

**PLACE MATTERS**  
**Design Lab 9**  
**Structural Racism and Health Inequities**

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Wayne County, Michigan  
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**Framework Overview**

- Structural Racism, Social Determinants of Health and Health Outcomes
- Communications can address root causes
- Power, Privilege and Difference
- Systematically Breaking Down the Institutionalization of Racism and Eliminating it or Interrupting It

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**Guidelines**

- “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 of personal sharing and opinions

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## Assumptions and Definitions: Structural Racism

- System of policies, practices, historical factors and cultural representations that reinforce and perpetuate racial inequity; "blind interaction"; history + privileges of Whiteness + disadvantages of "color +time; feeds on the unconscious
- Monoculturalism
- Systemic Oppression
- Privilege/Disparity
- Institutionalized in Three dimensions and Four Levels
- Old-Fashioned Racism (overt)
- Modern Racism (covert/unintentional)
- Internalized Racism
- Non-blaming/Responsibility

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## Three Dimensions of Change

Individual and Organizational

**Thinking**  
 Concepts What  
 Linkages Why  
 Strategies How

**Feeling**  
 Process  
 Emotions  
 Environment

**Doing**  
 Expectations  
 Actions  
 Results

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## Multicultural Process of Change

**Process of Change (at all levels)**

•Recognize  
•Understand  
•Appreciate  
Differences

**Monoculturalism**  
 Systemic Oppression  
 Structural "Isms"  
 "Melting Pot"  
 Assimilation; Exclusion

**"Emancipatory Consciousness"**  
 Social/Economic Justice

**Pluralism**  
 "Salad Bowl"  
 Diversity, Inclusion & Equity

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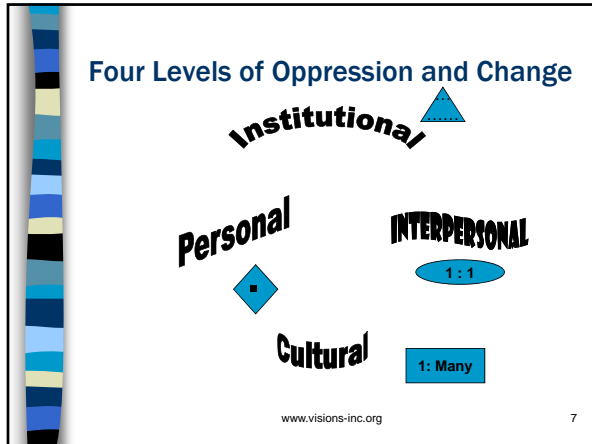
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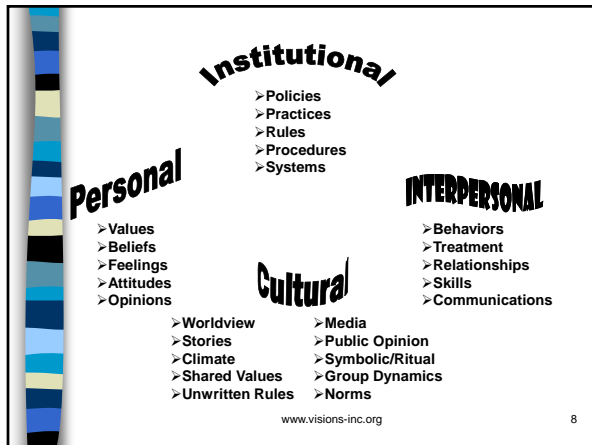
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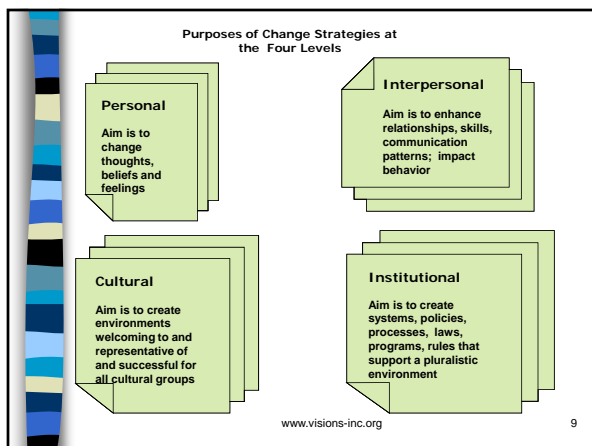
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<p><b>NON-TARGET</b></p> <ul style="list-style-type: none"> <li>■ Old Fashioned "ISMS"</li> <li>■ Modern "ISMS"             <ul style="list-style-type: none"> <li>- use by <u>non-target</u> of non-"ism" related reasons for continuing to deny equal access to opportunity (e.g., use by whites of non-race related reasons... "it's not the blacks, it's the buses")</li> <li>- well-intentioned, sometimes subtle behaviors, that continue the historical power imbalance</li> </ul> </li> </ul>	<p>→</p>	<p><b>TARGET</b></p> <ul style="list-style-type: none"> <li>■ Survival Behaviors</li> <li>■ Internalized Oppression (IO)             <ul style="list-style-type: none"> <li>- internalizing attitudes about inferiority or difference by <u>targets</u></li> <li>- the reaction to unhealed mistreatment over time</li> </ul> </li> </ul>
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### Modern "ISM and Internalized Oppression Theory

<p>■ MODERN "ISM" BEHAVIORS</p> <ul style="list-style-type: none"> <li>- Rescuing</li> <li>- Blaming</li> <li>- Avoiding</li> <li>- Denying the Differences</li> <li>- Denying the Impact of the Differences &amp; the 'isms</li> </ul>	<p>■ INTERNALIZED OPRESSION BEHAVIORS</p> <ul style="list-style-type: none"> <li>- System Beating</li> <li>- Blaming</li> <li>- Anti-(white, male...) Avoiding</li> <li>- Denying my target group</li> <li>- Denying the Impact of my Differences &amp; the 'isms</li> </ul>
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### Alternative Behaviors for Modern "ISM" and Internalized Oppression Behaviors

<ul style="list-style-type: none"> <li>■ Helping             <ul style="list-style-type: none"> <li>- instead of <i>Rescuing</i></li> </ul> </li> <li>■ Problem Solving/Responsibility             <ul style="list-style-type: none"> <li>- instead of <i>Blaming</i></li> </ul> </li> <li>■ Make Mutual Contact             <ul style="list-style-type: none"> <li>- instead of <i>Avoiding</i></li> </ul> </li> <li>■ Notice Differences             <ul style="list-style-type: none"> <li>- instead of <i>Denying Differences</i></li> </ul> </li> <li>■ Learn, Ask about, Notice the Impact             <ul style="list-style-type: none"> <li>- instead of <i>Denying the Impact</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Confront/Speak Up             <ul style="list-style-type: none"> <li>- instead of <i>System Beating</i></li> </ul> </li> <li>■ Take Responsibility for my part             <ul style="list-style-type: none"> <li>- instead of <i>Blaming</i></li> </ul> </li> <li>■ Share Information/ Make Contact             <ul style="list-style-type: none"> <li>- instead of <i>Avoiding</i></li> </ul> </li> <li>■ Notice and Share Information about My Differences &amp; Culture             <ul style="list-style-type: none"> <li>- instead of <i>Denying my target group</i></li> </ul> </li> <li>■ Notice, Ask and Share Info about the impact of the "ism on me and my target group             <ul style="list-style-type: none"> <li>- instead of <i>Denying the Impact</i></li> </ul> </li> </ul>
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Types of Oppression	Variable	Non-Target Groups	Target Groups
Racism	Race/Color	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women/Transgender
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level Place in Hierarchy	Formally Educated Managers, Exempt, Faculty	Informally Educated Clerical, Non-Exempt, Students
Religious Oppression Anti-Semitism	Religion	Christians, Protestants	Muslims/Catholics, Others Jews
Militarism	Military Status	WW I & II & Gulf War Veterans	Vietnam Era Veterans
Ageism	Age	Young Adults	Elders (40+ by law) Children
Adultism	Age	Adults	
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual, Transgender
Ableism	Physical or Mental Ability	Temporarily Able- Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English VISIONS Inc.	English as a Second Language; Non-English

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### Target/Non-Target Activity:

Your Target Group Identities

- Which target groups are you or have you been a member of? Circle all that apply.
  - People of color
  - Support staff/supervisees
  - Poor/working class
  - Informally or less formally educated
  - Women/transgender
  - Jews/Muslims/Catholics/Jehovah's Witness, not Christian/Protestant
  - Elders (40+)
  - Children
  - Lesbian, Gay, Bisexual, Transgender
  - People with disabilities
  - Vietnam vets
  - Immigrant
  - 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.
- What are some of the ways that you experience inequality and exclusion as a member of that same target group?

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### Target/Non-Target Activity:

Your Non-Target Group Identities

- Which non-target groups are you or have you been a member of? Circle all those that apply.
  - White/Caucasian
  - Management/Supervisors
  - Formally or "more" educated
  - Men
  - Protestants
  - Young persons/children
  - Adults/Middle-aged persons
  - Heterosexual
  - Temporarily able-bodied people
  - English as a first/ dominant language
  - Middle/Owning Class
  - US passport/born
  - WWI, Korean, Gulf War vets
- What are some strengths that come from your experiences as a member of one of the non-target groups you circled?
- Now, describe a time you were treated "better than" because of your membership in that same non-target group. (privilege)
- Now, describe time when you found yourself treating a person in the corresponding target group as "less than" (may have been intentional or unintentional, conscious or unconscious or as bystander).
- Describe one painful cost or negative consequence of being in that non-target group.

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### Intra-cultural Group Debrief

- Create a triad with at least one person of a different race; *each person answer all three items* – then move to next person --
  - Share one appreciation of the other race group's output
  - One learning about myself
  - One learning about eliminating racism

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### Getting Closure:

- Appreciations
- Regrets
- Anything else needed to be finished for now

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