

CURATING YOUR NARRATIVE: SOCIAL JUSTICE & INCLUSION AT MIA

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FALL 2016 MIA GUIDES & DOCENTS TRAINING

LEARNING OUTCOMES

- Reflect on and articulate your social identities as they pertain to the docent and guide roles
- Define identity, privilege, social justice, inclusion, microaggressions, and aspiring allyship
- Identify microaggressive behaviors and actions
- Practice interrupting microaggressive behaviors
- Develop two personal action steps to enhance social justice and inclusion at MIA

GUIDELINES FOR TODAY

- We are all doing the best we can with what we have
- Speak from your experiences and with “I” statements
- Lean into discomfort and learn from the experience
- Identity is complex, multi-faceted, and there are many ways of knowing.
- One diva, one microphone
- Make mistakes, and own their impact(s)
- Seek to understand, then to be understood
- Throw glitter, not shade
- We are caring, and carrying
- This community learning is about whatever you put into it- be open and keep it real. 😊
- Self-drag is necessary in the work we do
- Take care of yourself and recognize what is happening for you
- Social justice and inclusion is a process that takes time and community care
- Ask questions

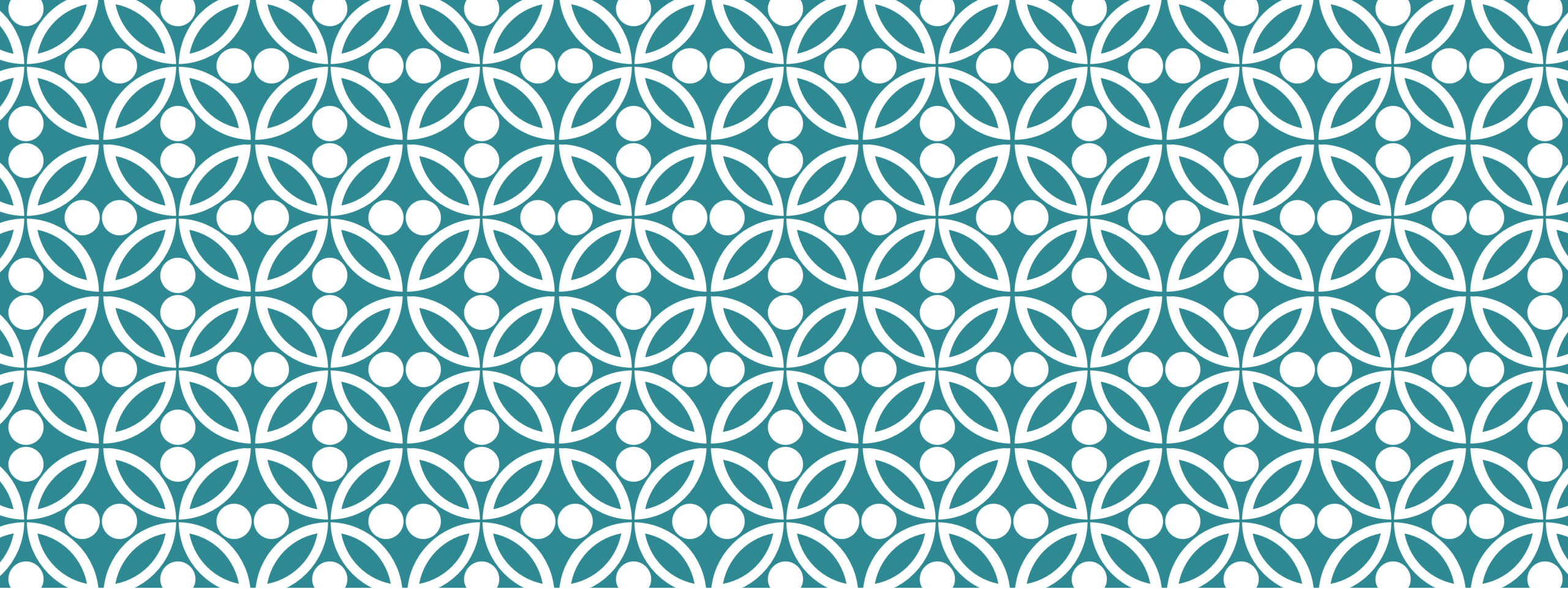
WHY ARE WE HERE?

- Who are you?
 - Name, pronouns
- Why do you want to be a docent and/or guide?
- What do you hope to learn today?

IDENTITY

... one's personally held beliefs about the self in relation to social groups and the ways one expresses that relationships... [by how one] organizes experiences within the environment that revolves around oneself

- complex, contextual, and can change
- personal identity: relationships, hobbies, occupation
- social identity: based on socially constructed systems of power and privilege



CURATING YOUR NARRATIVE: IDENTITREE

PROCESSING QUESTIONS

- Which identities do you think about the most? Why?
- Which identities do you think about the least? Why?
- What were/are formative people/places/events that have impacted your understanding of your identity?
- How might you use this reflection and narrative sharing in the docent & guide role?

POWER

...the capacity to act within, shape, and influence social structures and the ways in which we, and our community members, live within those structures.

PRIVILEGE

...unearned advantage or benefit enjoyed by an individual or group based on prejudice attitudes, standards, and practices that are socially normalized, which allows people with privilege to opt out of struggles for oppression.



WHAT DOES SOCIAL JUSTICE MEAN TO YOU?

SOCIAL JUSTICE

... is a goal and a process. The goal is full and equal participation of all groups in a society that is mutually shaped to meet their needs. This includes a distribution of resources that is equitable and all members are physically and psychologically safe and secure. Members of a socially justice community will have a sense of their own agency as well as a sense of social responsibility toward themselves, others, their community, and the world at large.



Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

BUT it can **only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.



Equity = FAIRNESS

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

ASPIRING ALLYSHIP

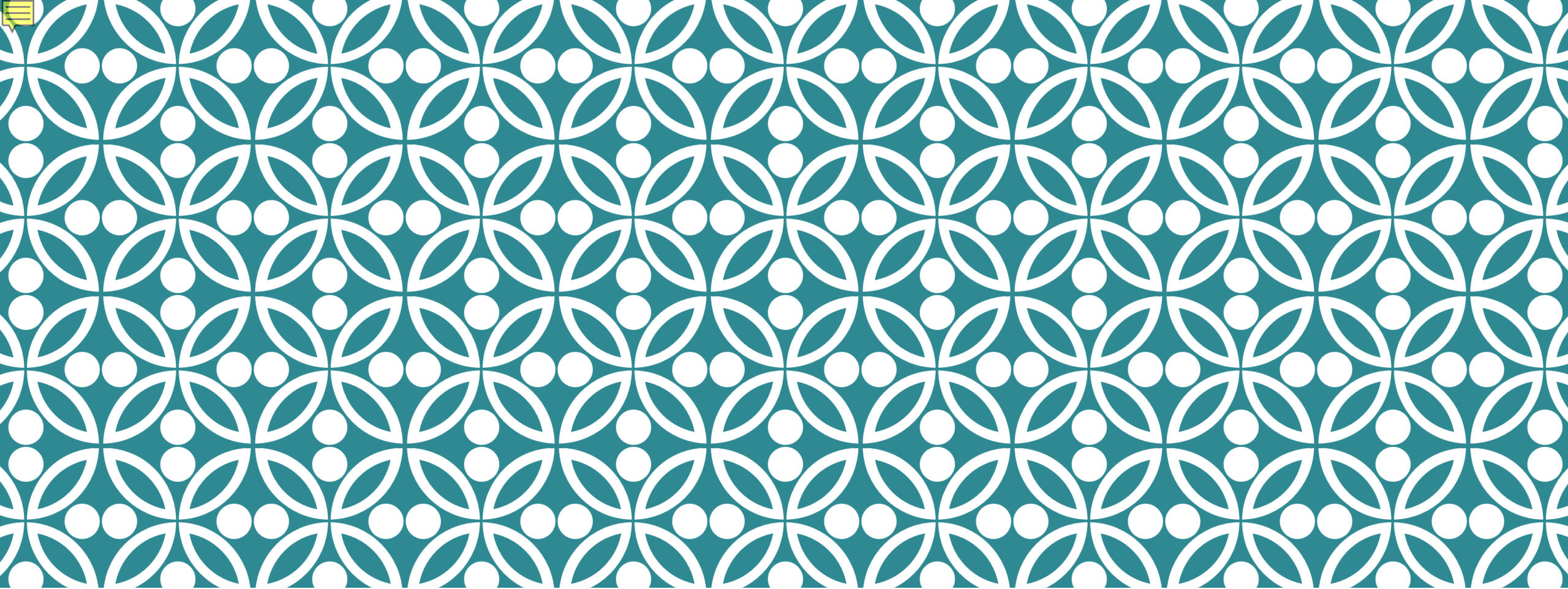
...the ongoing process of naming and owning power and privilege granted by the injustice of oppression and taking action to dismantle that oppression; allyship is not a state we achieve, but a never-ending journey of relationship building and self-work.



MICROAGGRESSIONS

“...microaggressions are subtle statements or behaviors, whether intentional or unintentional, which communicate hostile or denigrating messages towards people of color [and other people with marginalized identities.” (Nadal, 2011)

- verbal, physical, behavioral, environmental
- examples:
 - Touching a person of color’s hair
 - Mis-gendering someone by using pronouns and/or names that don’t resonate with them
 - Assuming a person doesn’t speak English or understand what you’re saying
 - Saying someone doesn’t have a “real disability” because it’s not visible
 - Calling people “colored,” “crippled,” “retarded,” “exotic,” or other names that are stigmatizing
 - Mis-pronouncing someone’s name repeatedly



WHAT ARE SOME OTHER EXAMPLES?

1. YOU HAVE EXPERIENCED

2. YOU MIGHT HAVE ENGAGED IN

- Microaggressions experienced:
 - A person speaks loudly or yells at a guide/docent who is older.
 - A masculine/man continually corrects or speaks over you during a tour.
 - Someone on your tour asks a question, doesn't seem to like the answer, and asks another guide/docent the same thing.
 - A person asks how long you have been in the country or comments on how well you speak English.

- Microaggressions engaged in:
 - You realize that you keep mispronouncing someone's name.
 - When you're talking to someone about their partner, you automatically assume they are married to someone of the opposite sex and gender.
 - You call address someone's child as a little boy or girl on a tour, to find out they don't identify that way and call them by the wrong name/pronouns.
 - You call on the boys/men to answer questions more often than the girls/womxn/feminine folks.

HOW TO NAVIGATE & INTERRUPT MICROAGGRESSIONS

- **Name it.**

- That felt like a microaggression and it impacted me/other people around me
- Ouch!
- I don't think you meant to, but the impact was...

- **Ask about it. And Listen.**

- What did you mean by that?
- Can you help me understand?
- Why would you think that to be true?
- Did you know that phrase or word is hurtful?

- **Educate.**

- This phrase is hurtful because...
- Did you know that...
- I think you meant to say...
- Next time, can you use a different phrase like XYZ.

- **Follow up.**

- Check in with the person(s) impacted.
- If you messed up, apologize, and don't expect the person to take care of you.
- Provide information about ways to follow up and/or report the climate
- Debrief with another person you work with or your supervisor(s) to prevent the incident(s) from happening again
- Practice.

LET'S PRACTICE!

Each group will receive 2-3 examples of microaggressions that we brainstormed.

1. What are your initial assumptions?
2. How do your power, privilege, and biases inform your reactions?
3. What are two ways you could respond?
4. What other "homework" would you do moving forward?

SO WHAT, NOW WHAT?

- Accountability: honest, self-reflective practice and action, including taking responsibility for socialization in power and privilege, while being in relationship with people and communities impacted by oppression
- 1 takeaway thought/reaction/reflection
- 2 actions you will engage in to help increase inclusion
 - Ex: share your pronouns, know where gender inclusive bathrooms are, practice interrupting microaggressions

RESOURCES

<http://bit.ly/2gH2WC9>