

How Did We Get Here?

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**Mind
Of a
Dreamer**

by Eduardo Garcia



Four Agreements:

- **Stay engaged**
 - **Experience discomfort**
 - **Speak your truth**
 - **Accept non-closure**
- 

H O P E

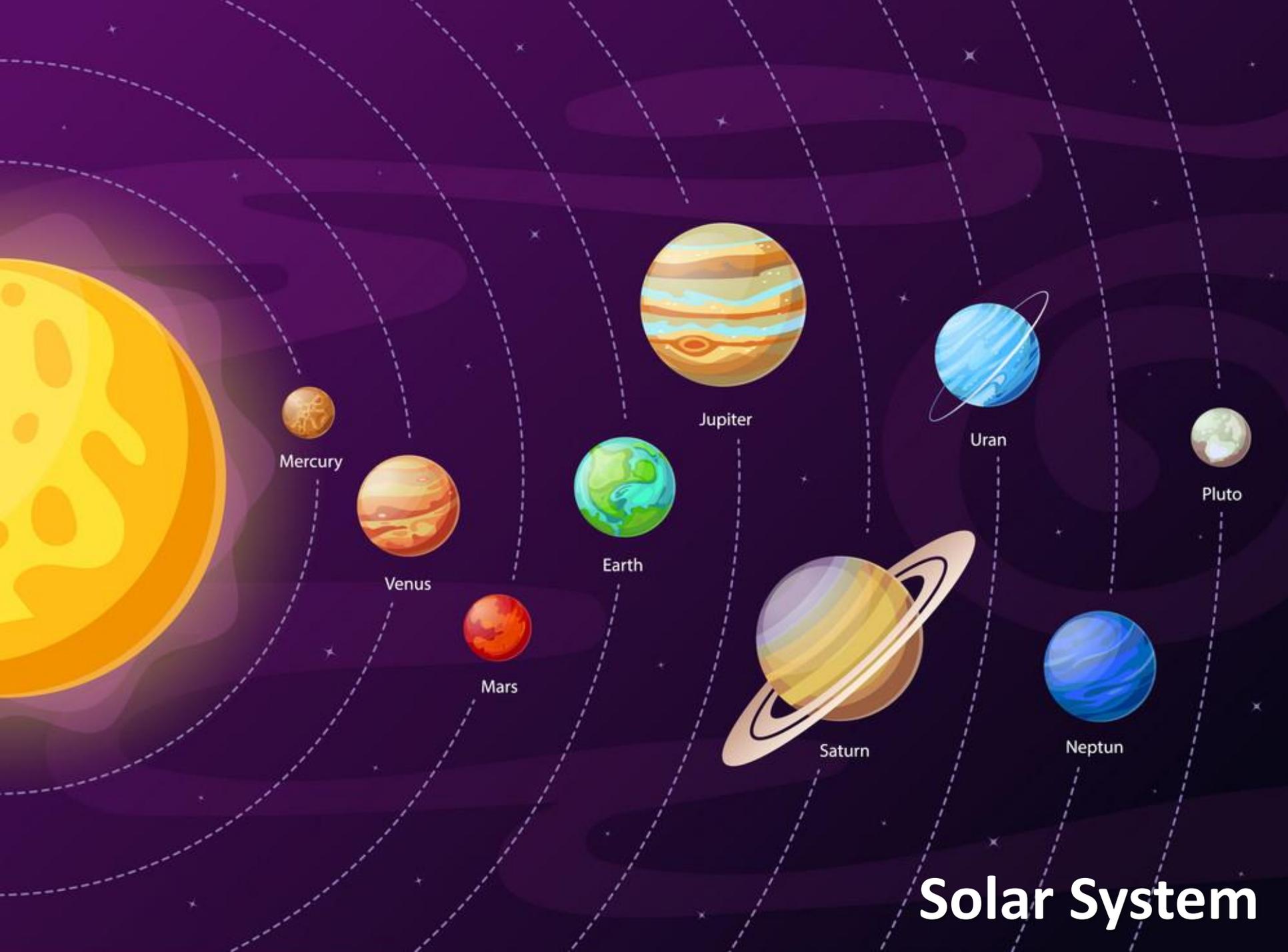
The word "HOPE" is rendered in a bold, black, sans-serif font. The letters 'H' and 'O' are solid black. The letter 'P' is filled with a dense pattern of small, dark green leaves. The letter 'E' is also filled with a similar leaf pattern. From the top of the 'P' and 'E', a stream of black bird silhouettes flows upwards and to the right, continuing past the end of the word. The birds are in various flight poses, creating a sense of movement and hope.



Upside Down World

- Point: “Up”
- Point: “Down”
- “I’m feeling up today.”
- “I’m feeling down today.”
- *“Uptown Girl”*





Mercury

Venus

Mars

Earth

Jupiter

Saturn

Uran

Neptun

Pluto

Solar System



**“Blue Marble”
Apollo 17**



welt-atlas.de
more than 850 maps worldwide

History of Cartography

- **Space is infinite**
- **Earth is spherical body flying through 3 dimensional space**
- **Ptolemy Egyptian Astronomer (90-168 AD)**
- **Earth spins on an axis pointed roughly at North Star**
- **Invention of the magnetic compass: “Magnetic North”**
- **Transition of 3 dimensional object to 2 dimensional**
- **Egocentricity: “What is on top is more important.”**

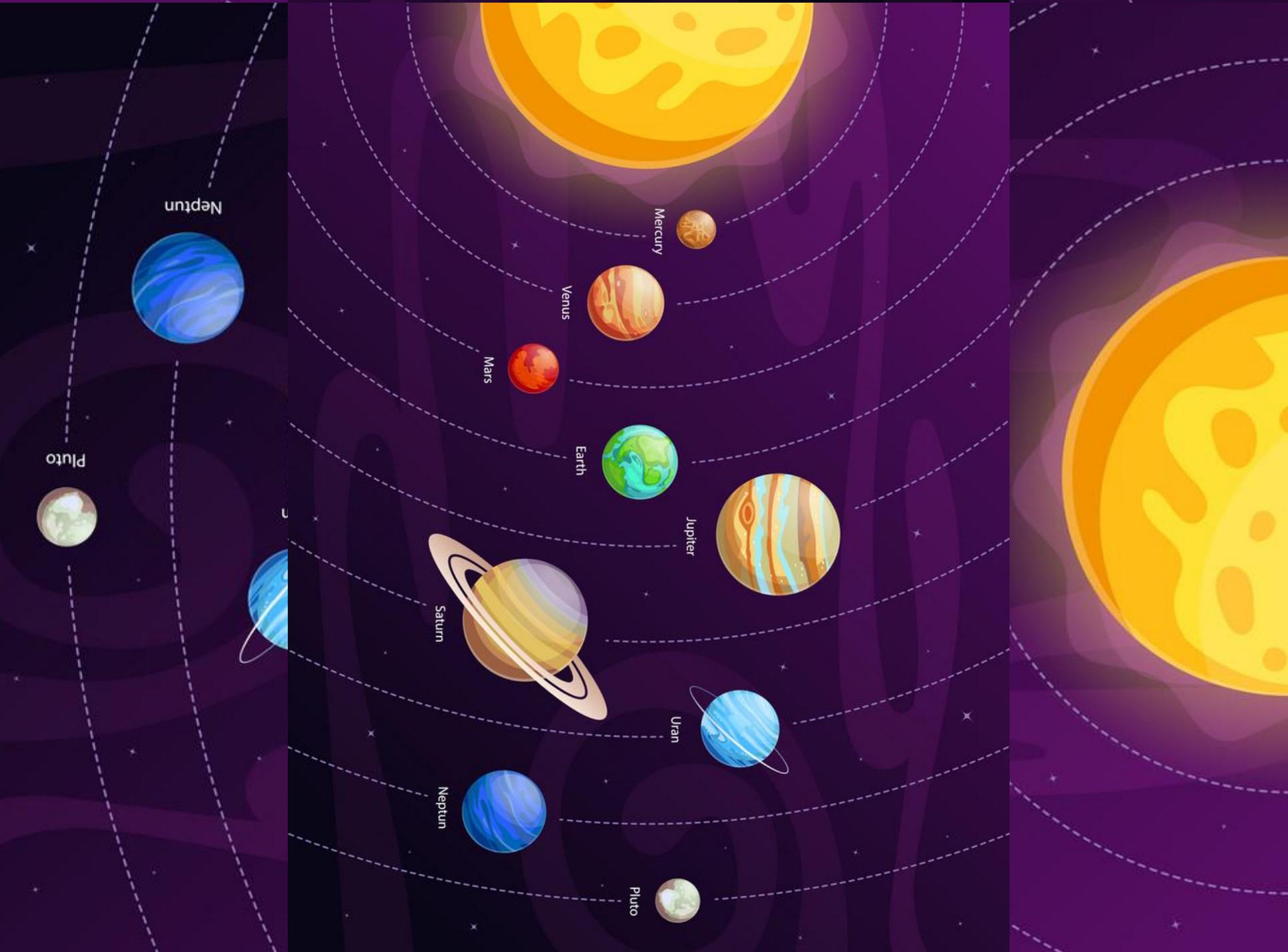
Bibliography:

<http://www.techrepublic.com/article/geek-trivia-worth-a-thousand-worlds/>

http://en.wikipedia.org/wiki/South-up_map_orientation

<http://www.geog.ucsb.edu/events/departments-news/957/why-is-north-up-on-maps/>

<http://www.upside-down-maps.com/about.html>



Pluto

Neptun

Saturn

Neptun

Mars

Venus

Earth

Mercury

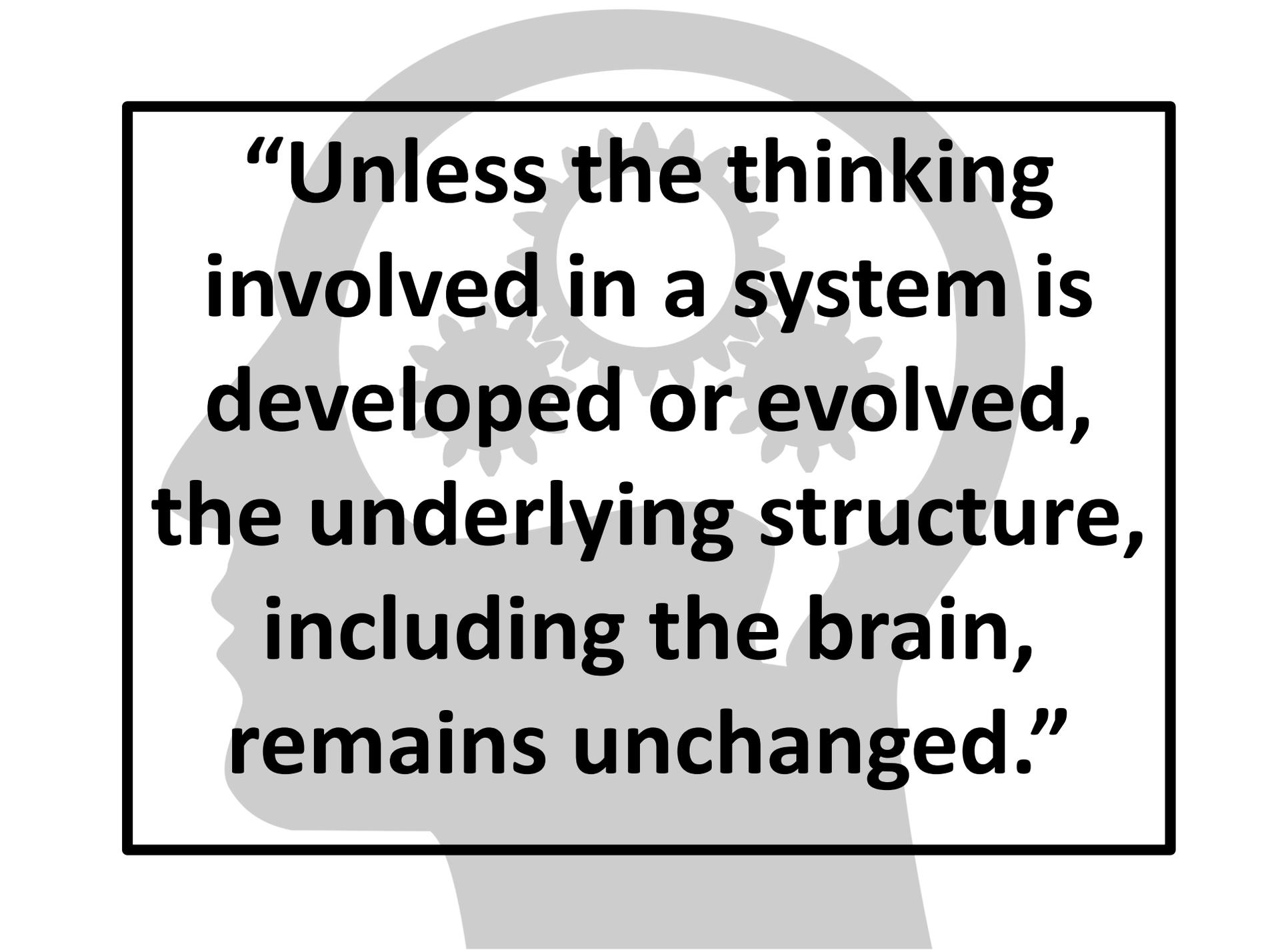
Uran

Jupiter

Pluto



**Original
“Blue Marble”
Apollo 17**



“Unless the thinking involved in a system is developed or evolved, the underlying structure, including the brain, remains unchanged.”



THE
AMERICAN
DREAM

The American Dream means different things to different people.





We the People

insure domestic Tranquility, provide for
and our Posterity, do ordain and establish

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.
Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.
Section 3. The Senate shall be composed of two Senators from each State, chosen by the Legislature of the State for which they may be chosen, and they shall hold their Offices for six Years; and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature.
Section 4. The Times, Places and Manner of holding the Elections of Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law alter or add to these Regulations, except as to the Places of Elections.



Glasspar
INC.

Doughboy

JET

NEW
WHEATIES

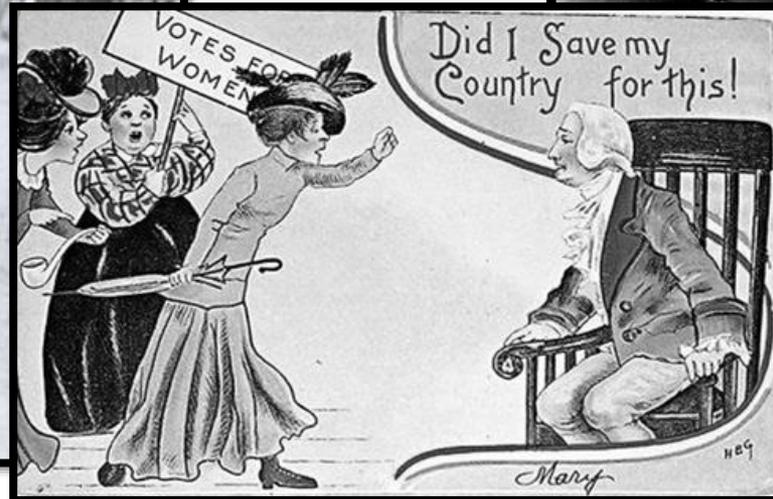
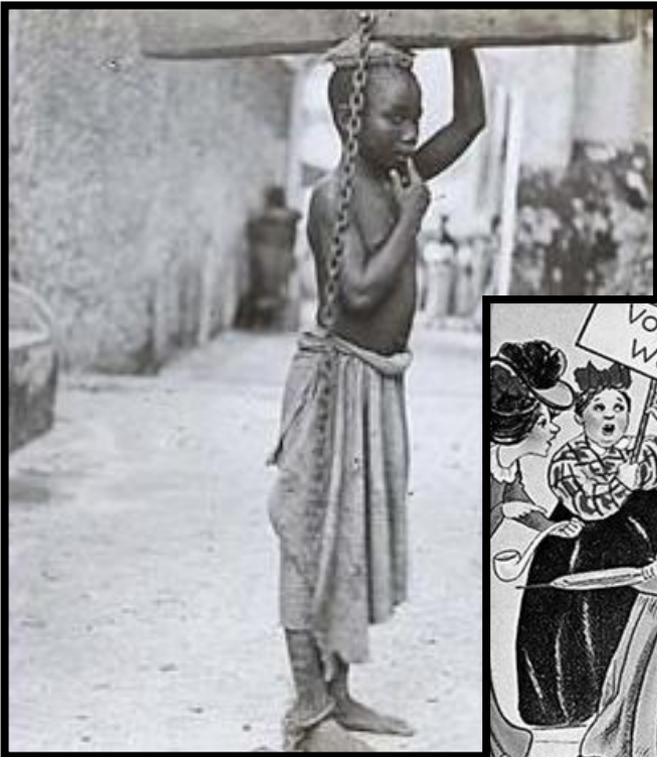
Coleman

ROYAL MAIL

Royal Chef

Wilson

ROYAL MAIL



The background features a light gray silhouette of a human head in profile, facing right. Inside the head, there is a white keyhole. To the right of the head is a light gray silhouette of a key, oriented vertically with its head at the top. The text 'Key Themes' is overlaid on these graphics.

Key Themes

Definition of a Marginalization

“Marginalization is both a condition and a process that prevents individuals and groups from full participation in social, economic, and political life enjoyed by the wider society.”

Fueling the Fire



Bias



Prejudice



Oppression



“ism” or “ic”



pedagogy
of the
oppressed
PAULO FREIRE

30th Anniversary Edition

With an Introduction by Donaldo Macedo

Social Justice Starts Here! (1968)

Keys Concepts

- Education as Practice of Freedom
- Culture of Silence
- Dehumanization
- Consciousness of the Oppressor
- False Charity vs. True Generosity

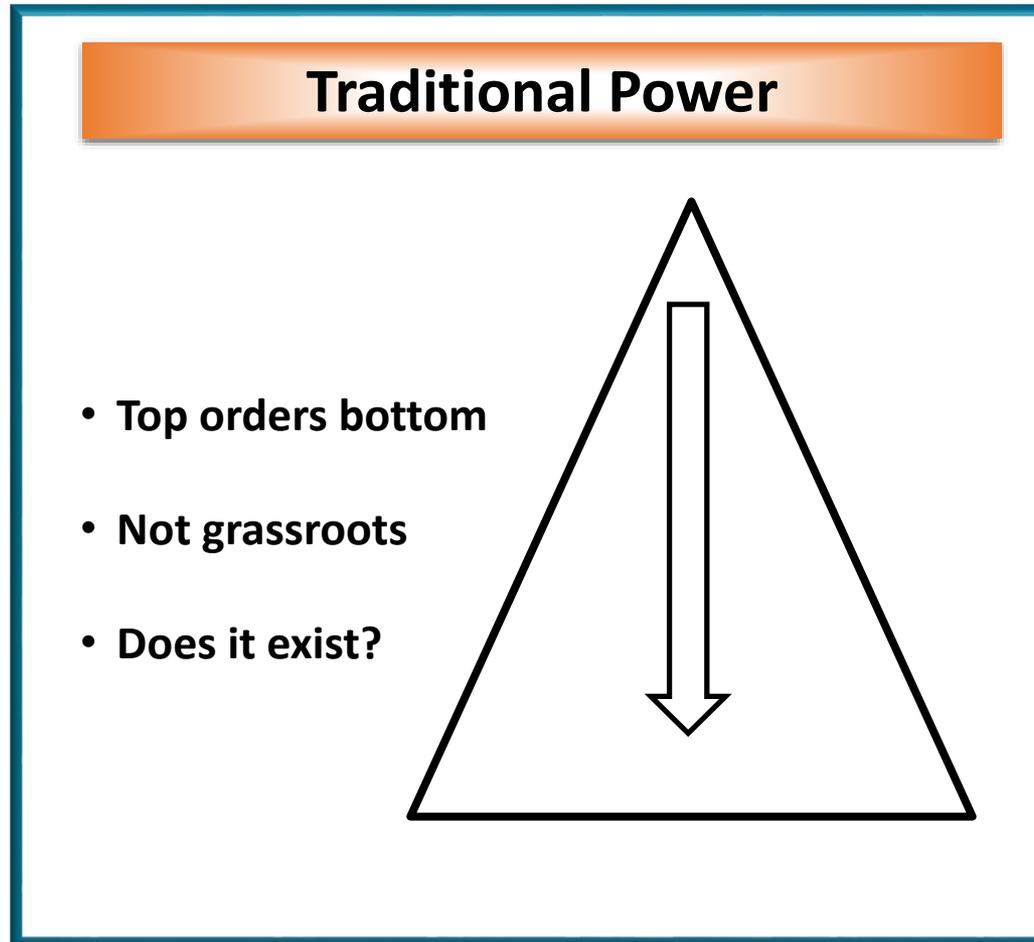
“...during the initial stage of the struggle, the oppressed, instead of striving for liberation, tend themselves to become oppressors, or ‘sub-oppressors.’”

<https://libcom.org/files/FreirePedagogyoftheOppressed.pdf>

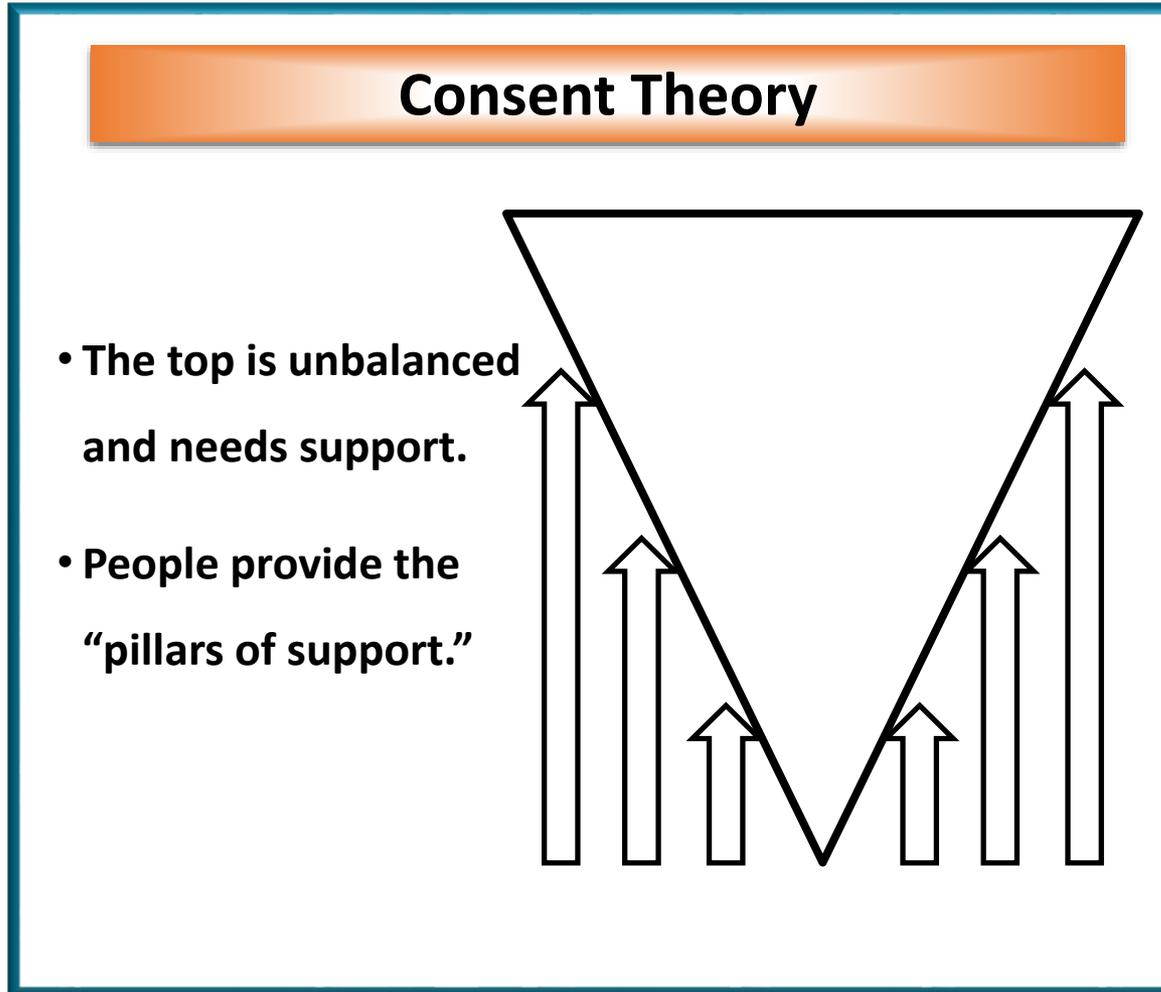
If we are unable to pinpoint the sources of “isms” and “ics”, how can we explain???

- **The achievement gap**
- **The school to prison pipeline**
- **Discipline disproportionality**
- **Unequal representation in AP/Honors**
- **Disproportionate SPED Designation**
- **Lack of representation in curriculum**
- **Lack of workforce Diversity**

Traditional vs. Consent Theory



Traditional vs. Consent Theory



Peggy McIntosh: *“Unpacking the Invisible Knapsack”*

White Privilege:

White privilege, specifically, is an institutional set of unearned benefits granted to White people. McIntosh characterizes White privilege as "an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious" (p. 10). She likens it to "an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks."

White Privilege: Unpacking the Invisible Knapsack (1989), Peace and Freedom Magazine, July-August, 1989, pp. 10-12, Women's International League for Peace and Freedom, Philadelphia, PA.

No! It is not the only form of privilege

The Word 'Caucasian'

Caucasian (1795):

“I have taken the name of this variety from Mount Caucasus, both because its neighborhood, and especially its southern slope, produces the most beautiful race of men....”



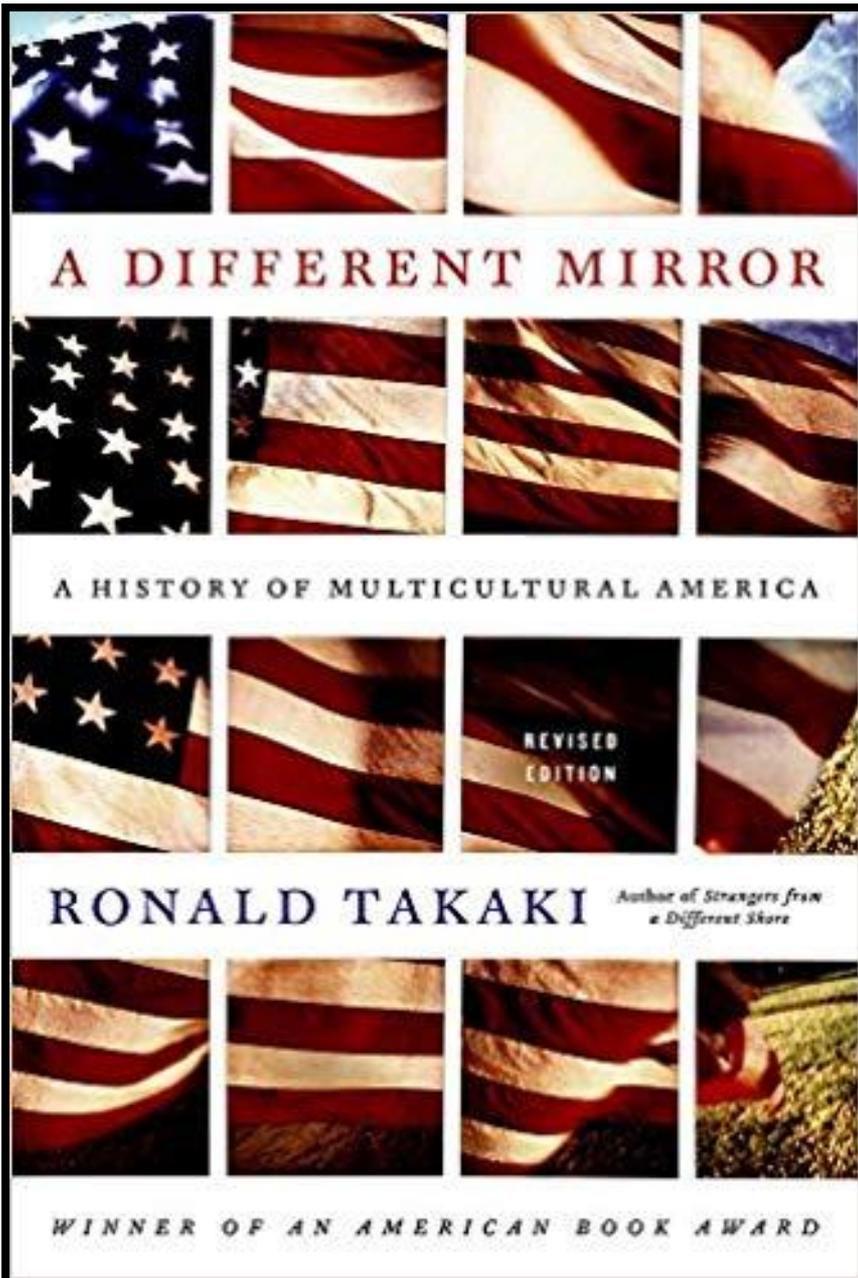
Johann Friedrich Blumenbach
De Generis Humani Varietate Nativa
(On the Natural Variety of Mankind)

Pair-share:

How could this quote potentially be a foundation for privilege and be a cause to current issues around racial identity and racial perceptions?

The Almighty Dollar!





THE CLASSIC NATIONAL BESTSELLER

HOWARD ZINN

~ A ~

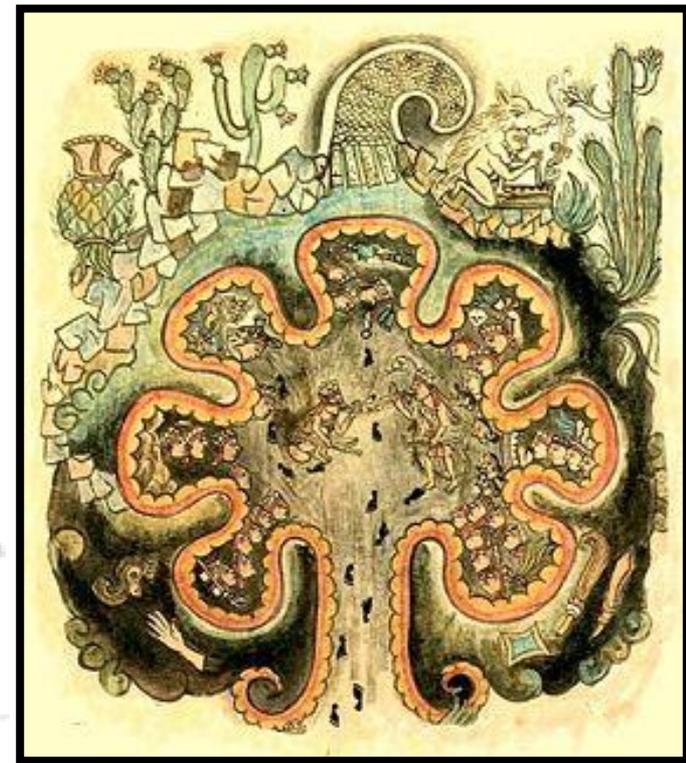
PEOPLE'S
HISTORY
OF THE
UNITED
STATES

WITH A NEW INTRODUCTION BY ANTHONY ARNOVE

"Historians may well view it as a step toward a coherent new version of American history." —Eric FONER, *New York Times Book Review*

Aztlan (1100 AD – 1300 AD)

- Real or Mythical
- “Place of Whiteness”
- “Place of the Heron”
- 7 tribes, 7 caves
- Mythical or Natural Migration



- Aztec homeland
- Aztec = “People of Aztlan”
- Documented in Aztec Codex
- Chicano movement, La Raza Unida, Brown Berets, MEChA
- “They were her first!”

Narváez expedition (1527-1536)

- Spanish expedition
- Santo Domingo – Mexico City
- Convert or prepare for war
- 4/600 Survived expedition
- “Still here first!”



Álvar Núñez Cabeza de Vaca



Manifest Destiny (1800s)

Bear Flag Revolt (1846):



★ 1810 or 1821

★
9/16 or 9/27 ★

Greaser Act
Mexican Miners Tax



“This is a great country, the most peaceful and quiet country in the world...good bread, excellent meat, tolerable fish.”

Governor Diego de Borica

“los osos”

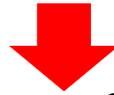
“My own experience has taught me that the lower class of Mexicans are docile, faithful, good servants...They have been ‘peons’ for generations...it is their natural condition.”

Sylvester Mowry

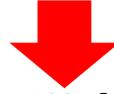
Lemon Grove Incident (1931)

Timeline:

Plessy v. Ferguson (1896)



Alvarez v. Lemon Grove School District (1931)



Bliss Bill (1931)



Mendez v. Westminster School District (1946)



Brown v. Board of Education (1954)



Cisneros v. Corpus Christi School District (1970)

What was going on in the United States at this time?

Bracero Program (1942-1964)

A-TEAM (1965)

20,000 High School Students

“They can do the work.”

“They are entitled to a chance at it.”

Secretary of Labor W. Willard Wirtz

“You go out in the field, and the first ray of sun comes over the horizon. Everyone looked at each other, and said, ‘What did we do?’

High School Student

“We worked three days and all of us are broke”

High School Student

What was going on in the United States at this time?

COINTELPRO (1956-1971)

“expose, disrupt, misdirect, discredit, or otherwise neutralize...”

Directives

- Create a negative public image for target groups
- Break down internal organization by creating conflicts
- Create dissension between groups
- Restrict access to public resources
- Restrict the ability to organize protest
- Restrict the ability of individuals to participate

Methods

- Infiltration
- Psychological warfare
- Harassment via the legal system
- Illegal force
- Undermine public opinion

“...protecting national security, preventing violence, and maintaining the existing social and political order.”

North American Free Trade Agreement (1994)

DECLINE IN UNION MEMBERSHIP IMPACTS U.S. LATINOS

9% Only nine percent of Latino workers are members of unions.²⁶

18% A unionized Latino worker makes **18 PERCENT MORE** than a non-unionized Latino worker.

A unionized Latino worker is more likely to have **health insurance coverage** and **a retirement plan.**²⁷

Sources: Center for Economic and Policy Research; U.S. Bureau of Labor Statistics, Union Members Summary

Sources: National Employment Law Project; U.S. Bureau of Labor Statistics, Current Population Survey

Household

Asian

White

Hispanic

Black

Maquiladoras

**DO
WORK**

**Are You
Contributing**

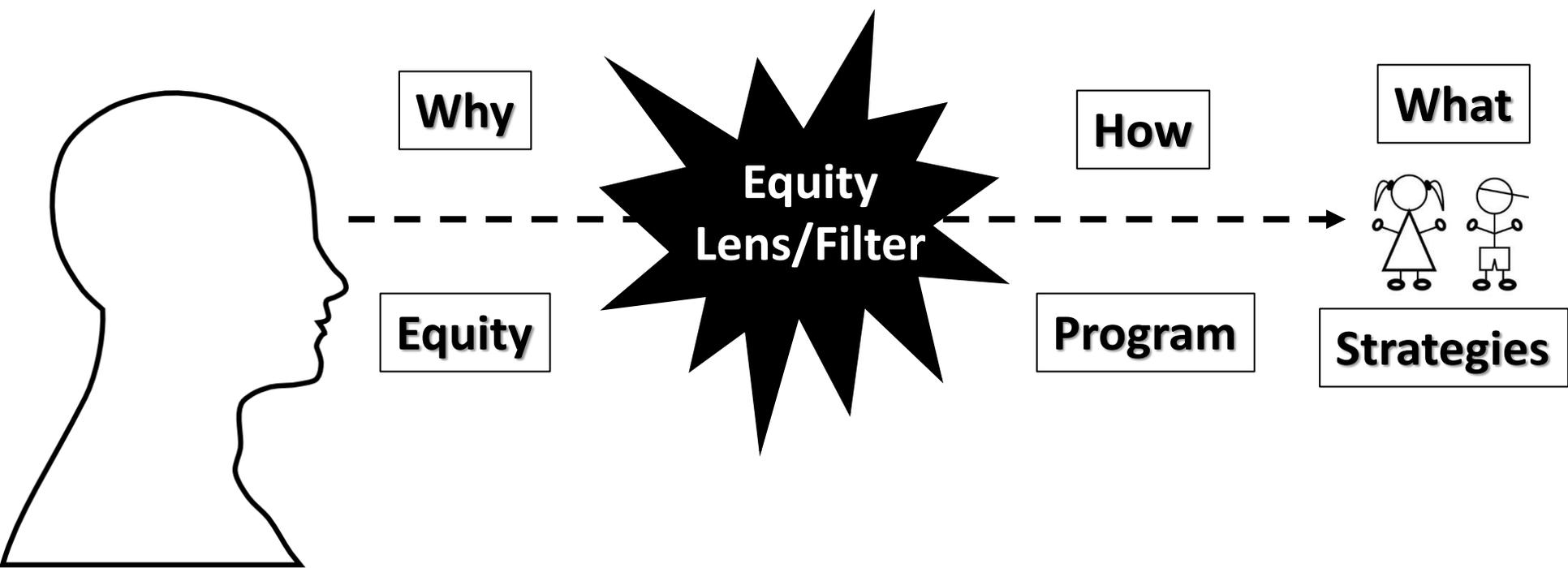


Committed?

What drives the change?



Process Before Product



Managing Complex Change

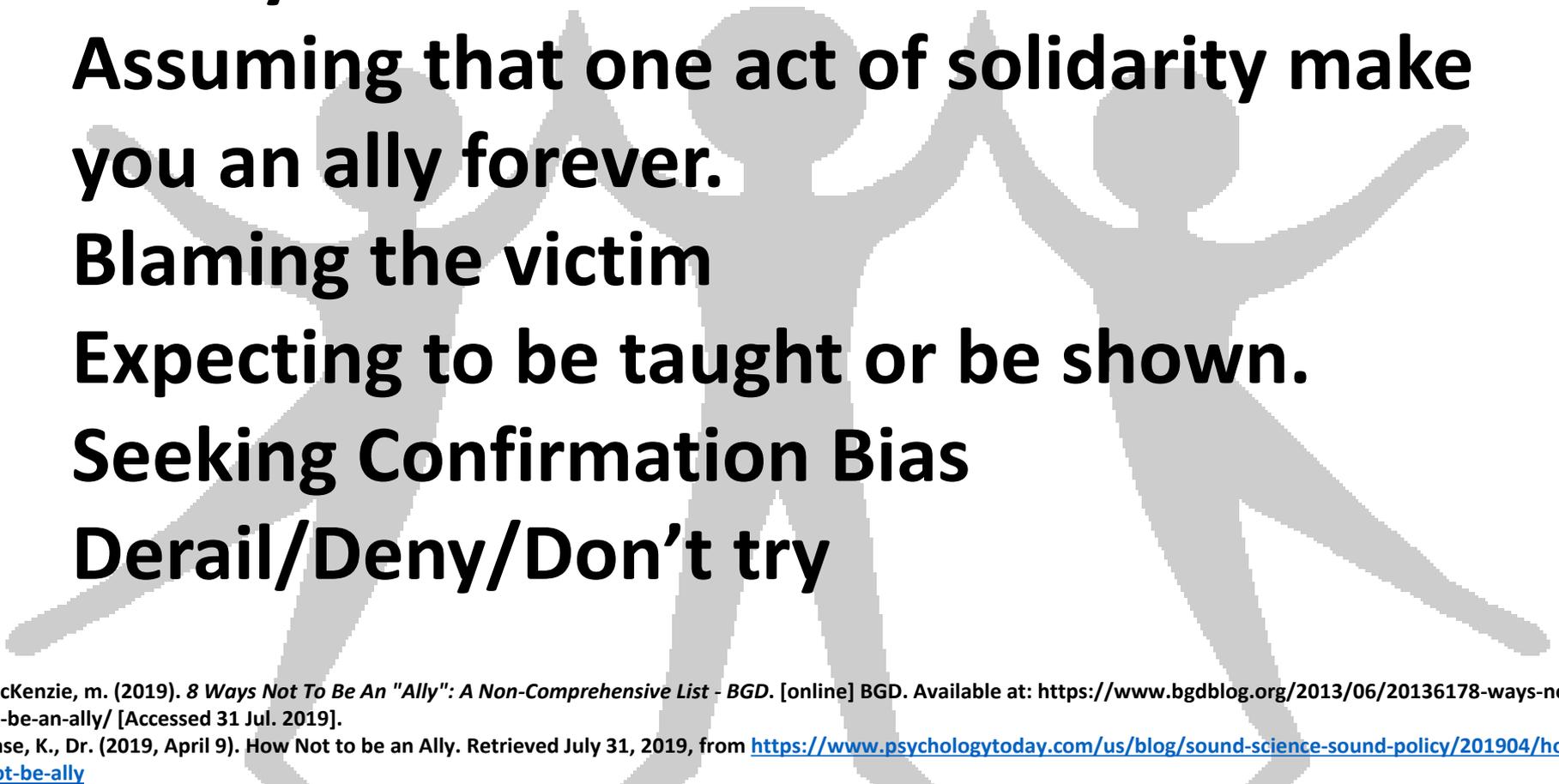


Why This Work Often Fails...

- 1. Ignorance**
- 2. Shock and awe**
- 3. Avoid the pain**
- 4. Lack of continuity and consistency**
- 5. “Too political”**



How Not to be an Ally...

- Denial that others' experiences are different from your own.
 - Assuming that one act of solidarity make you an ally forever.
 - Blaming the victim
 - Expecting to be taught or be shown.
 - Seeking Confirmation Bias
 - Derail/Deny/Don't try
- 

• McKenzie, m. (2019). *8 Ways Not To Be An "Ally": A Non-Comprehensive List - BGD*. [online] BGD. Available at: <https://www.bgdblog.org/2013/06/20136178-ways-not-to-be-an-ally/> [Accessed 31 Jul. 2019].

• Case, K., Dr. (2019, April 9). How Not to be an Ally. Retrieved July 31, 2019, from <https://www.psychologytoday.com/us/blog/sound-science-sound-policy/201904/how-not-be-ally>

• Guide to Allyship. (n.d.). Retrieved July 31, 2019, from <http://www.guidetoallyship.com/>

Be Aware of Microaggressions:





**Beware of the
'ic' and 'ism' of
low
expectations!**



**Beware
Of
Zonkeys!**

Keeping it personal

How to have a “difficult” conversations around Equity?

1. Questions: Statements generate resistance, questions generate answers. **“Why would you say that?”**
2. Most people would say they believe in equality. Create cognitive dissonance. **“I’m surprised that you would say that because...”**
3. Address your feelings rather than the behavior of others. It’s difficult to argue someone else’s feelings. **“It make me uncomfortable...”**
4. Be respectful rather than self-righteous.

