

Healing Racism

Healing Touch
Association of
Canada

Virtual presentation

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Healing Racism OBJECTIVES

- Break the code of silence which maintains systemic racism by openly discussing advantages of white privilege and subsequent disadvantages to Indigenous and Visible Minorities.
- Understand how we can assess ourselves and our power and work to respect others and promote equity and inclusion.
- Move forward in creating a future in which all humans are valued and supported.



GUIDELINES FOR DISCUSSION

1. Open your heart and your mind. Extend kindness
2. Respect confidentiality
3. Expect to experience discomfort. Be willing to experience shame, vulnerability, anger, confusion, sadness, discomfort here and now
4. Take care of yourself (Breathe, be quiet, relax, step back, be with yourself, acknowledge overwhelming emotions, ask for support.
5. Listen deeply to what each person is saying.
6. Accept one another's reality



GUIDELINES FOR DISCUSSION


7. Allow others to learn what you already know.
8. Be present. Speak from your own experiences without shaming, disrespecting or being contemptuous of yourself or another person.
9. Acknowledge that though race is a social construct (i.e., not biologically real), it still has real-world implications.
10. Presenters will call on persons to share their thoughts.
11. Limit your comments to 2 minutes so all can share.
12. Avoid placing undue burden on people of color to educate you or expect one person to speak for all black or brown people. Racism is a White people's problem.



Pause

What made you interested in attending this presentation?

RACE

A social construct to justify racism historically. It is not based in genetics/biology. Humans share 99.9% same DNA 

RACISM


- Unfair treatment of people of one race to the benefit of people in another race
- Belief that certain people are superior to others e.g. white supremacists
- Not just about people saying mean things: whole systems & institutions function to maintain oppression
- Energetically racism is a **LOW VIBRATION**

Pause


Think back to the earliest time you realized you had a racial identity. It's okay if you don't remember all the exact details. Describe as much as you can about that experience.

What did this experience teach you to think about your own race? Write about those thoughts and feelings.

From THE RACIAL HEALING HANDBOOK PRACTICAL ACTIVITIES TO HELP YOU CHALLENGE PRIVILEGE, CONFRONT SYSTEMIC RACISM & ENGAGE IN COLLECTIVE HEALING (Anneliese A. Singh, PhD, LPC New Harbinger Publications, Inc.)



TRAUMA



- All people have been traumatized
- Settlers from Europe had experienced violence
- Dirty pain- when trauma is not addressed
- Clean pain- talking about issues, healing


(Menakem)

SELF HEALING - SELF CARE

- Work on racism = hard work
- Painful to suffer or to hear about people suffering needlessly
- **Support** is important
- Ongoing process, includes learning to deal with conflict
- Maintain a high vibration



5 ANCHORS




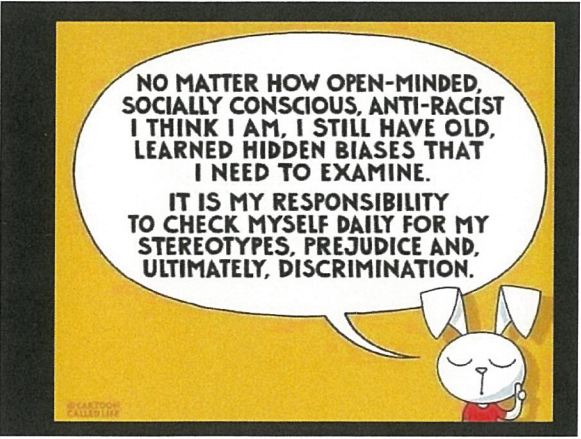
Resmaa Menakem

1. **SETTLE** - calm, soothe mind, heart, body
2. **NOTICE** - sensations, emotions, without reacting to them
3. **ACCEPT** discomfort, sit with, rather than trying to flee it
4. Stay **PRESENT**, feel ambiguity... experience uncertainty, Respond from best part of yourself.
5. Safely **DISCHARGE** energy (walk, exercise, shake it out)

- Share a story about a person from a different race
- What do you admire or respect about the person?

HIDDEN IMPLICIT BIAS

- negative unconscious prejudices, stereotypes, or beliefs
- expressed in real-life situations thru actions & attitudes
- has real-world implications

NO MATTER HOW OPEN-MINDED, SOCIALLY CONSCIOUS, ANTI-RACIST I THINK I AM, I STILL HAVE OLD, LEARNED HIDDEN BIASES THAT I NEED TO EXAMINE.


IT IS MY RESPONSIBILITY TO CHECK MYSELF DAILY FOR MY STEREOTYPES, PREJUDICE AND, ULTIMATELY, DISCRIMINATION.

Pause

- How often do you think about racism?
- How often have you been challenged/corrected by someone about how you identify racially?
- How often have you adjusted your behavior out of concern that people might assume or suspect you to be lazy, inarticulate, untrustworthy, criminal, or unintelligent because of your race?
- How often do you notice that the majority of authority figures, i.e., those who sign your checks or supervise your daily activities, look like you?
- What did this experience teach you to think about your own race? "White Fragility Pop Quiz" Molly Secour

RELEASE UNCONSCIOUS BIAS

"I delete, destroy, uncreate, all contracts, vows, promises, troths, oaths, pledges, bond, avowal and attestation from this life and past lives, and ancestral relationships that prevent me from being connected to the highest form of my highest self."




Statement used by Shamanic Healers Anne Westfall and Joyce Browning

WHITE PRIVILEGE

Inherent advantages... white person... basis of race... society characterized by racial inequality & injustice.


A White person can generally find housing, stores, schools, banking, social groups, medical care...feel comfortable & safe regarding one's race.

Never need to think about or talk about race.




Predictable

- Feelings
- Behaviors
- Claims
- Assumptions




White Fragility

Did you just say RACE?




MICRO-AGGRESSIONS

- Intentional or unintentional...
- Everyday verbal, nonverbal, slights, snubs, insults...
- Communicate > lesser human beings...
- Threaten and intimidate...
- Relegate to inferior status and TREATMENT...



Source: Derald Wing Sue, "Microaggressions: More than just Race"

MICRO-AGGRESSIONS



MICROAGGRESSIONS WOMEN OF COLOR ARE TIRED OF:


- Providing more evidence of their expertise than others
- Being interrupted or spoken over
- Others taking credit for their ideas or suggestions
- Having their judgement questioned
- Others being "surprised" by their skills

Where are you from?

No, really, where are you from?

MISTAKES

- Recognize
- Acknowledge
- Process with aware colleagues
- Apologize
- Make amends
- Ask for feedback



SYSTEMIC RACISM

- Structures, policies, practices, norms
- that assign value and determine opportunity
- based on the way people look or the color of their skin
- Results in conditions that unfairly advantage some & disadvantage others.



- Enslavement
- Discrimination and segregation
 - Military/ Servicemen's Readjustment Bill
 - Education
 - Insecure Housing /Home ownership
 - Employment
 - Voting rights
 - Restaurants / Theater (crow's nest)
 - Transportation
 - Immigration
 - Cemeteries

SYSTEMIC RACISM
First Nations /Métis/ Inuits

- Genocide / Disease
- Forced relocation
- Land taken (food, culture, spiritual practice)
- Children taken
- Market economy
- Ongoing colonialism



U.N. Definition of Genocide

Acts committed to destroy, in whole or in part, a national, ethnic, racial or religious group:

- (a) Killing members of the group
- (b) Causing serious bodily or mental harm to members of the group
- (c) Deliberately inflicting on the group conditions calculated to bring about its physical destruction in whole or in part
- (d) Imposing measures intended to prevent birth within the group
- (e) Forcibly transferring children of the group to another group

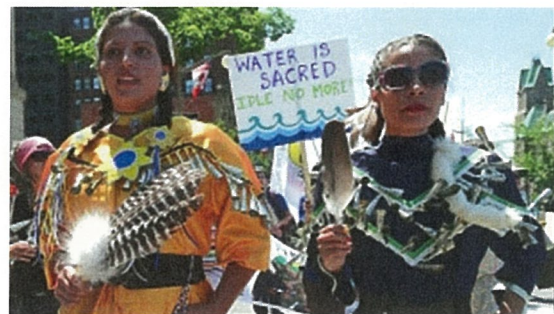
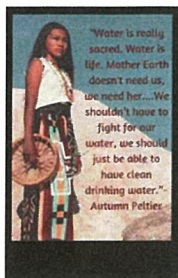


UN Declaration on Rights of Indigenous People

Established control of their own educational systems, provided in their own languages, appropriate to their culture

- Funding is in negotiation
- Legislation needs to include indigenous people
- Provincial and territorial schools, off reserve
- No specific Cultural allocation
- First Nations/Metis/ Inuit

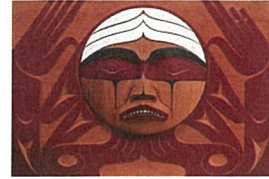
Water



Idle No More

Calls on all people to join in a peaceful revolution to honour Indigenous sovereignty and to protect the land and water and sky

Residential Schools

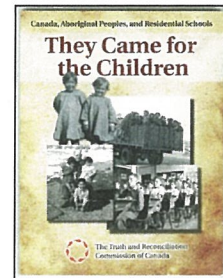


Truth and Reconciliation Commission 94 Recommendations

- Health
- Justice
- Rights of Indigenous People
- Equity
- National Council for Reconciliation
- Training for Public Servants
- Church Apologies
- Youth Programs
- Missing Children and Burial Information
- Commemoration
- Media and Indigenous Programs
- Arts/Sports/business

Child Welfare System

- Aboriginal children are over-represented in welfare system
- Underfunding
- Sixties Scoop
 - Children taken from their homes
 - Adopted or fostered by whites



Police / Prisons



- Need to de-militarize the police, use de-escalation, offer services and support
- Indigenous and Black persons are over-represented in prisons
- Indigenous People are 30% of prison population (4.9% of Canadian population)
- Blacks are 9% of Prison population (3%)
- Need to address social challenges, offer de-escalation training

Starlight Tours

Police officers drive males (often natives) out of town and dumping them off, forcing them to walk back to the city, often in the middle of winter. Natives in Saskatoon report that it has been going on for decades. Called "Midnight Rides" in other cities.

- First documented case 1976: 3 First Nations people, two men and a pregnant woman.
- Neil Stonechild, 17 found dead in a field
- Lloyd Dustyhorn, 53
- Darrell Night, lived and reported his story to the media
- Lawrence Wegener, 30

Missing and Murdered Indigenous Women and Girls including 2SLGBTQIA



Tina Fontaine

- Her mother grew up in foster care
- Family dysfunction
- Father murdered
 - No counseling
- Tina was in and out of government care since her infancy
- Skipped school. Ran away from great aunt's home. Visited mom in Winnipeg
- CFS options: hotel, shelters
- Experimented with drugs. Contacted men on the Internet
- Was reported missing 4 times
- Found in Red River wrapped in duvet, weighed down by rocks. One of 7 bodies found.
- Raymond Courier, 57, gave her drugs said he was a victim of her "wanting to play". Acquitted.

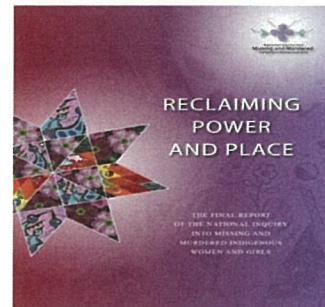


Faceless Dolls Project

The Aboriginal women and girls who are missing or have been murdered are victims of crime, and therefore faceless. They are also faceless because they are devalued by society. The dolls are a visual representation of the girls and women who need to be remembered and they offer a way to find closure for their grieving families. In the known cases of missing and murdered women and girls, they are people's sisters, mothers, aunts, grandmothers and friends. Their unsolved cases leave a void in their families' lives. These women and girls have also been forgotten by society. When I posed the question to a group of students, "Does anyone know why the dolls are faceless?" one grade 8 student said, "Society has stopped looking for them." The Aboriginal women and girls who are missing or have been murdered are victims of crime, and therefore faceless. They are also faceless because they are devalued by society. The dolls are a visual representation of the girls and women who need to be remembered and they offer a way to find closure for their grieving families. In the known cases of missing and murdered women and girls, they are people's sisters, mothers, aunts, grandmothers and friends. Their unsolved cases leave a void in their families' lives. These women and girls have also been forgotten by society. When I posed the question to a group of students, "Does anyone know why the dolls are faceless?" one grade 8 student said, "Society has stopped looking for them."



The National Inquiry Final Report



Red Dress Diaries Novel by Beverly Beckly



Disconnect

Drawing/painting by Ericka Richards



Health

- Higher risk
- Disproportionately die of Covid
- Poor health care/accessibility issues
- Loss of traditional food sources
- Mental Health, trauma, addictions

Tonglen Compassion Meditation



Tong = sending
Len = receiving

SHAME & GUILT

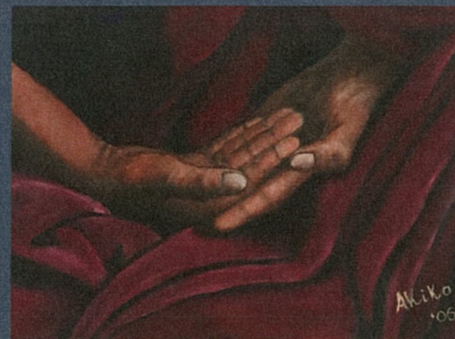
1. Body and breath practices to tap into your power.
2. Wise and loving words to replace negative self-talk.
3. Practice telling on ourselves in a spirit of love & learning.

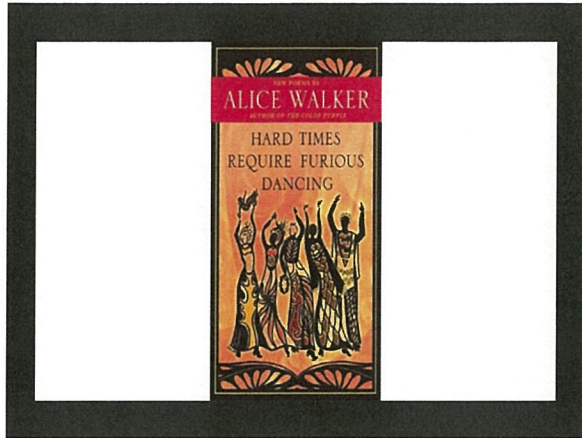


Three prongs:

1. EDUCATE & UNCOVER biases/racist thought/attitudes/unconscious reactions
2. BE ANTI-RACIST in action, especially in systems
3. CREATE A NON-SUPREMACY White culture:

"To create an equal society, we must commit to making unbiased choices and being anti-racist in all aspects of our lives."





Resources

- Truth and Reconciliation Committee Final Report (2015)
- The National Inquiry on Missing and Murdered Indigenous Women and Girls. Final report(2020)
- McIntosh, Peggy. **White Privilege: Unpacking the Invisible Knapsack.** Peace and Freedom Magazine, USA July, 1989.
- King, Thomas (2012) **The Inconvenient Indian: A Curious Account of Native People in North America.** Minneapolis, Minn., USA: Univ. of Minnesota Press.
- DiAngelo, Robin (2018) **White Fragility.** Boston, MA, USA: Beacon Press.
- Menakem, Resmaa (2017) **My Grandmother's Hands.** Las Vegas, Nevada, USA: Central Recovery Press.
- Kimmerer, Robin Wall (2013) **Braiding Sweetgrass**

Resources (cont)

- Sterritt, Angela (2023) **Unbroken: My Fight for Survival, Hope, and Justice for Indigenous Women and Girls.** Greystone Books.
- Louttit, Ernie (2015) **Ernie: Perspectives on policing and Leadership**
- **Missing and Murdered Indigenous Women and Girls-** search for documentaries in Canada

