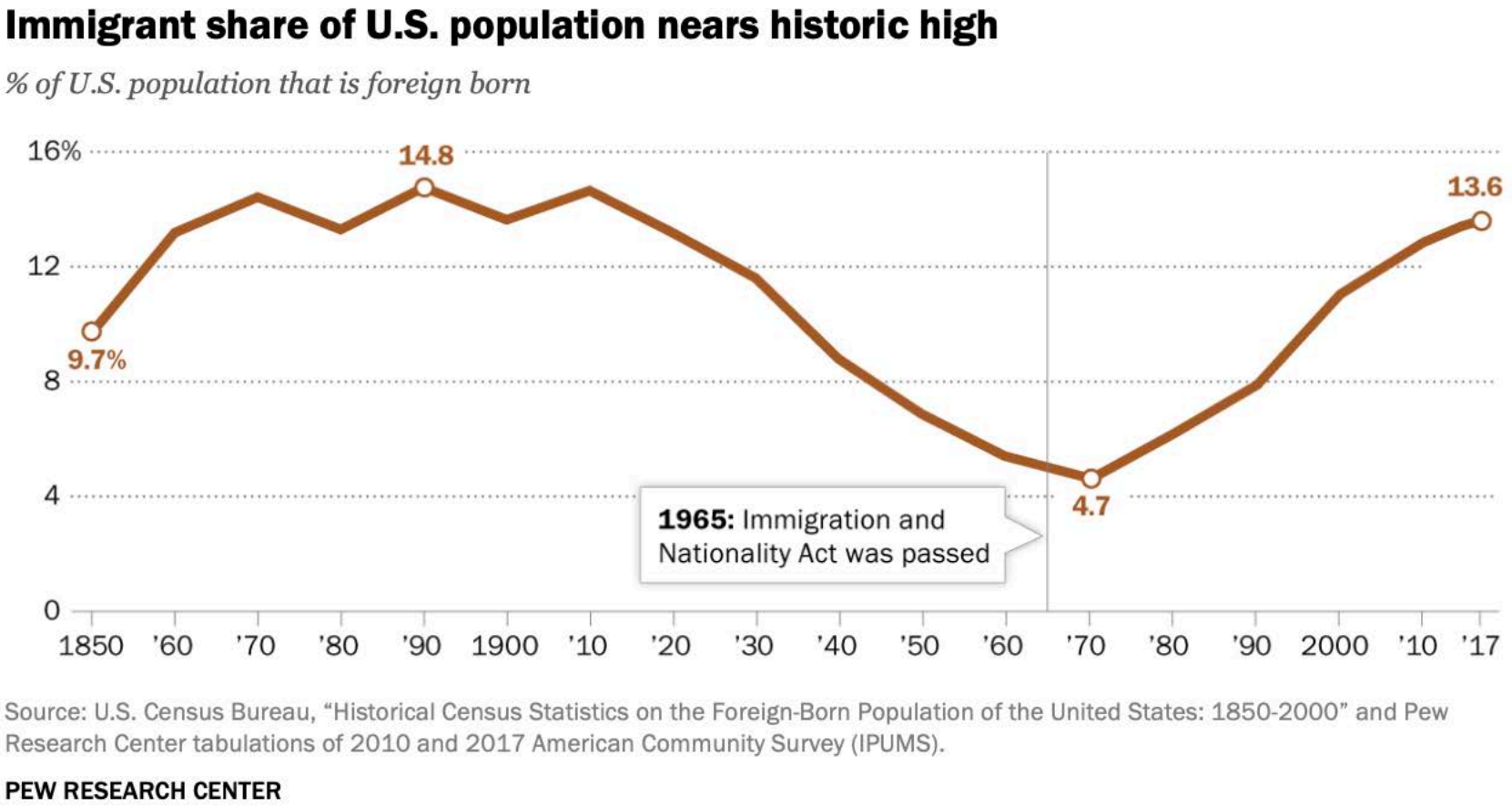
“Unassimilable” = “Not American”



(David Horsey/Los Angeles Times)

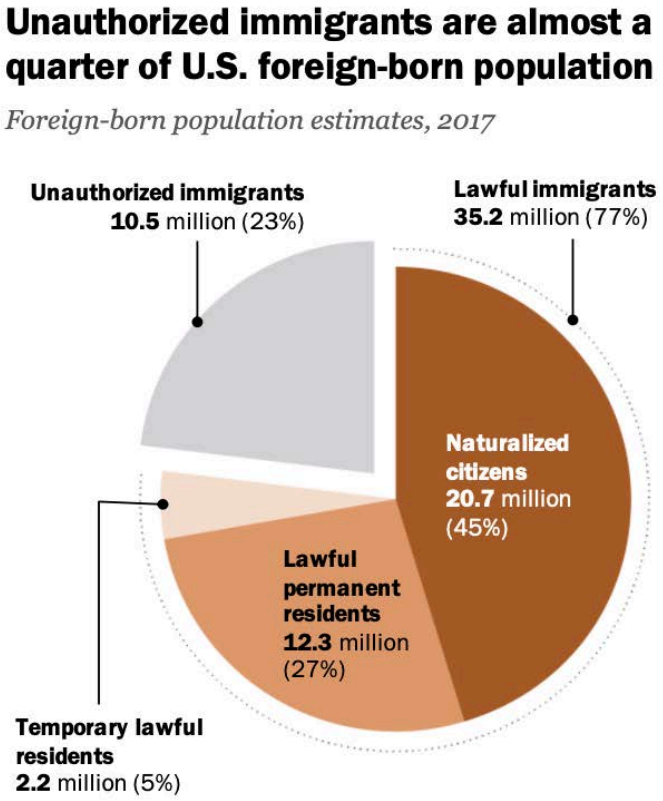
https://www.latimes.com/projects/la-na-immigration-trends/

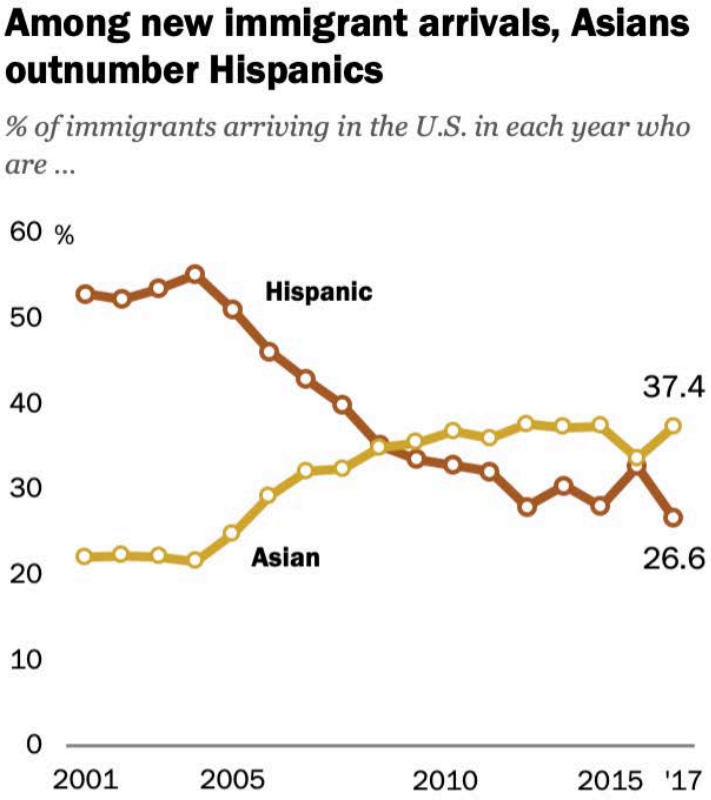
Immigrant Percentage of U.S. Population



https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/

Current Immigrant Population



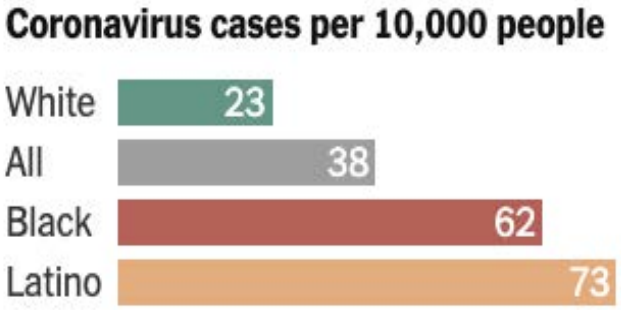


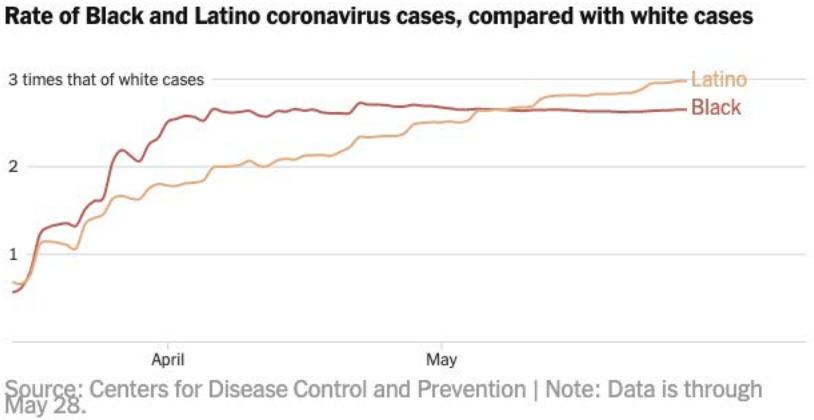
https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/

Disproportionate Impact of Coronavirus Pandemic

Health

- Latinx people highest proportion of Coronavirus cases across the country, throughout hundreds of counties in urban, suburban and rural areas and across all age groups.

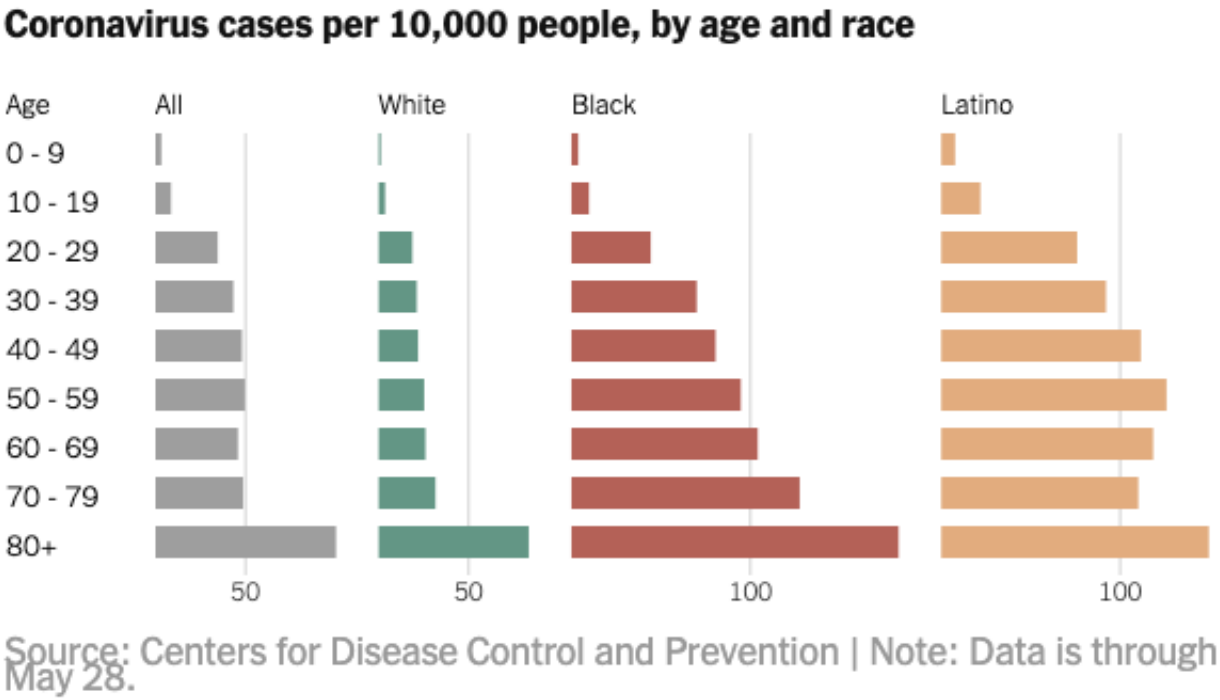




Source: Centers for Disease Control and Prevention | Note: Data is through May 28.

- Latinx people are being hospitalized at 4x the rate of white people and dying at 2.5x the rate of white people.

- Latinx people between the ages of 40 and 59 have been infected at **5 times** the rate of white people in the same age group.
- Of the Latinx people who died, **more than 25%** were younger than 60, compared to only **6%** of white people that young.



- Major factors for these differences:
  - **Lowest rate** of telework (**16.2%** compared to 19.7% for African-Americans, 30% for Whites and 39% for Asian-Americans).
  - **Overrepresented** in “essential jobs” (service, agricultural, food production) and in **10 lowest paying** jobs, often with no sick leave.
  - **Twice as likely** to reside in crowded dwellings (less than 500 square feet a person) than white people. **25%** live in multigenerational households.
  - **Largest segment** of the population to not have health insurance. Also **high mistrust** of the federal government and the medical system - afraid to seek health care, especially in mixed-status households.
  - **Lack of reliable information** in Spanish, impeding efforts to combat the spread of the virus in Latinx communities.

- Latinx people have **higher rates** of both hypertension and diabetes compared to non-Hispanic white people - two of the leading underlying illnesses of COVID-19 deaths. Due to long-standing systemic health disparities and social inequities.

- **Not all about co-morbidities**:

  "The focus on co-morbidities makes me angry, because this is really about who still has to leave their home to work, who has to live in a crowded apartment, get on crowded transport, and go to a crowded workplace, and we just haven't acknowledged that those of us who have the privilege of continuing to work from our homes aren't facing those risks."

  (Dr. Mary Bassett, Director of the FXB Center for Health and Human Rights, Harvard University)

https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html
https://www.apmresearchlab.org/covid/deaths-by-race

Economic

- **Highest unemployment rate** (**20.2%** for Latinx women; **16.7%** for Latinx men)

More Latinos than U.S. adults overall say someone in their household has had pay cut or lost a job due to COVID-19

% who say they, or someone in their household, have ____ because of the coronavirus outbreak

Notes: Hispanics are of any race. Share of respondents who didn't provide an answer not shown.
Source: Survey of U.S. adults conducted March 19-24, 2020

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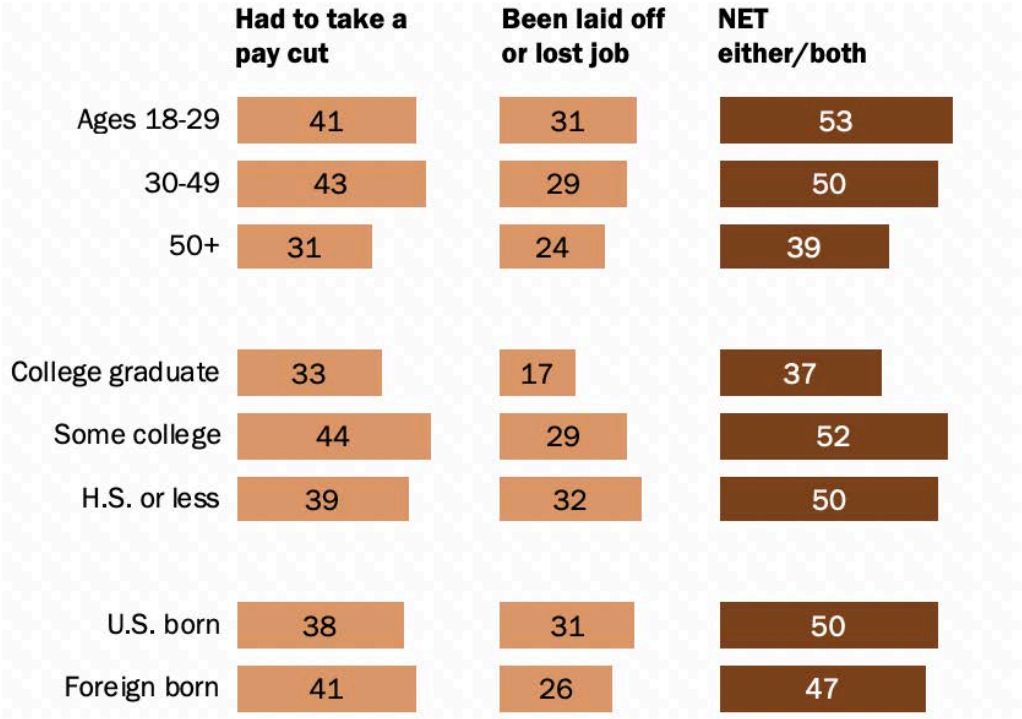
Share of Latinos experiencing pay cut or job loss due to COVID-19 varies by age and education

% among Latino adults who say they, or someone in their household, have ___ because of the coronavirus outbreak

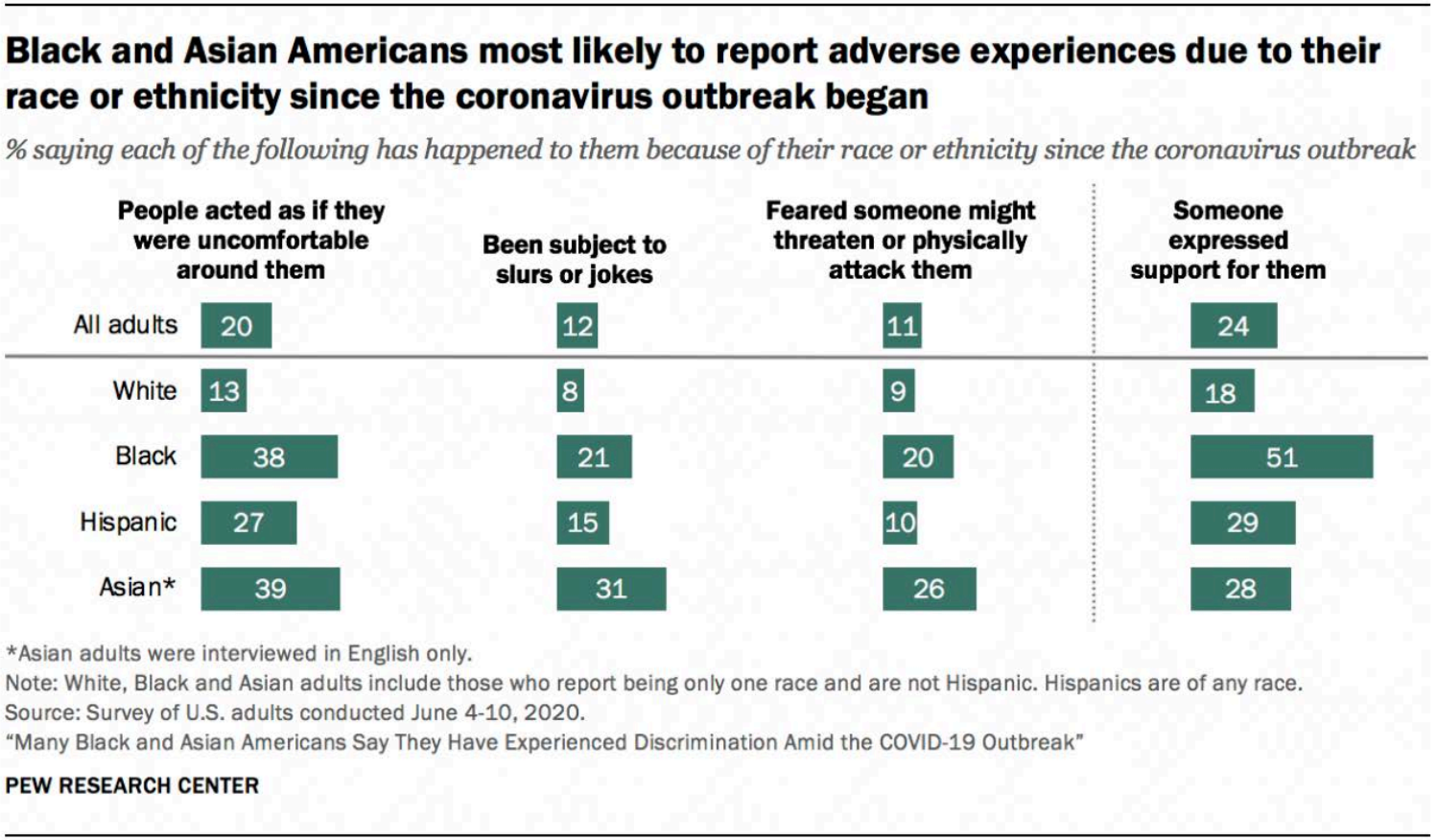


Notes: Hispanics are of any race. Share of respondents who didn't provide an answer not shown.
Source: Survey of U.S. adults conducted March 19-24, 2020

PEW RESEARCH CENTER

https://usafacts.org/articles/unemployment-rate-during-covid-19-highest-among-hispanic-and-black-americans/
https://www.pewresearch.org/fact-tank/2020/04/03/u-s-latinos-among-hardest-hit-by-pay-cuts-job-losses-due-to-coronavirus/

Harassment and Hate Crimes



https://www.pewsocialtrends.org/2020/07/01/many-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak/

- 1,497 reports of coronavirus discrimination, harassment and assault against AAPI people from March 19-April 15, 2020.
- Asian-Americans being told to *"Go back to China,"* being blamed for *"bringing the virus"* to the United States, being referred to with racial slurs, spat on, or physically assaulted.
- Statements by public officials referring to COVID-19 as the "Chinese virus," "Kung Flu" or "Wu Flu" exacerbating the scapegoating and targeting of the AAPI community.
- Antisemitic and xenophobic conspiracies about COVID-19 spreading, especially on social media, blaming Jews and China for creating, spreading and profiting off the virus.

https://caasf.org/press-release/in-one-month-stop-aapi-hate-receives-almost-1500-incident-reports-of-verbal-harassment-shunning-and-physical-assaults/

https://www.adl.org/blog/reports-of-anti-asian-assaults-harassment-and-hate-crimes-rise-as-coronavirus-spreads

International Students

- Total number of international students enrolled in US colleges = **1,095,299** (**5.5%** of the total US student body)
  - 431,930 **undergraduate** students **(-2.4%** decrease from 2018)
  - 377,943 **graduate** students **(-1.3%** decrease from 2018)
  - 62,341 **non-degree** students **(-5.0%** decrease from 2018)
  - 223,085 **Optional Practical Training (OPT)** workers (**9.6%** increase from 2018)

https://educationdata.org/international-student-enrollment-statistics/

Top Reasons for Non-enrollment

In 2019, students who did not enroll in college in the US indicated their top reasons for their decision:

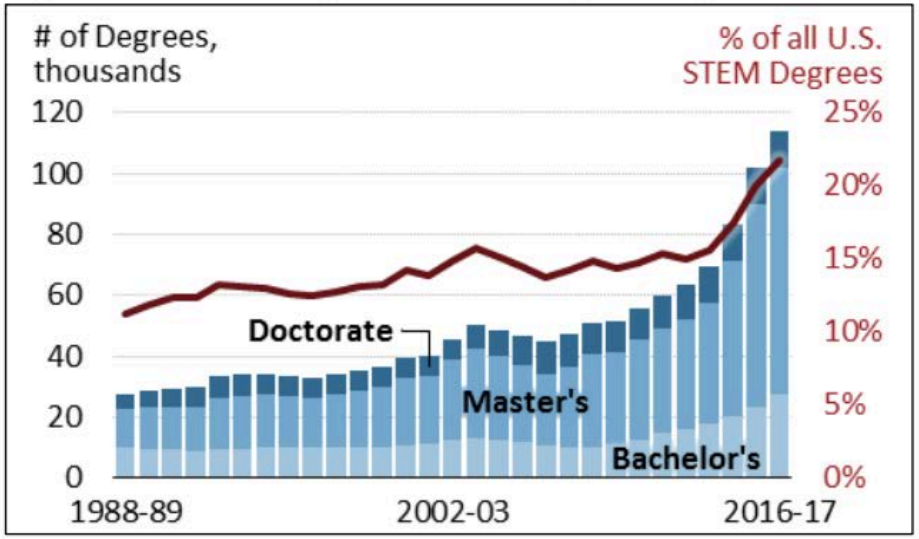
- **87%** - *Visa application process/delay/denial*
- **58%** - *Social & political environment*
- **58%** - *Enrolled in another country*
- **55%** - *Cost of tuition*
- **50%** - *Securing a job in the US after graduation*

- Other English-speaking countries offering incentives (expedited visa process, post-graduate work-study visas)
- Economic conditions in home country

https://educationdata.org/international-student-enrollment-statistics/

International STEM Students

Figure 1. STEM Degrees Earned by Foreign Students



Source: CRS display of data from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.

- Increasing share of students receiving STEM US degrees:
  - Doubled from **11%** in SY1988-1989 to **22%** in SY2016-2017.
  - Higher for master's degrees (**54%**) and doctorate degrees (**44%**).

https://crsreports.congress.gov/product/pdf/IF/IF11347#:~:text=For%20more%20information%20on%20STEM,STEM)%20Education%3A%20An%20Overview.&text=More%20than%201%20million%20foreign,visas%20(see%20box%20on%20p.

Experiences of Students/Trainees

- International trainee who hears anti-Asian slurs and receives glaring looks when she leaves her apartment.
- Latinx trainee who is very worried about her mother who works as a nurse in a nursing home.
- International trainee who couldn't return home for her grandmother's 90th birthday due to recent travel restrictions on her visa.
- International trainee's concern that his parents aren't social distancing because they live in a dense, urban area and need to continue to work.
- International trainee who has people close to her who are ill or have died of COVID-19.

Who Is a "Real" American?

https://www.grinnell.edu/news/who-real-american-overwhelming-agreement-answer

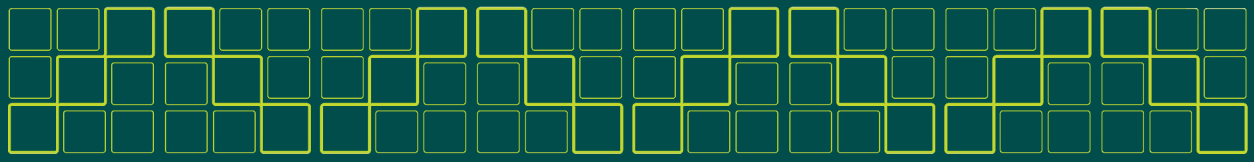
- Results of 2018 Grinnell College National Poll:
  - 90% "believe in treating people equally"
  - 88% "taking personal responsibility for one's actions"
  - 81% "accepting people of different racial backgrounds"
  - 78% "accepting people of different religious backgrounds"
  - 44% "speak English"
  - 24% "born in the United States"
  - 23% "lived in the United States for most of their lives"
  - 23% "are Christian"
- How do you define "real American?"
- Does everyone have to be American to be a contributing member of society?

Questions/Comments?

Small Group Discussion Guidelines

1. We will start from a place of acknowledging that social inequalities, marginalization, and oppression exist.
2. We will recognize that we have all been systematically exposed to misinformation and bias about groups to which we and others belong.
3. We cannot be blamed for misinformation we have learned, but we will take responsibility for repeating it after we have learned otherwise.
4. We will not blame people who have been marginalized and oppressed for their oppression.
5. We will assume that people are doing the best they can – we will not demean, devalue, or in any way "put down" people for their experiences, perceptions, questions or comments.
6. We will strive to be "authentic and respectful" vs. "politically correct" and we will seek to "understand more than to be understood." If we all do that, we will have an open, productive conversation.
7. We will maintain confidentiality about this discussion and not share what specific people have said outside of this group; this includes the facilitator.
8. We will recognize that the focus of this training is a life-long learning process and this training is but one step on the journey.

Part III: Strategies for Positive Change



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SOLUTION: RESTORATIVE PRACTICES

AN OPPORTUNITY TO CREATE A BETTER CULTURE AND CLIMATE POST COVID-19

What is Restorative Justice?

It's People exercising a set of shared values and principles that work interdependently to build and sustain community

- Prioritizes relationships before tasks
- It seeks *cooperation* instead of *obedience* and *compliance*
- *Offer to repair harm with no guarantees*
- It is a journey not a destination
- Builds trust & understanding
- Shares power
- Honors diversity

Why Restorative Practices?

"One cannot expect positive results from an ***educational*** or ***political*** action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding."

— ***Paulo Freire*** - Pedagogy of the Oppressed

Cooperative Economics

From the Nguzo Saba – Dr. Maulana Karenga

- A group's survival and it's ability to thrive and grow are contingent on it's ability to procure and maintain adequate resources.
- Many "underserved communities" could greatly benefit from a "co-op" business model to triage the aftermath of this pandemic and the brutality of systemic racism. This might include *"local manufacturing businesses, facilities management, social services, transportation, financial services and food sales from small markets to larger supermarkets".*

How Successful Cooperative Economic Models Can Work Wonderfully… Somewhere Else
Written by Frank Joyce / AlterNet July 24, 2013

So How Do We Make Positive Change?

- Implicit bias may actually be heightened by a societal emphasis on "colorblindness"
  - Negates an important part of a person's identity
  - Shuts down effective understanding of race and its impact
  - "Colorblind racism"

- Research shows that trying to be colorblind doesn't work. When in the presence of someone different, we tend to:
  - Arrange seats further apart
  - Over-anticipate disagreement and conflict
  - Avoid potentially charged topics that could actually lead to enhanced understanding

Understanding Empathy

- **Empathy** is "relating to another's pain as if it were you own." Considered to be a critical ingredient in understanding and caring about others across difference.
- Need to be aware of **"empathy-bias"** – the difference in how much we empathize with our own social group compared to another social group.
- A study of people in 3 countries: (Bruneau, Cikara, & Saxe, 2017)
  - Americans regarding people from the Middle East, Hungarians regarding Muslim refugees, Greeks regarding Germans
  - Empathy measured as "degree to which participants felt good or bad about the fortunes and misfortunes of their own group compared to another"
  - Participants from all 3 countries showed empathy bias for their own groups and lower willingness to support the other group either through charity or by inducing passive harm (such as refusing to provide aid to thwart a terror attack).

Tools for Positive Change

- **Mindfulness** (fully present) Being tuned into what is happening within us and around us in the present moment.

- **Compassion** (to "suffer with") Recognizing the suffering of others and taking action to help.
  - Goes beyond sympathy to empathy (relating to another's pain as if it's your own)
  - Empathy + Action

Reducing Bias and Enhancing Empathy

- Research shows that **mindfulness and compassion practices** assist in raising awareness of our thoughts, emotions and physical sensations in a given moment and help us regulate emotional responses. (less "reacting" – more "responding")
  - Decrease in anxiety
  - Increase in overall gratitude and well-being
  - Increase in empathy and perspective-taking
- Some examples:
  - A study of participants in an 8-week compassion-related meditation program increased their empathic accuracy and showed increased activity in part of the brain associated with empathy (Mascaro et al, 2012).
  - Another study found that even a 10-minute mindfulness practice reduced race and age bias on the Implicit Assumptions Test (IAT) (Lueke & Gibon, 2014).

ColorInsight Practices

https://greatergood.berkeley.edu/article/item/how_mindfulness_can_defeat_racial_bias

- Developed by **Rhonda Magee**, Professor of Law at the University of San Francisco and Chair of the Board of the Center for Contemplative Mind in Society
- Combines mindfulness-based practices with teaching and learning about race, ethnicity and color.
  - Increases awareness about how race and color affect all of us.
  - Helps loosen attachments to previous narratives and internalized bias.
  - Creates pathways – neural, emotional, and relational – to engagements that help create positive change.

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The Role of Self-Compassion

Dr. Kristin Neff - http://self-compassion.org

- **Self-compassion:** "Treating ourselves with the same kindness, care, and concern that we would treat a good friend."
- "Self-compassion is *not* a way of judging ourselves positively; Self-compassion is a way of **relating to ourselves kindly**. Embracing ourselves as we are, flaws and all."
- Self-compassion includes **3 core components**:
  - Self-kindness (vs. Self-criticism)
  - Common Humanity (vs. Isolation)
  - Mindfulness (vs. Denial or Over-identification)
- Self-compassion related to increased empathy and compassion towards others.

Just Like Me… Reflection

Questions/Comments?

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