



Antiracism Study Dialogue Circle (ASDIC)

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Who is ASDIC?

**Founded 2004. Nonprofit: 501.C.3. Board of Directors, Staff of Directors. Facilitators.
ASDICircle.org**

ASDIC Metamorphosis is a “community of practice,” an empowered, informed, and re-forming community who engages in dialogue and reflection toward eliminating racism within us and about us. With deepest compassion for who we are, and how we have come to be where we are, we seek to create just social patterns where hope, possibility, and true relationship can be realized.

Antiracist Transformation, we believe results from

- purpose-driven objectives that determine the content of the curriculum
- evidenced-based practices of dialogue and facilitation
- a philosophy of education that values reflection, critical analysis, emotional expression, and the transfer of learning into an action plan (praxis)
- a community (circle) of participants open to learning and being transformed by what they learn, evidenced in new ways of thinking and acting, first within the circle and then in other relationships and contexts
- a dialogue culture that communicates respect and acceptance, compassion and empathy



What do we do?

DEAI Workshops

Strategic Planning

Climate Assessment

Intercultural Inventory Assessment

Antiracism Study Dialogue Circles

Personal Coaching & Counseling

Diversity Training

Consulting

Who do we serve?

Faith Communities

Healthcare Institutions

Nonprofit Organizations

Educators/Universities

County, Regional, & State Bodies

Organizers/Activists

Corporations, Board of Directors, School Boards

ASDIC Model of Transformation: A Theory of Change

Principles and Assumptions

Humans:

- Relational, interdependent, co-constitutive
- Conditioned and limited by social context
- Altruistic & focused on common welfare
- Capacity to think, choose, plan, and change

Transformation:

- *Praxis* is the vehicle of transformation: Cycle of *observing* (seeing, hearing, and experiencing a lived reality, examining data of a situation), *judging and grieving* (social analysis and moral/theological reflection, reassessment, remorse, denunciation, resolution), and *acting* (planning and carrying out actions aimed at transforming the social structures that contribute to suffering and injustice).

Methodology

Sustained Dialogue:

- Experience of being heard and understood even as one's views change
- Being a resource for others as a "looking-glass"
- Storytelling with reframing/redefining/new meanings developed and recognized, offering alternative futures through hearing of multiple stories within the room
- Dialogue as searching - the practice of truth-telling; of living with questions and of searching for what we do not know; of experiencing, exploring, deconstructing and reconstructing cultural symbols through storytelling and social analysis
- Mutual influence, support, feedback, encouragement
- Revealing one's self—leading to the revealing of truths/understandings within the other.
- Experience of creating a new social reality

Facilitation:

- Nonjudgmental, empathic, active listening
- Invitation to self-explore openly in safety
- Communicating empathy, warmth/caring, respect, genuineness, concreteness, self-disclosure, confrontation / alternative perspective, and immediacy
- Encouragement to challenge, self-critique, interrogate, and shift perspective on self and others
- Butterfly holds innate potential for actualization but must pass through several stages toward transformation. Facilitators aid and abet or stifle the process of becoming.

Consciousness Raising

Observation and Study:

- History—key events, acts, decisions, policy, and laws constituting legacy of systemic racism
- System of control, domination, exploitation, and conferral of rights privileging whites
- Patterns of behavior, valuing, and thinking & of ordering social life based on white supremacy
- Mechanics of social construction of "reality" & of its normalization in cultural and systemic racism supporting social structure
- Socialization & racial framing
- Issues of "right relationship"
- Principles and requirements of restorative justice
- How/why implicated

Reflection and Judgment:

- Moral and empathic assessment of justice claims
- Acknowledgement of cognitive and emotional dissonance
- Personalization & internalization of the impact and cost of racism
- Indignation/outrage and sense of loss
- Mourning & grieving—remorse
- Acceptance of a personal and collective responsibility and duties
- Commitment to turning around to repair the breach
- Accountability to— & for—
- A new mind-set—seeing with new eyes and acting differently

Ongoing Commitments

Action—Internal and External:

- | | | |
|--------------|---------------|-----------------|
| • Reflection | • Learning | • Response |
| • Study | • Questioning | • Truth-telling |
- Disinvestment—concretely and emotionally
 - Persistent engagement with and resistance to oppressive forces
 - Re-forming of self and society
 - Acknowledgement that self is at the center of these commitments
 - Coalition and community building toward just relationship

New Learning:

- Emotional responsiveness: empathy, caring, feeling
- Direct, face to face experience with openness to cross-cultural and cross-racial relationship
- Double consciousness—empathic understanding
- Recognition of and resistance to ongoing, persistent social forces reconstituting white supremacy
- Recognition and vigilance of re-emerging patterns of racism
- Language to uncover, name, analyze, and re-frame/testory one's life
- Recognition of right to re-define self and choose a preferred future
- Counter-normative ways to be in relationship
- Ability to articulate the personal and social costs of racism
- Ways to create "Beloved Community" and engage in collective work
- Reasons for hope, optimism, action, and untiring struggle



Mission

- Fostering wholeness
- Spinning webs of relationships
- Untangling knots of oppression

Collective Actions:

- Image of a school of fish—individual autonomy and integrity in the service of the whole, sensing and interacting to achieve coherent, unified action
- Creation of Antiracism Teams at workplace, school, and place of worship
 - Personal and institutional assessment with follow-up action plan
 - Collective support for targeted education on issues and institutional policy change
 - Commitment to monthly gatherings of the Circle group and quarterly gatherings of the family of antiracism Circles

Example:

- 2008 Annual Meeting of the Minnesota Conference of the United Church of Christ:
- A Resolution Regarding the State of Minnesota's 150th Anniversary and the Establishing of Ongoing Relationships with Minnesota Native American Communities.

Individual Actions:

- Creation of individual action plans:
- Identify personal objectives contributing to combating racism and promoting racial justice, two action agendas, steps necessary to achieve the agendas, indicators of having achieved the agendas
- Identify a partner or witness to the Action Plan as a measure of accountability

SW Conference & ASDIC Partnership

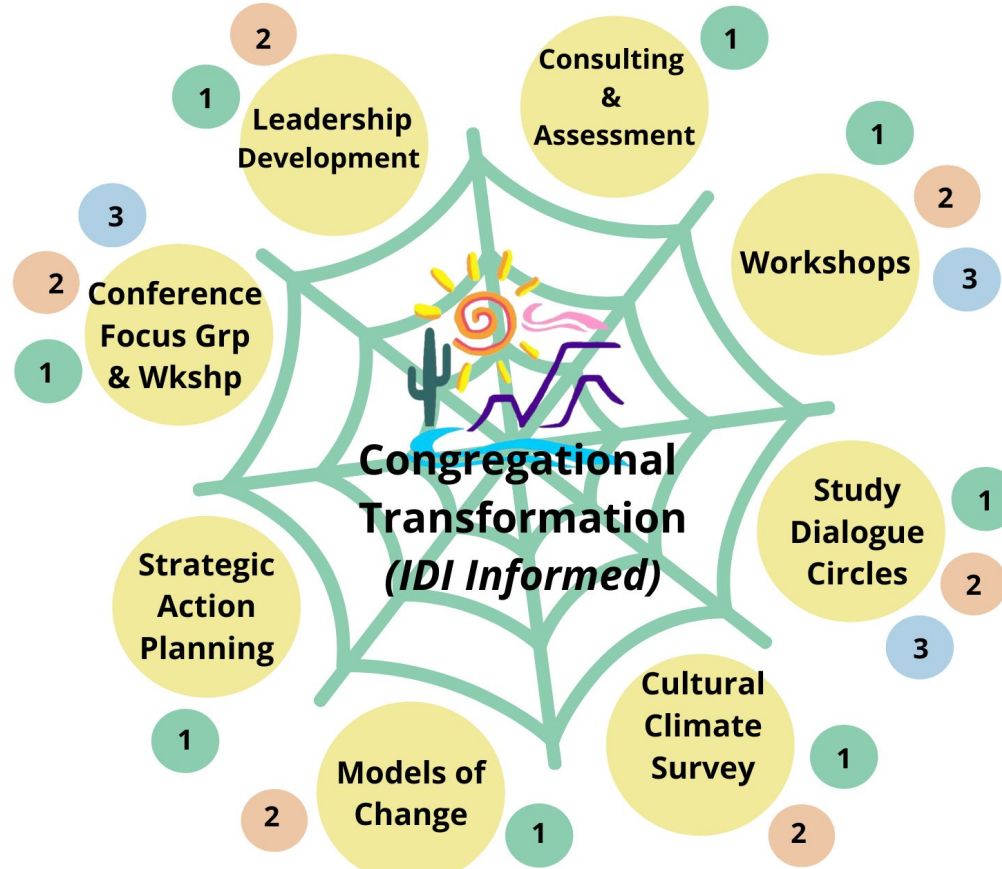


Antiracism Weaving Visual

Group 1: SWC Leadership Team (44)

Group 2: Congregational Leaders (Clergy, Moderators)

Group 3: Congregations in the SW Conference



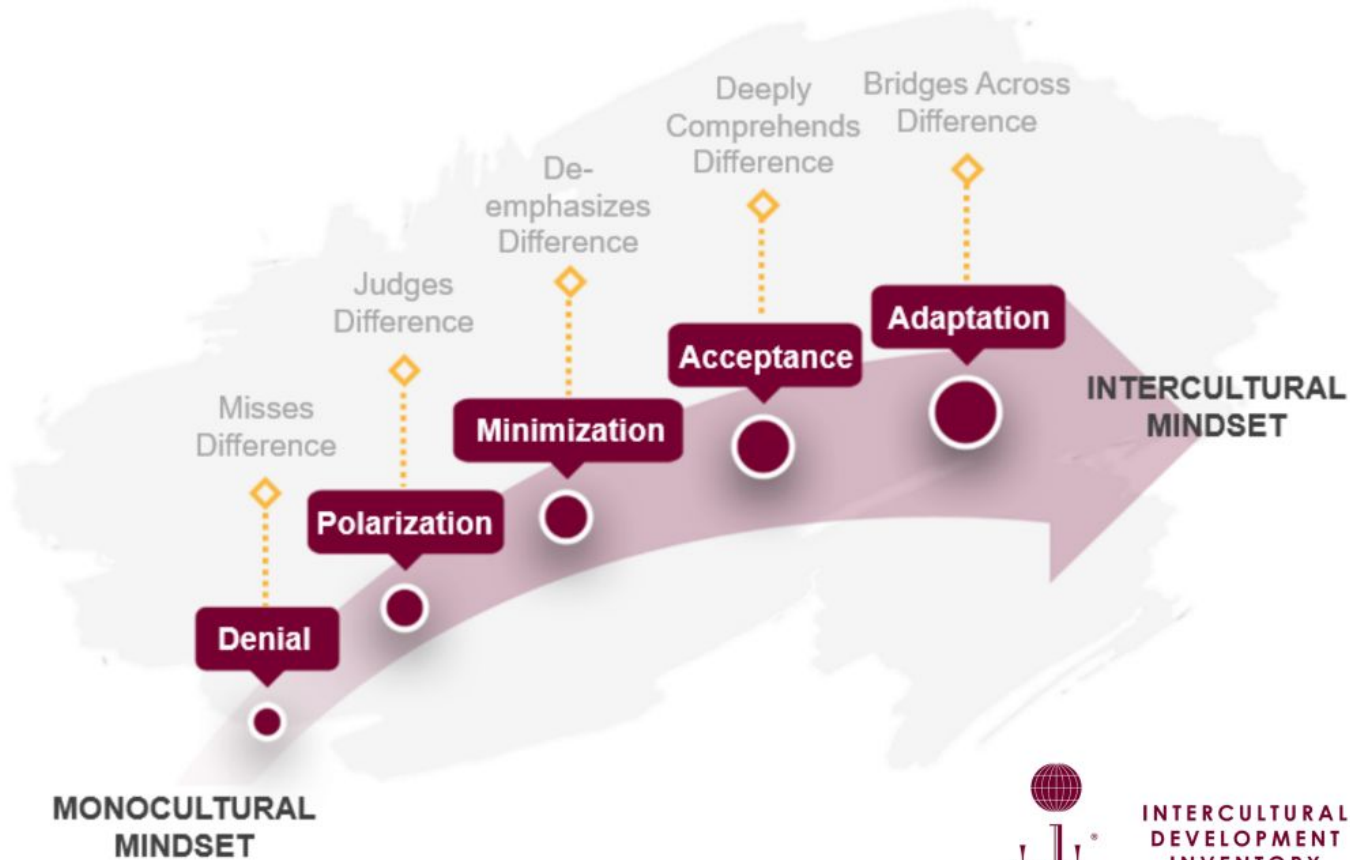
YEAR 1 FOCUS: Grounding of Core Issues through Personal Assessment & Dialogue

YEAR 2 FOCUS: Institutional Assessment, Development, and Change



“Understanding culture is the foundation - the starting point - for all intercultural efforts. It is the most difficult concept to find widespread agreement on, yet it is central to everything”—Mitchell R. Hammer, Ph.D.

Intercultural Development Continuum (IDC™)



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INTERCULTURAL
DEVELOPMENT
INVENTORY



Intercultural Development Continuum (Explanation)

	DENIAL	POLARIZATION	MINIMIZATION	ACCEPTANCE	ADAPTATION
ORIENTATION					
BEHAVIORS	Disinterest Avoidance Distance Broad stereotypes Limited experience	Us vs. Them Defense Superiority Division	Similarities Universalism "Go along and get along"	Appreciation Commonality Curiosity Self-reflection Evaluation	New Perceptions New Behaviors New Practices Bridging Learning
IMPLICATION	Cultural diversity feels ignored	Cultural diversity feels uncomfortable	Cultural diversity feels "not heard"	Cultural diversity feels understood	Cultural diversity feels valued and involved
GOAL	Expose to cultural differences	Notice cultural commonalities	Notice cultural differences	Learn to bridge differences	Manage frustration with people in other orientations

What is the IDI?

Assessment of Intercultural
Competence developed by Mitchell
Hammer and Milton Bennett (1986)

IDI Inventory

- Assessment is comprised of **50 online questions**
- Measures your perception of your intercultural competence (**Perceived Orientation**) and how you actually navigate cultural differences (**Developmental Orientation**)
- Tested extensively for reliability and validity

IDI Report

- Contains Intercultural Development Planning with suggested activities and reflections

Qualified Administrator (QA) Consultation

- An IDI trained administrator interprets findings and gives individual and group feedback
- QA provides consulting and training towards greater intercultural competency

Themed Workshops

Set 1: Denial, Polarization, Minimization

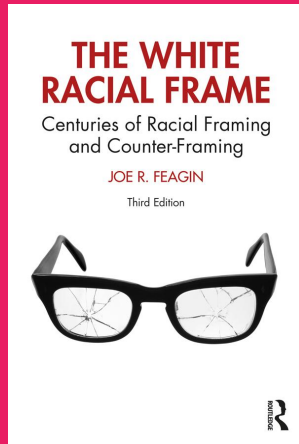
- (1) Encountering Difference
- (2) Encountering Ourselves- Encountering the Other
- (3) Telling and Perceiving the Story of Our Perceptions

Set 2: Acceptance and Adaptation

- (1) Cross-Cultural Communication & Inclusivity [Inter-Ethnic and Cross-Cultural/Racial]
- (2) Mediation of Conflict & Difference
- (3) The Doctrine of Discovery & Legacy of Colonialism



ASDIC Study Dialogue Circles (Group 1 & 2)



ASDIC Full Curriculum: Session agenda with objectives, themes, opening reflection, videos and graphics, and selected readings.

Ten Sessions (35 hrs)
ASDIC Manual of 250-350 pages

Curriculum includes:

Doctrine of Discovery.

Native American. Hispanic/Latino. Asian readings.

History. Colonization. Socialization.

Social Construction of Race. Racism. Colorism.

Whiteness. Casteism. Bias and Microaggressions.

Racial Identity Models. Contrastive Spiritualities and Worldviews.

Cultural Analysis and Cultural Contrasts.

Intercultural Competence Across Cultures and

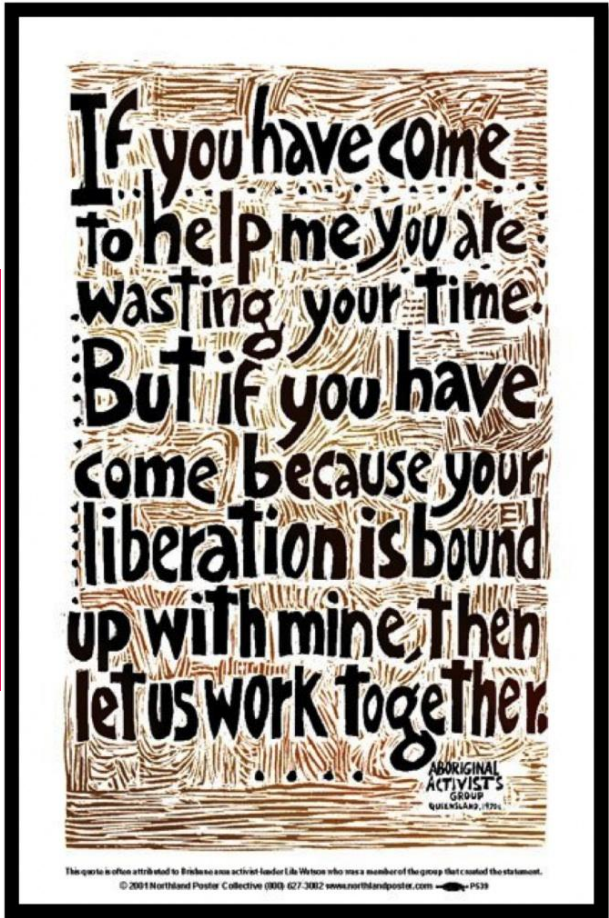
Differences including Cultural Patterns,

Communication Styles and Conflict Behavioral

Patterns. Models of Solidarity. Action Planning.



ASDIC
METAMORPHOSIS



Artist: Ricardo Levins Morales



Questions & Thank You

Contact Us:

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