

# Biased to Brave: A Radical Reorientation of Our Consciousness

*Facilitate by:*

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***Bias to Brave* is an online course designed to engage participants in meaningful discussions and interactive activities to bring awareness to innate biases. *Bias to Brave* aims to awaken participants' senses and radically reorient their consciousness. This introductory course adopts a holistic approach to equip participants with practical tools so they can bravely confront and dismantle oppressive systemic barriers.**

**If you're treated a certain way you  
become a certain kind of person.  
If certain things are described to you  
as being real they're real for you  
whether they're real or not.**

*James Baldwin*

# TODAY'S AGENDA

- Reminders (2 minutes)
  - Ground Rules
  - Communication Agreements
- Definition: Marginalize
- Watch Video
- **Color Blind Society** vs **Color Blindness** vs **Multiculturalism**

# WHO'S PAYING? THE COSTS OF BEING MARGINALIZED

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# GROUND RULES

- Declare this setting as a “safe place” to discuss a challenging topic.
- Get comfortable with being uncomfortable.
- Be honest with yourself.
- Be brave enough to say the “*wrong thing*” that may hurt, offend, or insult.
- Be strong enough to not be easily offended.
- Say “*ouch*” if something is said that hurts.
- Participate. We learn by doing.
- I facilitate. I am the ‘*guide on the side*’; NOT the ‘*sage on the stage*’
- RELAX! We are here to learn, not JUDGE.

# Communication Agreements

1. We will speak for ourselves and allow others to speak for themselves, with no pressure to represent or explain a whole group.
2. We will listen with resilience, “hanging in” when something is hard to hear.
3. If tempted to make attributions about the beliefs of others (e.g., “You just believe that because...”), we will instead consider asking a question to check out the assumption we are making (e.g., “Do you believe that because...?” or, “What leads you to that belief?”)
4. We will share airtime and participate within the suggested timeframes.
5. We will not interrupt except to indicate that we cannot or did not hear a speaker.
6. We will assume good intentions without ignoring impact.
7. We will keep in mind that understanding and agreeing are not the same thing.
8. What is shared here stays here; what’s learned can leave.

# MARGINALIZE

- To relegate to an unimportant or powerless position within a society or group.
- When you push people to the edge of society by not allowing them a place within it, you *marginalize* them.
- A society that labels certain people as outside the norm — weird, scary, hateful, or useless — marginalizes those people, edging them out.
- Since the late 1920's *marginalize* has referred not to a literal edge, but to a powerless position just outside society.

<https://www.vocabulary.com/dictionary/marginalize>

# COLOR BLIND VIDEO

# COLOR BLIND SOCIETY

“A **color blind** society, in sociology, is one in which racial classification does not affect a person's socially created opportunities. Such societies are free from differential legal or social treatment based on their race or color. A color blind society has race-neutral governmental policies that reject discrimination in any form in order to promote the goal of racial equality. This ideal was important to the Civil Rights Movement and international ant-discrimination movements of the 1950s and 1960s.”

Ansell, Amy E. (2008). "[Color Blindness](#)". In Schaefer, Richard T. (ed.). *Encyclopedia of Race, Ethnicity, and Society*. SAGE Publications. pp. 320–322. [ISBN 978-1-45-226586-5](#).

# COLOR BLINDNESS

- Racial ideology
- **Posits:** Best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity.
- Amounts to a dismissal of the lived experiences of people of color
- suggests that racism does not exist so long as one ignores it.
- It serves as a device to disengage from conversations of race and racism entirely.

<https://fitchburgstate.libguides.com/c.php?g=1046516&p=7616506>



“A colorblind approach allows us to deny uncomfortable cultural differences.”

# WHAT DOES COLOR RACIAL COLORBLINDNESS LOOK LIKE?

- I don't see color. I just see people.
- We're all just people.
- I don't care if you're black, white, green, or purple-polka-dotted!
- #AllLivesMatter

*<https://fitchburgstate.libguides.com/c.php?g=1046516&p=7616506>*

# MULTICULTURALISM IS BETTER THAN BLINDNESS

- Research has shown that hearing colorblind messages predict negative outcomes among Whites, such as greater racial bias and negative affect; likewise, colorblind messages cause stress in ethnic minorities, resulting in decreased cognitive performance.
- The alternative to colorblindness is **multiculturalism**
  - an ideology that *acknowledges, highlights, and celebrates ethnoracial differences*.
  - It recognizes that each tradition has something valuable to offer.
  - It is not afraid to see how others have suffered as a result of racial conflict or differences.

<https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism>

# HOW TO BECOME MULTICULTURAL?

- Recognize and value differences
- Teach and learn about differences
- Foster personal friendships and organizational alliances

*<https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism>*

# OVERVIEW OF SOCIO-PSYCHOLOGICAL “HURDLES”

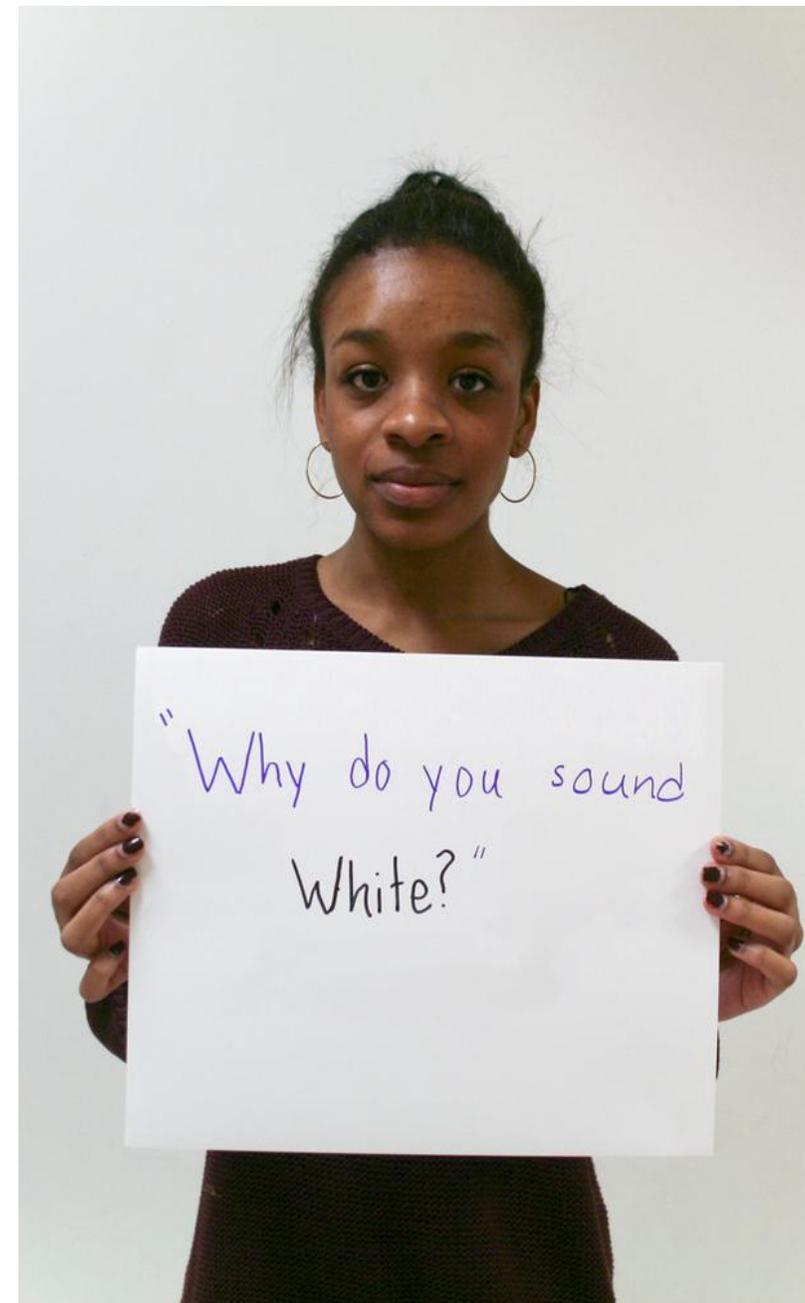
- Micro-aggression Theory
- Racial Battle Fatigue
- Impostor Syndrome
- Stereotype Threat

# MICROAGGRESSION THEORY (MT)

A social theory that describes *social* exchanges in which a member of a dominant culture says or does something, often **accidentally**, and **without intended malice**, that belittles and alienates a member of a marginalized group.

# MICROAGGRESSIONS

<https://www.youtube.com/watch?v=o-nS8wgQNRk>



# RACIAL BATTLE FATIGUE (RBF)

- Stress and anxiety caused by constantly dealing with both overtly racist actions and subtle references to one's race.

*“Students of African descent constantly worry, have trouble concentrating, become fatigued, and develop headaches when navigating personal and professional spaces that have historically favored white.”*

(Smith, WA, Challenging Racial Battle Fatigue, University of Utah)

# IMPOSTOR SYNDROME (IS)

A **psychological phenomenon** in which people are unable to internalize their accomplishments.

**Despite external evidence** of their competence, *those with IS*, remain convinced that they are *frauds* and *do not deserve* the success they have achieved.

Proof of success is **dismissed** as luck, timing, or a result of deceiving others into thinking they are more intelligent and competent than they **believe themselves** to be.

# STEREOTYPE THREAT (STT)

A situational predicament in which people *are or feel* themselves to be at risk of confirming negative stereotypes about their social group.



# STT STUDIES

Demographics	Performance Measure	Reference
White Males	Athleticism	Stone et al., 1999
White Males	Math Performance when compared to Asians	Aronson et al., 1999
Women	Mathematics	Brown & Josephs, 1999; Spencer et al., 1999; Inzlicht & Ben-Zeev, 2000; Marx & Roman, 2002; Schmader, 2002; Gresky et al., 2005; Wraga et al, 2007; McGlone & Aronson, 2006
Women	Engineering Problem Solving	Logel et al., 2009; Bell et al., 2003
Latinos	Intelligence	Logel et al., 2009; Bell et al., 2003
Low Socioeconomics	Intelligence	Croizet & Claire, 1998
Elderly	Memory	Levy, 1996
Asian women	Math performance when gender is emphasized over race/ethnicity	Shih, et al., 1999

# STT AND FEMALE ENGINEERING STUDENTS

“I can’t raise my hand and ask a question. All it takes is a couple of guys who deem it as a stupid question, and it’s not just that was a stupid question, it’s that girl is stupid.”

“I have to outperform people because I’m the minority. I have to prove that it’s okay that I am here...as a female, you need to be above average, because if you are average, you’re failing.”

“I have a tendency to **focus myself towards the male engineers**, and not the females. I think if we all get together in a group, **we just feel dumber** than all the guys that get together in a group. We want to be surrounded by these **people that we think are really smart** instead of surrounding ourselves with people that we think are the exact same that we are.”

“When a girl asks a question about homework due on Friday, I don’t pay as much attention. But when a boy asks a question, I take notes and feel that specific homework question must be difficult. The professor seems to reflect my feelings by his body language.”

# ACTIVITY

- Read the case scenario
- Answer discussion questions with your partner
- Share responses with whole groups

**HOW TO PERSEVERE.....**

# ENHANCE SELF-AWARENESS

- **conscious knowledge** of one's own character, feelings, motives, and desires
- having a **clear perception of your personality**, including *strengths, weaknesses, thoughts, beliefs, motivation, & emotions*
- the capacity for **introspection** and the **ability to recognize oneself as an individual** separate from the environment and other individuals

*Self awareness allows you to understand other people, how they perceive you, your attitude and your responses to them.*

# STRENGTHEN MENTAL TOUGHNESS

- a measure of individual **resilience** and **confidence** that *may* predict success in sports, education and the workplace
- **Mental Strength** = f (CORE BELIEFS and VALUES) = f (SELF AWARENESS)
  - ✓ strong self-esteem and self-confidence
  - ✓ strong determination
  - ✓ strong commitment
  - ✓ strong conviction
- **Strength of Will**
  - ability of the mind to control **thought** and **action**
  - ability to make choices **CONSCIOUSLY** (however difficult), harness our emotional energy, and use it to serve us by taking **APPROPRIATE** action
  - root of **determination**, **commitment** and **SELF-CONTROL**

Don't make a **permanent** decision for a **temporary** emotion.

# IMPROVE EMOTIONAL INTELLIGENCE (EI)

## □ the capability to:

- **recognize** your own and other people's emotions
- **discern** between different feelings and label them *appropriately*
- use emotional information to **guide thinking** and behavior
- manage and/or **adjust emotions** to adapt to environments or achieve one's goal(s)



# STRATEGIES TO IMPROVE EI

- practice observing how you feel
- pay attention to how you behave
- take responsibility for your feelings and behavior
- practice empathizing with yourself and others
- practice responding, rather than reacting
  - **reacting is an unconscious process**: experience an emotional trigger and behave in an unconscious way that expresses or relieves that emotion
  - **responding is a conscious process**: noticing how you feel, then *deciding* how you want to behave

# QUESTIONS/COMMENTS