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
Upside Down World

• Point: “Up”
• Point: “Down”
• “I’m feeling up today.”
• “I’m feeling down today.”
• “Uptown Girl”
Solar System

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uran
- Neptun
- Pluto
“Blue Marble”
Apollo 17
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/department-news/957/why-is-north-up-on-maps/
http://www.upside-down-maps.com/about.html
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.

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.”

Bias, Prejudice, Oppression

Fueling the Fire

Power
Privilege
Knowledge
Experiences

Bias ↓
Prejudice ↓
Oppression ↓
“ism” or “ic”
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

- Top orders bottom
- Not grassroots
- Does it exist?

Traditional vs. Consent Theory

- The top is unbalanced and needs support.
- People provide the "pillars of support."

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."
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 a cause to current issues around racial identity and racial perceptions?
The Almighty Dollar!
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):

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

“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

Greaser Act
Mexican Miners Tax

1810 or 1821
9/16 or 9/27

Mexican Newspaper

“los osos”
Lemon Grove Incident (1931)

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

"...board wanted a special school for the Mexican children."

Lemon Grove School Board

"He had a "language handicap" and needed to be "Americanized" before mixing with Anglo children."

"In Los Angeles...one can see the endless streets crowded with the shacks of illiterate, diseased, pauperized Mexicans...bringing countless numbers of American citizens into the world with the reckless prodigality of rabbits..."

Saturday Evening Post

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)**
Bracero Program (1942-1964)

<table>
<thead>
<tr>
<th>Year</th>
<th>Braceros</th>
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<tbody>
<tr>
<td>1942</td>
<td>4,203</td>
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<tr>
<td>1949</td>
<td>79,000</td>
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<td>1956</td>
<td>445,197</td>
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<tr>
<td>1964</td>
<td>179,298</td>
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</tbody>
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Bracero Agreement (1943)
- Sanitary housing
- Medical treatment
- Bathing facilities
- Transportation
- Wages equal to American farm workers
- Contracts written in Spanish.
- Can’t displace or used to reduce pay rate

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

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.”
When it comes to U.S. Foreign Policy, which is more important to you?
A. Human Rights
B. Profits


Purpose: Article 102

- Grant the signatories favored status.
- Eliminate barriers to trade.
- Facilitate the cross-border movement of goods and services.
- Promote conditions of fair competition.
- Increase investment opportunities.
- Protect and enforce intellectual property rights.
- Create procedures for resolution of trade disputes.

Establish a framework to expand the agreement’s benefits.

Area Pro Con

Trade
- Increased
  Jobs
- Created 5 million U.S. jobs
- 682,900 U.S. manufacturing jobs lost

Wages
- Average wages increased
- U.S. factories suppressed wages

Immigration
- Forced many Mexicans to cross the border

Workers
- Unions lost leverage. Mexican workers were exploited

Environment
- Mexican environment deteriorated

Food
- U.S. costs lower
- Mexican farmers went out of business

Services
- U.S. finance and health care exports increased
- Put Mexican companies out of business

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

Are You Contributing or Committed?
What drives the change?

Process Before Product

Why

Equity Lens/Filter

How

Program

What

Strategies
Managing Complex Change

Why?

- Vision
- Skills
- Incentives
- Resources
- Action Plan

- Change
- Confusion
- Anxiety
- Gradual Change
- Frustration
- False Starts

Knoster, T. & George, H. (2002) NASP Communiqué, 6
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

Be Aware of Microaggressions:
What is an Ally?

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…”

Flashy Words
by Shihan