

Pulling Together

Week 6: Intersectionality and Moving Forward

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https://www.youtube.com/watch?v=cj3U0z64_m4

Agenda for Today

1. Check in...
2. Intersectionality
3. Moving Forward
4. Special Guest: *Darlene McIntosh*
5. Medicine Bag Show-and-Tell
6. Review Graphic
7. Closing Prayer
8. Home time!

Check in...

- **Week 6: Thursday June 23rd (Section 5: pg 63-75)**
 - This lecture will be longer than usual!
 - Closing with Darlene McIntosh

*How do we create a safe
space for Indigenous
Peoples?*

Educate yourself on: Intersectionality and bias!

What is Intersectionality?

- Intersectionality is a theory and practice that challenges reductive or simplistic ways of understanding difference. It acknowledges that people's experiences can be shaped by their race, gender, class, and other dimensions, and cannot be understood well by examining any one dimension by itself (Hancock, 2007).
- By considering how social relations and structures create differing experiences within and between people, intersectionality can help us to think about how people can have a variety of experiences within "Indigenous" and "Western" ways of knowing. It can also encourage us to be careful when we are linking "Indigenous" and "Western" knowledges so that we avoid being too simplistic (Hancock, 2007).

Intersectionality Cont'd.

Intersectionality is interested primarily in people and social relations whereas many Indigenous Knowledges view all beings (not just human beings) and natural elements as interconnected and interdependent. However, both intersectionality and Indigenous ways of knowing help us to think about how to conduct research and how to understand experiences as multidimensional and constantly changing (Cho et al. 2013).

*Where do we
fit into this?*

Biases – We’ve All Got ‘Em!

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that’s considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

Biases are key to working with Indigenous Peoples since our biases affect everything that we do including: hiring, management, mentoring, etc.

Recognizing Your Own Biases

Conscious Bias (Explicit)

- It is at a conscious level!

Unconscious Bias (Implicit)

- Unconscious biases develop at an early age: biases emerge during middle childhood and appear to develop across childhood (Dore, 2014).
- Unconscious biases have real world effects on behavior (Dasgupta, 2004).
- Unconscious biases are malleable-one can take steps to minimize the impact of unconscious bias (Dasgupta, 2013; Dasgupta & Greenwald, 2013).

Addressing Unconscious Bias

Individual Strategies

- Promote Self-Awareness
 - Take the test!
- Understanding the concept of bias
- Have discussions with others in formal and informal settings

Institutional Strategies

- Develop concrete, objective indicators & outcomes for hiring, evaluation, and promotion to reduce standard stereotypes (Fiske & Taylor, 1991; Heilman, 2001; Bernat & Manis, 1994)
- Develop standardized criteria to assess the impact of individual contributions in performance evaluations (Heilman & Haynes, 2005)
- Develop and utilize structured interviews and develop objective evaluation criteria for hiring (Martell & Guzzo, 1991; Heilman, 2001)
- Provide unconscious bias training workshops for all constituents

Now... Let's Talk Privilege

- Privilege, bias, and intersectionality are all related concepts

Privilege: An advantage that only one person or group of people has, usually because of their position.

***Some Areas
of Privilege***

Race

Gender

Socioeconomic
Status

Sexual
Orientation

Age

Family

Religion

Physical Ability

Other Areas of Privilege?

- Gender
 - Gender expression
 - Gender identity
- Ethnicity
- Mental Ability
- Physical appearance
- Literacy
- Language
- Fertility

Any more?

Race

Gender

Socioeconomic
Status

Sexual
Orientation

Age

Family

Religion

Physical Ability

***What is the
privileged group
for each
category?***

How About These Ones?

- Gender
 - Gender expression
 - Gender identity
- Ethnicity
- Mental Ability
- Physical appearance
- Literacy
- Language
- Fertility

Any more?

Cautions of Doing Exercises Like These...

Make sure that these are **private!**

We do not need to perpetuate violence against minority folks to teach others.

Race

Gender

Socioeconomic
Status

Sexual
Orientation

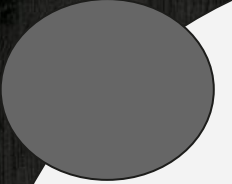
Age

Family

Religion

Physical Ability

***Where do you
have privilege?***



*What is the point in doing
exercises like these?*

We all need to understand our position within mainstream society.

By doing exercises like these, we can be more aware of our strengths within our chosen library fields, which are a microcosm of society in general (except more intensified).

Once we are aware of our privilege, we can start viewing them as **opportunities to stand up** and speak for those who do not have the same advantages.

*What can we do to
create space for
Indigenous Peoples?*

You Can Do It!



**“150 Acts of
Reconciliation for
the last 150 days
of Canada’s 150”**

**By Crystal Fraser and Sara
Komarnisky**

Indigenous Ways of Knowing

- Get personal! Include pieces of yourself in your lectures.
 - Encourage students to do the same
- Include multiple Indigenous voices: this will push against the pan-Indigenous stereotype
- Tell stories: personal and traditional
- Create holistic assignments that include the mental, physical, spiritual, and emotional sides of oneself
 - Create lectures that encourage students to use their body
- Self-reflection is important. This helps student to focus inward and prevent judgement/anxiety. It also helps with sensitive topics
- Include various resources as a part of your syllabus: assign podcasts, videos, Twitter threads, etc.

Relationality

- Encourage students to incorporate the Land as a part of their process
- Adapt your syllabus to include a policy on children
- Treat students how you wish to be treated. Dismantle the power dynamic in your classroom
- Create assignments with ceremony in mind. Revisit concepts multiple times over the course of the semester
- Center yourself before teaching. I do this with music!
- Be flexible with deadlines and understand that this class may not be a priority in student's minds.
- Create assignments that will assist them in their future careers and encourage them to share with each other
- Put your guard down. Have fun and laugh! The better time you are having, the students will follow suit

Visiting or keeoukaywin

- Offer space during class time for students to visit with each other. If students get off topic during group discussions -- that's okay! We are creating a safe space and a community.
- Invite students to visit guest speakers through field trips
- Take the time during one on one meetings to "catch up" and check in
- Encourage intergenerational learning with your assignments
- Bring food or have a potluck
- Bonus assignments for community engagement

Listen to Indigenous Peoples!

They are the experts in how they learn effectively.

Adapt and change your teaching during the semester and change your syllabus afterwards.



THANKS!