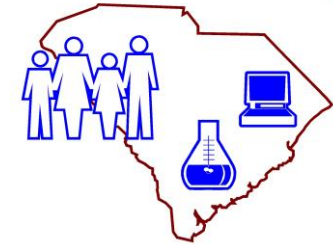




SC State University



1890 Research &  
Extension

# Conversations on Race

Della Baker Sprowl

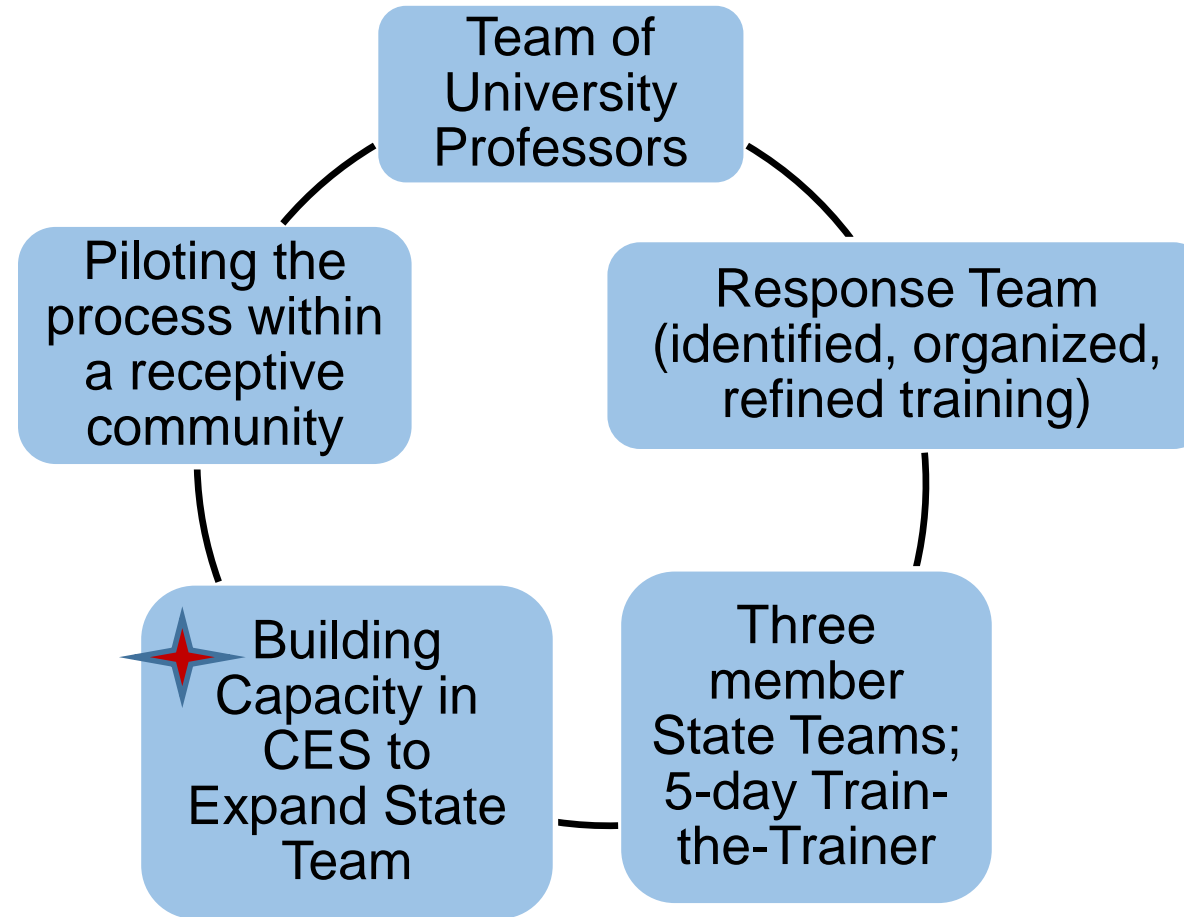
February 20, 2019  
Emeritus College  
Clemson University

**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



**CES** is the grassroots, 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](http://www.everyday-democracy.org))

**People start to heal the moment they feel heard.** *Cheryl Richardson*

From Everyday Democracy ([www.everyday-democracy.org](http://www.everyday-democracy.org))



## 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.

# Target and Non-Target Groups



Types of Oppression	Target Group	Non-Target Group
Racism	People of Color	White people
Classism	People who are poor, working class; role in organization	Middle, owning class, role in organization
Sexism	Women	Men
Heterosexism	Lesbian, gay, bisexual, queer, questioning, intersex, asexual	Heterosexuals
Cissexism	People who are transgender	People who are cisgender
Ableism	People with disabilities	People without disabilities
Lookism	Size, weight, height, appearance	Size, weight, height, appearance (“magazine look”)
Religious Oppression	Jews, Muslims, atheists, Native spirituality, other spiritual paths	Christians
Ageism	People over 40, “elderly”/ elders	Younger adults
Adultism	Children, youth, young adults	Middle-aged people
Rankism/Elitism	People without college degrees; rank in organization	People with college degrees; rank in organization
Immigrant Status	Immigrants	U.S. born
Language	Non-English speakers, English with accent, limited English proficiency	“Standard” English

# 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?