

Intersectionality Cultural Capacity

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THE REVEOLUTION WILL BE INTERNALIZED

Name: _____

MY IDENTITY

5 important aspects of my identity

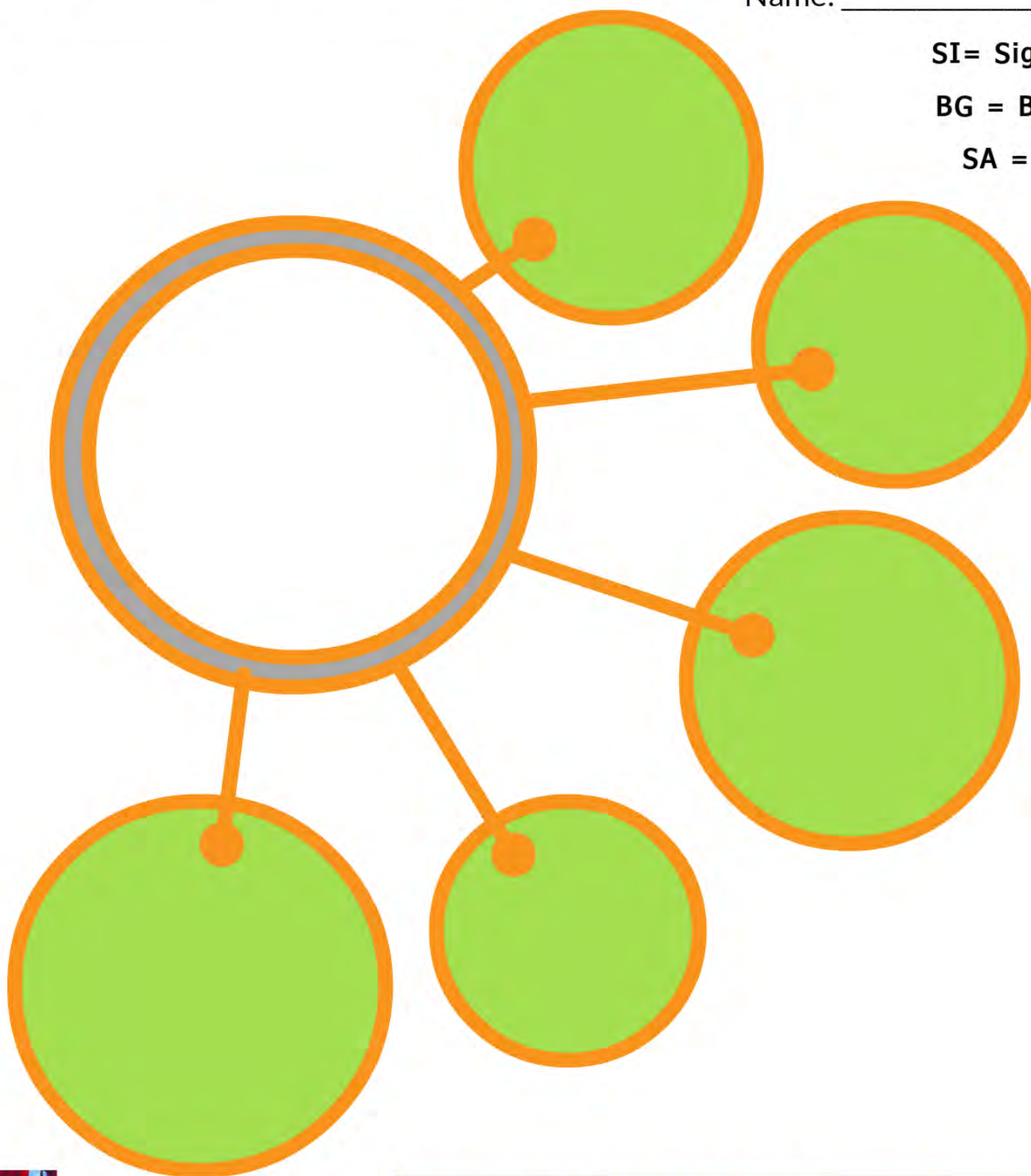
PREAMBLE of the CONSTITUTION

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

SI= Significance

BG = Belonging

SA = Safety



Declaration of Independence

Paragraph II

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Trauma Informed Responses

Journey Oriented: Interact with youth to help them understand the interconnectedness of past, present, and future as they decide where they want to go and how to get there.

Trauma-Informed: Recognize that most homeless youth have experienced trauma; build relationships, responses, and serves on that knowledge.

Non Judgmental: Interact with youth without labeling or judging them on the basis of background, experiences, choices or behaviors.

Harm Reduction: Contain the effects of risky behavior in the short-term and seek to reduce its effects in the long-term.

Trusting Youth-Adult Relationships: Build relationships by interacting with youth in an honest, dependable, authentic, caring and supportive way.

Strength-Based: Start with and build upon the skills, strengths, and positive characteristics of each youth

Positive Youth Development: Provide opportunities for youth to build a sense of competence, usefulness, belonging and power.

Holistic: Engage youth in a manner that recognizes that mental, physical, spiritual, and social health are interconnected and interrelate

Collaboration: Establish a principles-based, youth-focused system of support that integrates practices, procedures and services within and across agencies, systems and policies

Based on the work LSS

TRUTHS

HUMANS CAN LEARN, CHANGE, AND GROW

PEOPLE DO WHAT THEY THINK WORKS

ALL BEHAVIOR IS GOAL DIRECTED

ATTITUDE IS A REACTION TO GOALS



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Human needs/Self efficacy

**SIGNIFICANCE
BELONGING
SAFETY**



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THE CAVE

ASSESSING MY LIFE Experiences on a scale of 1 to 5

High School

1 Monocultural 5 Multicultural



First job

1 Monocultural 5 Multicultural



Current Friends

1 Monocultural 5 Multicultural



Current Neighborhood

1 Monocultural 5 Multicultural



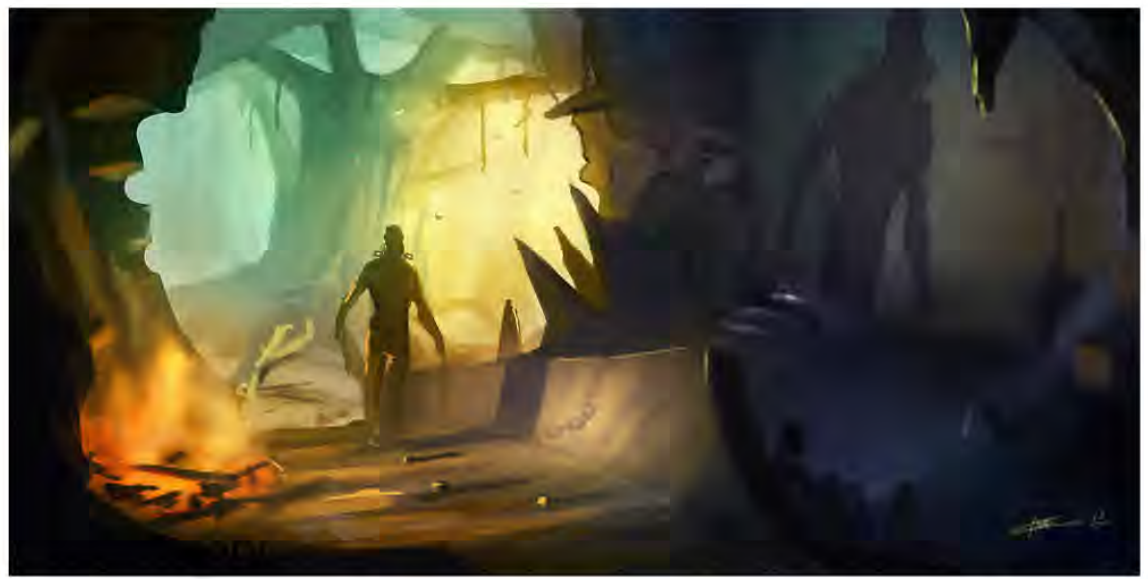
Family of origin

1 Monocultural 5 Multicultural



Elementary School

1 Monocultural 5 Multicultural



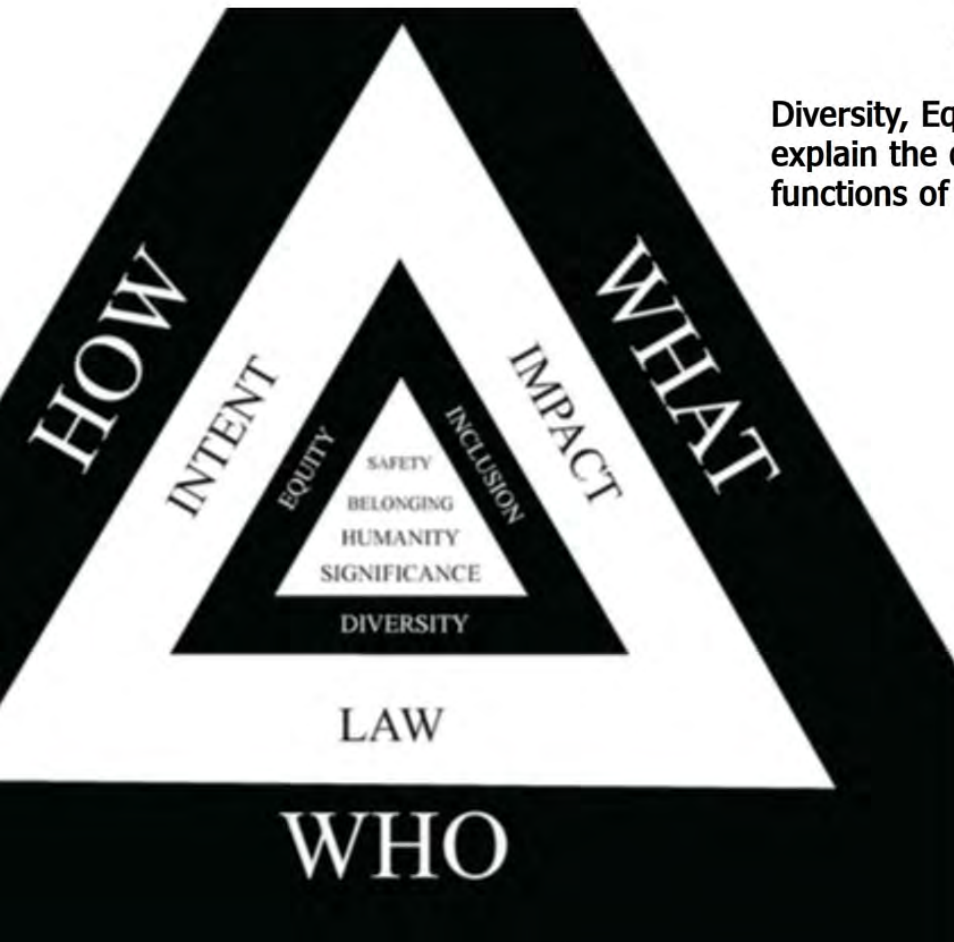
Imagine prisoners chained since childhood deep inside a cave. Not only are their limbs immobilized by the chains, their heads are as well so that their eyes are fixed on a wall. Behind the prisoners is an enormous fire, and between the fire and the prisoners there is a raised way, along which men carry shapes of various animals, plants, and other things. The shapes cast shadows on the wall, which occupy the prisoners' attention. Also, when one of the shape-carriers speaks, an echo against the wall would cause the prisoners to believe that the words come from the shadows. The prisoners engage in what appears to us to be a game--naming the shapes as they come by. This, however; is the only reality that they know, even though they are seeing merely shadows of images.

Suppose a prisoner is released and compelled to stand up and turn around. His eyes will be blinded by the firelight, and the shapes passing will appear less real than their shadows. This would no doubt cause the prisoner confusion, fear and anger. Suppose then, that he is dragged up out of the cave into the sunlight, his eyes will be so blinded that he will not be able to see anything. At first, he will be able to see darker shapes such as shadows, and only later brighter and brighter objects. The last object he would be able to see is the sun, which, in time, he would learn to see as that. Understanding what the sun is would require the freed person the learn and experience new things in this new universe.

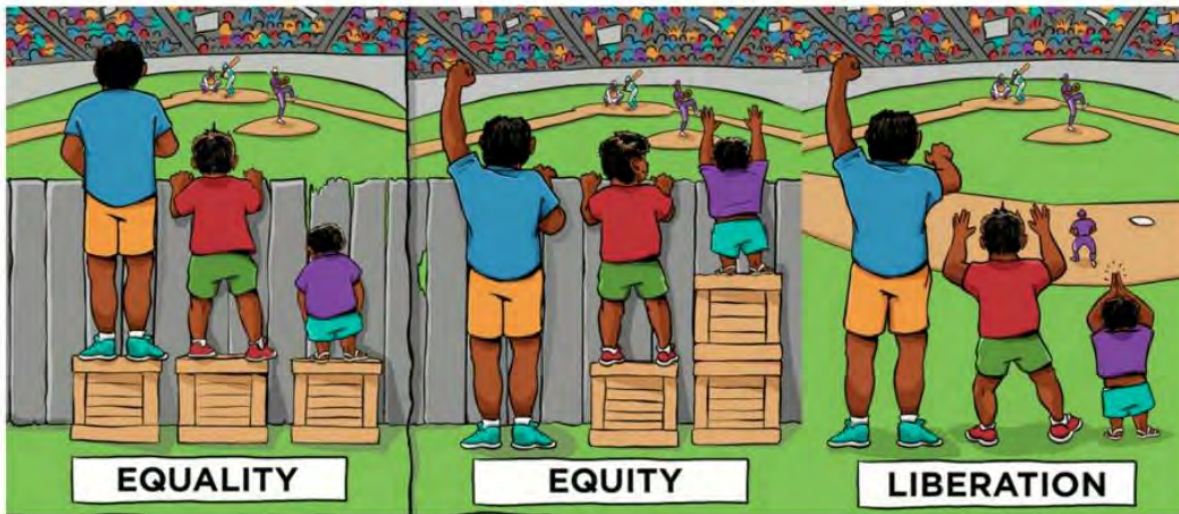
Once thus enlightened, so to speak, the freed prisoner would no doubt want to return to the cave to free "his fellow bondsmen." Descending back into the cave would require that the freed prisoner's eyes adjust again, and for a time, he would be inferior at the ludicrous process of identifying shapes on the wall. The freed person would no doubt tell the captives of his experiences outside the cave. His descriptions and language would be difficult for them to interpret and understand, this would cause, confusion, fear and anger in them as he did experience. Many of the prisoners would not want to be freed. His attempts to free them would make his fellow prisoners murderous toward him and anyone who would attempt to free them.

What information does this assessment provide you with? How will you use this information?

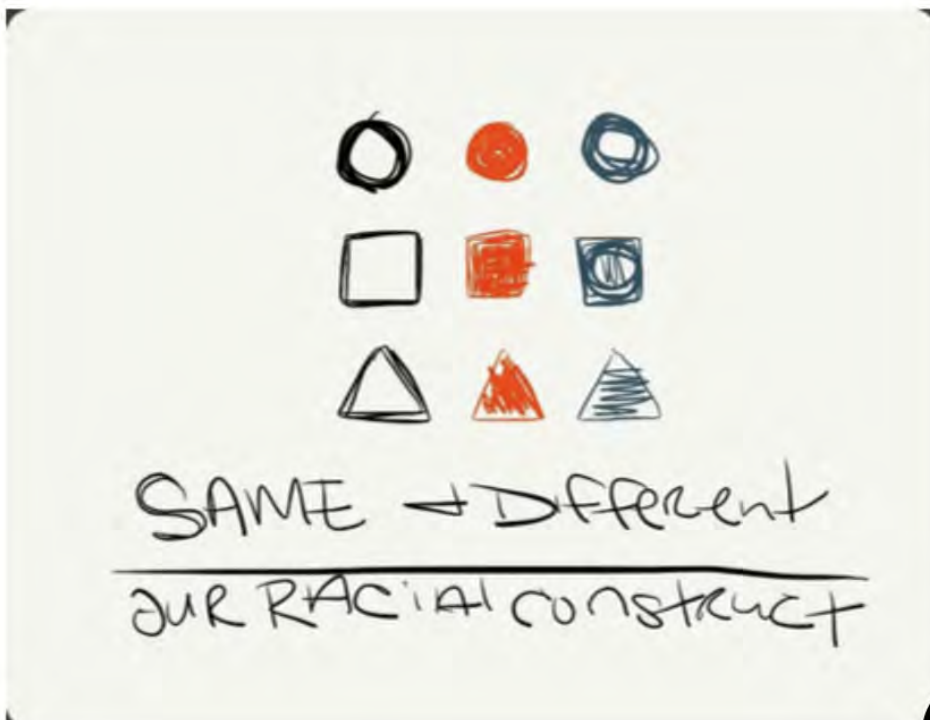
Diversity, Equity & Inclusion



Diversity, Equity & Inclusion: How might this diagram explain the differences and responsibilities of each of these functions of so called Diversity?



What does this diagram suggest about the difference between equality and equity?



What does this diagram suggest about the differences and similarities we share?

AMERICA MADE ME BLACK

RACE IN THE UNITED STATES

EEO-1 Reporting

Employers are required to attempt to allow employees to use self-identification to complete the EEO-1 report. If an employee declines to self-identify, employment records or observer identification may be used.

Race and ethnic designations as used by the Equal Employment Opportunity Commission do not denote scientific definitions of anthropological origins.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.



HUMAN SOUL

BARRIERS TO MY HUMANITY

- OBSTACLE ILLUSIONS
- TRICK-KNOLOGY
- DE-HUMANIZE (-ED, -ING)
- RACE CONCEPT
- GENDER ROLES
- POVERTY

People come from places. When we are detached from those places we lose a piece of our humanity.

REMEMBER THIS...

- You are always human
- Our Humanity is best expressed in the service of others
- Humanity is not a solitary function
- We express our greatness in different ways.
- We need to give what we need.
- Listen to movement.
- Build partnerships



Overcoming Barriers to my HUMANITY



Dignity and Honor in Being Human

**Bigotry
Prejudice
Discrimination**

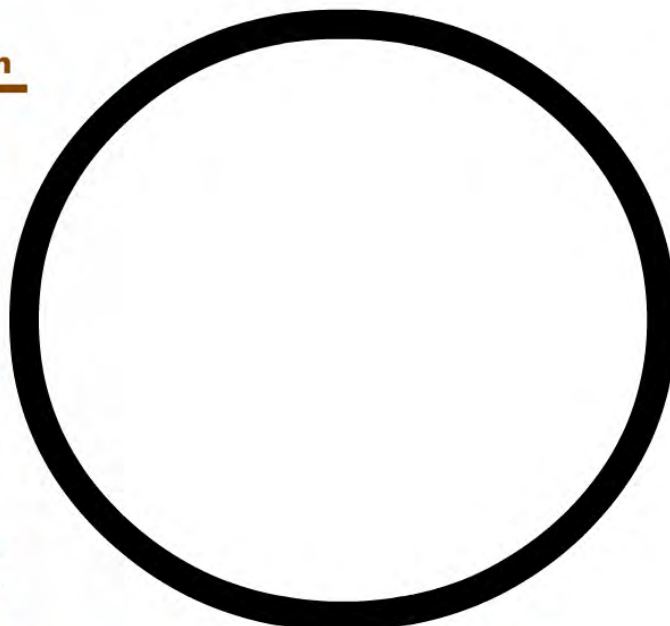
**Significance
Belonging
Safety**

MEME:
The smallest form of thought the building blocks of culture, faith, belief and reality.

Thoughts
The concepts, images and conversations one has in ones mind.

Emotions
The attitude, disposition and mood that fuels behaviors.

Action/Behavior
The external expression of thoughts and emotions directed towards a goal.



**Historical Trauma
Institutional Racism
Poverty
"Whiteness"**



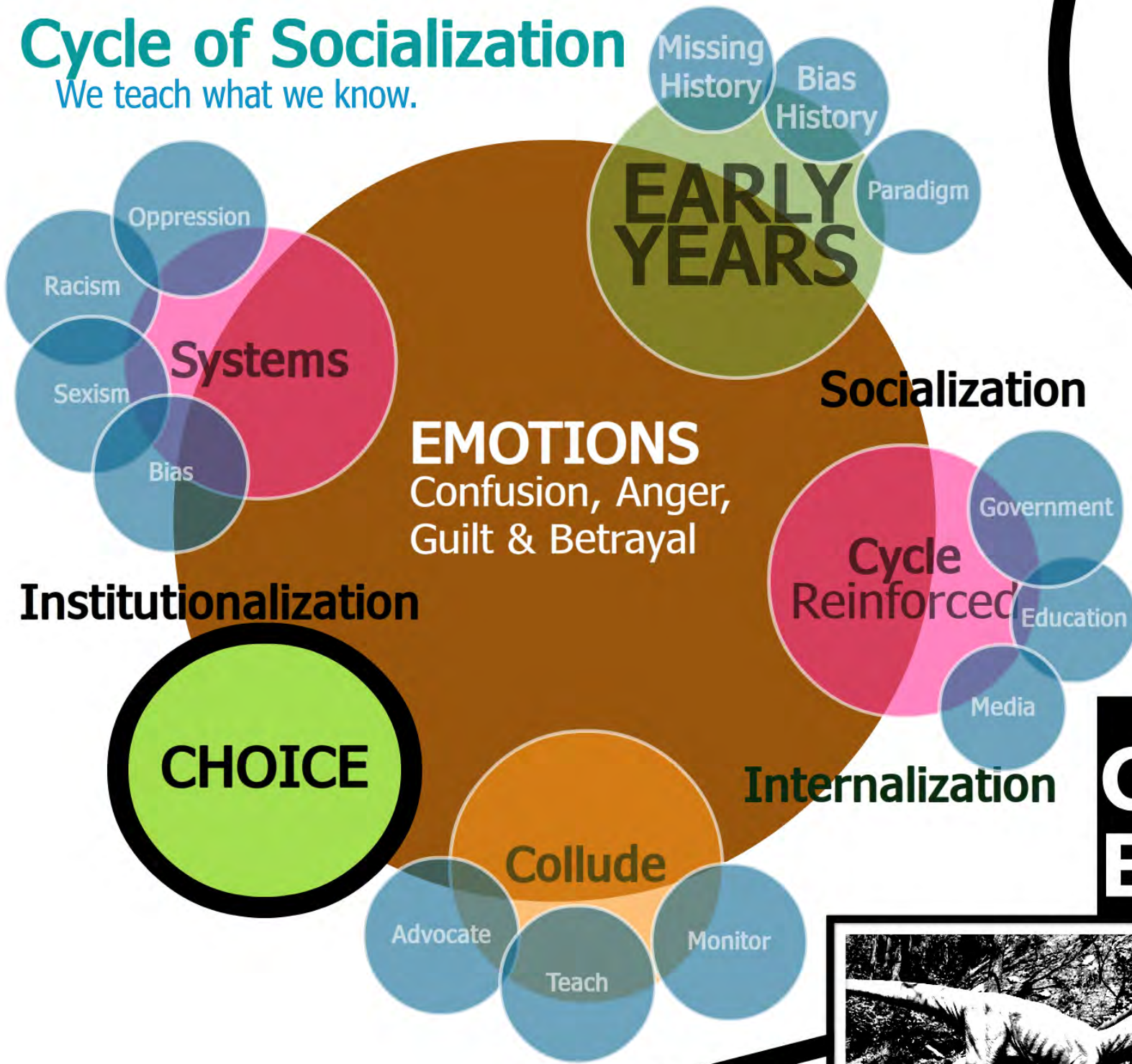
Thought
Emotion

B P D

The trick is to get you to lay down your humanity and to buy someone's illusion.

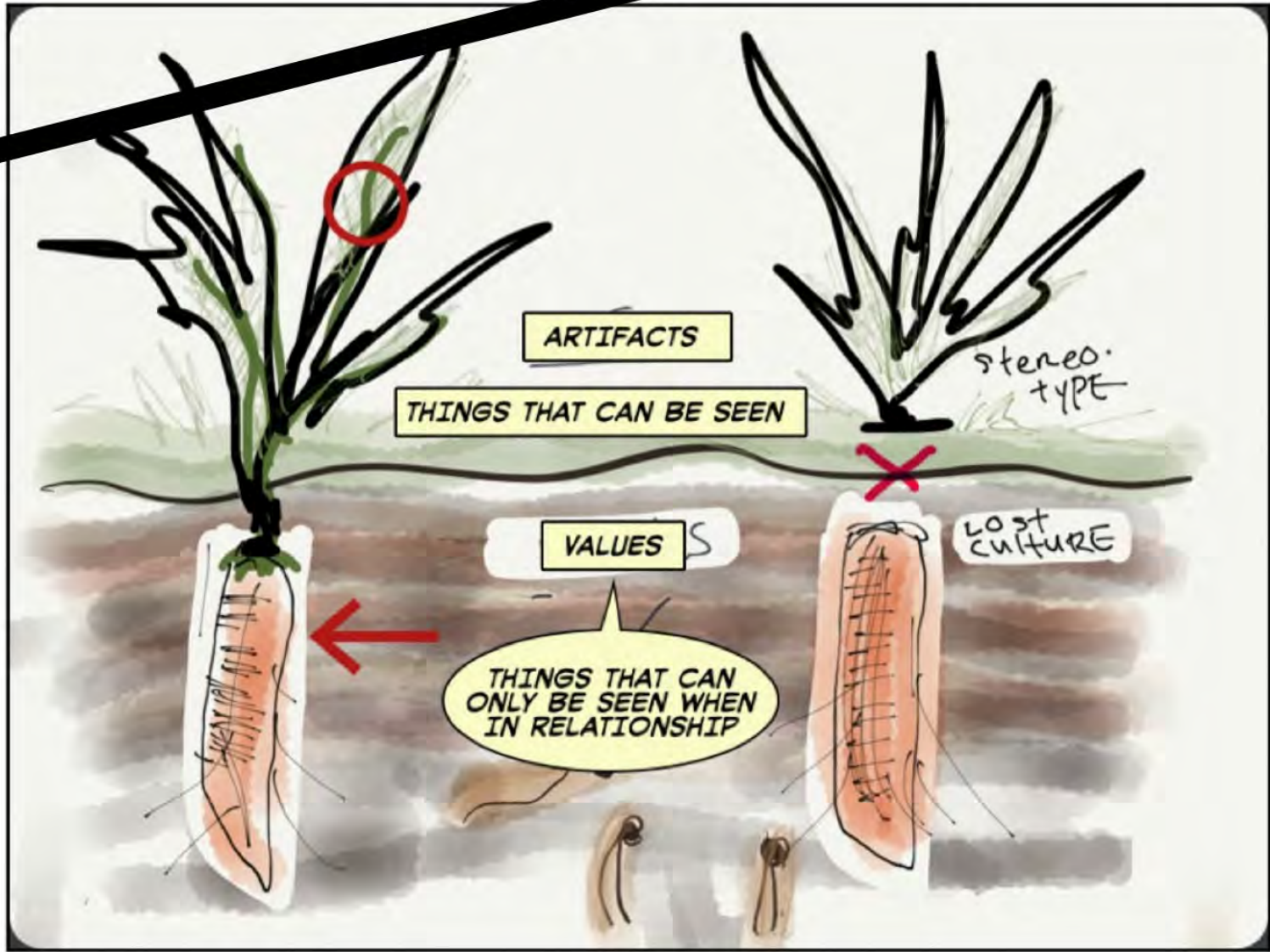
Cycle of Socialization

We teach what we know.

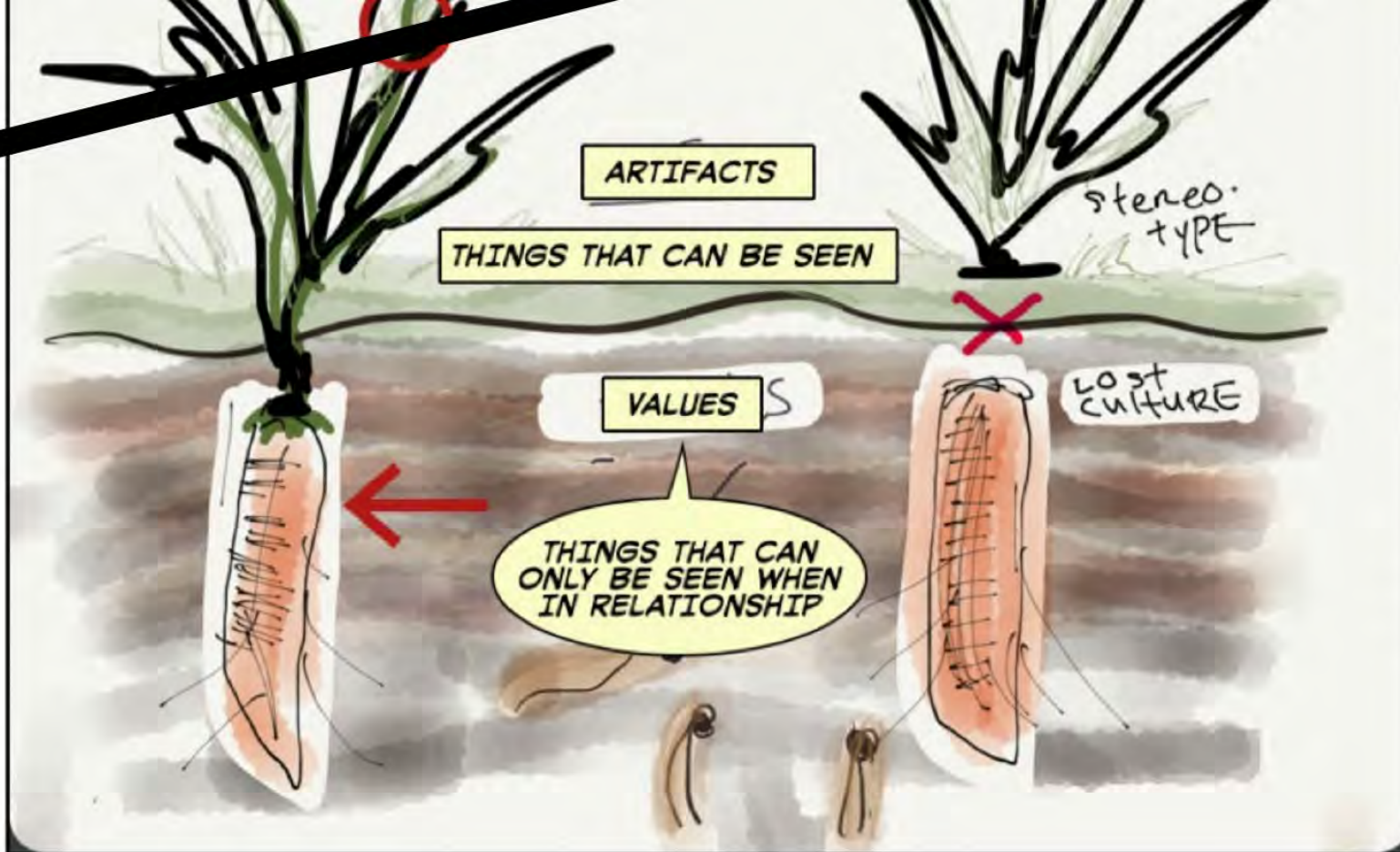


CONTEXT:
 Background Music
 Time, Geography,
 Education, Space,
 Government, Climate,
 Population,
 Demographics

Context Is Everything...



- Stereotypes
- Bias/Prejudice
- Ethnocentrism
- Artifacts: Can see
- Values: Can't See



CONTEXT:
 Background Music
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Stereotypes
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 Ethnocentrism

Artifacts: Can see
 Values: Can't See

What artifacts were given up by your ancestors?
 What artifacts or traditions have you acquired that have meaning?
 What is the difference between adaptation, acculturation and assimilation?

MENTAL MODELS

CULTURAL COMPETENCE

CONTEXT : CULTURE

CONTEXT: TIME, SPACE, GEOGRAPHY

CULTURE: ADAPTATION TO CONTEXT

CULTURE

ARTIFACTS : VALUES

THOUGHTS : EMOTIONS : BEHAVIORS

MEMES : THOUGHTS : BELIEFS

PARADIGM

IMPLICIT BIAS : SYSTEMIC OPPRESSION

REVERSE DISCRIMINATION : AFFIRMATIVE ACTIONS

BLACK LIVES MATTER : ALL LIVES MATTER

BLACK : WHITE THINKING

DIVERSITY = LOW STANDARDS

MICROINEQUITY : DISCRETIONARY EFFORT

RACIAL ORTHODOXY : PARADIGM SHIFT

7

POWER: Getting things done

power of definition

status of
Dominant
culture

vs.

status of
subordinate
culture

highly evolved	-----	bestial
natural	-----	unnatural
rational	-----	emotional
objective	-----	subjective
crucial	-----	trivial
productive	-----	parasitical
common sensical	-----	illogical
practical	-----	impractical
normal	-----	Deviant
safe	-----	Dangerous
apolitical	-----	political

consonance dissonance estrangement marginality

transparency

When a culture is dominant and becomes institutionalized, its logic and language – which serves to legitimize dominance – are the only tools available for thinking interpretation and analysis. The dominant logic becomes transparent and subsumes the experience of both dominants and subordinates

dissonance

When the experiences and realities of subordinates are ignored, attacked or trivialized, it is very difficult to define and defend that reality by using the dominant logic and language.

Fabric of oppression Worksheet

categories: birth and family often determine in which of these categories we find ourselves	Dominant group	target group
gender		
language		
race		
religion		
sexual orientation		
body type		
age		
nationality		
socio-economic status		

Fabric of oppression:

social categories groups in this category	race	gender	ability	sexual orientation
Dominant group open access to goods, jobs, services & money				
target group limited access to goods, jobs, services & money				
-isms				
thoughts				
attitudes				
behaviors				

power= the ability to do work, get things done
 social power = access to goods, jobs, services and money
 examples: health care, home equity, sound fiscal educational opportunities, life insurance, affordable housing, fair interest rates, viable careers, child care

social categories groups in this category	race	gender	ability	sexual orientation
thoughts				
attitudes				
behaviors				

Critical Race Theory

Critical Race Theory and Intersectionality

Common Tenets:

- A critique of liberalism: Color Blindness does not work
- Storytelling/counterstory telling and "naming one's own reality"
- Applying insights from social science writing on race and racism to legal problems
- All oppressed people share the commonality of oppression
- Revisionist interpretations of American civil rights law and progress
- White privilege refers to the myriad of social advantages, benefits, and courtesies that come with being a member of the dominant race
- Microaggression refers to the sudden, stunning, or dispiriting transactions that mar the days of oppressed individuals.
- Empathic fallacy is the belief that one can change a narrative by offering an alternative narrative in hopes that the listener's empathy will quickly and reliably take over.

CRITICAL RACE THEORY

law + race + social structures

WHITE SUPREMACY

Scarcity + Fear + Whiteness

INTERSECTIONALITY

Complexity of Race, Gender, Class and Sexual orientation that creates unique experiences for oppressed people

OPPRESSION

Limits, restrictions or no access to power, social capital and or the power of definition

Intersectionality

Intersectionality is a term coined by American civil rights advocate **Kimberlé Williams Crenshaw** to describe overlapping or intersecting social identities and related systems of oppression, domination, or discrimination.

Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.

These identities that can intersect include gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental illness, and physical illness as well as other forms of identity.

<https://en.wikipedia.org/wiki/Intersectionality>

White Supremacy

The Philosophy and ideology that Whiteness and White people are the are central for positive growth and development of western society.

It also subscribes to a scarcity model of resources, time and talent, where their is only so much "to go around".

Lastly this model believes that the gain of other groups has a direct negative impact on their access to resources, power and influence.



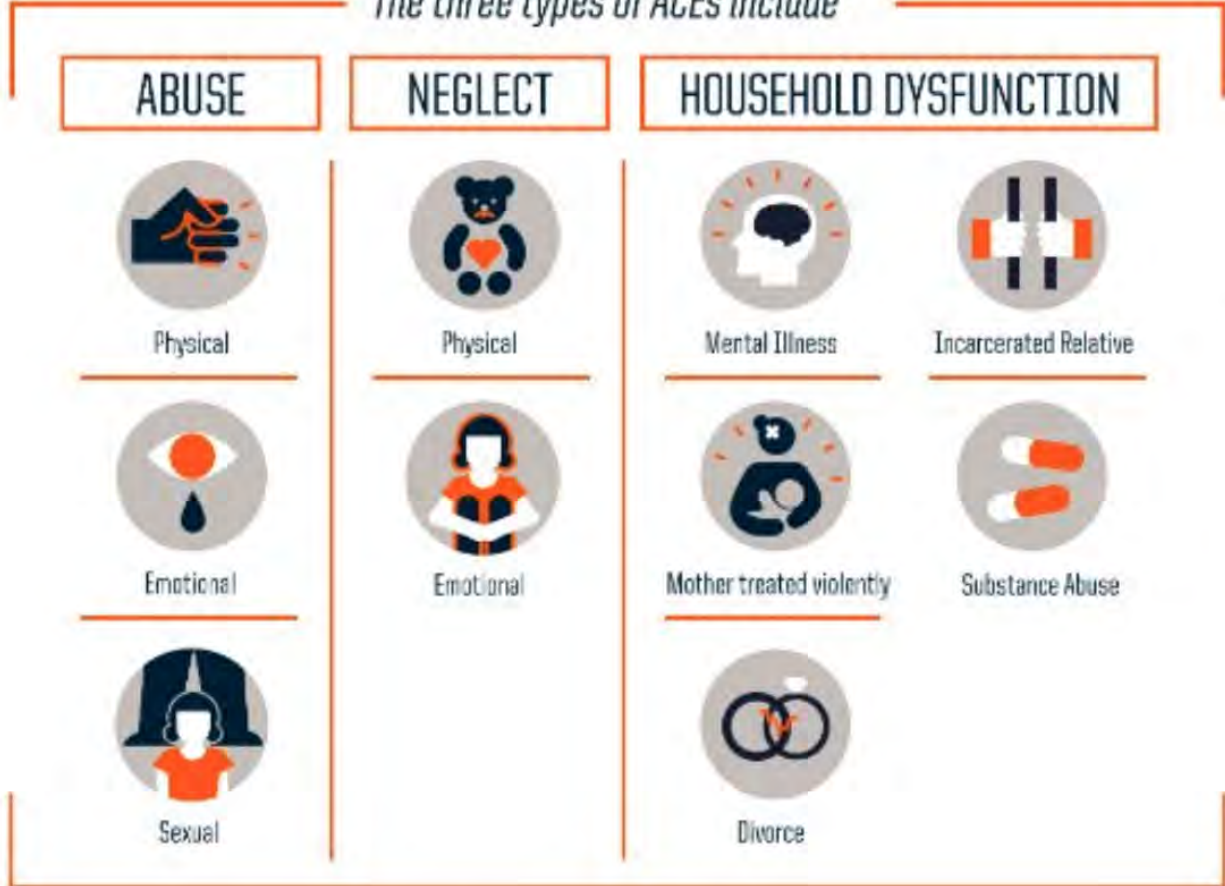
STEEPLECHASE

IS THERE SOMETHING WRONG WITH MINORITIES?

Check: YES ___ / NO ___

Overcoming Barriers to my HUMANITY

The three types of ACEs include



What is **WRONG** with you?
What has happened to you?

REMEMBER THIS...

- You are always human
- Our Humanity is best expressed in the service of others
- Humanity is not a solitary function
- We express our greatness in different ways.
- We need to give what we need.
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BIGOTRY

EMOTION / IRRATIONAL / LIMBIC BRAIN

PREJUDICE

MEMES / THOUGHT / PARADIGM / WORLD VIEW

DISCRIMINATION

BEHAVIOR / POLICIES / PRACTICES / PROCEDURES

Emotions + Thoughts = Behavior

B ___ + **P** ___ = **D** ___

WHY DO WE STILL HAVE DISCRIMINATION IF IT WAS OUTLAWED IN 1964?

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We know that learning has been successful when we see a change in behavior. Behavior only changes when an individual realizes that their current behavior is not leading them to their goal. My values are not negotiable, however my methods may be a point where negotiations can occur.



Get more...

History:

Learn your immigration story
Research family stories
Find names for family photos
Visit family homesteads
Tell your family's story

Information:

Watch Documentaries
Listen to World Radio Stations
Read Magazines
Attend Workshops
Contact Organizations
First Hand Knowledge

8 Things to Remember

ASSUME NOTHING

MAKE FEELINGS KNOWN

DEVELOP FRIENDSHIPS

BE OPEN ABOUT DIFFERENCES

ENCOURAGE/ ASK QUESTIONS

MISTAKES HAPPEN

NO ONE IS SPOKESPERSON FOR ALL

NO ETHNIC/ SEXIST JOKE IS FUNNY

sPEAKing Up: walking it out

6
13²²

Be Ready
Identify Behavior
Appeal to Principles
Set Goals/Limits
Find an Ally/Be an Ally
Be Vigilant and Persistent
(based on tolerance.org)

