Awareness of Self as a Cultural Being

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Awareness Of Self as a Cultural Being
Agenda/ "Map"

1) Introduction: Self awareness as a first step in providing better services for families
   • What is the multicultural process of change?
   • Overview of guidelines for effective cross cultural dialogue (Video clip I)
Activity 1: Applying guidelines
   • Who am I as a cultural being? Exploring multiple identities, Part I
Activity 2: Cultural sharing (using cultural artifacts)

2) How does race/ethnicity continue to impact infant mental health practice in 2013? The role of modern oppression
   • Video clip II
   • Identifying 5 kinds of "modern isms"
Activity 3: Identifying isms
   • Video clip III
   • Identifying 5 "survival behaviors"/internalized oppression
Activity 4: Identifying survival or i.o. behaviors
   • 11:45 - 12:45 Working lunch

3) Understanding my multiple identities, Part II
Activity 5: Understanding how power impacts identity

4) Identifying alternative behaviors
Activity 6: Identifying options in cross cultural infant mental health interactions

5) Closure: Appreciation, Regrets, Learnings and Re-learnings
Multicultural Process of Change (at all levels)

**Monoculturalism**

- Rejection of differences and a belief in the superiority of the dominant group at the following levels:
  - Personal
  - Interpersonal
  - Institutional/Systemic
  - Cultural

**Pluralism**

- *Recognize*
- *Understand*
- *Appreciate*
- *Utilize Differences*

(“Emancipatory Consciousness”)

Social/Economic Justice

**Monoculturalism**

- (“Melting Pot”)
  - Assimilation
  - Exclusion

**Pluralism**

- (“Salad Bowl/Fruit Salad”)
  - Diversity
  - Inclusion

Exclusion

*Designed by: Valerie A. Batts, Ph.D.; John Capitman, Ph.D.; and Joycelyn Landrum-Brown, Ph.D.*
Guidelines For Effective Cross-Cultural Dialogue

- “Try on”
- It’s okay to disagree
- It is not okay to blame, shame, or attack, self or others
- Practice “self-focus”
- Practice “both/and” thinking
- Notice both process and content
- Be aware of intent and impact
- Confidentiality
Multiple Identities

Universal
Human nature: “Like all other people”

Group
“Like some other people”

Individual
“Like no other person”

• Privilege
• “Unearned” privileges
• Oppression, as flip side
• All “isms”
• Power: systems and structures that keep above in place
• Liberatory approach – making justice, freedom, equality, fairness realities

The primary basis for inclusion and exclusion.

Inherited and learned (caught and taught).

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J.P. Sonn, 2009
Assumptions and Definitions

Monoculturalism

- The belief that one group’s way is the right way and superior.

- The rejection of differences at the personal, interpersonal, institutional, and cultural levels… (i.e. “my way or the highway”).

- Sets up the process of targeting other groups as “less than” and consequently for less access to society’s benefits, power and resources.
Assumptions and Definitions

Multiculturalism

- Refers to the *process* of coming to
  - recognize
  - understand
  - and appreciate

  our own culture and cultures other than our own.

- It stresses an appreciation of the impact of differences such as by gender, race, age, class, sexual orientation, religion, physical ability, etc.
Cultural Pluralism

- Refers to cultural diversity within a given political or social structure.
- The creation of inclusive systems and practices that allow for the recognition and use of the contributions of each group to the whole.
- Replaces the “melting pot” conceptualization with the concept of the “salad bowl”.
- Stresses the importance of both uniqueness and a commitment to deal cooperatively with common needs, issues and concerns.
“Historically Included” Group Behaviors

Old Fashioned “ISMS”
- Use by members of historically included groups of non-“ism” related reasons for continuing to deny equal access to opportunity (e.g., use by whites of non-race related reasons... “it’s not the blacks, it’s the buses”).
- Well-intentioned, sometimes subtle behaviors that continue the historical power imbalance.

Modern “ISMS”

“Historically Excluded” Group Behaviors

Survival Behaviors

Internalized Oppression (IO)
- Internalizing attitudes about inferiority or differentness by members of historically excluded groups.
- The reaction to unhealed mistreatment over time.
## Modern “ISM” and Internalized Oppression Theory

<table>
<thead>
<tr>
<th>Modern “ISM” Behaviors</th>
<th>Internalized Oppression Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysfunctional rescuing</td>
<td>System beating</td>
</tr>
<tr>
<td>Blaming the victim</td>
<td>Blaming the system</td>
</tr>
<tr>
<td>Avoidance of contact</td>
<td>Antagonistic avoidance of contact</td>
</tr>
<tr>
<td>Denial of differences</td>
<td>Denial of cultural differences/heritage</td>
</tr>
<tr>
<td>Denial of the political significance*</td>
<td>Lack of understanding of the political significance*</td>
</tr>
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</tbody>
</table>

*Political significance includes the social, economic, historical, psychological and structural impacts of oppression.*
# A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups

<table>
<thead>
<tr>
<th>Types of Oppression</th>
<th>Variable</th>
<th>Historically Included Groups</th>
<th>Historically Excluded Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>Race/Color/Ethnicity</td>
<td>White</td>
<td>People of Color (African, Asian, Native, Latino/a Americans)</td>
</tr>
<tr>
<td>Sexism</td>
<td>Gender</td>
<td>Men</td>
<td>Women/Transgender</td>
</tr>
<tr>
<td>Classism</td>
<td>Socio-Economic Class</td>
<td>Middle, Upper Class</td>
<td>Poor, Working Class</td>
</tr>
<tr>
<td>Elitism</td>
<td>Education Level</td>
<td>Formally Educated</td>
<td>Informally Educated</td>
</tr>
<tr>
<td></td>
<td>Place in Hierarchy</td>
<td>Managers, Exempt, Faculty</td>
<td>Clerical, Non-Exempt, Students</td>
</tr>
<tr>
<td>Religious Oppression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anti-Semitism</td>
<td>Religion</td>
<td>Christians, Protestants</td>
<td>Muslims/Catholics, and Others Jew</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christians</td>
<td></td>
</tr>
<tr>
<td>Militarism</td>
<td>Military Status</td>
<td>WW I&amp;II, Korean, Gulf War</td>
<td>Vietnam Veterans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veterans</td>
<td></td>
</tr>
<tr>
<td>Ageism</td>
<td>Age</td>
<td>Young Adults</td>
<td>Elders</td>
</tr>
<tr>
<td>Adultism</td>
<td></td>
<td>Adults</td>
<td>Children/Youth</td>
</tr>
<tr>
<td>Heterosexism</td>
<td>Sexual Orientation</td>
<td>Heterosexuals</td>
<td>Gay, Lesbian, Bisexual</td>
</tr>
<tr>
<td>Ableism</td>
<td>Physical or Mental Ability</td>
<td>Temporarily Able-Bodied</td>
<td>Physically or Mentally Challenged</td>
</tr>
<tr>
<td>Xenophobia</td>
<td>Immigrant Status</td>
<td>US Born</td>
<td>Immigrant</td>
</tr>
<tr>
<td>Linquistic Oppression</td>
<td>Language</td>
<td>English</td>
<td>English as a Second Language Non-English</td>
</tr>
</tbody>
</table>
Activity: Your Historically Excluded Identities (Target Group)

Of which historically excluded groups are you or have you been a member? Check all that apply.

- People of color
- Poor/working class
- Support staff/supervisees
- Informally educated
- Women
- Jews/Muslims/others
- Elders
- Children
- Lesbian, Gay, Bisexual, Transgender
- People with disabilities
- Vietnam vets
- Immigrant
- People with English as a second language, deaf people

- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

- Now, think about a time you were treated as “less than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “less than”.

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Activity: Your Historically Included Identities (Non-Target Group)

Of which historically included groups are you or have you been a member? Check all that apply.

- White/Caucasian
- Middle/owning Class
- Management/supervisors
- Formally educated
- Men
- Christians
- Middle aged persons
- Heterosexual
- Temporarily able-bodied people
- WWII, Korean, Gulf War Veterans
- US born
- People with English as a first/dominant language

- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

- Now, think about a time you were treated as “better than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “better than”.

- OR, a time when you found yourself treating a person in a target group as “less than” (may have been intentional or unintentional, conscious or unconscious)
Alternative Behaviors
for Modern “ISM” and Internalized Oppression Behaviors

- **Functional Helping** (instead of *Rescuing*)
- **Problem Solving/Responsibility** (instead of *Blaming*)
- **Make Mutual Contact** (instead of *Avoiding*)
- **Notice Differences** (instead of *Denying Differences*)
- **Learn, Ask about, and Notice the Impact** (instead of *Denying the Impact*)
- **Confrontation/Standing Up** (instead of *System Beating*)
- **Take Responsibility** (instead of *Blaming*)
- **Share Information/Make Contact** (instead of *Antagonistic Avoiding*)
- **Notice and Share Information about one’s own Differences/Culture** (instead of *Denying cultural heritage*)
- **Notice, Ask, and Share Information about the impact of the “ism” on me and my target group** (instead of *Denying the Impact*)

For all behaviors, personal and organizational problem-solving at the personal, interpersonal, institutional, and cultural levels to generate ongoing multicultural structures and processes.
Closure

◆ Appreciations

◆ Regrets

◆ Learnings, Re-learnings