

SAOU FREE STATE

Racism a problem or an opportunity

Webinar

4 MAY 2022

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EXPECTATIONS



- Chat box monitor
 - On the chat box
 - I hope to end the session with...

DISCLAIMER: EK KRAP WAAR DIT NIE YEEK NIE...

Question for the webinar

- Is Racism a Problem or an Opportunity?
- Please use the chat box to respond to this question

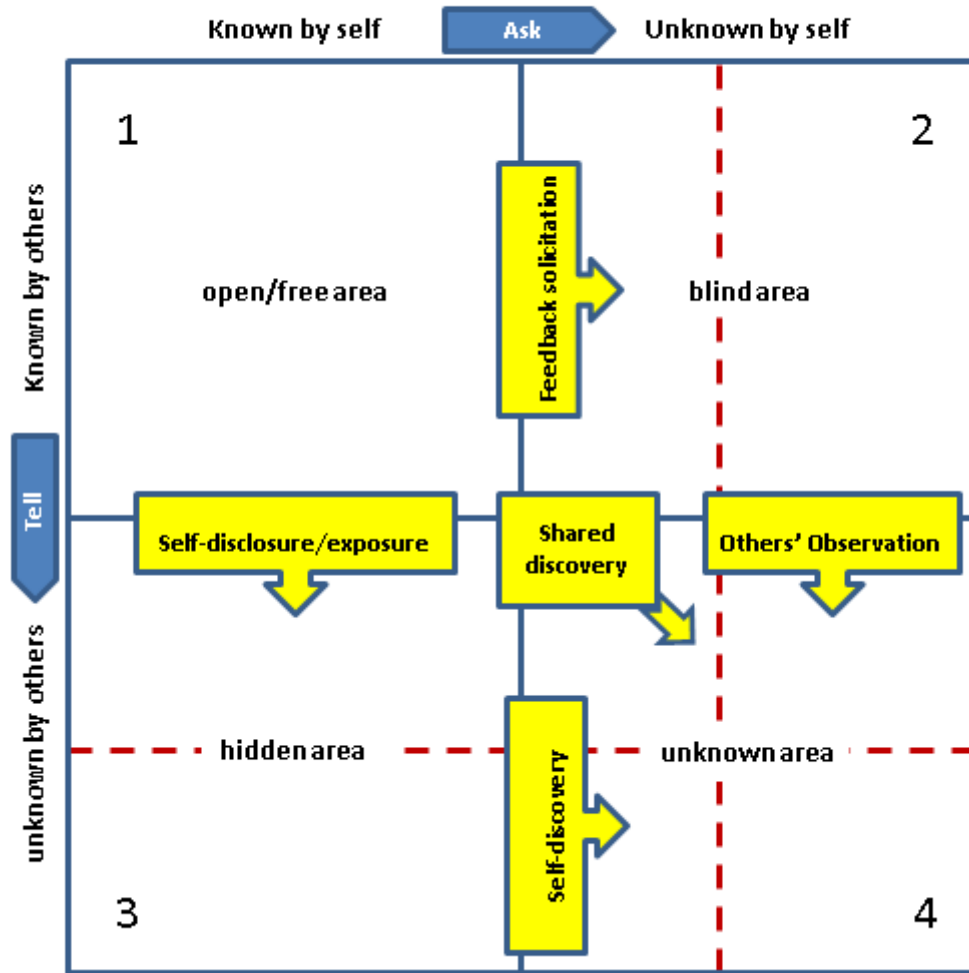
My Position...

- Racism is a Huge problem; it is in fact a crime against humanity...
- But ...
 - often a missed opportunity for CRITICAL REFLECTION and ENGAGEMENT
- TODAY, I have time to raise themes for critical reflection
- In the future we can create an opportunity for engagement

The dangerous default assumption: I AM NOT A RACIST
and all the other ...cisms

The Johari Window Model

Johari Window model



Frame1: Open and Free Area

- Personal and Private

Frame 2: Blind area

- Usually characterized by SHOCK, emanating from encounters with the other
 - Sexism
 - Racism
 - Ethnicism
 - Homophobia
 - Microaggression
 - Cultural racism
 - Prejudices

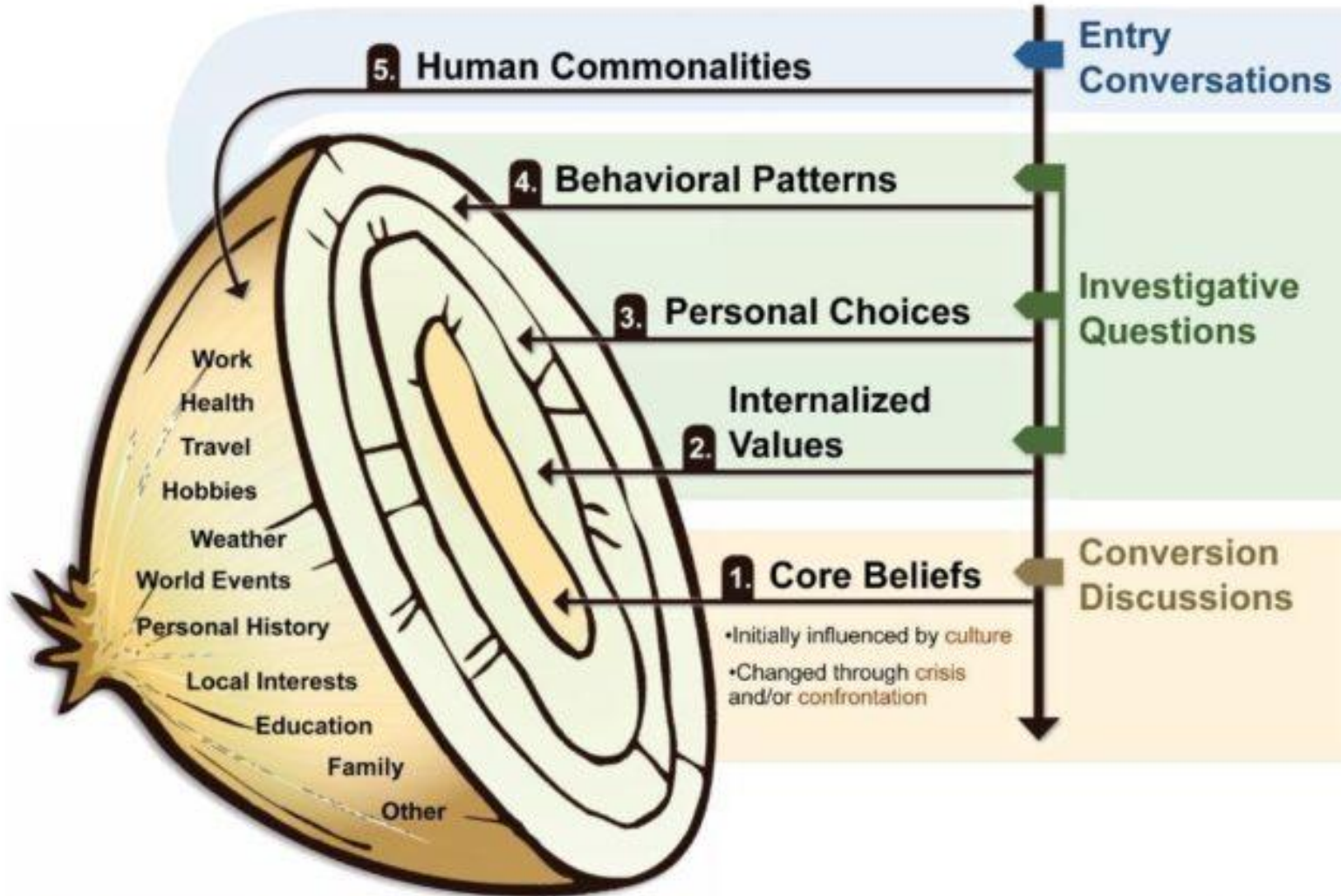
Frame 3: Hidden area

- Internalised frames of references (emanating from our socialization script)

Frame 4: Unknown area

- Vulnerability
- Deepening human interconnectedness through mutual vulnerability
 - Mutual vulnerability is a key principles for reclaiming humanness

The Worldview Onion



Self-awareness

- The knowledge of self-awareness relating to diversity is, at the minimum, understanding your own **identity**, **rules**, and **biases**. As you develop diversity self-awareness, not only can you articulate your own identity, rules, and biases, but you also begin to move from strongly preferring only your own view to becoming more comfortable with new and diverse perspectives.
- Self-awareness leads you to progress from looking for sameness to seeking complexity based on differences and diversity.
 - Is the praxis (encounter) ready for me?
 - Am I ready for the praxis (encounter)?

Self-awareness

- Self-awareness of the ways you perceive differences and the meaning you make of those differences requires you to reflect on the most visible expressions of diversity based on values, beliefs, and assumptions.
- These may not be easily observed. These **unconscious values**, beliefs, and assumptions are given to us as we grow up. They are taught to us by our families, friends, schools, faith groups, and the communities in which we lived.

Self-awareness

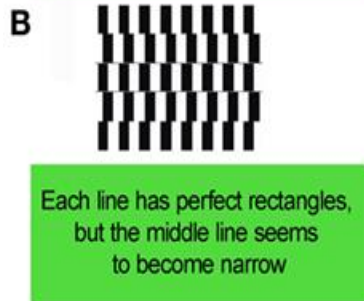
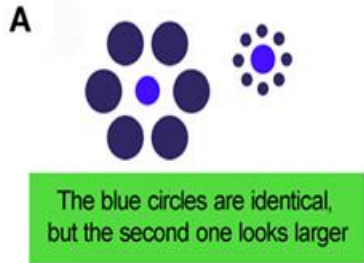
- Are we self-aware of the first, perhaps unconscious, thoughts we think when faced with diversity? In many cases, these first thoughts reveal unconscious biases. In these situations, self-awareness allows us to reconsider and not respond to our first thoughts, but rather to re-evaluate what we see and perceive.
- Often it is now the second thought we have that is the most important one, especially if the second thought fosters a more positive and productive response or behavior.

Self-awareness

- Now think of a time when you first **assumed** a person **different** from you held certain beliefs and values different from your own beliefs or values.
- As you spent more time together and you learned more about this person, you learned your first assumptions were incorrect for this person. You discovered something was different about them than what you first assumed.
- Lets go back to the comment screen and share your example
- Then respond to the comments of others

The Self in a Specific Context

Context influences how you see shapes



Context influences how you recognize objects

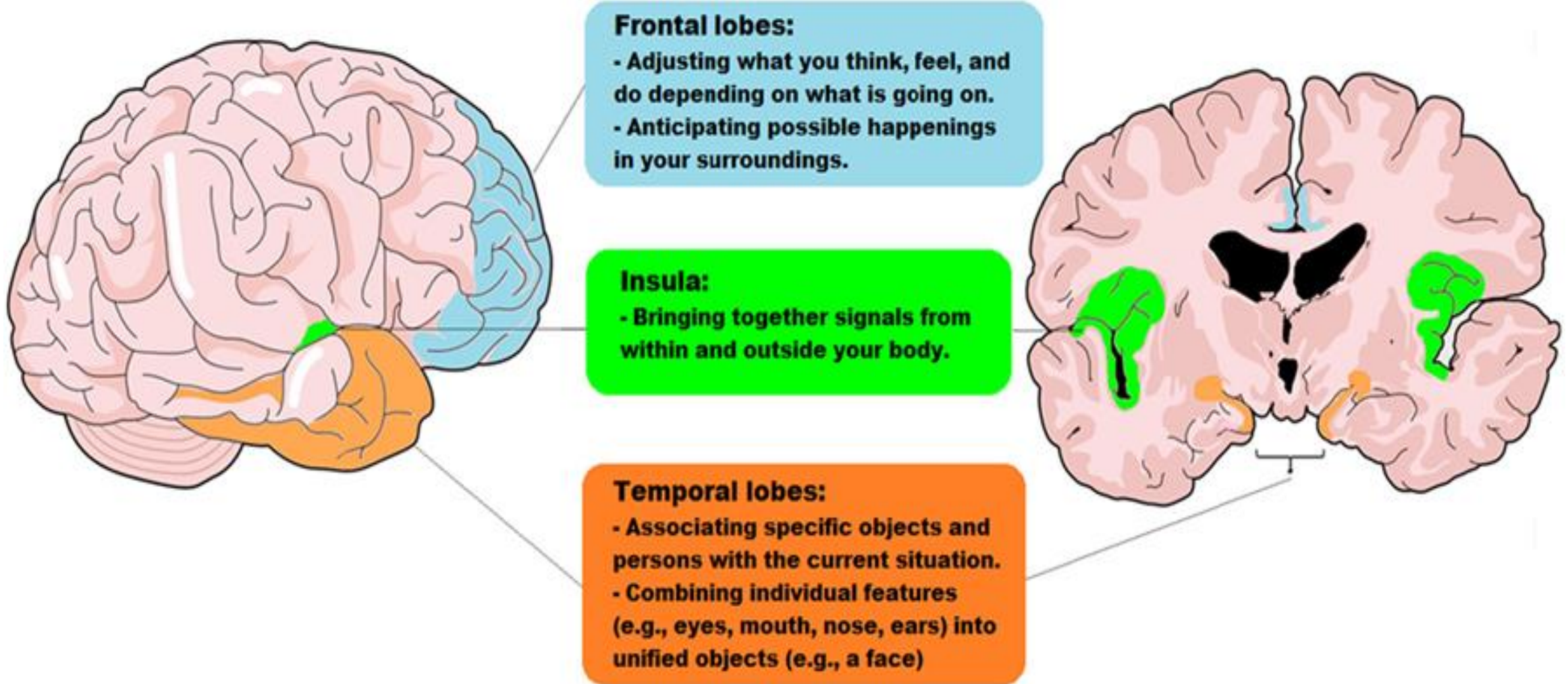


Context influences how you recognize an emotion



- How Does Social Context Influence Our Thinking and Behavior?
 - Everything you do is influenced by the situation in which you do it.
 - When we interact with others, the context in which our actions take place plays a major role in our behavior. This means that our understanding of objects, words, emotions, and social cues may differ depending on where we encounter them
 - Context may be evident or subtle, real or imagined, conscious or unconscious.
- Effectively one size will never fit all

Our brain at work



Is diversity a burden for
this country?

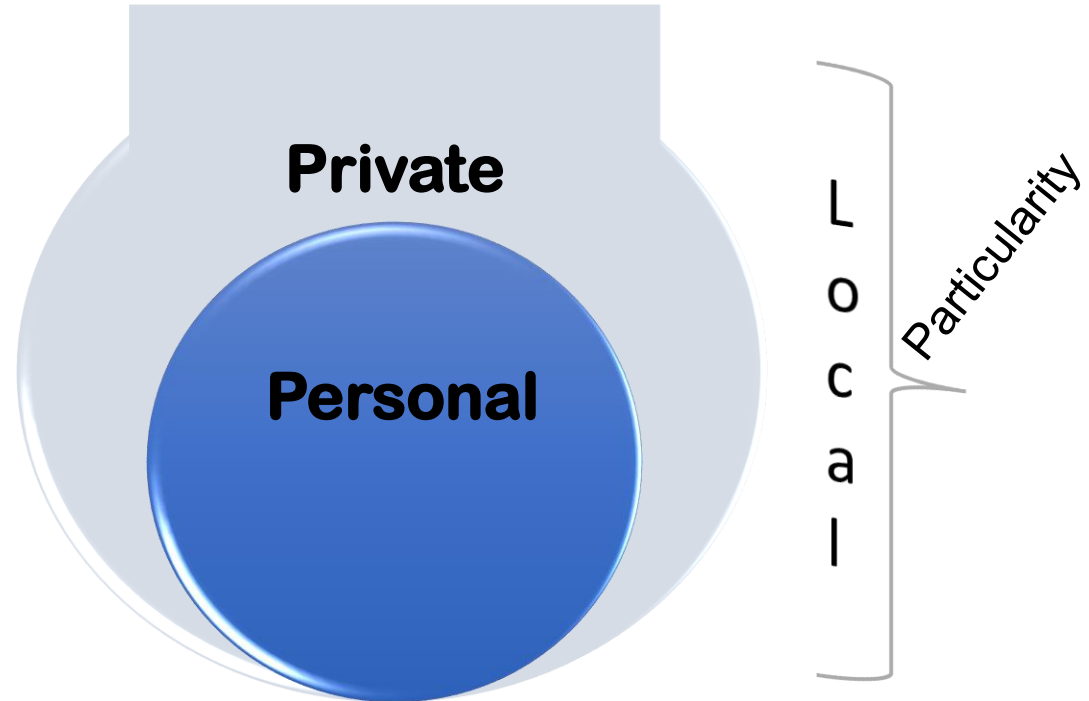


Let us start here.....

with the Self

Spaces:
Concepts

- Personal
- Private



IN THE PERSONAL AND PRIVATE SPACE



- The personal and private emphasise particularity
 - Safe space
 - Construction of personal and private identity, lived and expressed in public spaces
 - Lets review our socialization script
 - Development of default codes
 - Establishing position in relation to the Other
 - What about :
 - Born frees
 - Color blindness
- Establish meaning schemes
 - Frames of references
 - Habits of minds

Levels of critical reflection

Macro level (system and structures)

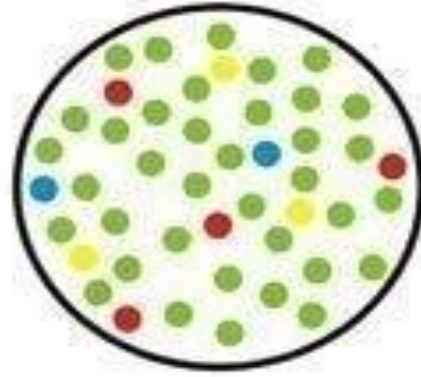
- Spheres of influence (school, church, neighborhood)
 - Entrenching the systems and structural inequalities

Micro-level (at individual level)

- Our complicities, in the reproduction of systemic and structural inequalities)

South African Context

Unpacking DOMINANT political DISCOURSES



Inclusion

ERA OF ACTION AND
ADVOCACY

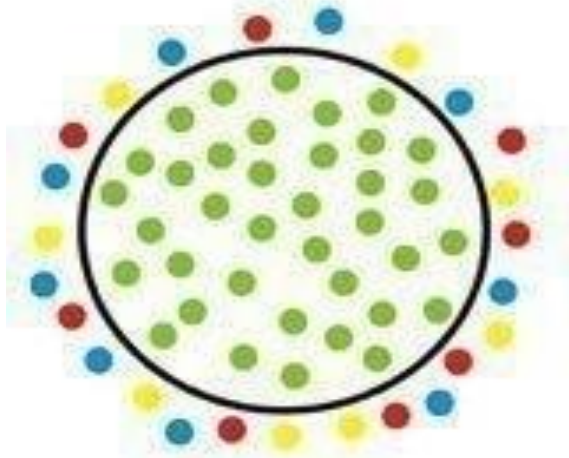
- BEGINS WITH YOU
 - BUT WE STILL BATTLING
WITH MANAGING
DIFFERENCE

REVISITING HISTORY<<<<>>>>

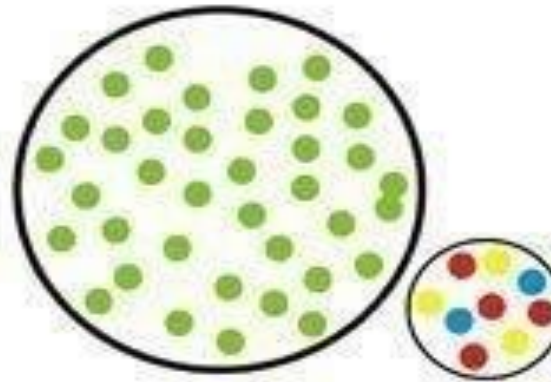
FIRST ENCOUNTER<>>>

ERA OF DIVERTED GAZE<>>

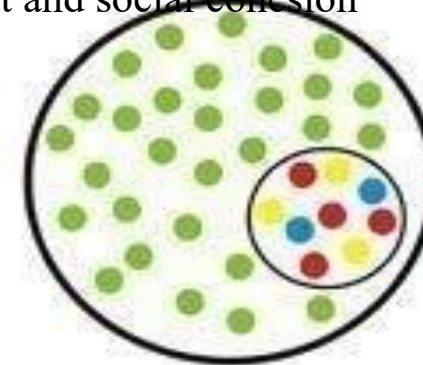
Triggers the rhetoric of reconciliation, human
right and social cohesion



Exclusion



Segregation



Integration

THE ELEPHANT IN THE INTERACTIONAL/CLASSROOM SPACES

THE CONCEPT/LOGIC OF DIFFERENCE IN DIVERSITY



The meaning of difference is inverted to oppose reduction of separateness and to turn the difference into an essentialist concept in order to reassert boundaries.

Challenges of Difference:

- Othering
- Us and Theming
- Its not what is said but who says it
- Political correctness
- Liberal dialogue
- Obsession with civility
- Rage over reasoning

Emotional stances that reflect resistance caused by difference

Celebration/tolerance model



- **Assumption**
 - Everyone is different and that these differences are respected and honored
- **Problem**
 - Only certain allowable differences such as ethnicity are honored while others such as sexual identity continue to be ignored
 - It also ignores differences in power

Denial/sameness model



- **Assumption**
 - Everyone is the same under the skin and everyone should be treated the same way
- **Problem**
 - It supports the principle of assimilation, and like the first model ignores the power differential

Natural response/biological model



- **Assumption**
 - It states that difference between human beings are biologically grounded and innate
 - This model include the belief that the fear of difference is innate
- **Problem**
 - For decades this model has been a justification for oppression and prejudice

Common to all of these models is a lack of personal responsibility for making changes towards equity, and an unwillingness to examine our own deeply internalised beliefs and problematic assumptions about power and inequity.

Boler and Zembylas, 2003

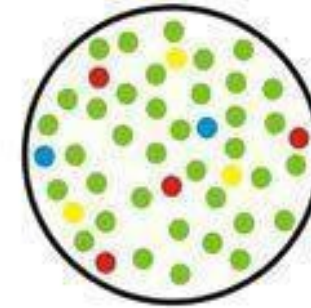
What is at stake?



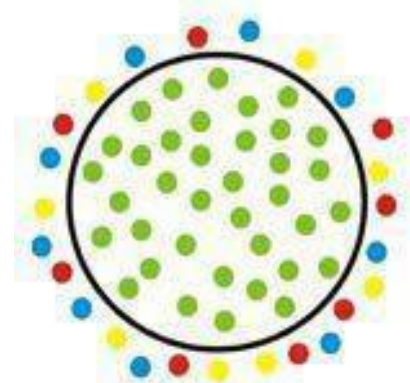
- Situation/context specific
 - Trajectories of *DIFFERENCE*, imagined or real
 - The logic of sameness – inclusion
 - Look like me/us
 - Think like me/us
 - Act like me/us
 - Is one of us
 - The logic of difference – exclusion
 - Look like me/us
 - Don't think like me/us
 - Do not act like me/us
 - Not one of us
 - Who belongs and who does not belong?
 - Right versus Choice/Preference
 - My Right to Privacy Violate the Right for the Other to Belong
- Contestation
 - Place
 - Space

3 minutes
reflective writing

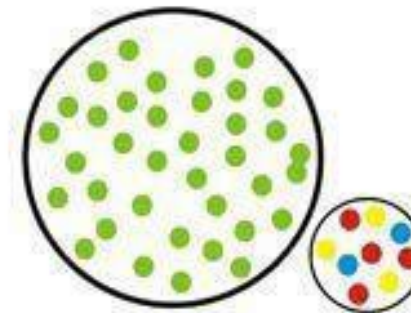
- Where would you position your everyday classroom practices?



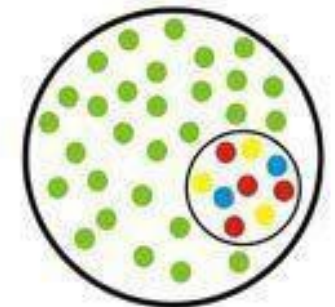
Inclusion



Exclusion



Segregation



Integration

Levels of critical reflection

Macro level (system and structures)

- Spheres of influence (school, church, neighborhood)
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Micro-level (at individual level)

- Our complicities, in the reproduction of systemic and structural inequalities)



**WE DO
NOT SEE
THINGS AS
THEY ARE,
WE SEE
THINGS AS
WE ARE.**

Our socialisation script

1

Social scripting research tells us that as early as 6 years, children's *implicit attitude* and *impressions* are already formed.

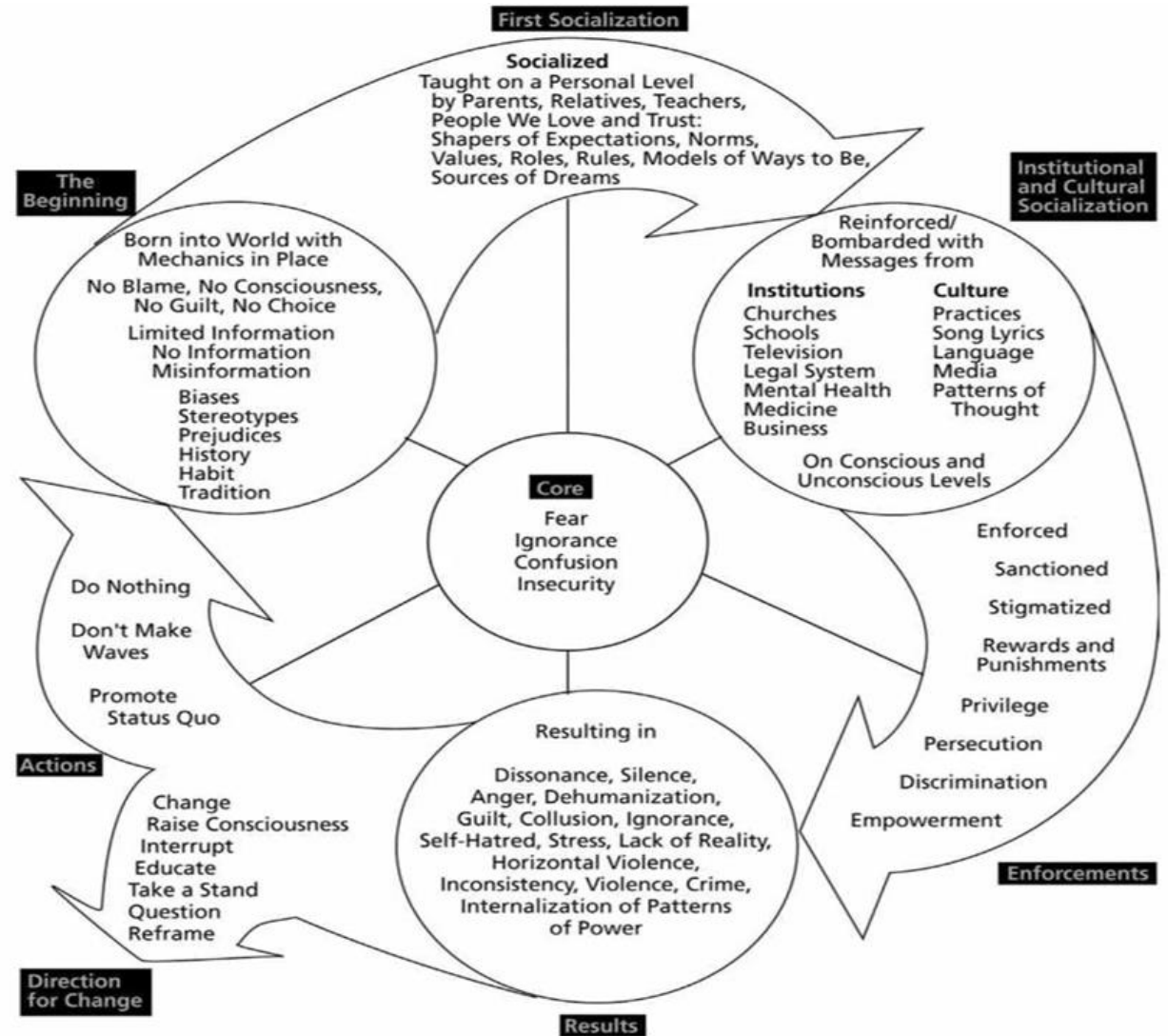
2

All experiences thereafter are filtered through the *paradigms* (frames of references) we learn as children.

3

The **DANGER** is, like tracks laid for the train, it becomes not just normal that these narratives are 'the way', but unthinkable that any other route was ever possible.

Some Lessons from
Bobbie Harro, (2000)
the cycle of
socialisation



Source: Cycle of Socialization developed by Bobbie Harro
© Readings for Diversity and Social Justice, Routledge 2000

The danger of the single story

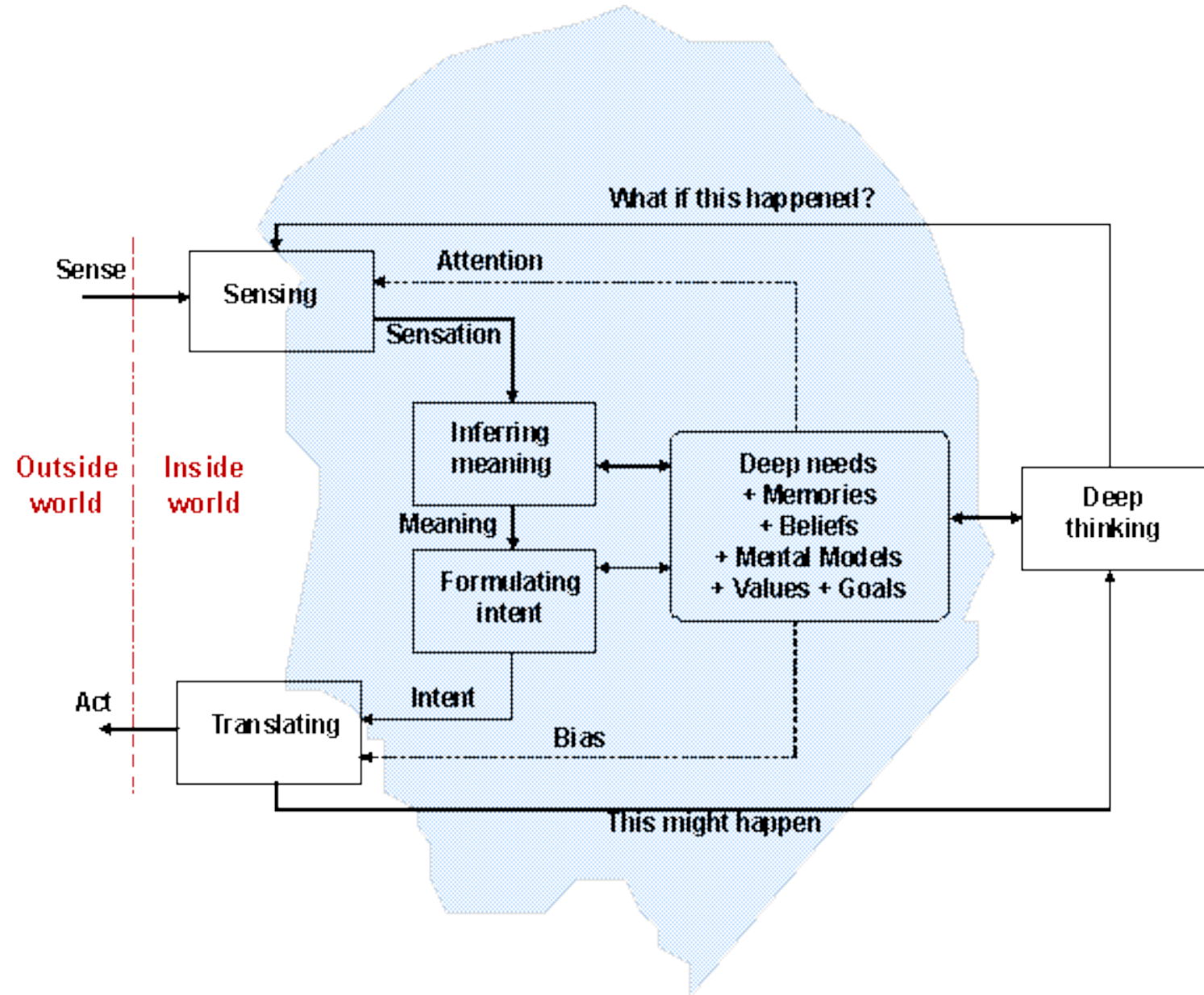
- [Link](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)
 - https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Nigerian writer Chimamanda Adichie challenges us to consider the power of stories to influence identity, shape stereotypes, and build paths to empathy

The SIFT Model

Our understanding, decisions and actions are driven by a set of **inner systems** that include:

- **Deep needs.** Two key needs are for a sense of control and for a sense of identity. These drive many of our behaviours.
- **Memories**, or rather the reconstruction of encoded patterns, are used to recognise, classify and tell us how to do things.
- **Beliefs** vary from blind belief to reasoned assumption. But in the end, everything we know is a belief.
- **Mental models** are the patterns around things and events that help us explain how things work and what to think, feel and do in various situations.
- **Values** are the rules (often accepted from others) that tell us what is important, right and wrong, good and bad.
- **Goals** are derived from all of the above. They aim to satisfy our needs within the bounds of our values and guided by what memories, beliefs and mental models tell us what is possible.



Recently: unconscious bias

Micro-inequities: organizational challenge

- Usually generated by our unconscious mind
- Small messages of prejudice
- Often subconscious
- Subtle in nature
- Verbal or non-verbal

Examples

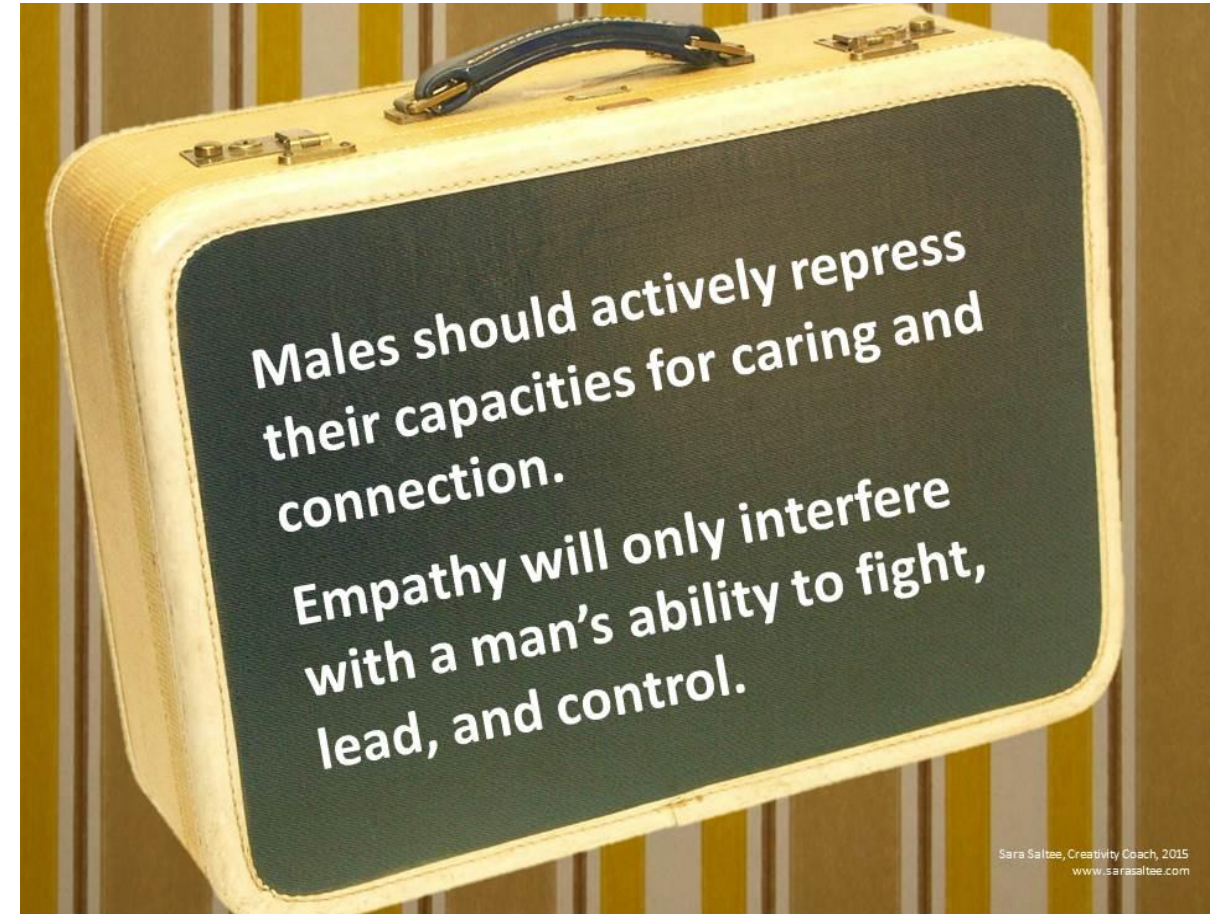
- Constantly being interrupted while you are talking
- Being left out of a discussion/project
- Trying to speak with someone who is reading/sending e-mails during conversation
- Talking with someone who keeps looking at his/her watch
- Not being introduced in a meeting and then being ignored
- Avoidance of eye contact
- Rolling of the eyes
- Cutting down ideas before they can be entertained
- Staying on the cell phone with no explanation
- Mispronouncing your name or misspelling your name

A Bit of Cultural Baggage Has Obscured Our View

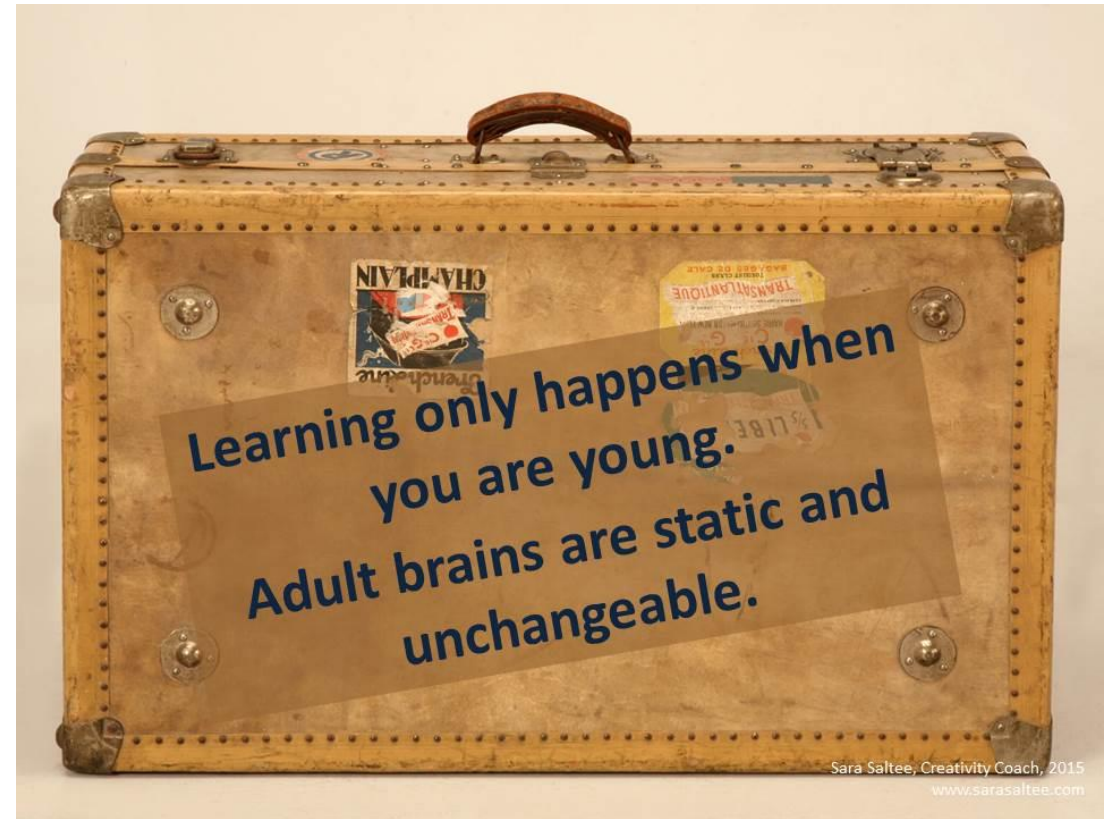
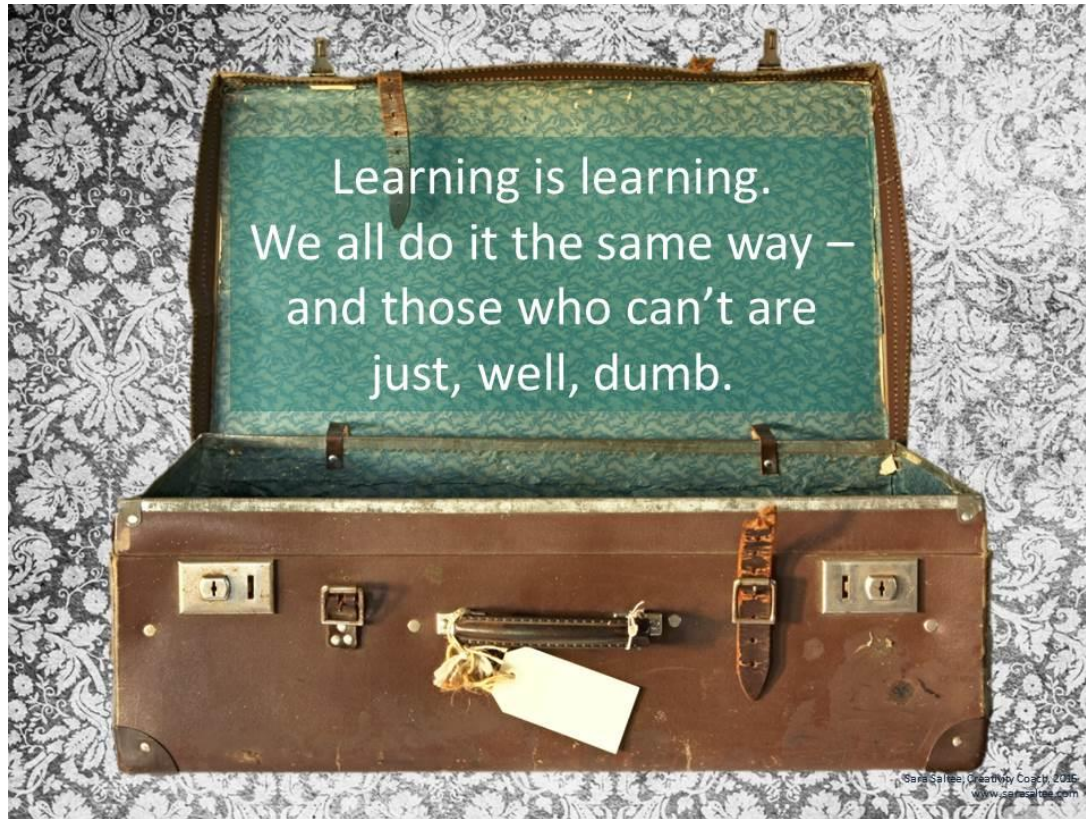


What kind of baggage? Well, just for fun, let's peel back a few old trunks and bags, shall we?

Here's a stack of junky old thinking that's accumulated around our Basic Human wiring - see if any of this sounds familiar:



Some more....

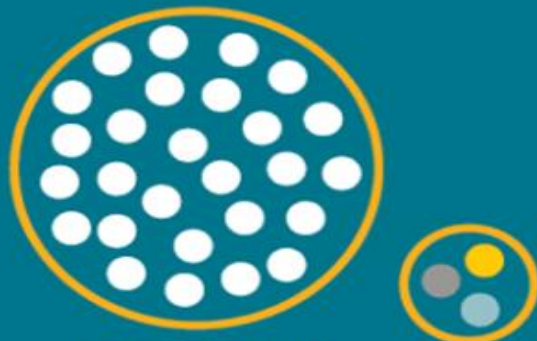




EXCLUSION



Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION



Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION



Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.



INCLUSION



Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

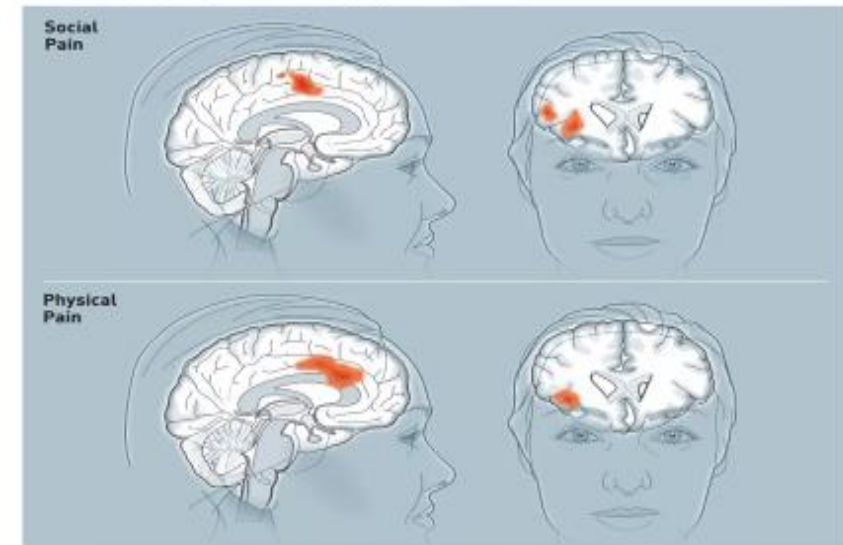
Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

What does the research say?



The real pain of exclusion

Brain scans captured through functional magnetic resonance imaging (fMRI) show the same areas associated with distress, whether caused by social rejection or physical pain. The dorsal anterior cingulate cortex (highlighted at left) is associated with the degree of distress, the right ventral prefrontal cortex (highlighted at right) is associated with regulating the distress.



Source: Eisenberger, Lieberman, and Williams, *Science*, 2003 (social pain imaged); Lieberman et al., "The Neural Correlates of Placebo Effects: A Disruption Account," *neuroimage*, May 2004 (physical pain imaged)

What happens if we don't challenge structural and systemic inequalities?



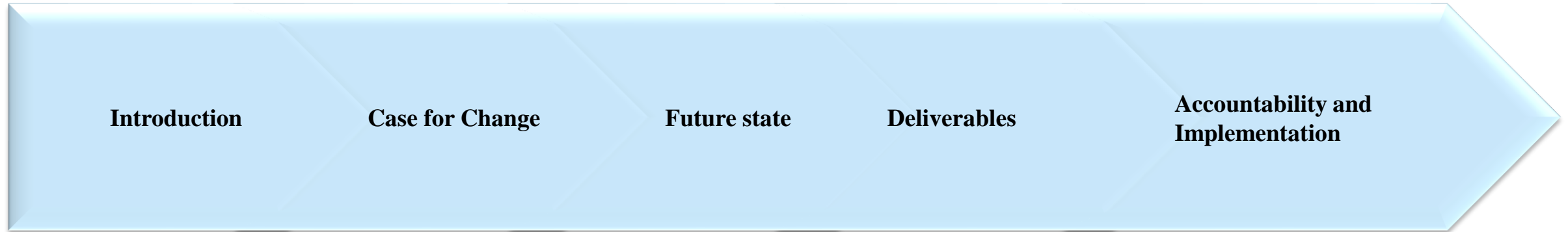
Lets reflect

- **What is the most contentious statement you've heard so far in the workshop today?**
- **What is the most important point that's been made in the workshop so far?**
- **What question would you most like to have answered regarding the topic of the workshop today?**
- **What is the most unsupported assertion you've heard so far today, which is the most obscure or ambiguous to you?**

Preskill and Brookfield 2005:47

Racism: a window of
opportunity for
dialoguing difference
(critical engagement)





- Why is the topic/theme important for the school, its learners, its staff and to the transformation project?
- What is not working in the current situation?
- Where do we want to be in five years or in ten years time?
- What are the big steps that need to be undertaken?
- How do we demonstrate success?
- Who do you need to get together (establishing partnership) to solve this?
- **Indicators to track success**
 - Can use principles of UBUNTU

Who ARE WE?

Who DO WE BRING TO THE SCHOOL?

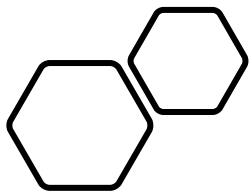
- If we **are not** our gender, our race, our religion, our culture, our nationality, our social status, our memberships, our accomplishments, our job title, our relationship to our parents, spouse, children or colleagues, then **who or what are we?** AND WHO DO WE BRING TO THE SCHOOL



What does this mean for the
ENCOUNTER?

Exploring sameness

- If we share so many experiences that are not bound by race or gender or culture, what stops us from understanding each other?
- What makes our cultures so important to us that we use them to exclude others?
- How do differences impact us at work and what can we, as individuals do about this?
- What behavior in your immediate working environment would you like to see that would help you to feel included?
- What is your responsibility in creating an inclusive work space?
- What needs to change immediately to make way for inclusive values and behavior?



TedTalk

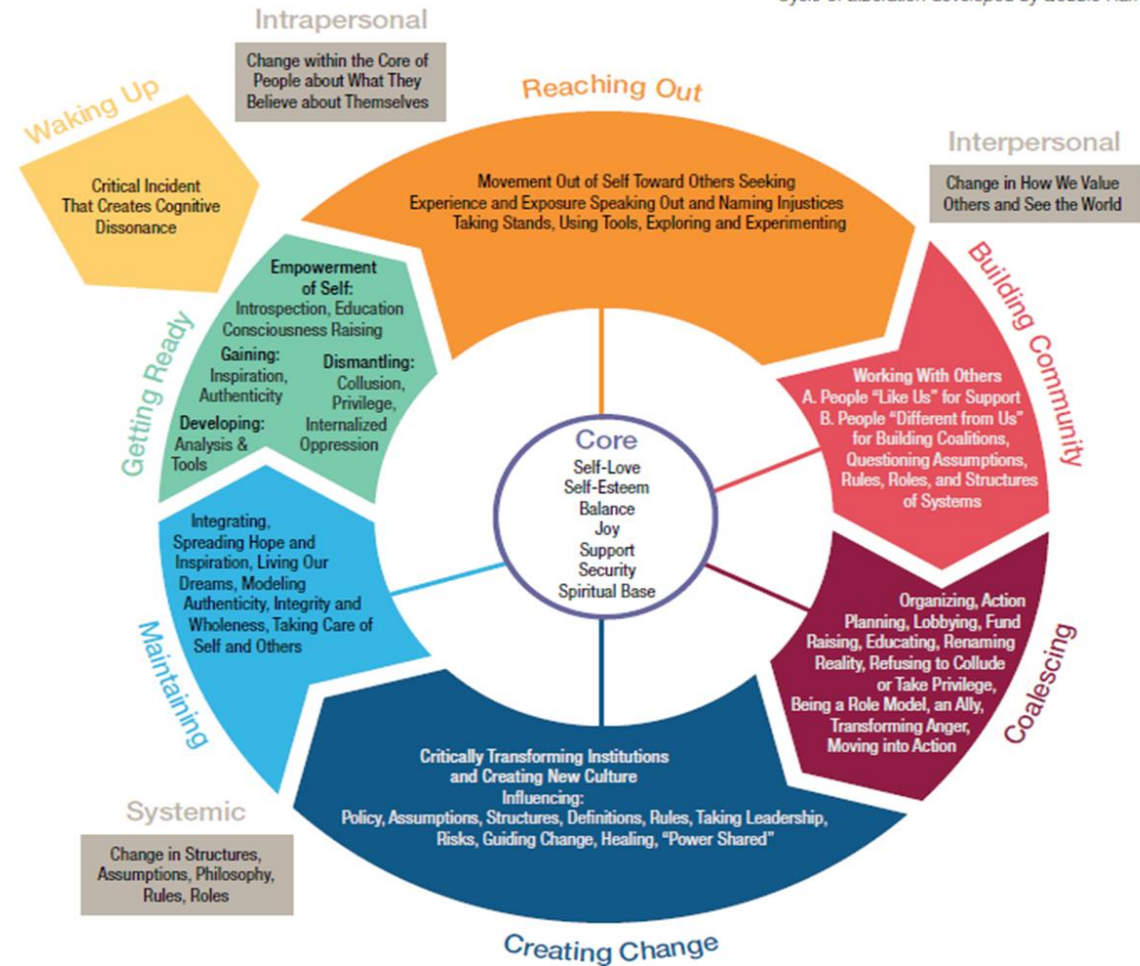
Brene Brown...The Power of
Vulnerability

- Key Lesson, Bobbie Harro

THE CYCLE OF LIBERATION

CYCLE OF LIBERATION

Cycle of Liberation developed by Bobbie Harro



Madiba taught us we are bound by common humanity...



- It seems to me that there are three basic drives that we share as human beings:
 - We are wired for **caring connection** (with other humans and with the entire world around us);
 - We are wired **to learn and grow** (to explore, to discover, to broaden our understanding, to evolve our consciousness); and
 - We are wired to **create** (to make a mark, to have an impact, to imagine new possibilities, to forge meaning, to play a part in adding to or changing our world).



Care &
Connect

Learn &
Grow

Create

With good
flow:

empathy
love
belonging
attachment
compassion
respect
kindness
helping

consciousness
understanding
skill-building
exploration
discovery
awareness
perspective

make a mark
solve problems
exert volition
imagine
express
have an impact
generate meaning
change the world

When the
wiring is
undeveloped:

isolation
alienation
detachment
untouchability
separation
depression

boredom
stagnation
restlessness
rigidity
terminal certainty
fear

passivity
stuckness
restlessness
meaninglessness
depression
anger