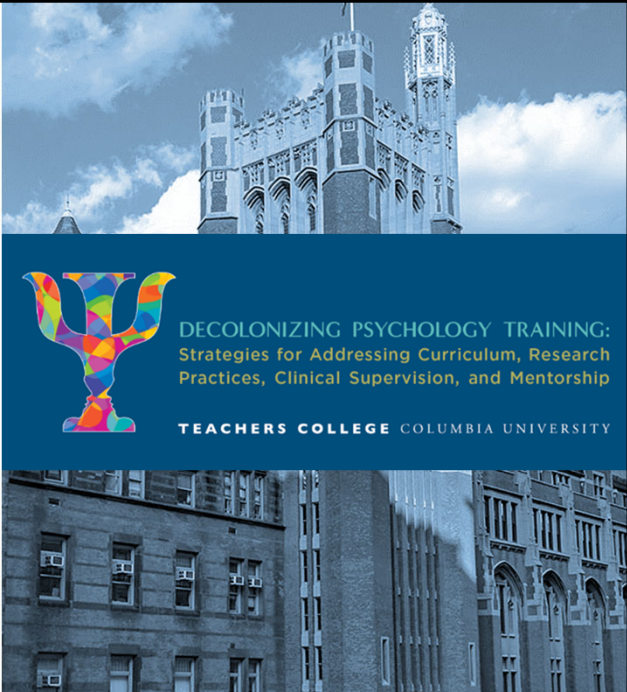


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Developing & Advancing Anti-Racist Scholarly Practice

Amanda L. Sullivan
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A Look Ahead

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Goal

To provide a frame
and related
activities to inform
or change your
scholarship

Agenda

- About me
- Concepts and
context
- Shifting perspective
- Preparing for
behavior change

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From pbs.org

“I love America more than any other country in the world and, exactly for this reason, I insist on the right to criticize her perpetually.”

—James Baldwin

Notes of a Native Son – Autobiographical Notes (p. 30)


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"I think all theories are suspect,
that the finest principles may
have to be modified, or may
even be pulverized by the
demands of life, and that one
must find, therefore, one's own
moral center and move
though the world hoping that
this center will guide one
aright."

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—James Baldwin


*Notes of a Native Son – Autobiographical
Notes (p. 30)*



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—James Baldwin


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Notes (p. 30)*



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**All
Action Is
Political**

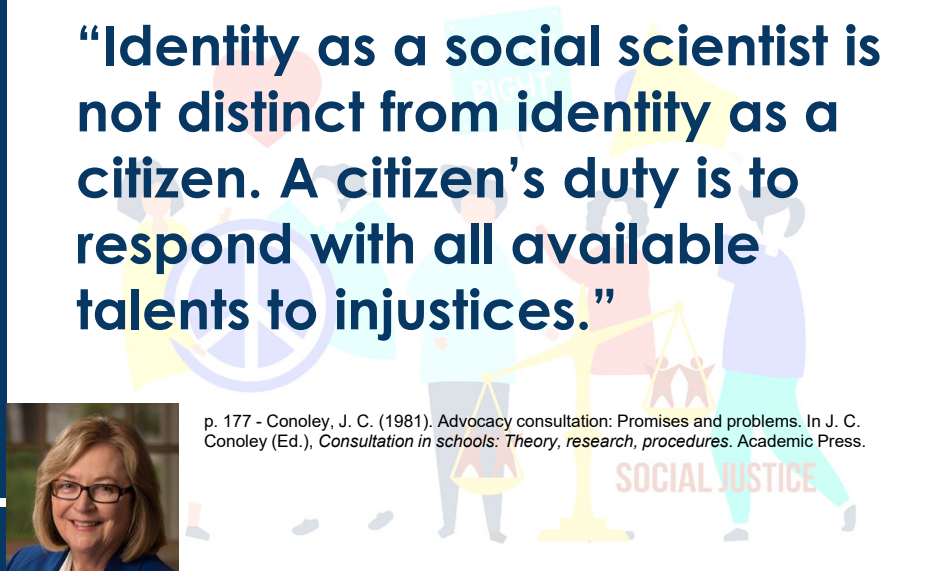
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All scholarship is political.

“Identity as a social scientist is not distinct from identity as a citizen. A citizen’s duty is to respond with all available talents to injustices.”

p. 177 - Conoley, J. C. (1981). Advocacy consultation: Promises and problems. In J. C. Conoley (Ed.), *Consultation in schools: Theory, research, procedures*. Academic Press.





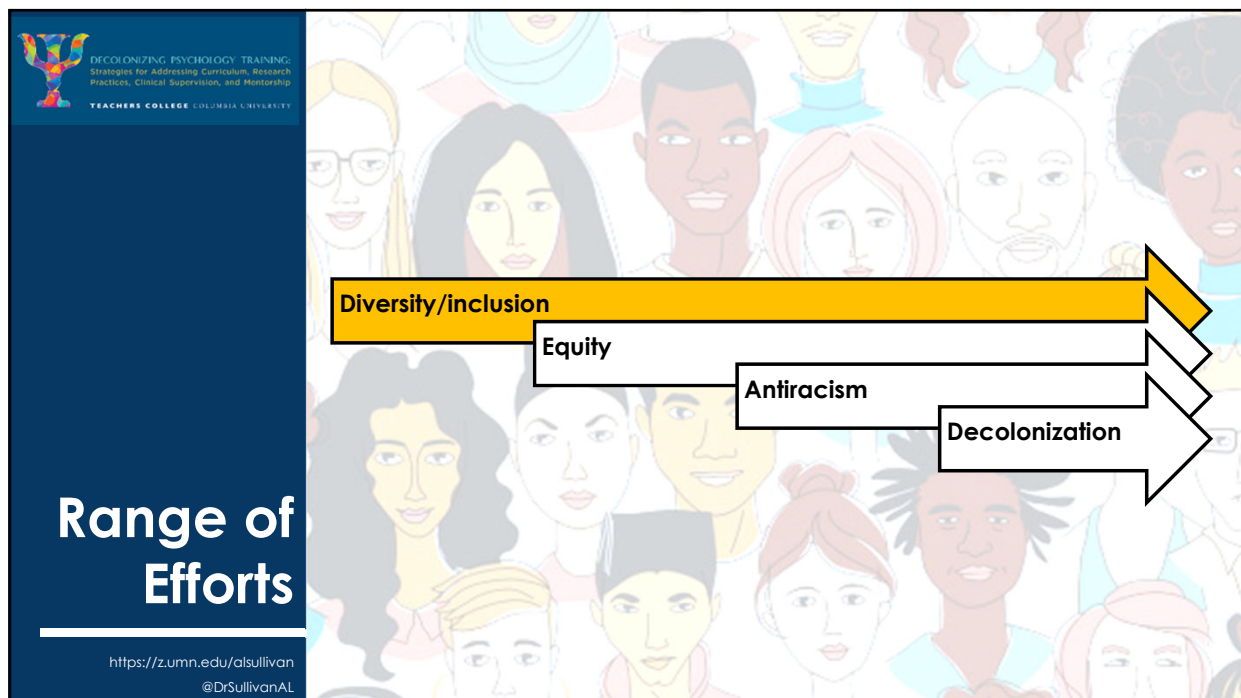
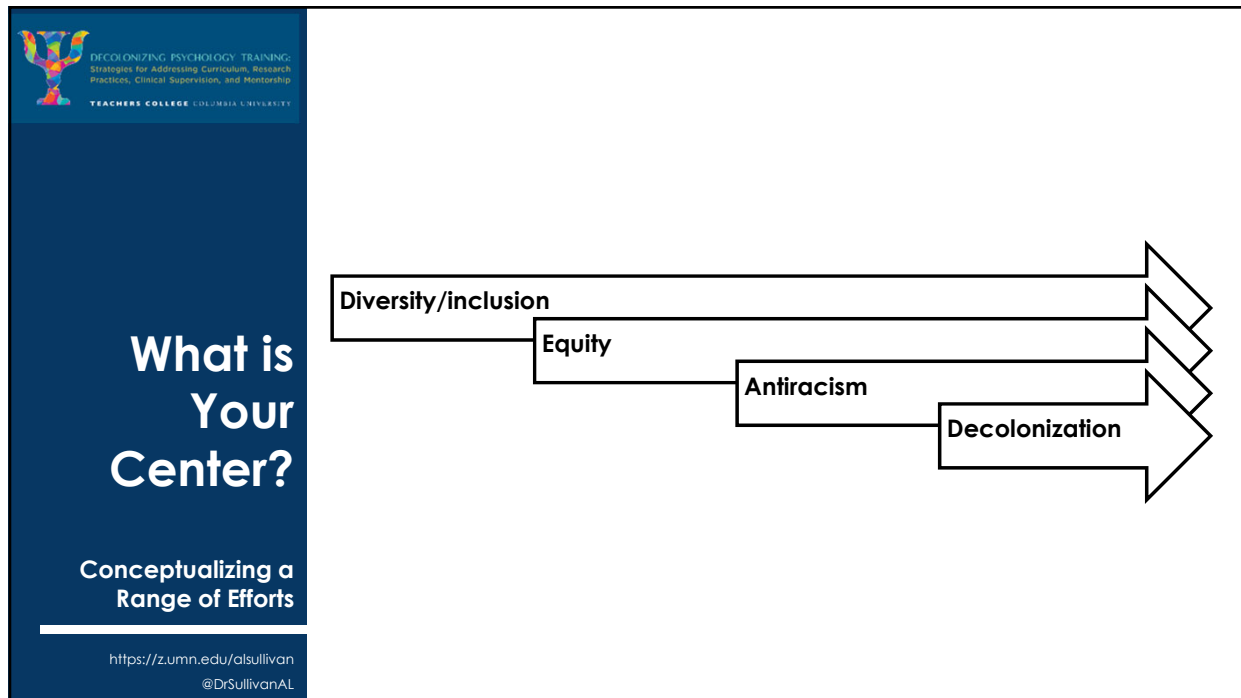
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#1

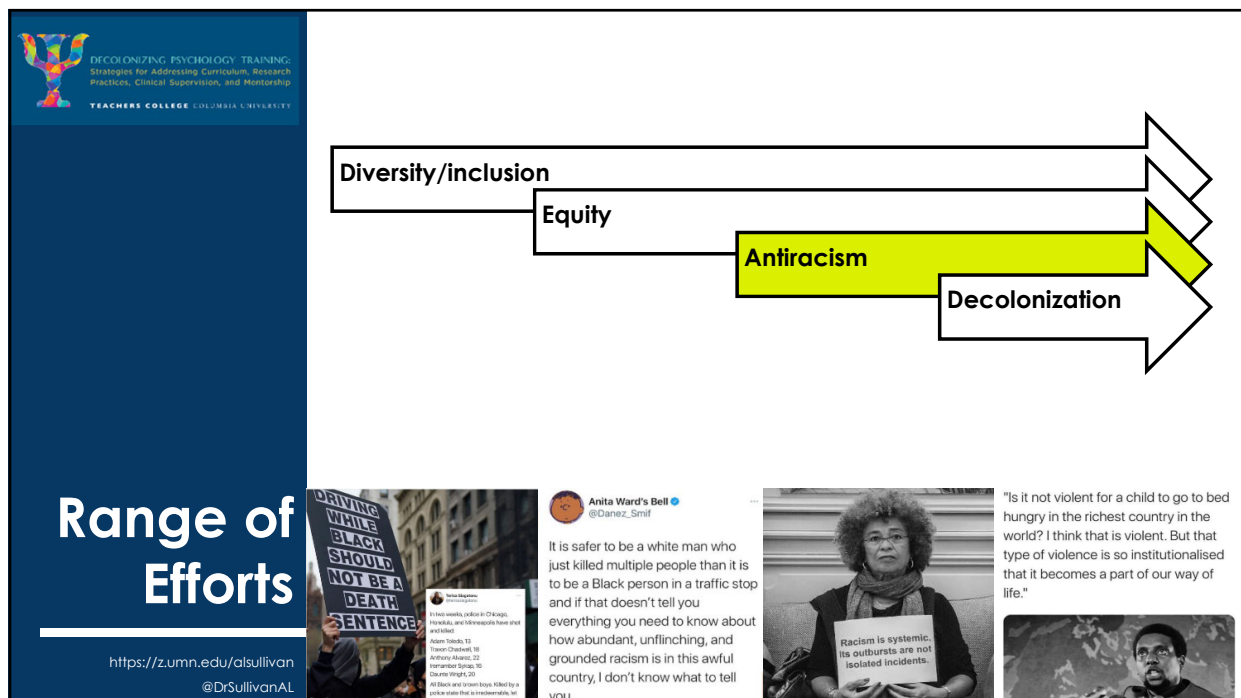
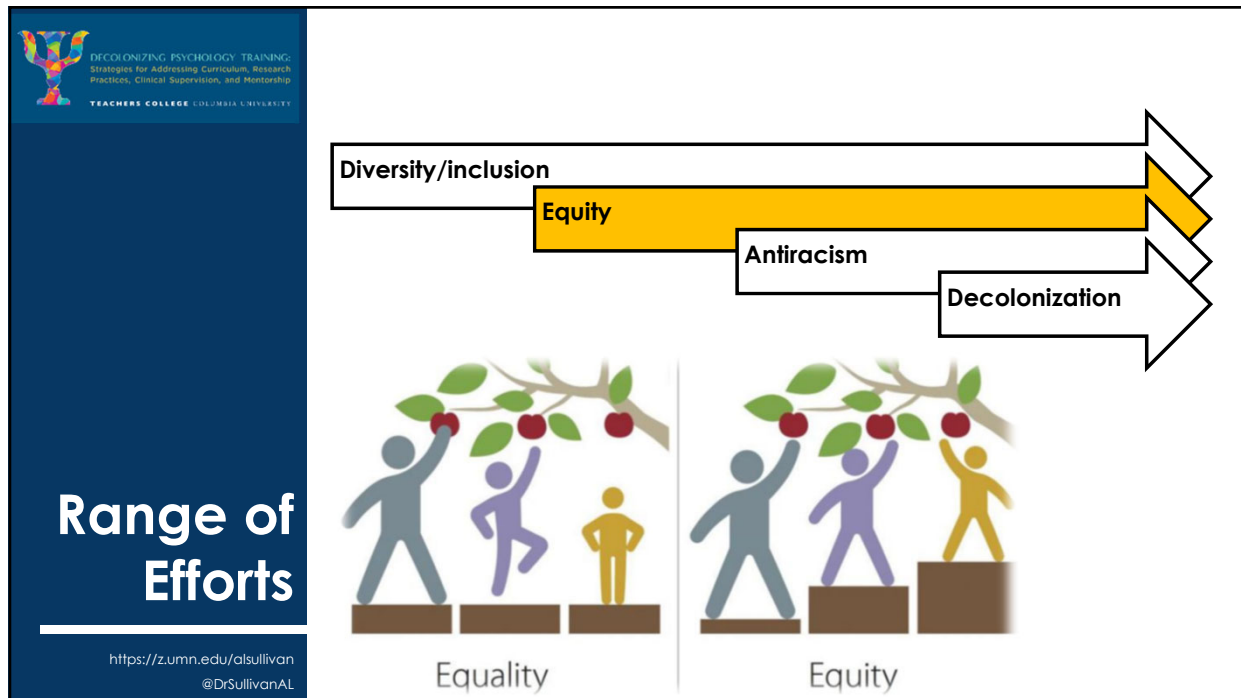
Interrogate your ‘moral center’—apply it consistently, articulate it precisely.

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Anti-racist Scholarship

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“...is not merely a political or racialized stance but **an epistemological grounding that recognizes that the structures, systems and processes of society** at every level are established on a belief that non-whites are inferior. **Anti-racism work battles the 500-year appropriation** of every intellectual strategy, political ideology, artistic expression, spiritual tenet, and philosophical treatise molded **to form a reality that often goes unquestioned and violently punishes** those that do question it...Anti-racist [scholarship] **questions the very fabric of knowledge and knowledge production and challenges the very givens of the known world.**” (Yearwood, 2021)

<https://www.anthropology.pitt.edu/anthropology-and-anti-racism>



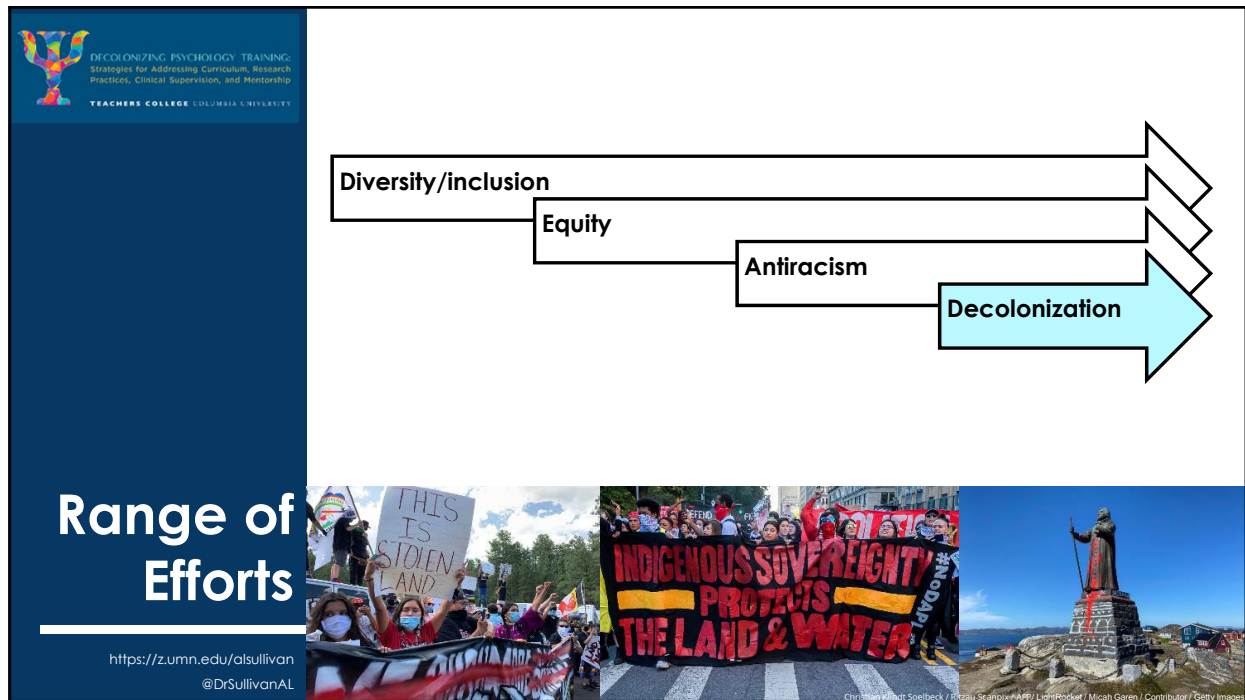
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What Anti-Racist Scholarship Is Not

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- Citing a few scholars from racially minoritized backgrounds
- Recruiting from research participants or students minoritized groups or communities
- Reporting group differences or adding race as a covariate
- Adding a minoritized scholar to your research team
- Applying qualitative or mixed methods to existing work.
- Splicing study with racially diverse sample into separate group specific reports

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Decolonization

“theories of decolonization **bring together critiques of settler colonialism, borders, and conceptualizations of antiblackness.** [...] decolonization from settler colonialism in the US will require a repatriation of Indigenous land and abolition of slavery in all its forms” (p. xii)

Smith, L. T., Tuck, E., & Yang, K. W. (Eds.). (2018). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.

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A Word of Caution


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Smith et al. (2018, p. 1): **There is no decolonization without Indigenous presence on Indigenous land and waters**

Tuck & Yang (2012, p. 1): **Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies and schools.**



Te Kōwhiriāra Bōsch / Red Words / UCSD




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Decolonization Is Not a Metaphor

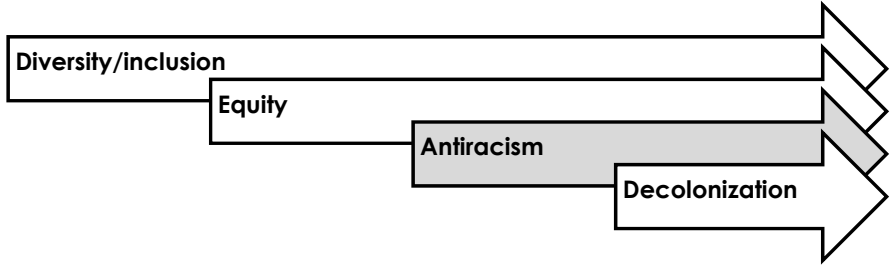
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“When metaphor invades decolonization, it **kills the very possibility of decolonization**; it recenters whiteness, it **resettles theory**, it extends innocence to the settler, it entertains a settler future. Decolonize (a verb) and decolonization (a noun) **cannot easily be grafted onto pre-existing discourses/ frameworks, even if they are critical, even if they are anti-racist, even if they are justice frameworks**. The easy absorption, adoption, and transposing of decolonization **is yet another form of settler appropriation.**” (Tuck & Yang, 2012, p. 3)



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Precision of meaning and language are critical when we speak of these efforts.



Thus, I will be primarily speaking about antiracist scholarship, not decolonizing scholarship.

* = currently

My Moral Center*

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- All research = scholarship
- But, all scholarship \neq research

Scholarship includes:

- discovery/generation
- theorization
- integration
- synthesis
- translation
- application
- engagement...

Scholarship v. Research

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#2

Anti-racism (or
decolonization) cannot be
additive or adjunctive to our
current work. They must be
foundational, if not
transformational.

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**“Racism is so
universal in this
country, so
widespread, and
deep-seated, that it is
invisible because it is
so normal.”**

—Shirley Chisholm (1970)
Unbought and Unbossed (p. 133)

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1-Minute Reflection

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In what visible and invisible ways
are white supremacy/systemic
racism present in psychology
research?

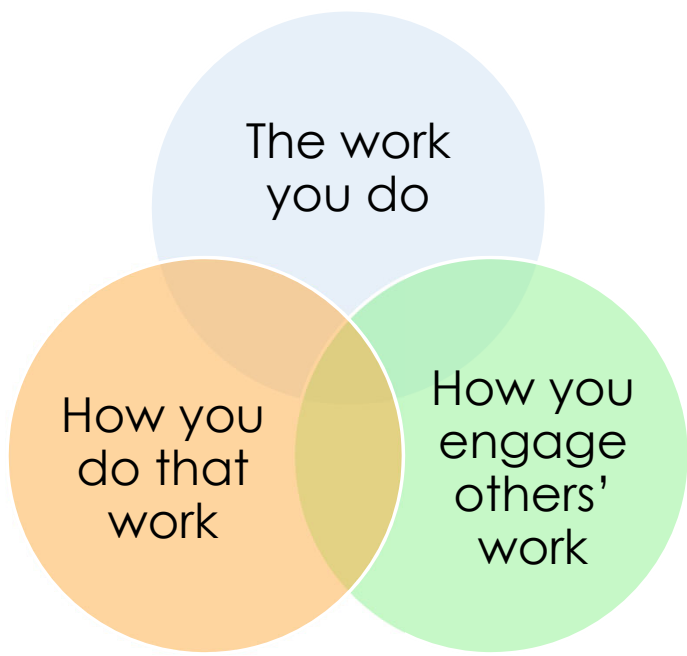
Comment in the chat.



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Anti- Racist Scholarly Practice


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The work
you do

How you
do that
work

How you
engage
others'
work



Anti-racist Scholarly Practice Requires Interrogation of Our History and Present

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Sample Reflection Questions

- How has/is (American) psychology been shaped by racism and colonialism?
- How does (American) psychology reproduce, support, and advance racism and colonialism?
- How did the racist and colonial beliefs, values, and goals of early scholars shape their contributions and the continued effects in how we conceptualize various dimensions of psychology and research?
- How does psychology scholarship un/intentionally impede justice?'
- How is race implicitly and explicitly treated within my scholarship?
- How does my scholarly practice impede or support justice?




“Works according to design.”

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“...Ours is a society where white culture is normalized and universalized, while cultures of color are demonized, exotified, or erased.” (p. 12)





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Case in point: “Me-search”


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In this pejorative:

- Whiteness = Objectivity
- Minoritized = Subjective
 - Subtext: *can’t/won’t study it as a cishet white man would*

The effects: marginalization of knowledge and methods

- and denial of admission, advancement, publication, hiring, promotion, tenure, funding, awards...



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Objective vs. Subjective Scholarship

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All scholarship is subjective.

- Certain scholarship is positioned as objective because it centers certain—white—perspectives so completely as to assume they represent truth and objectivity**




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#3

Antiracist scholarly
practice necessitates
ongoing reflexivity.

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**Reflexivity
Matters**
*Regardless of
Methodology*

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- **Reflexivity** generally refers to the examination of one's own beliefs, judgments and practices during the research process and how these may have influenced the research.
- "means turning of the researcher lens back onto oneself **to recognize and take responsibility for one's own situatedness** within the research and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation" (Berger, 2015, p. 220).

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Numbers /Data Don't Lie?

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Reflexivity isn't just for qualitative scholars.

RACE ETHNICITY AND EDUCATION, 2018
VOL. 21, NO. 2, 158-179
<https://doi.org/10.1080/13613324.2017.1377417>

 **Routledge**
Taylor & Francis Group



QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics

David Gillborn^a, Paul Warrington^b and Sean Demack^c


^aCentre for Research in Race and Education (CRRE), University of Birmingham, Birmingham, UK; ^bCentre for Education Studies, University of Warwick, Coventry, UK; ^cCentre for Education and Inclusion Research, Sheffield Hallam University, Sheffield, UK

ABSTRACT
Quantitative research enjoys heightened esteem among policy-makers, media, and the general public. Whereas qualitative research is frequently dismissed as subjective and impressionistic, statistics are often assumed to be objective and factual. We argue that these distinctions are wholly false; quantitative data is no less socially constructed than any other form of research material. The first part



Earnestyne Sullivan





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Positionality Matters in All Scholarship

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Given that scholarship is political and subjective: Your scholarship is indivisible from your positionality.




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#4

Name and decenter
whiteness and dominant
perspectives.

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How has (your) scholarship
centered *whiteness* as the
standard for wellness?
Development? Health?
Education?

How does (your) scholarship treat
whiteness as race neutral? As
normative?

**Make
Whiteness
and
Centering
Visible**


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Engage Intersectionality Robustly

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- Psychology has been slower to take up intersectionality than other fields and has tended to flatten it to personal identity.
- Yet, intersectionality is multidimensional and structural.
- See *Journal of Social Issues* (2020), Issue 76




If we aren't intersectional, some of us, the most vulnerable, are going to fall through the cracks.

— Kimberle Williams Crenshaw —

AZ QUOTES




“The experience of oppressed people is that the living of one’s life is confined and shaped by forces and barriers which are not accidental or occasional and hence avoidable,



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but are systematically related to each other in such a way as to catch one between and among them and restrict or penalize motion in any direction.”

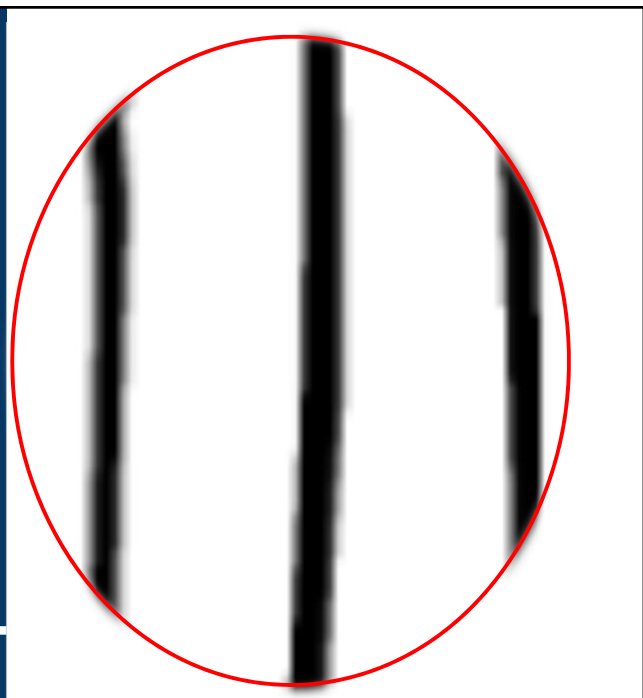
Marilyn Frye (1983, p. 4)




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"It is the experience of being caged...If your conception of what is before you is determined by this **myopic focus**, you could look at that one wire, up and down the length of it, and be unable to see why a bird would not just fly around the wire any time it wanted to go somewhere."

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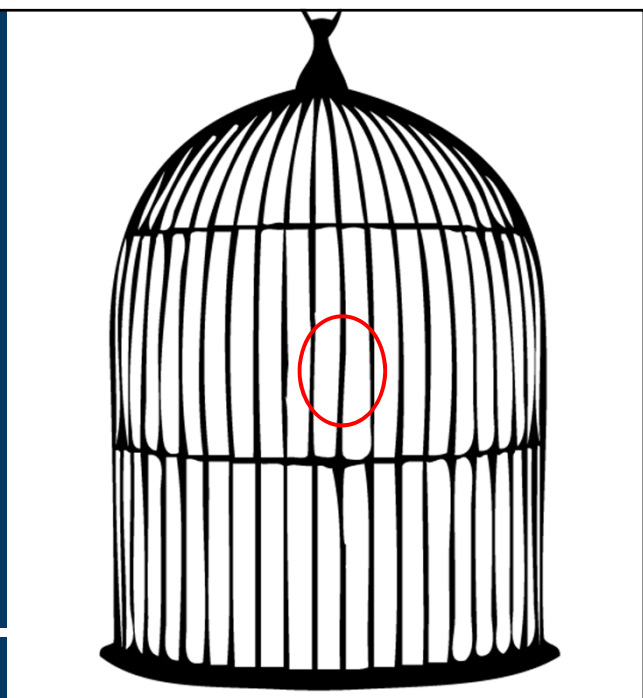





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It is only when you step back, stop looking at the wires one by one, microscopically, and take a **macroscopic view** of the whole cage, that you can see why the bird does not go anywhere.

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#5

Take a
macroscopic,
intersectional
view.

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Use
System
Centered
Language

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"I believe that to dismantle oppression we need to first intimately know how it is assembled. One link in this chain is language."




Systems Centered Language

Meaghan O'Reilly, Ph.D. Jun 5, 2020 · 9 min read ·  

Speaking Truth to Power during COVID-19 while confronting racism.





**Unpack (and Change)
How We Use
Language
and Frame
Problems**

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- How are problems understood?
- Whose voices have been privileged?
 - What worldviews, values, and aims informed their work?
 - How has this continued to shape ours?
- What knowledge is considered meaningful?
- What methods are considered valuable?
- What findings matter?


WHY?



#4

Be undisciplined.


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“For we have, built into all of us, old blueprints of expectation and response, old structures of oppression, and these must be altered at the same time as we alter the living conditions which are a result of those structures.”

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<http://www.audrelorde-theberlinyears.com/>

—Audre Lorde

Sister Outsider - Age, Race, Class, Gender: Women Redefining Difference



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“The true focus of revolutionary change is never merely the oppressive situations that we seek to escape, but that piece of the oppressor which is planted deep within each of us. ... **Change means growth, and growth can be painful.** But we sharpen self-definition by **exposing the self in work and struggle with those whom we define as different from ourselves,** sharing the same goals.”

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<http://www.audrelorde-theberlinyears.com/>

—Audre Lorde

Sister Outsider - Age, Race, Class, Gender: Women Redefining Difference




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#6

Anti-racism and
decolonization require
un/learning.

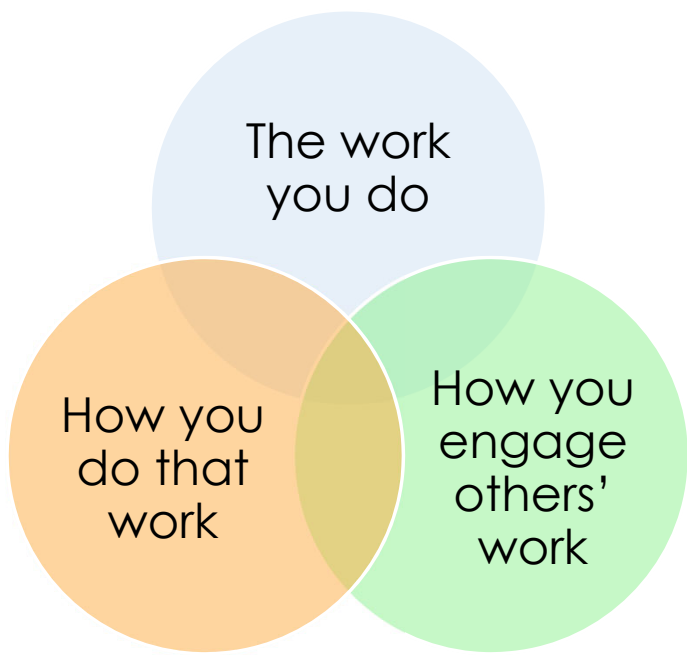
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**Antiracist
Scholarly
Practice**

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The work
you do

How you
do that
work

How you
engage
others'
work

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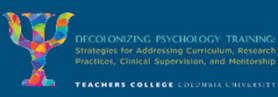
It's Not
So
Simple.

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Ten Simple Rules for Building an Anti-Racist Lab

- Rule 1: Lead informed discussions about anti-racism in your lab regularly**
- Rule 2: Address racism in your lab and field safety guidelines**
- Rule 3: Publish papers and write grants with BIPOC colleagues**
- Rule 4: Evaluate your lab's mentoring practices**
- Rule 5: Amplify voices of BIPOC scientists in your field**
- Rule 6: Support POC in their efforts to organize**
- Rule 7: Intentionally recruit BIPOC students and staff**
- Rule 8: Adopt a dynamic research agenda**
- Rule 9: Advocate for racially diverse leadership in science**
- Rule 10: Hold the powerful accountable and don't expect gratitude**

<https://www.kqed.org/science/1966972/ten-simple-rules-for-building-an-anti-racist-research-lab>



Characteristics of
White
Supremacist
Culture at
Work





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White Supremacist Culture	Toward Anti-racism
Urgency – rushed decision making, focus on deadlines or completion not process/quality, always 'on'	Realistic and inclusive planning, rest, boundaries Emphasizing engagement and participation
Quantity over Quality – 'productivity' valued more than process, quality, or depth	Centering values, attending/measuring process, encouraging depth and substance
Perfectionism – focus on errors, inadequacies, one right answer/way; internalizing as own worst critic	Continuous improvement and appreciation for growth, reflection; many good ways; mistakes as learning opportunity

https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf
<https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>


Sullivan, A. L. (2021, April). *Developing and advancing anti-racist scholarly practice*. Presentation at the virtual conference, Decolonizing Psychology Training: Strategies for Addressing Curriculum, Research Practices, Clinical Supervision, and Mentorship. Teachers College, Columbia University

 <small>DECOLONIZING PSYCHOLOGY TRAINING: Strategies for Addressing Curriculum, Research Practices, Clinical Supervision, and Mentorship</small> <small>TEACHERS COLLEGE COLUMBIA UNIVERSITY</small>	White Supremacist Culture	Toward Anti-racism
	Paternalism – hierarchies and inscrutable/noncommunicative decision making	Shared decision making
	Power Hoarding – little value for shared power; threatened by change	Shared power; mission focused; servant or transformational leadership
	Binary Thinking – only one right way, value/belief system; us/them thinking; oversimplification	Appreciate multiple pathways to goal; seek to learn from/about others; never assume own way is best; allowing for both/and
	Worship of the Written Word – value emails over interaction, writing skills, academic language, articles*	Multiple means of documentation, clarity and accessibility of language, value for relational skills and others

Characteristics of White Supremacist Culture at Work

[@DrSullivanAL](https://z.umn.edu/alsullivan)

<https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>


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	Individualism – focus on recognition and competitiveness, top-down (if any) accountability, isolation	Team work as essential; shared goals; credit based on contribution; accountability and problem-solving
	Progress is Bigger/More – expansion as goal, not quality or contribution	7 th generation thinking, cost-benefit analysis of non-\$\$; process goals
	Objectivity – emotions as bad; linear thinking, impatience; focus on logic and 'neutrality'	Multiple paradigms, subjectivity; engage discomfort
	Defensiveness – criticism as threatening, rude, or inappropriate; resistance to new ideas; comfort prioritized over justice	Confronting fear; naming defensiveness; engaging directly with resistance

Characteristics of White Supremacist Culture at Work

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How This Culture Plays Out

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 @DrSullivanAL

Tanya Golaash-Boza @tanyaboza · 23h

Three of the reasons I have published 75 books, journal articles, and book chapters since 2005:

- 1) I sleep 8 hours a night.
- 2) I write for 1-2 hours every weekday.
- 3) I don't get in my own way.

Which of these 3 strategies is the hardest for you?

225 replies 493 retweets 1.9K likes

Dr. Susana L. Gallardo @SusanaL.Gallardo · 16h

I love your work, Tanya, but.....bite me.

Beck @fictionalbeck

Replying to @tanyaboza

the hardest for me is probably living in an ableist productivity death cult

8:00 AM · Apr 12, 2021 · Twitter for iPhone

42 Retweets 5 Quote Tweets 975 Likes

Dr. Kate J Strom @katejstrom

Replying to @tanyaboza

Can we have some real talk on this?

Reasons I've been able to publish prolifically:

1. No kids & husband who works long hours
2. Extremely toxic work obsession/anxiety disorder
3. Deep insecurities= unending need for validation
4. Multiple systems of intersecting privilege

9:57 AM · Apr 12, 2021 · Twitter for iPhone

Dr. Kate J Strom @katejstrom

Replying to @StevenSurrency and @tanyaboza

That's sweet of you but there are thousands of academics who have these qualities and are constrained by institutional and societal barriers, have more life commitments, and/or are healthier and so wouldn't be considered as 'productive'. That's my point.

11:17 AM · Apr 12, 2021 · Twitter for iPhone



White Supremacy Culture Takes No Days Off


from Joanna Gattuso @joeybird
www.joannagattuso.com/wsc

<https://z.umn.edu/alsullivan>
 @DrSullivanAL

White Supremacy Culture, but make it REMOTE.


- **Perfectionism:** Expecting people to be ok right now. Expecting people to maintain a high quality of work in the midst of rampant, brain-melting anxiety.
- **Sense of urgency:** expecting quicker, immediate response just because everyone is home. As if work is their #1 priority during a social and economic emergency.
- **Quantity over Quality:** pushing existing metrics/goals. Centering productivity, powering thru an agenda. Without care care for what emerging needs/priorities exist for clients, community, employees.
- **Power hoarding:** resistance to leadership of those closest to the pain: queer/trans folks, indigenous folks, chronically ill folks, working class folks, etc.
- **Individualism:** social isolation, lack of meaningful connection, looking out for ourselves. Remote work means working alone.

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“Caring for myself is not self-indulgence; it is self-preservation and that is an act of political warfare.”




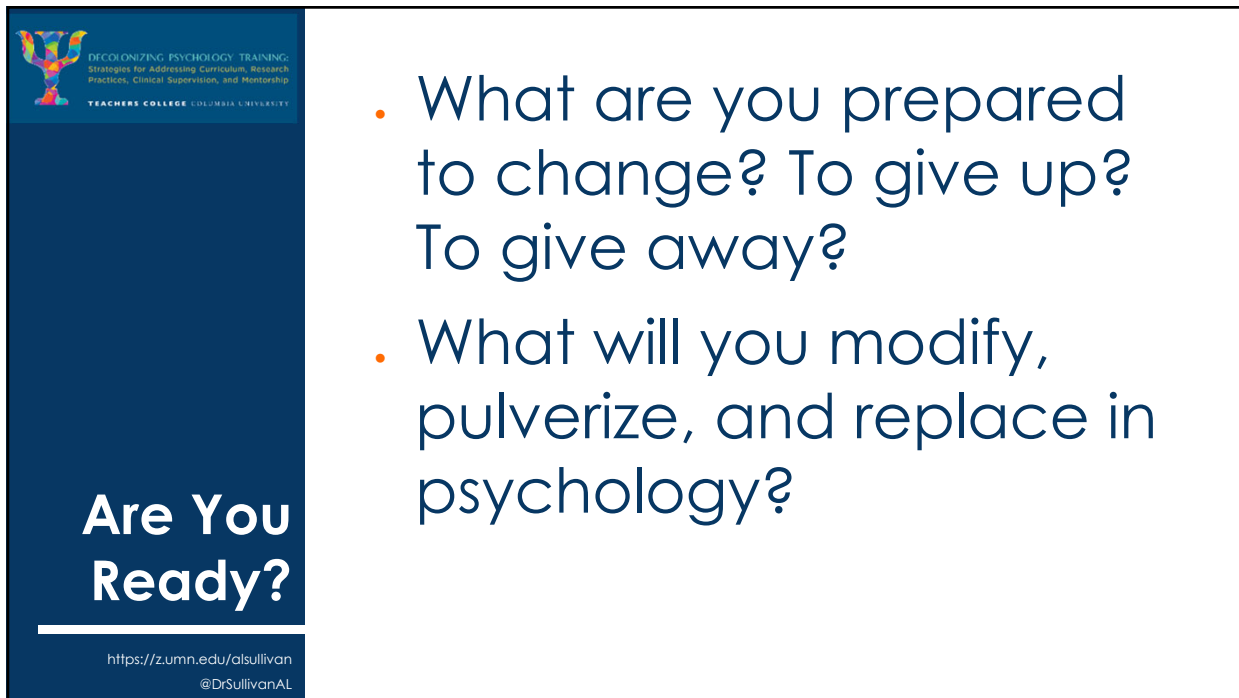
<http://www.audrelorde.theberlinyears.com/>


—Audre Lorde

A Burst of Light (1988, p. 131)

<https://z.umn.edu/alsullivan>
@DrSullivanAL

Summary Recommendations		
<div>  <p>DECOLONIZING PSYCHOLOGY TRAINING: Strategies for Addressing Curriculum, Research Practices, Clinical Supervision, and Mentorship TEACHERS COLLEGE COLUMBIA UNIVERSITY</p> </div> <div> <p>https://z.umn.edu/alsullivan @DrSullivanAL</p> </div>		
Scholars	Consumers	Gatekeepers
Be guided by your moral center. Be consistent and precise. Treat antiracism/decolonization as foundational. Reflexivity. Name and decenter whiteness. Take an intersectional, macroscopic view. Be undisciplined. Prepare for unlearning and new learning. Reject white supremacy culture at work.	Expect more – transparency, integration, precision, reflexivity, and contextualization	Get out of the way. Elevate others. Listen and learn. Apply reflexivity to your role as an advisor, reviewer, editor, instructor, etc.



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Are You Ready?

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- What are you prepared to change? To give up? To give away?
- What will you modify, pulverize, and replace in psychology?



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Expect Discomfort

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@DrSullivanAL

White folx, may you not stay in shock, guilt, or performative activism. May you make right what your ancestors started by doing the work to unlearn, dismantle & divest from the colonial capitalist patriarchy.

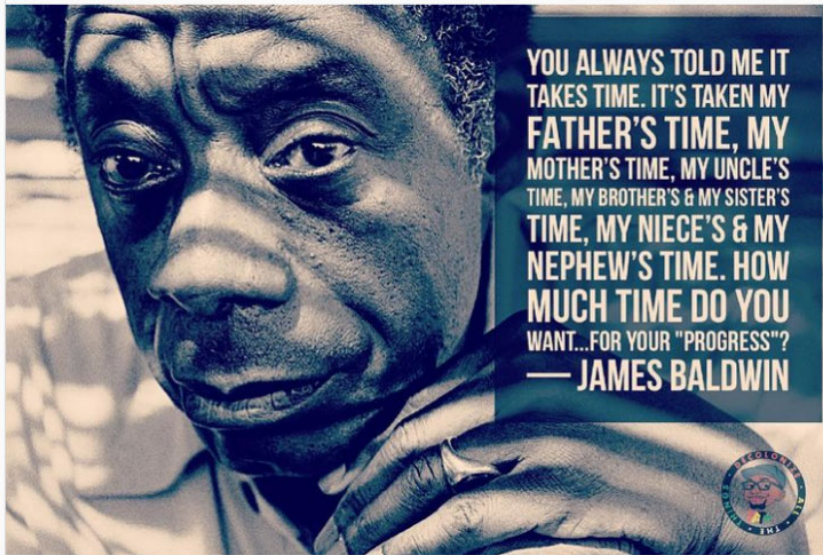
@DR.ROSALIESMEZA

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Homework – To Watch



4/10/21 SNL Opening Skit –
https://www.youtube.com/watch?v=5H_ZdnvMJnE

James Baldwin on policing -
<https://www.youtube.com/watch?v=WWwOi17WHpE>

James Baldwin on progress -
<https://www.youtube.com/watch?v=OCUIE5ldPvM>

Maya Angelou on
Iconoclast ~20:00
<https://www.youtube.com/watch?v=okc6COsgzoE>

Thank you! Questions?

Contact:

Amanda L. Sullivan
University of Minnesota
asulliva@umn.edu

HOW TO HELP:

Minnesota Specific Organizations to Support:

- centerforeconomicinclusion.org
- voicesforracialjustice.org
- Reclaim the Block
 - [@reclaimtheblock](https://www.reclaimtheblock.org)
 - www.reclaimtheblock.org
- edalliesmn.org
- ujamaaplace.org
- aclu-mn.org
 - [@aclumn](https://www.aclumn.org)

To Support Bail:

- Minnesota Freedom Fund
 - [@MNFreedomFund](https://www.mnfreedomfund.org)
 - [mnfreedomfund.org](https://www.mnfreedomfund.org)
- The Bail Project
 - [@bailproject](https://www.bailproject.org)
 - [bailproject.org](https://www.bailproject.org)

Legal Help:

- Legal Rights Center:
612-336-0030
- Lawyers Guild:
612-444-2654

If you are protesting:

PROTESTING SAFELY

WHAT TO WEAR

Weather-appropriate clothing, shoes, and accessories. Bring a hat, gloves, and a scarf. Bring a bag for your belongings.

WHAT TO BRING

Water, snacks, a first aid kit, a whistle, a megaphone, a sign, a camera, a phone, a bag for your belongings.

DON'T BRING

Drugs, alcohol, weapons, flammable materials, anything that could be used as a weapon.

#JusticeForDaunteWright

BLACK LIVES MATTER.

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