
Cultural Competence: Understanding, Race, Equity, Bias, Caste & White Fragility

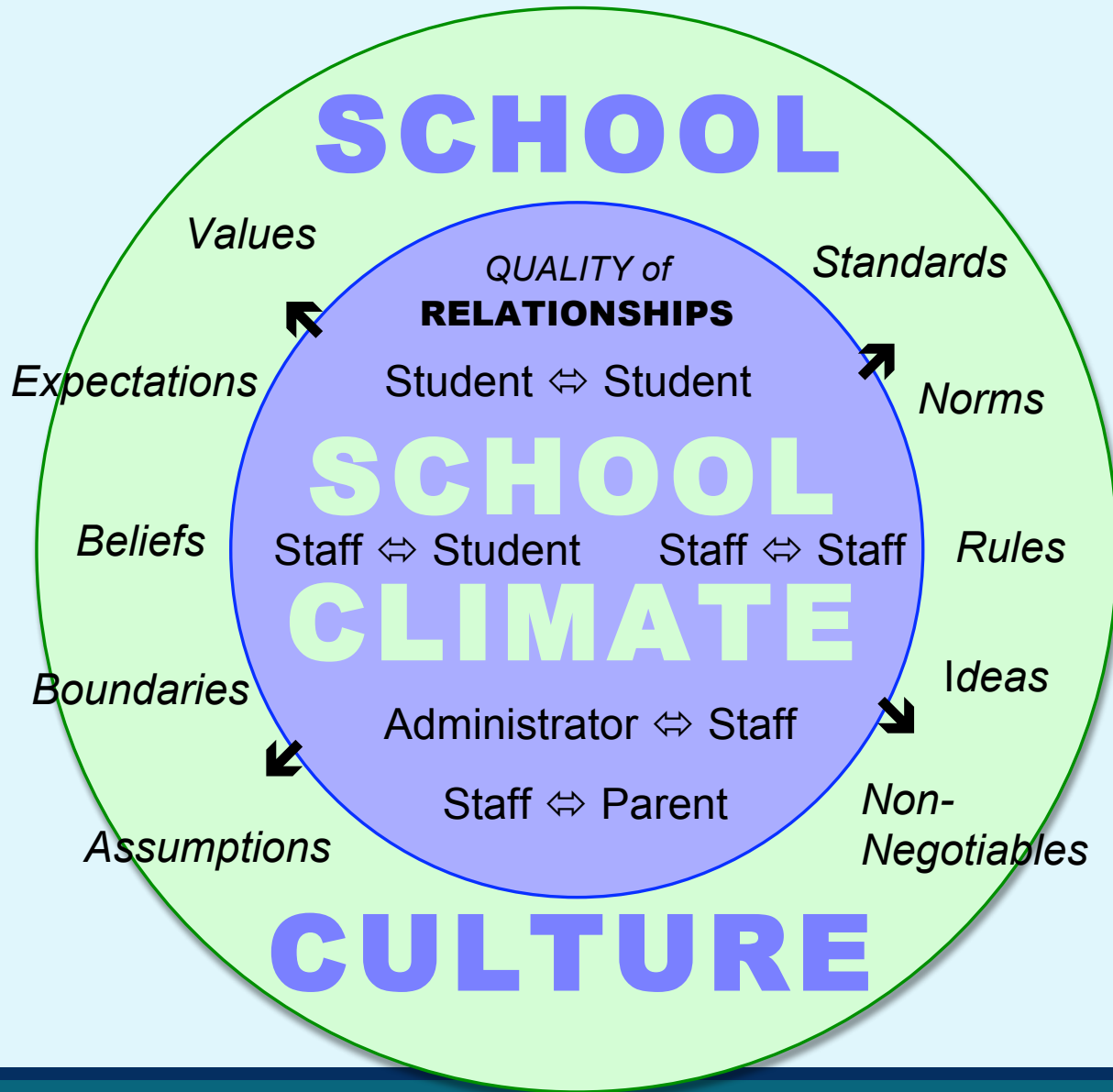
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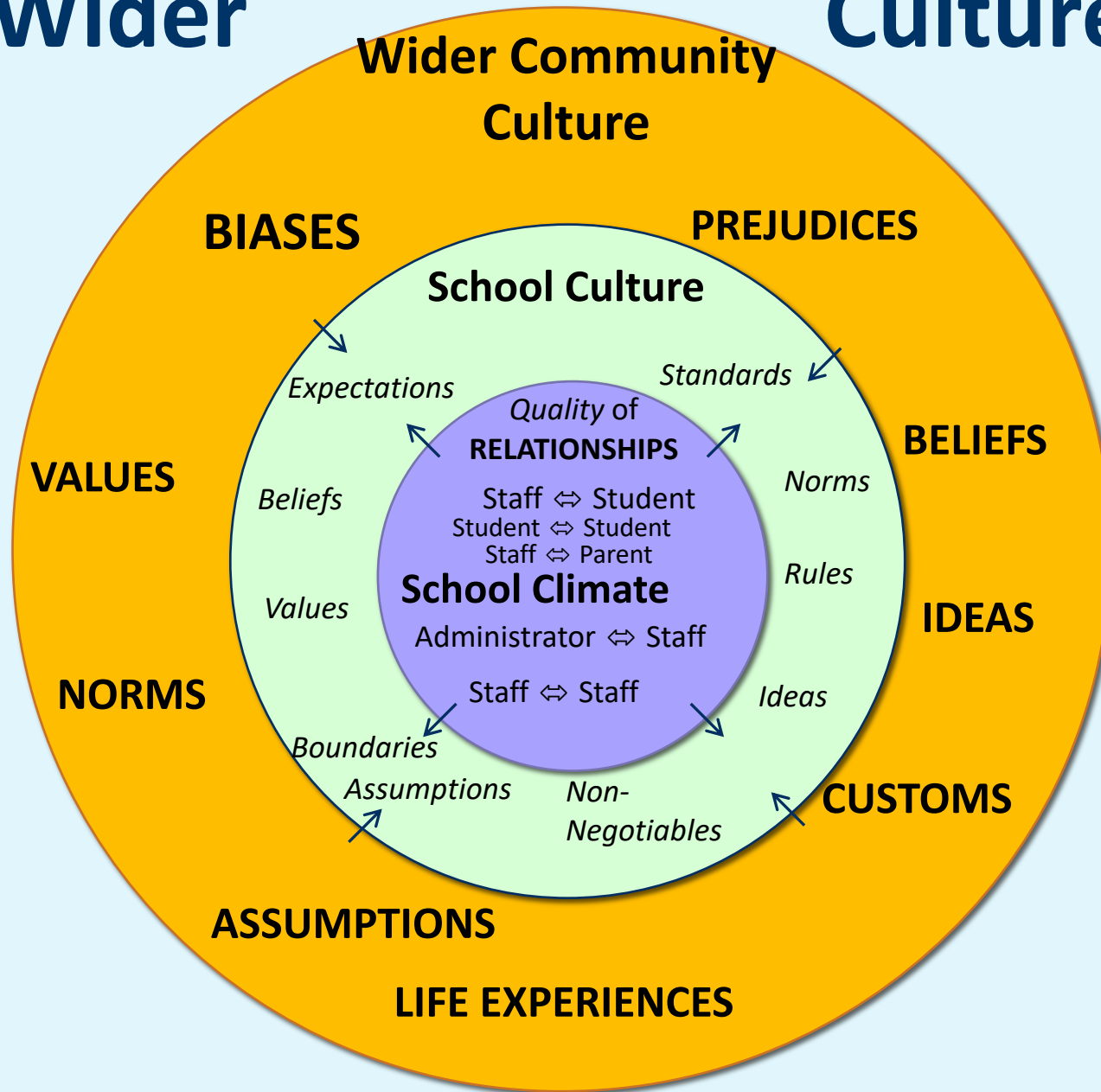


School Climate & Culture Model



Wider

Culture



Culture



What is Culture?

A "culture" is the set of customs, traditions and values of a society or community which includes the social behavior and norms found in human societies

ETHNIC	NON – ETHNIC
TRANSGENERATIONAL	NOT PASSED ON
GENETIC	NOT NECESSARILY HEREDITARY
INVOLUNTARY	VOLUNTARY
CLOSED MEMBERSHIP	OPEN MEMBERSHIP



Components of Culture: Some Can Change Over Time

Voluntary or Involuntary??

- Race, Gender, Gender Identity
- Ethnicity and/or Ancestry
- Religion, Customs and/or Traditions
 - Family, Community, Neighborhood, Country, etc.
- Language
- Value and Belief System(s)
 - Family, Profession, Political
- Generation and/or Affinity Groups
- Others?



Considering Culture...

A learned set of shared interpretations about beliefs, values, and norms, which affect the behaviors of a relatively large group of people.

-- Lustig, M.W., and Koester, J. (2003)

A way of behaving and perceiving – “How we do it here”

Culture goes far beyond the climate, food, and clothing of a student’s native country.

-- Pratt-Johnson, Y. (2006), <http://itslj.org/Articles/Pratt-Johnson-CrossCultural.html>

Think about these thoughts in light of the distinction between ETHNIC and NON – ETHNIC culture. How does this impact your educational responsibilities?

Break Out Rooms!!!



Cultural Competence



Cultural Competence: Simple Definition

The ability to understand, communicate with, and effectively interact with people across cultures.

Source: Australian Children's Education and Care Quality Authority (ACECQA) (2014)
<https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent/>



Traits of Culturally Competent Educators & Municipal Leaders

- **Awareness** of one's own cultural identity and views about *difference*.
- **Ability and willingness** to learn and build on cultural and community norms of students, families and constituents.
- **Ability and willingness** to understand and appreciate within-group differences that make each student/constituent unique, while celebrating our sameness and between-group variations.
- **Ability and willingness** to develop culturally responsive strategies to enrich the educational/municipal experience for all students/constituents.

Adapted from the CT Standards for Professional Learning and the NEA



Ideology



“Ideologies are the frameworks through which we are taught to represent, interpret, understand, and make sense of social existence.”

White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 21, Robin Diangelo



Definitions

- Way of making sense of the world
- A system of ideas and ideals, especially one which forms the basis of economic or political theory and policy
- The ideas and manner of thinking characteristic of a group, social class or individual
- The science of ideas; the study of their origin and nature



These “Big ideas” (**ideological beliefs**) are reinforced across society through schools, textbooks, political speeches, movies, advertising, holiday celebrations, and words and phrases...Because these ideas are constantly reinforced, *they are very hard to avoid believing and internalizing*



American Ideological Beliefs: Examples

- Individualism and competition achieves success
- Superiority of capitalism as an economic system
- Superiority of democracy as a political system
- Consumerism as a desirable lifestyle
- Meritocracy (anyone can succeed if he or she works hard)
 - Provide multiple chances to get it right (e.g., “three strikes and you are out” mentality)
- Students/people should be ‘well-rounded’
 - Sports, jobs, hobbies/interests, academics, etc.



Equity and Equality



Equity and Equality...

“Equality means giving all students (clients) the same thing in the spirit of fairness. Equity, on the other hand, means giving students (clients) what they need to be successful – whether academically or socially – and recognizing that no two students (clients) are the same...
‘Giving everyone a shoe is equality. Making sure the shoe fits is equity’”

Dr. Pedro Noguera

ASCD Conference, Atlanta, GA

April 2 – 4, 2016



Equality Looks Like This:



Equity Looks Like This:



Reality Looks Like This:



Cultural Diversity



Cultural Diversity & Ideology

CULTURAL DIVERSITY AND IDEOLOGY

<i>Cultural Diversity</i>		<i>Goal</i>	<i>Ideology</i>
A, B, C, D	=	A	Assimilation
A, B, C, D	=	E	Amalgamation
A, B, C, D	=	A, B, C, D	Insular Cultural Pluralism
A, B, C, D	=	A ₁ , B ₁ , C ₁ , D ₁	Modified Cultural Pluralism
A, B, C, D	=	O	Open Society



Cultural Diversity & Ideology: ASSIMILATION

Example: America in the late 19th Century = A
(Shedding their Ethnic Identity to Join the
Dominant Culture)

A = White “Americans” who were descendants
from the 17th century Pilgrim migration

B = Irish immigrants fleeing from the Potato
Famine

C = German immigrants coming to USA for a
better life

D = Polish immigrants coming to USA for a better
life



American Assimilation

Immigrants from Europe in the 19th century were often quick to shed their names and drop the accents and folkways of the old country. They played down their ethnicity to gain admission to the dominant caste. Black immigrants discover that because they look like the people consigned to the lowest caste, the caste system rewards them for doing the opposite of the Europeans. While white immigrants stand to gain status by becoming 'Americans,' by assimilating into the higher status group – black immigrants may actually lose social status if they lose their culture distinctiveness.

Caste: The Origins of Our Discontents,
p. 241, Isabel Wilkerson



Cultural Diversity & Ideology: **AMALGAMATION***

Example: America in the late 19th Century = E
(Shedding their Ethnic Identity to Become
American)

*** Everything Blended together!**

A = Lithuanians immigrants coming to USA for a better life

B = Irish immigrants fleeing from the Potato Famine

C = German immigrants coming to USA for a better life

D = Polish immigrants coming to USA for a better life



Cultural Diversity & Ideology: INSULAR CULTURAL PLURALISM

Example: Groups in America who keep to themselves and provide for virtually all of their needs within their own communities = **A, B, C, & D**

A = Hasidic Jews in enclaves throughout the country

B = Mennonite Communities in 87 countries

C = Amish in Lancaster, PA

D = Quakers in PA, NY and NJ (...Shakers)



Cultural Diversity & Ideology: MODIFIED CULTURAL PLURALISM

Example: Groups in America who may live in neighborhoods with others who belong with the same ethnicity, culture and/or religion but regularly venture out into the wider and more diverse communities = **A', B', C', & D'**

A = German Americans

B = Polish Americans

C = Mexican Americans

D = Chinese Americans



Cultural Diversity & Ideology: **OPEN SOCIETY***

Example: Diversity in American communities and wider cities and towns = **O**

*** A Tossed Salad!**

(Maintaining your own cultural, ethnic, racial, religious identity while living and working collaboratively with others who also maintain their own identities and live and work together peacefully)

A = German Americans

B = Polish Americans

C = Mexican Americans

D = Chinese Americans



Cultural Diversity & Ideology

CULTURAL DIVERSITY AND IDEOLOGY

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A, B, C, D	=	O	Open Society



Which Ideology Should We Be Embracing?

- A. Assimilation
- B. Amalgamation
- C. Insular Cultural Pluralism
- D. Modified Cultural Pluralism
- E. Open Society



Explicit and Implicit Bias



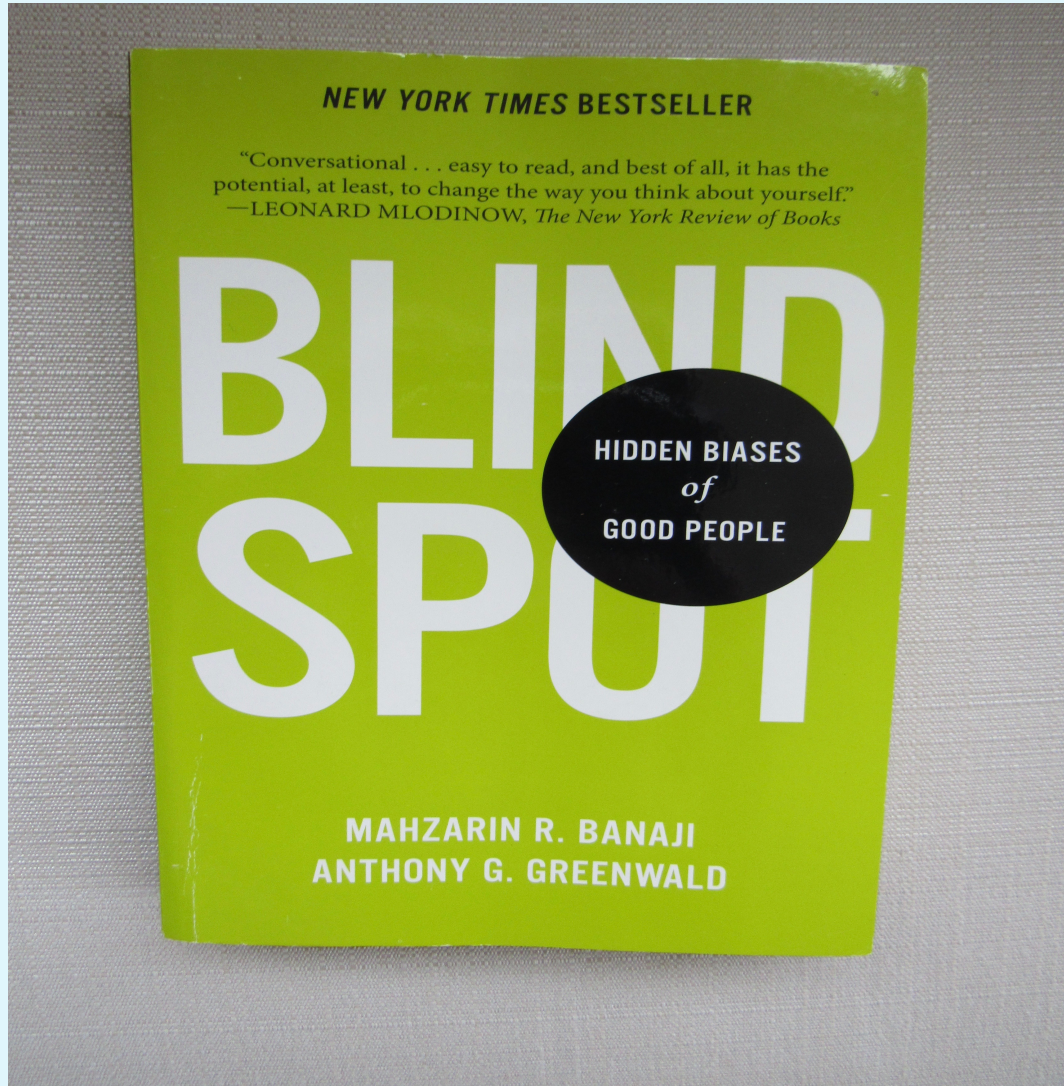
Implicit and Explicit Bias

Implicit Bias: Biases that each of us has about which we are unaware

Explicit Bias: Biases that we have, about which we are consciously aware



A Great Resource



Implicit and Explicit Bias

Implicit Bias: Biases that each of us has about which we are unaware

- Race
- Religion
- Ethnicity
- Gender
- Sexual Orientation
- Tattoos
- Adolescents
- Bikers
- Smokers/Non-Smokers
- Democrats or Republicans
- Many others!!

Explicit Bias: Biases that we have, about which we are consciously aware

- Race
- Religion
- Ethnicity
- Gender
- Sexual Orientation
- Tattoos
- Adolescents
- Bikers
- Smokers/Non-Smokers
- Democrats or Republicans
- Many others!!



Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: Implicit bias is nothing more than beliefs people choose not to tell others. They know how they feel; they just know they cannot or should not say those beliefs aloud, so they hide them.

Truth: Implicit bias differs from suppressed thoughts that individuals may conceal for social desirability purposes.

Implicit biases are activated involuntarily and beyond our awareness or intentional control. Implicit bias is concerned with unconscious cognition that influences understanding, actions, and decisions, whereas individuals who may choose not to have their beliefs due to social desirability inclinations are consciously making this determination.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: Implicit bias is nothing more than stereotyping

Truth: Implicit biases and stereotyping are closely related concepts that can be easily confused. Both implicit biases and stereotypes are types of associations that can be positive and negative. While it is true that implicit associations may form as a result of exposure to persistent stereotypes, **implicit bias goes beyond stereotyping to include favorable or unfavorable evaluations toward groups of people.**

Additionally, implicit biases are activated involuntarily, whereas stereotyping may be a deliberate process of which you are consciously aware.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: Having implicit biases makes me a bad person

Truth: Bias is a natural phenomenon in that our brains are constantly forming automatic associations as a way to better and more efficiently understand the world around us. **No one is a “bad” person for harboring implicit biases; these are normal human processes that occur on an unconscious level.** Some implicit biases are even positive in nature. In terms of the existence of unwanted, negative implicit biases, fortunately our brains are malleable, thus giving us the capacity to mitigate their effect through research-based debiasing strategies.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: I am not biased; I have diverse friends and I believe in equal treatment

Truth: **Actually, we all have implicit biases.** Research shows that all individuals are susceptible to harnessing implicit associations about others based on characteristics like race, skin tone, income, sex, and even attributes like weight, and accents. Unfortunately, these associations can even go as far as to affect our behavior toward others, even if we want to treat all people equally or genuinely believe we are egalitarian.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: I am fully aware of my thoughts and actions, and I make all of my decisions based on facts and evidence; therefore, implicit bias does not affect my behavior.

Truth: By their very nature, implicit biases operate outside of our conscious awareness. Thus, it is possible that your thoughts and actions are being influenced by implicit associations beyond your recognition. **In fact, researchers have found that sometimes implicit associations can more accurately predict behavior than explicit beliefs and thoughts.**



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: I'm Black; I can't have bias against Black people. I'm also a woman, so it does not make sense that I would have implicit biases against my own sex.

Truth: Researchers have discovered that many Americans, regardless of race, display a pro-White/anti-Black bias on the Implicit Association Test. Similarly, some research has documented the prevalence of pro-male/anti-female implicit biases in both men and women. **This occurs because implicit biases are robust and pervasive affecting all individuals**, even children. We are all exposed to direct and indirect messages throughout the course of our lifetime that can implicitly influence our thoughts and evaluations of others.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: If bias is natural, there is obviously nothing we can do about it.

Truth: Just because bias is a natural tendency does not mean that we are helpless to combat it. Indeed, **unwanted implicit biases can be mitigated**. Researchers have demonstrated the efficacy of various intervention strategies, such as intergroup contact, perspective-taking, and exposure to counter-stereotypical exemplars. By taking the time to understand your personal biases, you can begin to mitigate their effects.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Implicit Bias: Myth Busting

What is Implicit Bias?

Myth: It's a waste of time to try to mitigate my implicit biases. They do not impact anyone anyways.

Truth: Extensive research has documented the real-world effect of implicit biases in the realms of health care, criminal justice, education, employment, and housing, among others. For example, implicit biases can affect the quality of care a patient receives, the level of encouragement students receive from their teachers, whether or not an individual receives an interview or promotion, and more. **Implicit biases have huge implications;** thus, it is important to identify your own biases and then actively engage in debiasing techniques to address them.



State of the Science: Implicit Bias Review 2015 (Staats, Capatosto, Wright & Contractor)

Harvard University Project Implicit



Implicit Associations Test (IAT):Harvard

Gender– Career

Sexuality

Race

Skin-Tone

Age

Asian

Weapons

Gender – Science

Presidents

Native

Arab – Muslim

Transgender

Disability

Weight

Religion

<https://implicit.harvard.edu/implicit/selectatest.html>



Implicit Associations Test (IAT):Harvard

Gender – Career: Often reveals a relative link between family and females and between career and males

Race: It indicates that most Americans have an automatic preference for white over black

Age: It often indicates that Americans have automatic preference for young over old

Sexuality: It often reveals an automatic preference for straight relative to gay sexuality

Skin-Tone: It often reveals an automatic preference for light-skin relative to dark-skin

Gender Science: Often reveals a relative link between liberal arts and females and between science and males



Glossary I

Discrimination: prejudiced action against a group of people

institutional racism: racism embedded in social institutions

Prejudice: biased thought based on flawed assumptions about a group of people

Colorism: the belief that one type of skin tone is superior or inferior to another within a racial group





"Melanin Love," a photo by James Roundtree taken as part of the initiative The Melanin Project, features from left, Elle Morgan, Natasha Davis, Bashara Samuda, Exy Hill, Nicki Talbert, Danielle Pierre, Lauryn Leonidas, Jessy Ovorle, Breanna Belin, Shade Moody, Sasha Osbourne, Natalie Jazmine and Diandra Dakers. **JAMES ROUNDTREE/THE MELANIN PROJECT**

Combating colorism



Glossary II

Racial Steering: the act of real estate agents directing prospective homeowners toward or away from certain neighborhoods based on their race

Racism: a set of attitudes, beliefs, and practices that are used to justify the belief that one racial category is somehow superior or inferior to others

Redlining: the practice of routinely refusing mortgages for households and businesses located in predominately minority communities



"We think it's totally free will. And then we realize it wasn't all free will. There are other factors at work here."

— Tracey Wilson, West Hartford's official historian and author of a book about the town

How two towns illustrate racial divide



In this 1964 archive photo, a Black woman and boy march among protesters outside Noah Webster Elementary School in Hartford. Signs denounce neighborhood school zones that created racial segregation.

West Hartford is mostly white, while Bloomfield is largely Black; their stories highlight history of segregation in American suburbs



The University of Richmond's "Mapping Inequality: Redlining in New Deal America" database collected thousands of area descriptions created by agents of the federal government's Home Owners' Loan Corporation between 1935 and 1940. In this screenshot, descriptions from HOLC staff members refer to Hartford's Clay Arsenal neighborhood as "the city's oldest residential section which has gradually drifted into slum area now mainly occupied by Negroes." Agents rated West Hartford mostly green and blue with no red at all. As a result, affordable mortgage loans became readily available in West Hartford.

Mapping Inequality Redlining in New Deal America

Introduction Downloads & Data About Contact Us American Panorama

Hartford, CT

C10 D1 D2

Show Full Show Scan

5. Clarifying Remarks

The city's oldest residential section which has gradually drifted into slum area now mainly occupied by Negroes. It is a very congested neighborhood containing scattered plants and a variation in type of dwelling from small singles to multi-family with prices largely theoretical in view of the many tax and sacrifice sales. South of the railroad, are found combination stores and dwellings and this portion, as well as along the eastern boundary, is particularly subject to floods. There has been a sizeable amount of demolition on the part of institutional holderns and they will no longer lend in this section.

Cottage Grove Rd

Blue Hills

Mahaduck Natural

LOCOMFIELD

TOWN OF WINDSOR

John Flax

Elington Rd

WATSON FIELD

BRISWOLD ST

WEST HARTFORD

The Price & Lee Co.

Leaflet | © Mapbox © OpenStreetMap Improve this map



Glossary III

Sedimentation of Racial Inequality: the intergenerational impact of de facto and de jure racism that limits the abilities of black people to accumulate wealth

Stereotypes: oversimplified ideas about groups of people

White Privilege: the benefits people receive simply by being part of the dominant group



Prejudice and Discrimination



Prejudice & Discrimination: Distinct Problems

Prejudice

- Affective
- Individual in nature
- **Refers to attitudes only**
- NOT behavior



Prejudice & Discrimination: Distinct Problems

Discrimination

- **Behavioral...in a negative sense**
- “*Inappropriate* differential treatment of individuals”
 - Vs. *Being a discriminating individual* – a positive notion
- Based on group membership
 - Race, religion, ethnicity, gender, sexual orientation, bikers, age, region, country, tattoos & piercings, etc.



Prejudice: Attitudes of INDIVIDUALS

Why is there prejudice?

- A lack of understanding of the history, experiences, values and perceptions of cultures other than one's own
- Stereotyping members of other cultural groups
- Judging other cultures by the standards of one's own culture
- Assigning negative attributes to members of other cultural groups
- Evaluating the qualities and experiences of other groups as inferior to one's own



Discrimination: BEHAVIOR

Individuals can discriminate...

- “Individual” discrimination
- Examples???

Institutions can discriminate,
too...

- “Institutional” discrimination
- Examples???



Discrimination: BEHAVIOR

Individual Examples

- “I hate _____”
 - Race
 - Ethnic Groups
 - Religious/Political Groups
- Asking women (only) to make coffee
- Not using correct pronoun for transgender or non-binary students
- Choosing only White authors for a book display
- Calling individuals by derogatory names

Institutional Examples

- Hiring through nepotism and networking
- Racial Profiling
- Wage Gap
 - Gender, Race, etc.
- Tracking
- Exclusionary Discipline
- Extra-curricular activities which exclude bussed students
- White students only in AP Classes



Institutional Betrayal

“Institutions like schools, churches, health and human services, and the military may inflict harm on people who depend on them for safety and well-being.”

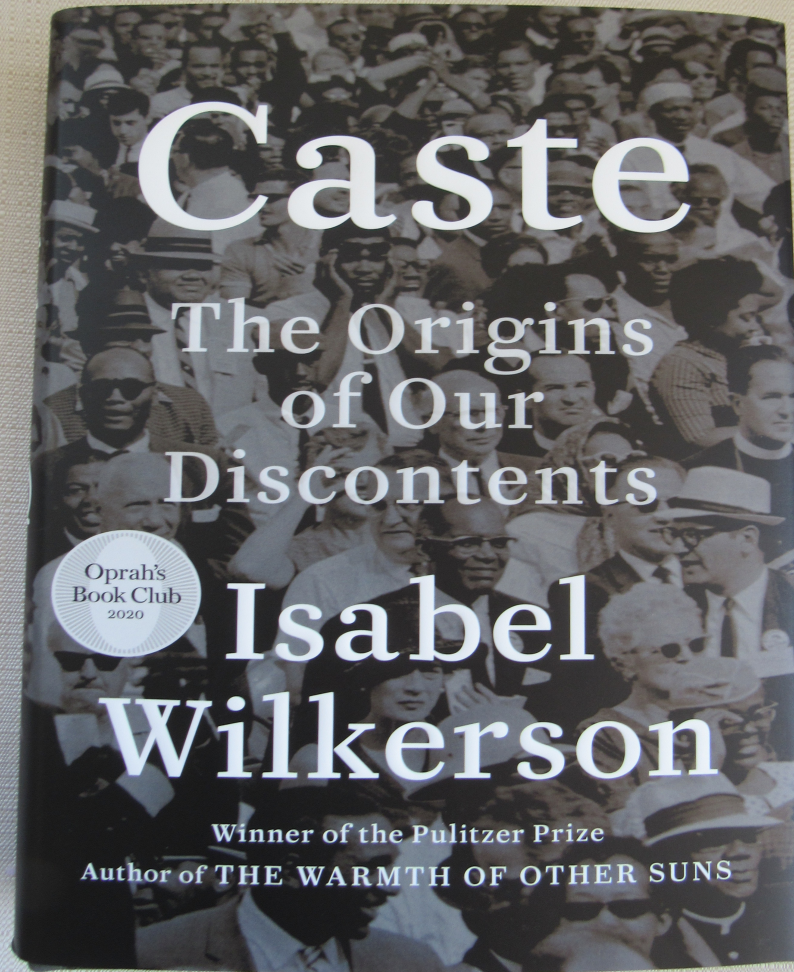
Carly P. Smith & Jennifer J. Freyd,
“Institutional Betrayal,” *American Psychologist*
vol. 69, no. 6, 2014



Caste



A Great Resource



Caste: Structure

- Caste is the invisible structure that created and maintains hierarchy and inequality...*the basis of every other ism** (e.g., racism, ageism, sexism, classism, ableism, etc.)
- Caste is:
 - Structure, Ranking**
 - The Boundaries that reinforce the fixed assignments based on looks***
 - Living and Breathing**
 - The granting or withholding of respect, status, honor, attention, privileges, resources, benefit of the doubt, human kindness afforded to someone based upon perceived ranking or standing in the hierarchy***

*Form of oppression

Caste: The Origins of Our Discontents,
p. 70 & 171, Isabel Wilkerson

The Eight Pillars of Caste



The Parthenon, Nashville, TN
Built in 1987 for the Tennessee Centenary Exposition



The Eight Pillars of Caste

1. Divine Will and the Laws of Nature
2. Heritability
3. Endogamy and the Control of Marriage and Mating
4. Purity versus Pollution
5. Occupational Hierarchy: The Jatis and the Mudsill
6. Dehumanization and Stigma
7. Terror as Enforcement, Cruelty as a Means of Control
8. Inherent Superiority versus Inherent Inferiority

Caste: The Origins of Our Discontents,
Isabel Wilkerson



Never Last

*One might lose everything, but not
whiteness*

It became the poor white's most precious possession, a 'charm' staving off utter dissolution.

No matter what happens, they can never become 'black.' White Americans of all classes have found it comforting to preserve blacks as a subordinate caste: a presence that despite all its pain and problems still provides whites with some solace in a stressful world.

Caste: The Origins of Our Discontents,
p. 181, Isabel Wilkerson



Inherent Superiority versus Inherent Inferiority

It was the spring of 1944, the same year that a black boy was forced to jump to his death, in front of his stricken father, over the Christmas card the boy had sent to a white girl at work. In that atmosphere, a sixteen-year-old African-American girl thought about what should befall Hitler. She won the student essay contest with a single sentence:

“Put him in a black skin and let him live the rest of his life in America.”

Caste: The Origins of Our Discontents,
p. 159 – 164, Isabel Wilkerson



Caste is a Disease

None of us is immune. It is like a cancer that goes into remission only to return when the immune system of the body politic is weakened.

The country [USA, now] is headed toward an inversion of its demographics, with its powerful white majority expected to be outnumbered by people not of European descent within two decades [2042]. This is unknown territory for everyone in the hierarchy, an ethnic distribution that could potentially look closer to that of South Africa than to what Americans have grown accustomed to.

Caste: The Origins of Our Discontents,
p. 380 – 381, Isabel Wilkerson



Albert Einstein: Graduation Commencement Address

“The Separation of the races is not a disease of the colored people, but a disease of the white people.”

Caste: The Origins of Our Discontents,
p. 379, Isabel Wilkerson



History:

How Did We Get Here??

- Slavery
- Civil War
- Reconstruction
- New Deal Reforms
- Brown Vs. Board of Education
- Civil Rights Movement
- Immigration Struggles
- Black Lives Matter



Federal Discrimination

- New Deal Reforms
 - Social Security Act of 1935 & Wagner Act
 - Providing old age insurance
 - Protecting workers from labor abuse
 - Excluded vast majority of black workers as farm laborers and domestics at the urging of southern white politicians
 - Federal Housing Administration (FHA)
 - Created to make homeownership easier for white families by guaranteeing mortgages in white neighborhoods while specifically excluding African-Americans who wished to buy homes
 - Redlining
 - Led to wealth gap...white Americans have 10 times the wealth of black Americans

Caste: The Origins of Our Discontents,
p. 185, Isabel Wilkerson



Segregated By Design

Link:

<https://www.youtube.com/watch?v=xMVGQ7-N-Jo>



Caste Played Out After Brown Vs. BOE in 1954

- White-run BOE in Prince Edward County, VA delayed integration as long as possible
 - No public schools from 1959 – 1964
 - Local whites diverted funds for private academies
- Civil rights legislation that outlawed segregation in public facilities
 - Southern cities auctioned off or poured concrete into public pools rather than sharing the water with black people
- In-group-out-group tensions remain a feature of American life to this day

Caste: The Origins of Our Discontents,
p. 236, Isabel Wilkerson



Caste In America: Voting Your Interests & Making Sense of It All

Dominant Group Status Threat

Caste gives insights into the white working-class voters in 2016 & 2020.

Maintaining the caste system as it had always been was in their interest.

Some were willing to accept short-term discomfort, forgo health insurance, risk contamination of the water and air, and even die to protect their long-term interest in the hierarchy as they had known it.

Caste: The Origins of Our Discontents,
p. 180, Isabel Wilkerson



A Question To Contemplate

“...If people [in America] were given the choice between democracy and whiteness, how many would choose whiteness?”

Caste: The Origins of Our Discontents,
p. 352, Isabel Wilkerson



Caste Case Study: 2016

VOTER GROUPS

TRUMP VS. CLINTON

- White men: ○ **62%** → **31%**
- White women: ○ **53%** → **43%**
- Latino men: ○ **32%** → **63%**
- Latina women: ○ **25%** → **69%**
- African-American/Black men: ○ **13%** → **82%**
- African-American/Black women: ○ **4%** → **94%**
- Asians (men and women): ○ **27%** → **65%**



Caste In America: 2042

Dominant Group Status Threat

The caste system thrives on dissension and inequality, envy and false rivalries, that build up in a world of perceived scarcity. As people elbow for position, *the greatest tensions arise between those adjacent to one another, up and down the ladder.*

Caste: The Origins of Our Discontents,
p. 239, Isabel Wilkerson



Growing Up In America

When you are raised middle class and born to a subordinated caste in general, and African-American in particular, you are keenly aware of the burden you carry and you know that working twice as hard is a given. But more important, you know there will be no latitude for a misstep, so you must try to be virtually perfect at all times merely to tread water. You live with the double standard even though you do not like it. You know growing up that you cannot get away with the things that your white friends might get away with.

Caste: The Origins of Our Discontents,
p. 221, Isabel Wilkerson





Caste & Race: Overlap

In the United States, racism and casteism frequently occur at the same time, or overlap or figure into the same scenario.

Casteism is about positioning and restricting those positions, vis-à-vis others. What race and its precursor, racism, do extraordinarily well is to confuse and distract from the underlying structural and more powerful Sith Lord of caste. Like the cast on a broken arm, like the cast in a play, a caste system holds everyone in a fixed place.

Caste: The Origins of Our Discontents,
p. 71, Isabel Wilkerson



Race



Origins of 'Race'

- The idea of race is a recent phenomenon in human history
 - It dates back to the start of the transatlantic slave trade
 - 'Race' likely derived from Spanish word '*raza*' and originally used to refer to the "*caste or quality of authentic horses branded with an iron so as to be recognized*"
 - Race in the American mind was and is a statement about profound and unbridgeable differences...It conveys the meaning of social distance that cannot be transcended
- **Geneticists and anthropologists have long seen race as a man-made invention with no basis in science or biology**

Caste: The Origins of Our Discontents,
p. 64 – 65 , Isabel Wilkerson



‘Race’ is Fiction

We think we ‘see’ race when we encounter certain physical differences among people such as skin color, eye shape, and hair texture. What we actually ‘see’...are the learned social meanings, the stereotypes, that have been linked to those physical features by the ideology of race and the historical legacy it has left us.

It is a fiction told by modern humans for so long that it has come to be seen as a sacred truth.

Caste: The Origins of Our Discontents,
p. 66 – 67 , Isabel Wilkerson



RACE

“...the concept of race is itself elusive and difficult to define. Indeed, within the anthropological and biological communities disagreement exists not only about what criteria are to be used to distinguish among races but also about whether race has any scientific validity at all. *But regardless of its scientific status it is self-evident that in the international arena race exists as an important political category.*”

Philip White, Researcher on Racism in American Society



Racial Groups: Artificial Categories

America

- White
- Black or African American (“one drop”)
- American Indian or Alaskan Native
- Asian
- Hispanic
- Native Hawaiian or Other Pacific Islander

South Africa

- White (100%)
 - Includes Asian
 - Japanese, Chinese, Malaysian, etc.
- Black (100%)
- Colored
- Asian
 - Refers to persons from India (decedents included)



The Politics of Race: Gross Terms

Connecticut (2016)

- Whites; Economically well-off, powerful (68%)
- Blacks: Economically struggling, little power (12%)
- Hispanics: Economically struggling, little power (16%)
- Natives & Others: Economically mixed, little power (4%)

***Populations of Color
are Growing...power
will shift***

South Africa during Apartheid

- Whites; Privileged Voting Minority
- Blacks; Suppressed Non-Voting Majority
- Coloured; Suppressed Voting Minority
- Asians; Suppressed Voting Minority

***“One person, one vote,
one time...” (ANC)***



Race in Connecticut

Population/Racial Groups tracked by the CSDE (alphabetical order)

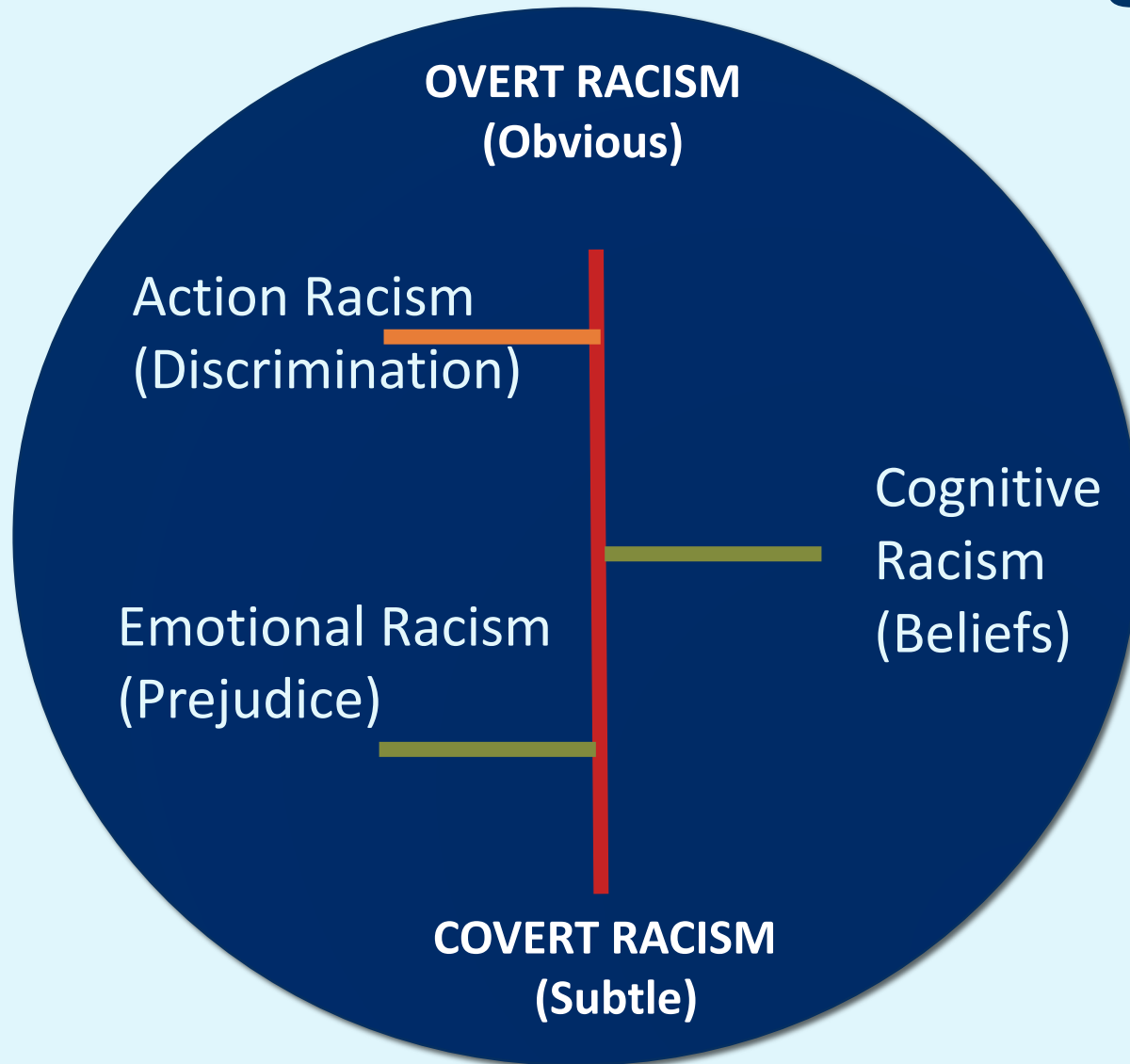
- Asian Indian or Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any Race
- Native Hawaiian/Other Pacific Islander
- Two + Races
- White



Racism



Overt and Covert Racism: Degrees



The R Word

In the half century since civil rights protests forced the United States into making state-sanctioned discrimination illegal, what Americans consider to be racism has shifted, and now the word is one of the most contentious and misunderstood in American culture.

For the dominant caste, the word is radioactive – resented, feared, denied, lobbed back toward anyone who dares to suggest it.

Resistance to the word often derails any discussion of the underlying behavior it is meant to describe, thus eroding it of meaning.

Caste: The Origins of Our Discontents,
p. 68 , Isabel Wilkerson



Racism

The instinctive desire to reject the very idea of current discrimination on the basis of a chemical compound in the skin is an unconscious admission of the absurdity of race as a concept.

This is not to say that the consequences of this social construct are not real or that abuses should not be prosecuted to the full extent of the law. It is to say that the word *racism* may not stand as the only term or the most useful term to describe the phenomenon and tensions we experience in our era.

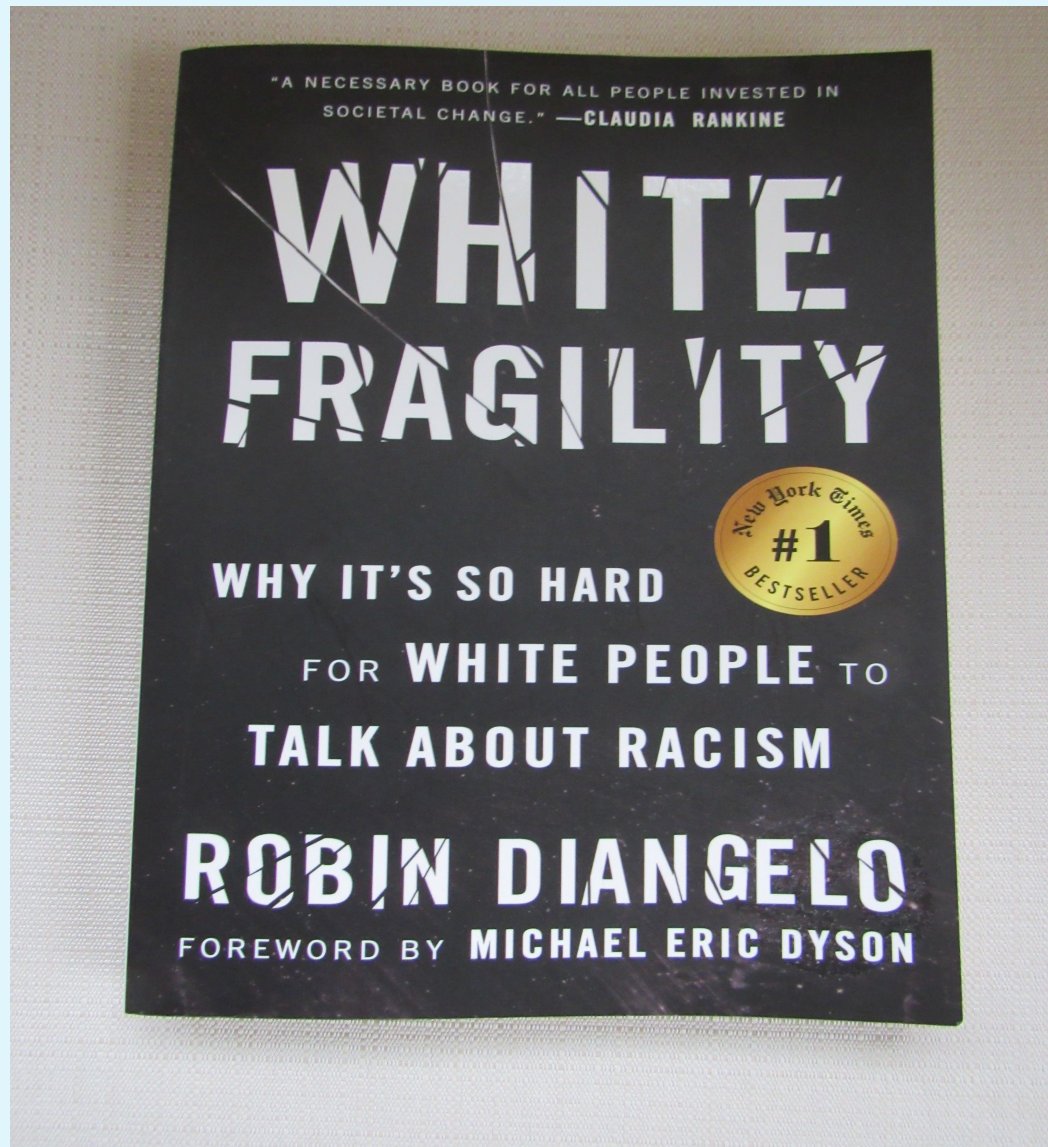
Caste: The Origins of Our Discontents,
p. 69 , Isabel Wilkerson



White Fragility



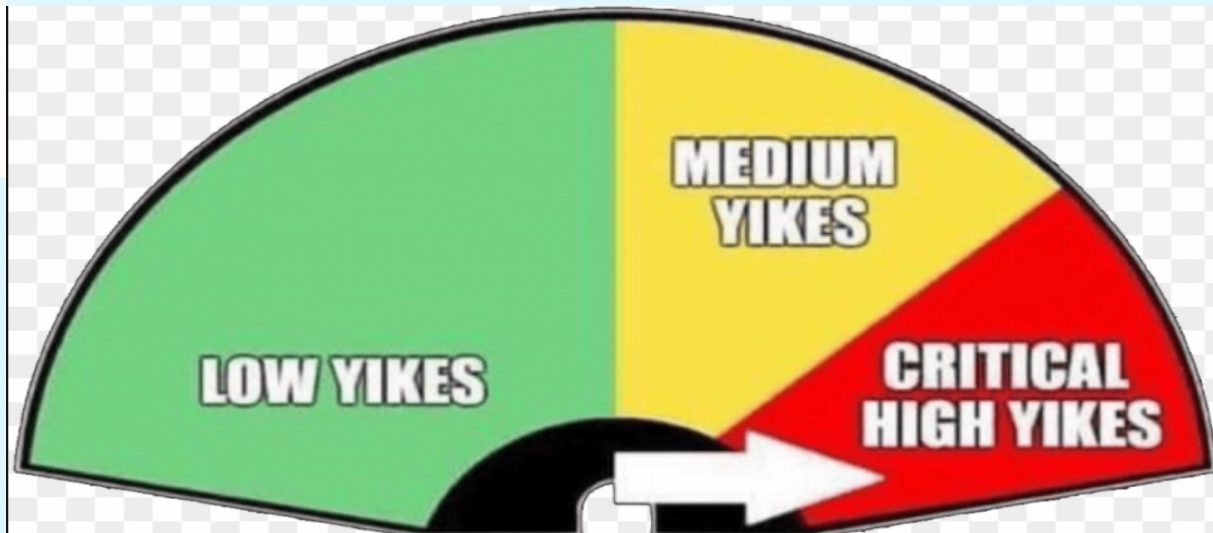
A Great Resource





It's hard for white people to talk about

RACE!!



White Fragility Defined

“‘White Fragility’ is intended to describe a very specific white phenomenon. White fragility is much more than mere defensiveness or whining. It may be conceptualized as the *sociology of dominance*: an outcome of white people’s socialization into white supremacy and a means to protect, maintain, and reproduce white supremacy. The term is *not applicable* to other groups who may register complaints or otherwise deemed difficult (e.g., ‘student fragility’).”

White Fragility: Why It’s So Hard for White People to Talk About Racism,
p. 113, Robin Diangelo



The Trouble With Racism

- The Good/Bad Binary
 - Good People $\neq$ Racist
 - Bad People = Racist

“He’s not a racist. He is a really nice guy.”

White Fragility: Why It’s So Hard for White People to Talk About Racism,
p. 71, Robin Diangelo



The Good Vs. Bad Binary

○ **Racist = Bad**

- Ignorant
- Bigoted
- Prejudiced
- Mean-Spirited
- Old
- Southern

○ **Not Racist = Good**

- Progressive
- Educated
- Open-minded
- Well-intentioned
- Young
- Northern

White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 72, Robin Diangelo



“The Blind Side”: Example of Such Messages about Race

- Sandra Bullock received an Academy Award
- She played the mother in the Tuohy family
- True Story about rescue of Michael Oher
 - Growing up in an impoverished family
 - Black boy/man who became an NFL player
- Very popular with White audiences
- Troubling /problematic racial narratives portrayed in the film







mise en scene

The Blind Side was filmed almost entirely on location in **Atlanta, Georgia**, which doubled for **Memphis, Tennessee**, where location scenes underscored the themes of the story.



“The Blind Side”: Example of Such Messages about Race

- Summary of dominant racial ideologies:
 - *White people are saviors of black people*
 - *Some black children may be innocent, but black adults are morally and criminally corrupt*
 - *Whites who are willing to save or otherwise help black people, at seemingly great personal cost, are noble, courageous, and morally superior to other whites*
 - *Individual black people can overcome their circumstances, but usually only with the help of white people*
 - *Black neighborhoods are inherently dangerous and criminal*



“The Blind Side”: Example of Such Messages about Race

- Summary of dominant racial ideologies II:
 - *Virtually all blacks are poor, incompetent, and unqualified for their jobs; they belong to gangs, are addicted to drugs and are bad parents*
 - *The most dependable route for black males to escape the “inner city” is through sports*
 - *White people are willing to deal with individual “deserving” black people, but whites do not become a part of the black community in any meaningful way (beyond charity work)*



Theories of Racism

THEORY	CAUSE OF RACISM	CHANGE STRATEGY
Ignorance	Ethnic/racial illiteracy; poor understanding	Ethnic Studies Model
Unpleasant Experience	Bad experience with cultural/racial groups	Intergroup Relations Model
Negative Trait	Same as Ignorance, but stress on stereotypes	Ethnic Studies & Intergroup Relations Models
Scapegoat	Racism and prejudice with a purpose	Human Rights Strategy
Anti-Minority Liberation	E & P Change provokes fears & insecurities	Fundamental changes in govt. & financial system
Pathological Personality	Racism as a pathological syndrome	Competent psychoanalysis or therapy
Ethnic Purity	Extreme form of ethnocentrism	Intergroup Relations Strategy
Internal Colony	Racism is a functional myth	Fundamental Econ. & Pol. change to dismantle

Institutional Racism



White Supremacy

- **Supremacy as Dominance**
- **White Supremacy = White Privilege**
 - Sociopolitical economic system of domination based on racial categories that benefits those defined and perceived as white
- ***White Supremacy = Alt Right Notions (Neo-Nazism, KKK, etc.)***



White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 30, Robin Diangelo

Institutional Racism: White Supremacy

- Ten Richest Americans: **100% white**
 - Seven of whom are among the ten richest in the world
- US Congress: **90% white**
- US Governors: **96% white**
- Top Military Advisers: **100% white**
- President and Vice President: **100% white**
- US House Freedom Caucus: **99% white**
- Current US Presidential Cabinet: **91% white**
- People who decide which TV shows we see: **93% white**
- People who decide which books we read: **90% white**
- People who decide which news is covered: **85% white**
- People who decide which music is produced: **95% white**
- People who directed the 100 top-grossing films of all time, worldwide: **95% white**

White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 31, Robin Diangelo



Institutional Racism: White Supremacy II

- Owners of men's professional football teams: **97% white**
- *Teachers: 82% white*
- *Full-time College Professors: 84% white*

White Fragility: Why It's So Hard for White People to Talk about Racism by
Robin Diangelo, p. 31



Institutional Racism: Wealth Distribution

- Since 2015, the richest 1% has owned more than the rest of the planet
- 8 men own the same amount as do the poorest half of the world
- The incomes of the poorest 10% of people increased by less than \$3/year between 1988 – 2011 while incomes of the richest 1% increased 182 times as much
- The wealthiest 3 people, all white American men have total net worths of \$85 billion, \$79 billion and \$73 billion

White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 60, Robin Diangelo



Institutional Racism: Wealth Distribution

- By comparison, the 2015 gross domestic product of Sri Lanka was \$82 billion; Luxembourg \$58 billion; and Iceland, \$16 billion
- 9 of the 10 world's richest people are white men
- In 2015 – 2016, the world's 10 biggest corporations together had revenue greater than that of the government revenues of 180 countries combined
- In the USA, over the past 30 years, the income growth of the bottom 50% has been ZERO, whereas incomes of the top 1% have grown by 300%

White Fragility: Why It's So Hard for White People to Talk About Racism,
p. 60, Robin Diangelo



Institutional Racism is alive and well even in CT



***“The enemy, the threat, is not one man, it is
all of us, lurking in humanity itself”***

Caste: The Origins of Our Discontents,
p. 267, Isabel Wilkerson



CT Suspensions by Race: 2015 - 2016

Group	Suspensions	% of Total Suspensions	% of Total CT Population	Total CT Student Population & Disparity
Total CT Population #	92,130	100%	100%	541,815
Black/African American	30,353	32.9%	12.9%	3 Times Higher
IF PROPORTIONAL	11,885			
Hispanic	34,018	36.9%	23.1%	1 ½ Times Higher
IF PROPORTIONAL	21,282			
Other	3,648	3.9%	8.1%	2 Times Lower
IF PROPORTIONAL	7,463			
White	24,111	26.2%	56%	2 Times Lower
IF PROPORTIONAL	51,593			

Reasons For Exclusionary Discipline

Think about the following categories listed on the next slide; prioritize the five categories/reasons for suspending/expelling students in CT from most to least... Which category represents the most common reason for exclusionary discipline?

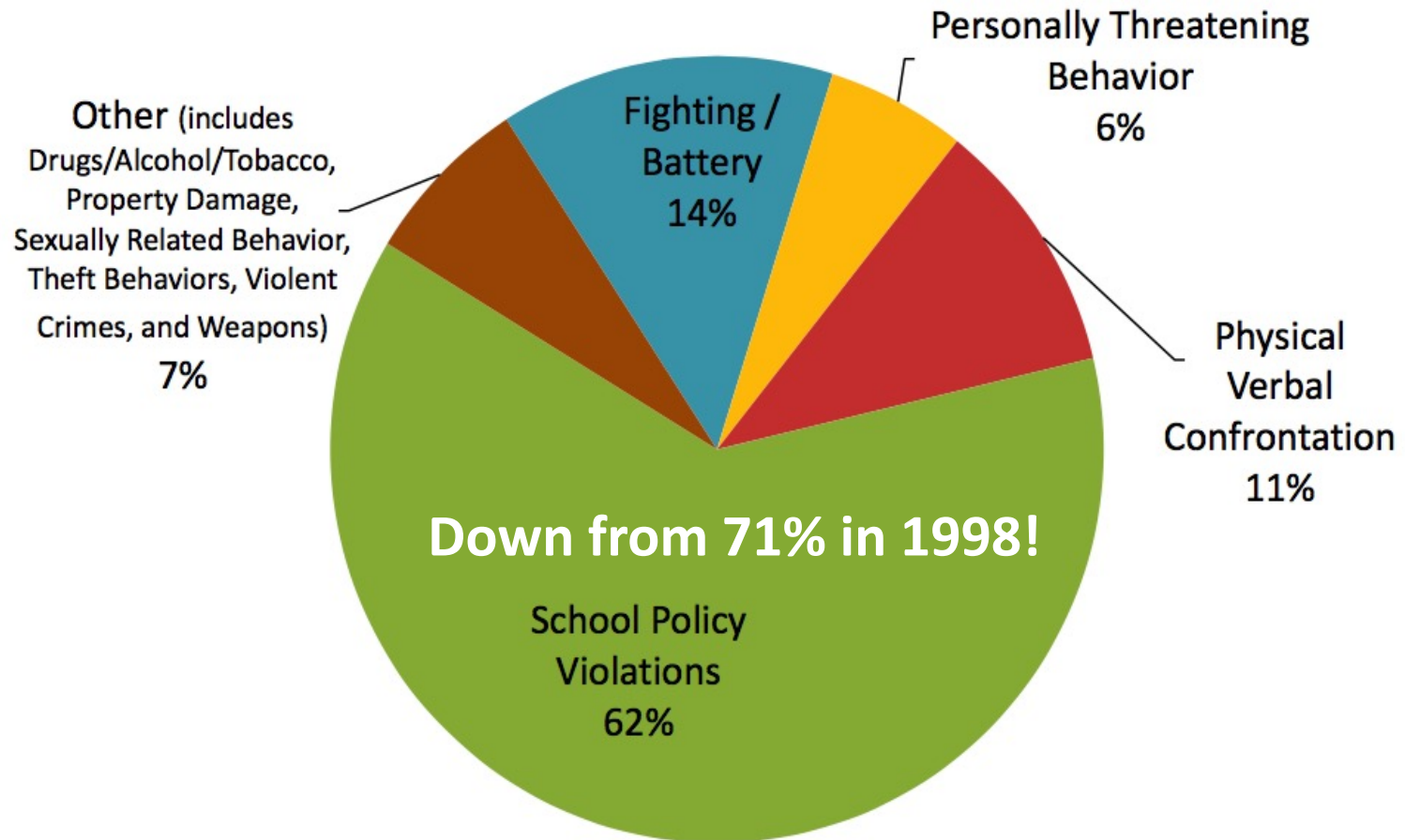


POLL: Reasons For Exclusionary Discipline

- Fighting/Battery
- Personally Threatening Behavior
- Physical or Verbal Confrontation
- School Policy Violations
 - Tardiness, unprepared for class, skipping class or a detention, out of uniform, missing homework, etc.
- Other
 - Drugs/Alcohol/Tobacco/Vaping, Property Damage, Sexually Related Behavior, Theft, Violent Crimes & Weapons, etc.



Suspensions in CT



Legitimate Exclusion??

- School Policy Violations: 62%
- Fighting/Battery: 14%
- Physical or Verbal Confrontation: 11%
- Other: 7%
- Personally Threatening Behavior: 6%

Are these reasons for Suspension Violent/Dangerous Behaviors or not?...All of the time?,
Some of the time?, or
None of the time?



Lessons Learned from My Own Bullying Inquiry Log

Fourteen years worth of data...trends are clear

Approximately 3,000 ***unique*** inquiries

- Bullying knows no demographic boundaries
- Bullying takes ALL forms without patterns
- Bullying affects all grade levels
 - Very slight increase in the middle school years
- Bullying overwhelmingly involves children with special needs (IEPs & 504 Plans)
 - Children who are “different”
- The family perceptions about what is happening to the child is in a ***separate universe*** from what is objectively happening at school



Case Study: CT Statistical Landscape: 2014 – 2015 (& 2015 – 2016)

542,000 students in PK – Grade 12

- Public, Magnet and Charter Schools, not Private Schools

62% of Schools in CT reported at least one Verified Act of Bullying

38% of Schools in CT reported no Verified Acts of Bullying

817 Verified Acts of Bullying Reported to the CSDE

724 Labeled “Bullies”

- Some “Bullies” committed more than one act



Case Study: CT Statistical Landscape: 2014 – 2015 (& 2015 – 2016)

Translates into **0.13%** of the entire student population

- Twice as likely to be a boy than a girl
- Nearly three times as likely to be a MS student than an ES school student
- Almost 30% more likely to be MS student than a HS student
- Nearly twice as likely to be a child of color than a Caucasian child
- More than twice as likely to be a child with special needs than a regular education student

The CT “BULLY”: MS BOY OF COLOR WITH SPECIAL NEEDS



LUNCH DATE



The Only Pathway Out: RP

SUBIRA GORDON
Executive Director
Commission on Equity and Opportunity



06/12/18

RETRIBUTIVE	Vs. RESTORATIVE
Offense defined as violation against system; crime against state	Offense defined as harm done to person or community
Focus on establishing blame & guilt	Focus on solving problems & repairing harm
Victim is largely ignored	Victim's rights & needs are fully recognized
Offender(s) is/are passive	Offender(s) is/are encouraged to take responsibility
Accountability = Punishment	Accountability = Demonstrating empathy & helping to repair harm
Focus on offender's past behavior	Focus on harmful consequences of offender's behavior
Stigma of "crime" largely irremovable	Stigma of "crime" removable through appropriate actions of offender
Little encouragement for repentance	Repentance encouraged & forgiveness possible
Professionals determine justice	Direct involvement of those affected determine justice
Strictly rational approach	Allows & encourages free expression of emotion
© SCHOOL CLIMATE CONSULTANTS, LLC	
120	

RESTORATIVE PRACTICES



Confusing Label

“Restorative” Practices (RP)

Restorative =

Restore or Repair

**80% of RP is not about
restoring anything! It is about
*Building, Transforming and
Forming***



Retributive Vs. Restorative

RETRIBUTIVE (Punitive)	RESTORATIVE
Offense defined as violation against the School Code of Conduct; Violation against System/Program	Offense defined as harm done to person(s) or the school community
Focus on establishing blame & guilt	Focus on solving problems & repairing harm
Victim(s) is/are largely ignored	Victim's rights & needs are fully recognized
Offender(s) is/are passive	Offender(s) is/are encouraged to take responsibility
Accountability = Punishment (as stated in the Student Handbook/Minimum Standards/Zero Tolerance Policies ("Doing Time"))	Accountability = Demonstrating empathy & helping to repair harm (making amends...this is <u>harder</u> and more impactful than "doing time.")
Focus on offender's past behavior...looking at patterns and keeping score	Focus on harmful consequences of offender's behavior to repair the harm and be done with/move beyond it.
Stigma of "violation" largely irremovable; minor infractions add up	Stigma of "crime" removable through appropriate actions of offender
Little, if any encouragement for repentance	Repentance encouraged & forgiveness possible
Professionals/Written Policies determine consequences as justice	Direct involvement of those affected determine justice in a way that honors the context and makes amends, and learning occurs
Strictly rational approach; rules are followed and when broken there are pre-determined consequences	Allows & encourages free expression of emotion, and the compromised executive functioning; Does not re-traumatize the already impacted offender



Schools & Alienation

The primary difference between schools and courts is that schools start alienating offenders at an earlier age

- Office referrals
- Detentions
- Privilege denial
- Suspensions
 - In and out of school
- Expulsions

“The School to Prison Pipeline”



US DOE Statistic

*If a Sixth Grader is out of school
for 10+ days during a school
year*

(not because of an
illness...Chronic Absence or School
Removal)

*That student has only 33%
likelihood of graduating from
high school*



Restorative Dialogues

The process is what *never changes...*the Consequences *are determined from the answers...*focusing on the process removes biases when decisions remain with authority figures



Restorative Classrooms & Schools Are...

Destinations for *ALL*

Happy & Inclusive

Calm & Peaceful

Productive Struggle

Collaborative & Trusting

Structured & Cooperative

**Welcoming, Safe &
Equitable for *ALL***

Supportive & Accountable

Caring & Nurturing

Predictable & Engaging

Successful & Risk Taking

Stress-Free & Respectful

Active Learning Centers

High Quality Work

True Positive
Communities

Intrinsically Motivating



Pathways To Equity For All



Our Moral and Practical Imperative

America is a civilization searching for its humanity.

It dehumanized others to build its civilization.

Now it needs to find its own.

Caste: The Origins of Our Discontents,
p. 357, Isabel Wilkerson



Know Thyself . . .

Your own self-realization is the greatest service you can render the world.

— Ramana Maharshi

He who knows others is wise; he who knows himself is enlightened.

— Lao Tzu



Individual and Institutional Actions

*Just because we
have
prejudices...does not
mean we have to
discriminate!!*



A Hopeful Awakening

“You cannot solve anything that you do not admit exists, which could be why some people may not want to talk about it: it might get solved.”

The taboo, the ‘let’s-not-talk-about-it’ must be broken. It must be pointed out time and again that the exclusion of a large part of the colored population from active civil rights by the common practices is a slap in the face of the Constitution of the nation.”

Albert Einstein, Address to the National Urban League

Caste: The Origins of Our Discontents,
p. 385, Isabel Wilkerson



A Hopeful Awakening

We can be born to the dominant caste, but not choose to dominate. We can be born to a subordinated caste but resist the box others force upon us. And all of us can sharpen our powers of discernment to see past the external and to value the character of a person rather than demean those who are already marginalized or worship those born to false pedestals. We need not bristle when those deemed subordinate break free, but rejoice that here may be one more human being who can add their true strengths to humanity...It is for all of the 'owners', meaning each of us, to correct the ruptures we have inherited.

Caste: The Origins of Our Discontents,
p. 380, Isabel Wilkerson



Our Collective Challenge

The challenge for our era is not merely the social construct of black and white but seeing through the many layers of a caste system that has more power than we as humans should permit it to have. Even the most privileged of humans in the Western world will join a tragically disfavored caste if they live long enough. They will belong to the last caste of the human cycle, that of old age, people who are among the most demeaned of all citizens in the Western world, where youth is worshipped to forestall thoughts of death.

A caste system spares no one.

Caste: The Origins of Our Discontents,
p. 385, Isabel Wilkerson



Our Collective Responsibility

The price of privilege is the moral duty to act when one sees another person treated unfairly. And the least that a person in the dominant caste can do is not make the pain any worse.

None of us chose the circumstances of our birth. We had nothing to do with having been born into privilege or under stigma. We have everything to do with what we do with our God-given talents and how we treat others in our species this day forward.

We are not personally responsible for what people who look like us did centuries ago. But we are responsible for what good or ill we do to people alive with us today.

Caste: The Origins of Our Discontents,
p. 386 – 387, Isabel Wilkerson



Be a White Ally:

Op Ed in Hartford Courant (5 – 2 – 21)

- **“In the fight against racial injustice, it’s easy to talk. Here’s what’s really needed – if you’re ready to do the work.”**
- Listen and act, don’t just talk
- Help other white people recognize racism
- Educate yourself
- Return to the uncomfortable conversation

Anita Davis, Inaugural vice president for diversity, equity and inclusion,
Trinity College in Hartford



Our Collective Responsibility

We are, each of us responsible for every decision we make that hurts or harms another human being. We are responsible for recognizing that what happened in previous generations at the hands of or to people who look like us set the stage for the world we now live in and that what has gone before us grants us advantages or burdens through no effort or fault of our own, gains or deficits that others who do not look like us often do not share.

Caste: The Origins of Our Discontents,
p. 387 – 388, Isabel Wilkerson



Our Collective Responsibility

“We are responsible for our own ignorance, or with time and openhearted enlightenment, our own wisdom. We are responsible for ourselves and our own deeds or misdeeds in our time and in our own space and will be judged accordingly by succeeding generations.

In a world without caste, instead of a false swagger over our own tribe or family or ascribed community, we would look upon all of humanity with wonderment.”

A world without caste would set everyone free.”

Caste: The Origins of Our Discontents,
p. 388, Isabel Wilkerson



Radical Empathy

Empathy is not sympathy. Sympathy is looking across at someone and feeling sorrow, often in times of loss. Empathy is not pity. Pity is looking down from above and feeling a distant sadness for another in misfortune. Empathy is commonly viewed as putting yourself in someone else's shoes and imagining how you would feel. That could be seen as a start, but that is little more than role-playing, and it is not enough in the ruptured world we live in.

Radical empathy, on the other hand, means putting in the work to educate oneself and to listen with a humble heart to understand another's experience from their perspective, not as we imagine we would feel. ***Radical empathy*** is not about you and what you think you would do in a situation you have never been in and perhaps never will. It is the kindred connection from a place of deep knowing that opens your spirit to the pain of another as they perceive it.

Caste: The Origins of Our Discontents,
p. 386, Isabel Wilkerson



Radical Empathy II

The price of privilege is the moral duty to act when one sees another person treated unfairly. And the least that a person in the dominant caste can do is not make the pain any worse.

If each of us could truly see and connect with the humanity of the person in front of us, search for that key that opens the door to whatever we may have in common, whether cosplay or *Star Trek* or the loss of a parent, it could begin to affect how we see the world and others in it, perhaps change the way we hire or even vote. Each time a person reaches across caste and makes a connection, it helps to break the back of caste. Multiplied by millions in a given day, it becomes the flap of a butterfly wing that shifts the air and builds to a hurricane across an ocean.

Caste: The Origins of Our Discontents,
p. 386, Isabel Wilkerson

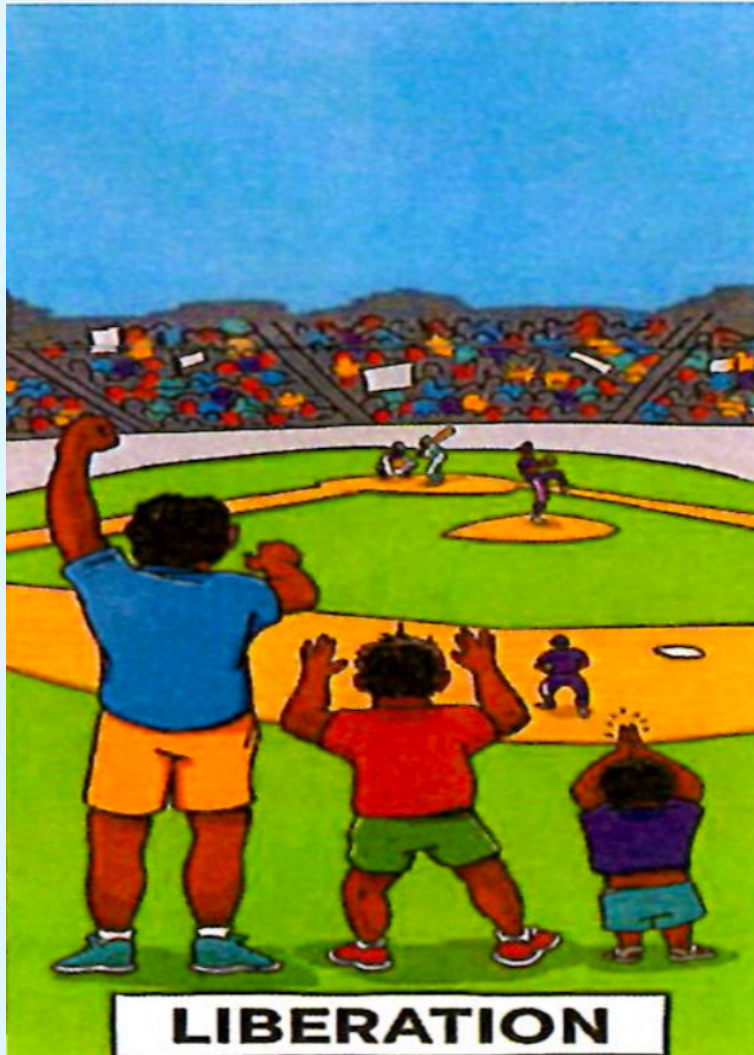


*A world
without caste
would set
everyone free**

***Liberation**



Liberation Looks Like This:



Abolitionist Teaching: <https://www.youtube.com/watch?v=uJZ3RPJ2rNc&feature=youtu.be>



Become Culturally Competent!



**If you change the way you
look at things, the things you
look at change.**

Wayne Dyer

 BrainyQuote®



Link to Resources

<https://schoolclimateconsultants.com/cc-edu-equity-1>



School Climate Consultants, LLC

www.SchoolClimateConsultants.com

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