

Minneapolis Institute of Art

Art Adventure Brown Bag  
A Conversation on Empathy  
April 17, 2020

Mia

Chezare A. Warren



## **Chezare Warren's Workshop Objectives**

- Describe specific approaches to prepare for, negotiate, and reflect upon culturally responsive interactions and engagements with diverse youth in the museum

## **Chezare Warren's Workshop Objectives**

- Develop plan(s) to practice more effectively responding to unexpected and/or potentially uncomfortable tour scenarios

# Culturally Responsive Tours

What tools are available for culturally responsive tours and visitor interactions?

What questions might you ask yourselves as you prepare for your tours?

How can we be more open to learning from the students?

# **Chezare Warren, Putting Empathy into Practice:**

Reflecting Post-Interaction Questions to consider...

How did my own beliefs shape the questions I asked today or the conclusions I drew about the young people I interacted with?

# **Chezare Warren, Putting Empathy into Practice:**

Reflecting Post-Interaction Questions to consider...

What did these young people teach me about myself that is useful for improving my ability to communicate and respond across racial and cultural difference in the future?

# **Chezare Warren, Putting Empathy into Practice:**

Reflecting Post-Interaction Questions to consider...

What new knowledge about issues of difference, race, and culture I should pursue? Who can I be talking to about my experiences today who might challenge my thinking in the right direction?



# Scenarios

When school groups are in the process of breaking into smaller groups, a teacher will say to the volunteers, and within earshot of the students, “I’ve put all the difficult students in this group, and I’ll be going with you.” The group is mostly boys of color.

When schools with predominantly Black or Indigenous students tell us they felt like they were getting extra attention from security staff while at the museum.

A group of Black students with teachers and chaperones entered the “wrong” entrance. They were not greeted warmly, and were instead instructed to walk around the outside of the museum, instead of walking through the museum because they had backpacks and coats.

# Scenarios

Some volunteers have identified students they thought were Somali and ask them specifically to talk about the Somali Wedding Basket on view in the African Gallery. Putting them on the spot.

Leading a tour group of students that is predominantly white, and the students are clearly picking on and bullying the one Black student.

# Scenarios

What could have been done differently?

How might museum staff or volunteers better responded or been better prepared to respond in this scenario?

What was your main takeaway from Chezare Warren's session?

# Empathy

“...empathy requires that an individual is able to distinguish his or her feelings, experience, and understanding of a circumstance from the feelings, experience and understanding of the same circumstance by those on the receiving end of empathy’s application. Recognizing the difference...is central to ensuring a truly empathetic response.”

Teacher Education and the Enduring Significance of “False Empathy”  
Chezare A. Warren and Bryan K Hotchkins

# Empathy Definition

## Perspective Taking

The tendency to spontaneously adapt the psychological point of view of others



## Empathic Concern

The tendency to experience sympathy or compassion for unfortunate others

# Empathy

“Empathy is both intellectual and emotional, but imagining the emotional state of being of another human being is itself an intellectual act known widely as perspective taking. ...

Perspective taking is central to any attempt to cultivate empathy and oppose false empathy.”

Teacher Education and the Enduring Significance of “False Empathy”  
Chezare A. Warren and Bryan K Hotchkins

# Two Types of Perspective-Taking

## Imagine Self

I am responding as **I** would respond to your circumstance

## Imagine Other

I am responding as **You** would respond to your circumstance