

## Notes from “Racial Equity in our Community” Workshop #2 with Kyana Wheeler

Tuesday 25 February 2020 | TM Library

c. 23 people were in attendance

### Kyana led us in a general review of her workshop #1 on 22 October 2019:

- We were language building.
- We discussed Socialization at the personal, institutional, structural and internalized level
- We discussed the difference between Diversity, Equity, Inclusion and Access
- How do we hold the boundaries of our identities through uncomfotability?
- How do we raise our children? We share our socialization through actions. What messages do we give them unconsciously? (E.g. Example of stereotyping the autism of her grandson at a restaurant and putting messages on him.)
- People who don't fit dominant norms may be being marginalized

### We reviewed in more detail the PowerPoint and homework from Kyana's workshop in October:

- Norms
- Cycles of Socialization
- 4 Levels of 'isms - Interpersonal, Internalized, Structural, Institutional
- The Cartoon - what are the messages at all 4 levels? Need to look at these, because the solutions are going to be different depending on the level. What is our Socialization telling us about the cartoon?

### We looked more closely at the framework of our Social Identities:

(from *Beyond Inclusion, Beyond Empowerment* by Leticia Nieto)

AGENT	IDENTITY	TARGET	OPPRESSION
Colonizer	Indigenous	Native Am	Colonialism
White	Race	POC/Mixed Race	Racism
Etc...			

- None of us fit into all the AGENT categories, yet we subconsciously try to get to be the AGENT. Being an AGENT is the metric. We center the AGENT categories. White Supremacy culture is all of these AGENTS. Kids know these social identities intuitively, subconsciously.
- Intersectionality happens in targeted populations. The TARGET category gives you the intersectionality (e.g. Black females have exponential impacts). We need to talk about all intersections. (e.g. Black females need different things than white females w/ 1 intersection.)
- When we center whiteness - who is the most harmed? The TARGET
- Targeted Universalism - We want to solve for the person most harmed. Solve for the barriers they are experiencing, not the person...then it would take care of racism.
- If I'm an AGENT, I will always exude the "ISM" because of socialization. (e.g. If I'm formally educated, I will always exclude others.) Conclusion - I have to do my work on the agent side, be aware, need to be held accountable to folks in the more marginalized community.
- How to reenvision this- not just by moving POC to the top. Power is at the center of the conversation.
  - E.g. the HC Cohort  
If HC is the "epitome," then testing POC to get in plays out the desire to get to the metric  
The system is the issue - it's a hierarchical system that "we all need to aspire to"  
HC is about competition

**Kyana reminded us to look at POWER structures at the various levels of socialization:**

- E.g. Personally - . poor people CAN be prejudiced against wealthy
- Structurally -poor people CAN'T discriminate against wealthy because of power structures, rules
- When we call power into a situation, can become an OPPRESSION

**Kyana had us break into small groups to discuss (notes on flip charts):**

1. What are the practices that build relationships? Environments of belonging?
2. What gets in the way of it? What interrupts it?

**We discussed “what’s next?” in the large group:**

- (Kyana) NOTICE what’s happening at Thurgood Marshall structurally. Look for PATTERNS.
- (Participant) What are we doing to educate our students to have this conversation? Empower them to have it. An opportunity for growth.
- (Kyana) look at the barriers - ask yourself “why” 6 times - with adults and children - gets to the roots
- (Kyana) name 1 action that we can do that feels uncomfortable, the things that convicts you?... do that work
- (Participant) Let’s ask, “What do I fear?” (and “What are my hopes?”) Get all the stories into the room
- Use our agency
- (Participant) Remember neurodiversity and the Peace Academy
- (Participant) Look at inferred messages/inferiority complex among some students. What are we creating in here where targeted populations need resources? What does superiority/inferiority feel like?
- (Kyana) In mixed conversations, focus on how is POWER functioning (not on how targets are not getting needs met)
- (Participant) Yes, let’s hear student voices around equity. Have kids’ activities in Social Studies. Capture it, record. Experiences are happening - listen to them - know what they are thinking and feeling. Equity Action Team ought to include students. Build hope for students
- (Kyana) For students, look into Nikkita Oliver’s “Creative Justice” arts-based program using youth leaders
- (Participant) Survey to assess Racial Equity, Gender Equity, Neurodiversity experiences?

*--Respectfully submitted by Andrea Fontana (7 Mar 2020)*