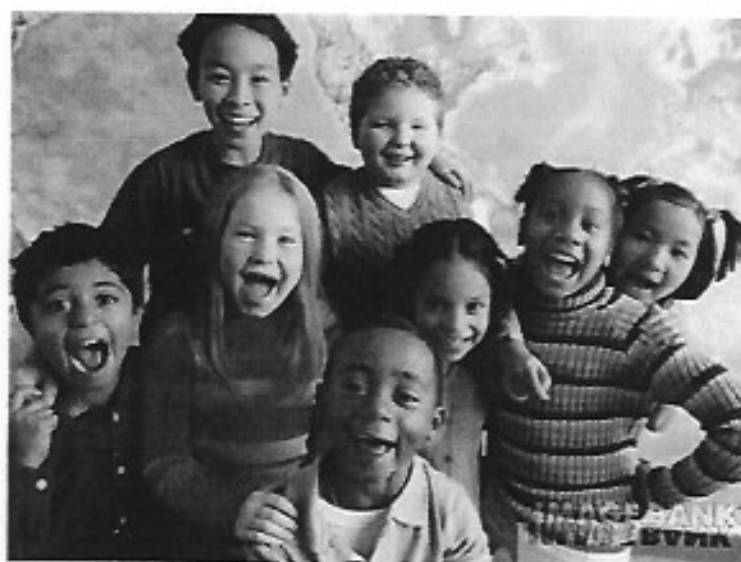


Becoming Culturally Agile Farmers

Rogue Farm Corps

Training Handouts
February 22, 2018

Gilda Montenegro-Fix



CELEBRATE DIVERSITY!

OREGON RACIAL LAWS AND EVENTS, 1844 - 1959

1844	Slavery is declared illegal in the Oregon Country. The infamous "Lash Law," requiring that blacks in Oregon – be they free or slave – be whipped twice a year "until he or she shall quit the territory," is passed in June. It is soon deemed too harsh and its provisions for punishment are reduced to forced labor in December 1844.
1848	Oregon's Provisional Government passes the first Exclusion Law in the Oregon Country. It is unlawful for any Negro or Mulatto (of mixed ethnic heritage) to reside in Oregon Territory.
1850	The Oregon Donation Land Act becomes law, granting free land to "whites and half-breed Indians" in the Oregon Territory. Blacks, however, are prevented from claiming land in Oregon.
1854	Oregon's Exclusion Law is repealed.
1855	Law is passed preventing mixed-race males from becoming citizens.
1857	Although slavery is illegal in the Territory, a bill to protect slave property in Oregon is proposed in the Territorial Legislature. It is voted down on the grounds that it would grant special rights to slave owners. Meanwhile, a new exclusion law is added by popular vote to Oregon Bill of Rights
1859	On February 14, 1859, Oregon becomes the first state admitted to the Union with an exclusion law written into the state constitution.
1862	Oregon adopts a law requiring all blacks, Chinese, Hawaiians, and Mulattos residing in Oregon to pay an annual tax of \$5. If they could not pay this tax, the law empowered the state to press them into service maintaining state roads for 50 cents a day. Interracial marriages between blacks and whites are banned in Oregon; it is against the law for whites to marry anyone ¼ or more black.
1866	Oregon citizens do not pass the 14 th Amendment, granting citizenship to blacks. The state's ban on interracial marriages is extended to prevent whites from marrying anyone who is ¼ or more Chinese or Hawaiian, and ½ or more Native American.
1868	14 th Amendment passes in Oregon.
1870	The 15 th Amendment, granting black men the right to vote, is added to the U.S. Constitution despite failing to pass in both Oregon and California. The federal law supersedes a clause in the Oregon State Constitution banning black suffrage.
1883	An attempt is made to amend the Oregon Constitution to remove its ban on black suffrage. The effort fails despite the fact that the clause in question was rendered moot following the passage of the 15 th Amendment. Further attempts to remove the language prohibiting blacks from voting were made in 1895, 1916, and 1927.
1914	The Portland chapter of the NAACP, the oldest continually chartered chapter west of the Mississippi River, is founded.
1926	Oregon repeals its exclusion law, amending the state constitution to remove it from the Bill of Rights.
1927	Oregon State Constitution is finally amended to remove a clause denying blacks the right to vote.
1951	Oregon repeals its law prohibiting interracial marriages.
1951	Insurance surcharges for non-white drivers are removed.
1959	Oregon voters finally ratify the 15 th Amendment to the Constitution of the United States.

Courtesy of the Teaching Research and the Oregon Quality Assurance in Teaching grant (OQAT).

Levels of Racism

INDIVIDUAL:

- **INTERNALIZED RACISM** lies within individuals. These are our private beliefs and biases about race and racism, influenced by our culture. Internalized racism can take many different forms including racial prejudice toward other people of a different race; internalized oppression, the negative beliefs about oneself by people of color; or internalized privilege, beliefs about superiority or entitlement by white people. An example is a belief that you or others are more or less intelligent, or beautiful, because of your race.
- **INTERPERSONAL RACISM** occurs between individuals. These are biases that occur when individuals interact with others and their private racial beliefs affect their public interactions. Examples include racial slurs, bigotry, hate crimes, and racial violence.

SYSTEMIC

- **INSTITUTIONAL RACISM** occurs within institutions and systems of power. It is the unfair policies and discriminatory practices of particular institutions (schools, workplaces, etc.) that routinely produce racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities. An example is a school system that concentrates people of color in the most overcrowded schools, the least-challenging classes, and the least-qualified teachers, resulting in higher dropout rates and disciplinary rates compared with that of white students.
- **STRUCTURAL RACISM** is racial bias among institutions and across society. It involves the cumulative and compounding effects of an array of societal factors including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. An example is the overwhelming number of depictions of people of color as criminals in mainstream media, which can influence how various institutions and individuals treat people of color with suspicion when they are shopping, traveling, or seeking housing and employment – all of which can result in discriminatory treatment and unequal outcomes.

Experimental psychologist Patricia Devine has argued that biases are like “habits”; with effort and practice, they can be broken. According to Devine three conditions need to be met for individuals to successfully counteract their biases:

- Acknowledgement that we all harbor unconscious biases and motivation to change.
- Attention to when stereotypical responses or assumptions are activated.
- Time to practice strategies designed to break automatic associations.

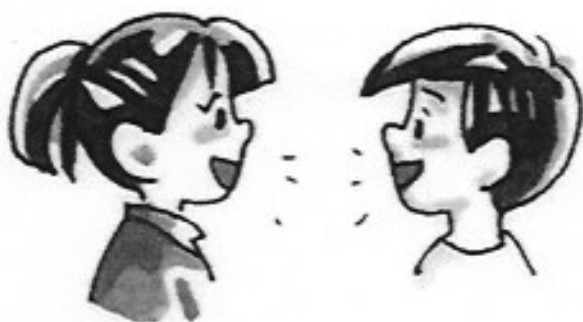
Some strategies include:

- **Stereotype replacement:** recognizing when one is responding to a situation or person in a stereotypical fashion, and actively substituting the biased response with an unbiased one.
- **Counter-stereotypic imagining:** detecting one’s stereotypical responses and visualizing examples of people who are famous or known personally who prove the stereotype to be inaccurate.
- **Individuating:** gathering specific information about a person, so that the particulars of that person replace generic notions based on group membership.
- **Perspective taking:** adopting the perspective of a member of a stigmatized group. This strategy can be useful in assessing the emotional impact on individuals who are often being stereotyped in negative ways.
- **Increasing opportunity for positive contact:** actively seeking out situations that expose us to positive examples of stereotyped groups.

The 5 Steps to Cultural Competency

From: The Cross-Cultural Health Care Program, Seattle.

1. Awareness of Self and the Other
2. Acknowledgement
3. **Honest Validation**
4. Negotiation
5. Action: Options and Choices



1. Awareness of Self and the Other

- Self-Assessment, exploration and reflection
- Information sharing about issues, positions, interests/needs, current realities

2. Acknowledgement

- Exploring divergent values, assumptions and expectations
 - Understanding the dynamics of difference

3. Honest Validation

- Verbal or non-verbal action to establish validity of difference
 - Sharing power

4. Negotiation

- Reframing and developing options

5. Action: Choices and Options

- Reaching agreement on next steps and resolution

Cross Cultural Communication Skills

- Being non-judgmental
- Understanding Stereotypes
- Treating people as individuals
- Looking at whether expectations are realistic
- Accepting ambiguity
- Empathizing
- Checking assumptions
- Being open to differences

From the "Closing the Gap" Cultural Competency Curriculum by CCHCP

Adapted from Selma Myers & Barbara Filner, *Conflict Resolution Across Cultures*

Cultural Agility Tools

- Slow Down ∞ Be Present
- Develop your Self Awareness
- Take the Implicit Bias Harvard Test (IAT)
 - Look for common ground
- Be curious: meet and learn from others
 - Put yourself in another's shoes
 - Reflect and Learn
 - Stay Open 😊
 - Breathe