Conversations on Race

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ECOP Question – Does CES have current capacity to respond to the need for dialogue to promote racial understanding and healing?

Civil Dialogue - Creating a safe place for community members to assemble to discuss challenging questions

Building Capacity in CES to Expand State Team

Piloting the process within a receptive community

Response Team (identified, organized, refined training)

Team of University Professors

Three member State Teams; 5-day Train-the-Trainer

CES is the grass-roots, knowledge-sharing and relationship-building institution
Assumptions

• Most people care about their communities, and want to make them better.
• Complex problems need a range of solutions.
• When inequities exist between groups, the whole community suffers.
• When people have the chance to develop trust and relationships, they can overcome their differences and work together for the good of the community.

From Everyday Democracy (www.everyday-democracy.org)

People start to heal the moment they feel heard. Cheryl Richardson
Core Principles That Can Lead to Change

- Involve everyone. Demonstrate that the whole community is welcome and needed.
- Embrace diversity. Reach out to all kinds of people.
- Share knowledge, resources, power, and decision-making.
- Combine dialogue and deliberation. Create public talk that builds understanding and explores a range of solutions.
Moving from Debate to Dialogue

Objectives:

• To explore the differences between debate and dialogue.

• To establish a learning environment that supports connection and discourse.
Moving from Debate to Dialogue

Conventional Process

- One right answer
- Goal is to be right, win or persuade
- Evaluating and critical
- Listen judgmentally, for errors and flaws
- What’s wrong with this picture?
- Plan your rebuttal

Understanding Process

- Multiple and valid perspectives
- Goal is to understand
- Curious and open
- Listen for their story
- What can I learn?
- Listen more than you talk
- Reflect instead of react

Flick, 1998
Small Group Activity

• What are strategies, processes or approaches you have used or have seen others use to prioritize using dialogue or the understanding process to address difficult, complex, multi-layered issues such as race and racism?

• What was the benefit to the group or process when these strategies, processes or approaches were implemented?

• What strategies, processes or approaches to support dialogue process are part of your current skill set and share one way that you have used them with groups?
Creating Common Language

Objectives:

• To provide a common language and definitions for concepts used in this workshop.

• To begin to create a common language within and across the organization to facilitate a more coherent cross-cultural dialogue.
Target and Non-Target Groups

• To experience the impact of differences within a U.S. context.
• To connect discrimination and oppression with real life experiences in the participant’s life.
• To recognize, acknowledge and affirm the pain and joy of being in both target and non-target groups.
<table>
<thead>
<tr>
<th>Types of Oppression</th>
<th>Target Group</th>
<th>Non-Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>People of Color</td>
<td>White people</td>
</tr>
<tr>
<td>Classism</td>
<td>People who are poor, working class; role in organization</td>
<td>Middle, owning class, role in organization</td>
</tr>
<tr>
<td>Sexism</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Heterosexism</td>
<td>Lesbian, gay, bisexual, queer, questioning, intersex, asexual</td>
<td>Heterosexuals</td>
</tr>
<tr>
<td>Cissexism</td>
<td>People who are transgender</td>
<td>People who are cisgender</td>
</tr>
<tr>
<td>Ableism</td>
<td>People with disabilities</td>
<td>People without disabilities</td>
</tr>
<tr>
<td>Lookism</td>
<td>Size, weight, height, appearance</td>
<td>Size, weight, height, appearance (“magazine look”)</td>
</tr>
<tr>
<td>Religious Oppression</td>
<td>Jews, Muslims, atheists, Native spirituality, other spiritual paths</td>
<td>Christians</td>
</tr>
<tr>
<td>Ageism</td>
<td>People over 40, “elderly”/ elders</td>
<td>Younger adults</td>
</tr>
<tr>
<td>Adultism</td>
<td>Children, youth, young adults</td>
<td>Middle-aged people</td>
</tr>
<tr>
<td>Rankism/Elitism</td>
<td>People without college degrees; rank in organization</td>
<td>People with college degrees; rank in organization</td>
</tr>
<tr>
<td>Immigrant Status</td>
<td>Immigrants</td>
<td>U.S. born</td>
</tr>
<tr>
<td>Language</td>
<td>Non-English speakers, English with accent, limited English proficiency</td>
<td>“Standard” English</td>
</tr>
</tbody>
</table>

Pace 4 Change—MSU Extension
Adapted from the work of VISIONS, Inc.
Updated November 2017
Target Group Experience

• How have you been treated as “less than” in one of your target group identities within a U.S. context?

• What were the feelings attached to that experience?
Non-target Group Experience

• How have you (from a non-target group member status) treated the corresponding target group member as “less than”?

• What were the feelings attached with either or both experiences?
Four Realms of Oppression and Change

Objectives

• To present four realms at which oppression/“isms” occur
• To emphasize that positive changes can occur when oppression/“isms” are addressed at all four realms
• To explore the interconnections among the four realms
• To identify examples of oppression/“isms” at each of the realms and work to identify what change could look like with one example
Four Realms of Oppression and Change

- Personal
  - values, beliefs, feelings
- Interpersonal
  - actions, behaviors, language
- Institutional
  - rules, policies, procedures, practices
- Cultural
  - beauty, truth, right, normal
• How Can We Engage Faculty from Across Clemson University in Civil Dialogues on Race?