



TRAILER



- Trailer
- Act I Self & Schemas
- Act II Society & Systems
- Act III Schools & Syllabus
- Act IV Success & Solidarity
- Alternate Ending

ACT I - SELF & SCHEMAS



- How would you describe your first encounter with racism?
- How did you learn about racial identity?



- 19- year-old male attending a PSI in Northern BC
- Comes from the Igbo tribe
- Arrived as a student from Nigeria in 2014
- Spent an entire month in dorm room

 Staff suggest his name is too difficult to pronounce

"Can I call you T!?"

Student body/dorm is unwelcoming
 Often referred to as "Ebola!!!"

- 25% didn't feel welcome in BC by institutions nor in their larger communities; 13% of expressed a positive resettlement experience in BC (Black in BC Convenor Project, 2022)
- Hate-motivated crime rose sharply in 2020, reaching the highest number recorded since 2009; BC had second largest increase in the number of hate crimes at +198 incidents (STATSCAN, 2022)

- Motivation for Hate Crimes in Canada in 2019 (STATSCAN 2022)
 - Race or Ethnicity 46%; Religion 32%; Sexual orientation 14%; Other factors (language, disability, age, and sex) 8%

TOCHUKU II

- Self & Schemas is about challenging our individual racism and biases by decentering our individual experiences to unlearn our projections of the 'Other'
- Bouajram (2022). Understand. Dismantle. Act: <u>Awareness & Reflection</u> identify opportunities for renewal and growth
- The experiences of immigrants are important because they highlight a range of diversity and intersectional considerations for the experiences of racialized people
- Kendi (2019) refers to this experience as racist abuse, and more specifically ethnic racism;
 Mazumder (2021) refers to this as experiential equity (the physical and psychological impacts of microaggressions)

TOCHUKU III

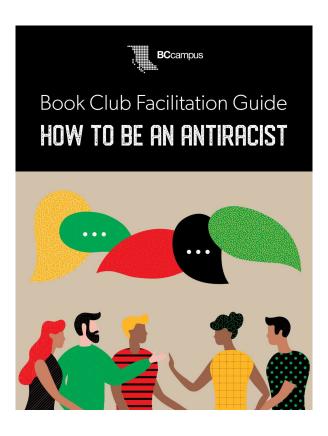
ACTIVITY

Tochuku's Empty Chair



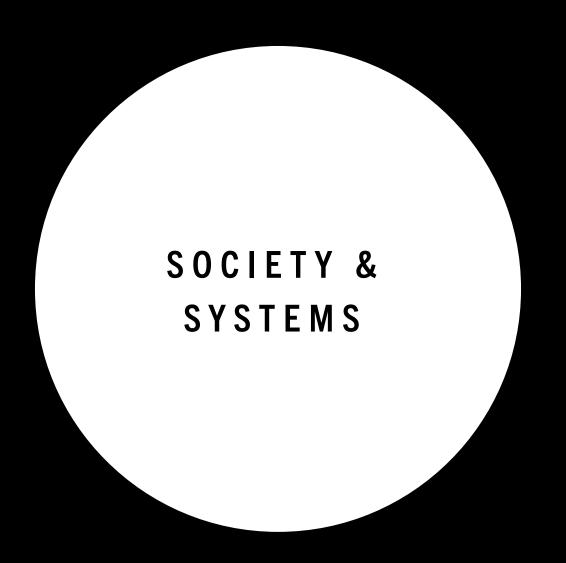
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Privilege Walk

ACT II - SOCIETY & SYSTEMS



- What are some current societal structures, policies, pedagogies, or frameworks that suggest an *improvement* but have instead had a direct negative impact on a racial or ethnic group's experience in Canada or around the world?
- Do these policies reflect an assimilationist or segregationist approach? What could these approaches look like with an antiracist approach?



- 35 year old female Associate Faculty member at PSI on Vancouver Island
- Sunni Muslim
- Moved from Bahrain to pursue her MSc. in 2009
- Prefers to teach online so that she can participate in Dhuhr & Asr prayers undisturbed

- There is no faith center on-campus
 "Why don't you combine your prayers?"
- There is heightened tension after the events of September 11th

"Why are you wearing that covering on your head!?"

Student feedback replete with unsubstantiated critiques about her unique approach

 Faith-motivated hate crimes decreased by 7% in 2019; but anti-Muslim hate crimes increased by 9% from 166 to 181 incidents (2/3 of incidents go unreported) (STATSCAN, 2022; Islamic Relief Canada, 2022)

• Rob Gillezeau, (Uvic), notes that BC's BIPOC population is 36.2% (2016) but holds < 22% of legislature seats;

Visible minorities' form 30.3% of BC's population, but only constitute 18.3% of elected MLAs (Tyee, 2022)

RUQAYYA II

- Society & Systems is about challenging the structural racism that limits the experiences of racialized people
- Bouajram (2022). Understand. Dismantle. Act: Knowledge & Competence building skills, acquiring vernacular, taking a stand
- The experiences of racialized people are important because they highlight a range of value orientations that point to the veracity of our society's structural racism, that minimizes their ways of being
- Adichie (2009) refers to this as the danger of the single story; Hall (1996) refers to this as the misrecognition of difference

RUQAYYA III

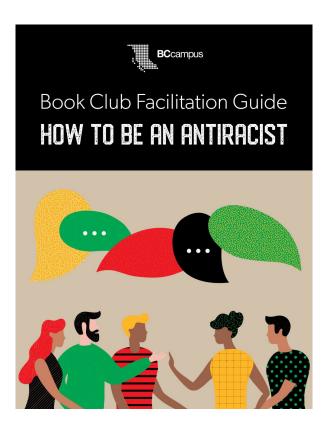
ACTIVITY

Ruqayya's Empty Chair



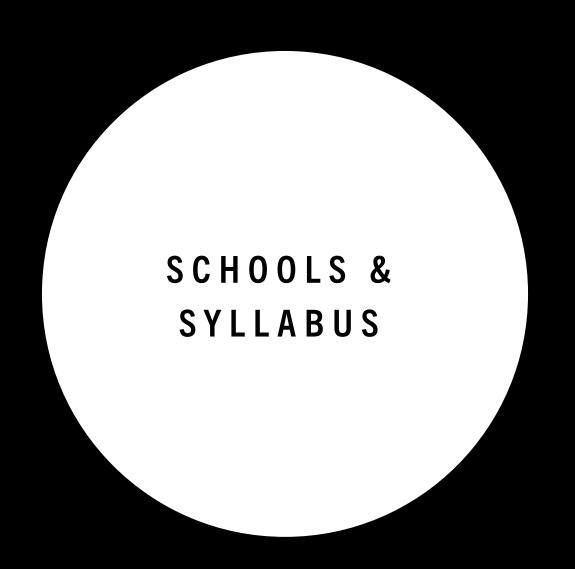
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Society Mapping

ACT III - SCHOOLS & SYLLABUS



- In what ways have you experienced academic privilege – positively or negatively?
- Can you think of a time that you attributed someone's potential to their race?
- How is this reflected in how achievement is measured, and the diversity of voices represented at all levels of your institution?



Readings From Around the World



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- 28 year-old non-binary whose pronouns are *They*
- Holds a Ph.D in Latin American literature from Pontificia Universidad Católica del Peru
- Works as a Learning Designer at Vancouver PSI

 Offers suggestion of 100 Years of Solitude (Marquez) to instructor to highlight our subjectivity of realities for a course in interpersonal communication.

"Who is Gabriel Garcia Marquez!?

I think we should defer to Canadian and
American literature that has been verified."

 Often wears fabrics that reflect Quechua heritage and speaks of their local village in Peru

"Do you really think you can relate to students in this context?"

- 75% of respondents expressed anti-Black racism experiences from school officials, teachers, or peers in BC.
 - 90% of respondents cited an absence of relevant and positive histories and cultures; a poor representation of Black history beyond the transatlantic trade of enslaved Africans in the curriculum (Black in BC Convenor Project, 2022)
- After 9/11 UBC Department of Asian Studies Professor, Sunera Thobani says she started receiving death threats.
 - "People showed up at my workplace and you could see they had signed petitions, and they sent them to the president's office trying to get me fired," (Global News, 2021)

ANNA MARIA II

- Schools & Syllabus is about challenging racism on our campuses, in our curriculum, communities and classrooms
- Bouajram (2022). Understand. Dismantle. Act: Accountability taking a stand and situating oneself in the work
- The experiences of racialized people are important because they highlight the value of intercultural exchanges, and how transdisciplinary approaches to learning can shift us from ethno-centricism to ethno-relativism
- Thussu (2009) refers to this as imperialist epistemology dispelling the credibility of localized knowledges; Freire (1968) refers to this is as the pedagogy of the oppressed creating curriculum that is contextually malleable

ANNA MARIA III

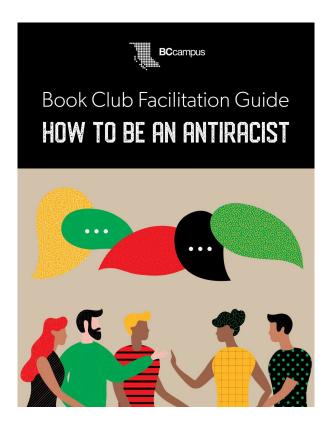
ACTIVITY

Anna Maria's Empty Chair



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Curriculum Audit

RECOMMENDATIONS

BOUAJRAM (2022). UNDERSTAND. DISMANTLE. ACT

- Further Research
- Evaluation (of resources)
- A clear roadmap
- Increase Training and Tools for Anti-Hate
- Stronger Position on Anti-Hate
- Further Awareness and Impactful Tools for Specific Groups

ACT IV - SUCCESS & SOLIDARITY

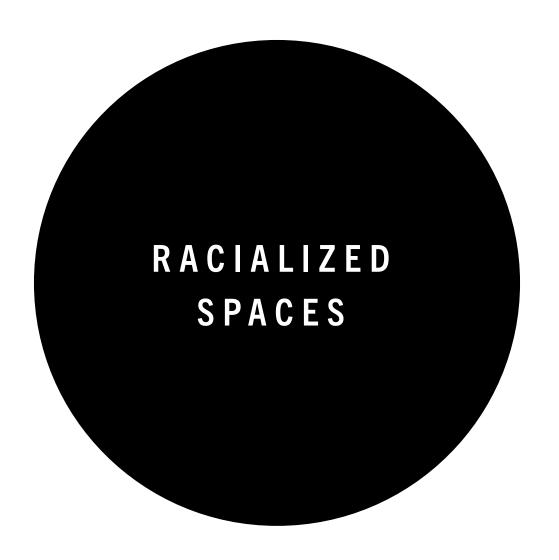


 Thinking of your own intersectionality and your membership in various groups and circles:

Who are some anti-racist leaders, and which tactics and specific forms of creative action or approaches have resonated with you?

What is the first step you will take in striving to be an anti-racist?

How is engaging in anti-racist work different for White people vs. racialized people?



BCcampus Working Group

- 22 Members
- Aged 20-60
- Gender Diverse
- Faculty Researchers & Instructors, Staff, Learning Designers, Students
- 8 BC PSIs
- 6 BC CSOs, Government Agencies or Orgs
- 6 Geographies; 4 of BC's Economic Regions

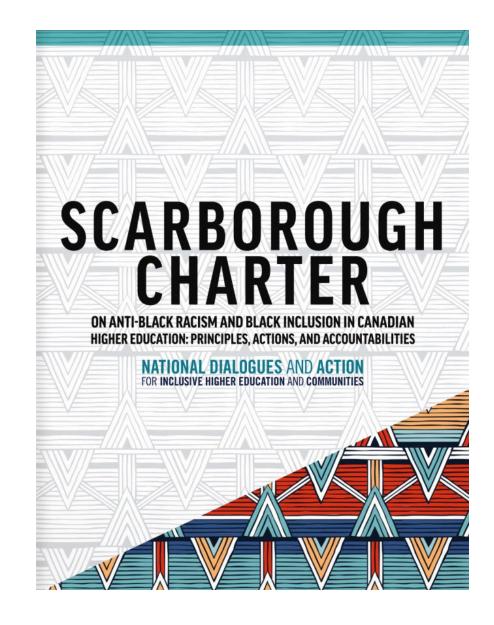
"Abandon the authority of neutrality that allows you to avoid personal responsibility. Remember that you are the authority and you represent the structures that are limiting your actions.

The true test is how do you stand in solidarity when racialized and indigenous folks aren't present?"

RACIALIZED VOICES II

The Scarborough Charter (in governance, research, teaching, engagement)

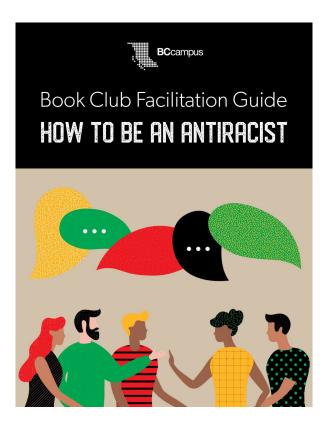
- Commit to promoting intersectional flourishing
- Commit to fostering inclusive excellence
- Commit to enabling mutuality
- Commit to ensuring accountability
- Promote sector-wide collaboration



- Success & Solidarity is about challenging the status quo of racism by reflecting on the future we desire through engagement, collaboration and accountability
- Bouajram (2022). Understand. Dismantle. Act: <u>Intentional & Inspired Action</u> reflection on meaningful steps for self and societal impact
- The experiences of racialized people are important because they offer a unique lens that can speak to a vision of inclusion from an understanding of what it means to be left out
- Madan (2020) refers to this as their point of departure contexts matter; Dr. Magassa (2022) refers to this as the 'gift we give.'

RACIALIZED VOICES III





Antiracist Statement

ALTERNATE ENDING



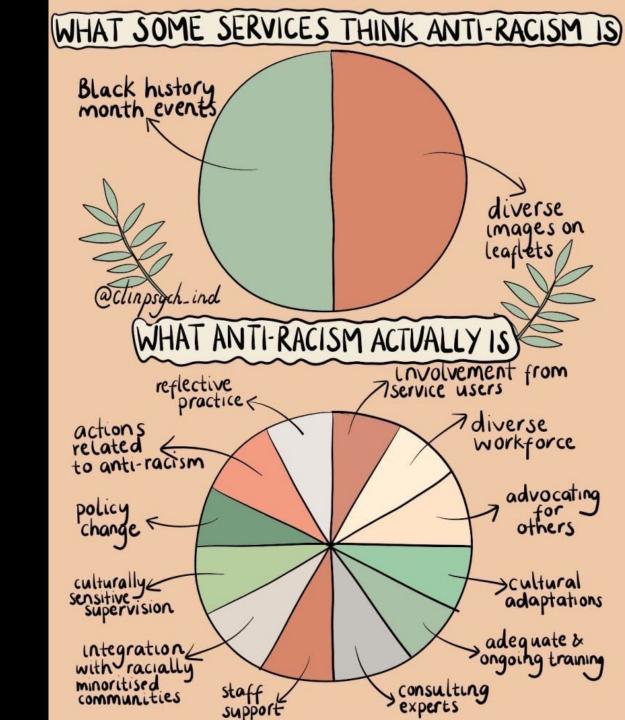
The <u>empty chair</u> is a signifier with respect to...

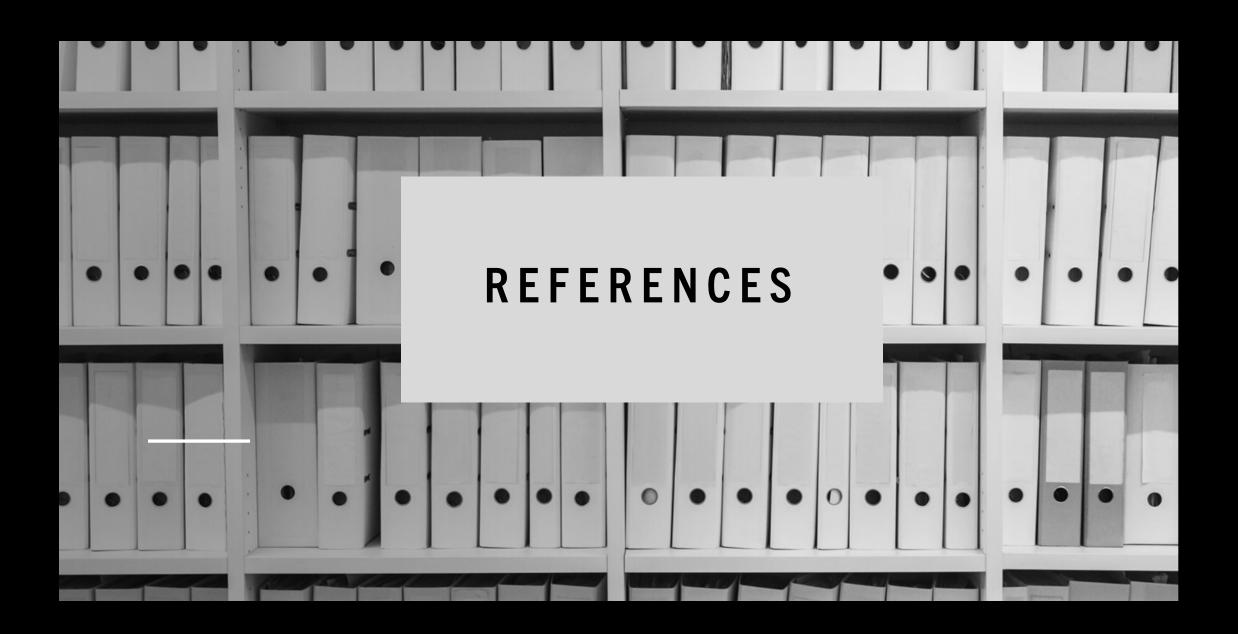
- Self & Schemas who is present in attendance
- Society & Systems what is our present status quo
- Schools & Syllabus how PSIs 'business as usual' present to underrepresented people
- Solidarity & Success what we (the Working Group) offer as a present



- Tochuku is INCLUSIVITY
- Ruqayya is PLURALITY
- Anna Maria is REPRESENTATION
- Racialized voices is ACCOUNTABILITY

@ CLINPSYCH_IND





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