

Community Guidelines

- Intent ≠ Impact
- Lean into discomfort
- Admit ignorance
- Share the air
- Step up/step back
- Actively listen
- Be patient
- Give credit (*props*)
- What's learned here leaves here; what's said here stays here
- Oops/ouch!
- Assume good intentions
- Beware of overgeneralizing (~be precise; define terms)
- Be mindful of your own privilege(s)

Though we, as individuals, may be scattered across the globe, the Center for Astrophysics and its affiliated campuses still sit on the traditional and ancestral lands of indigenous peoples.

In Cambridge, these are the Massachusett and nearby Wampanoag peoples; in Arizona the O'odham, Papago, Ópata, and Sobaipuri peoples; and in Hawai'i, the Native Hawaiians who still seek federal recognition as an indigenous Nation.

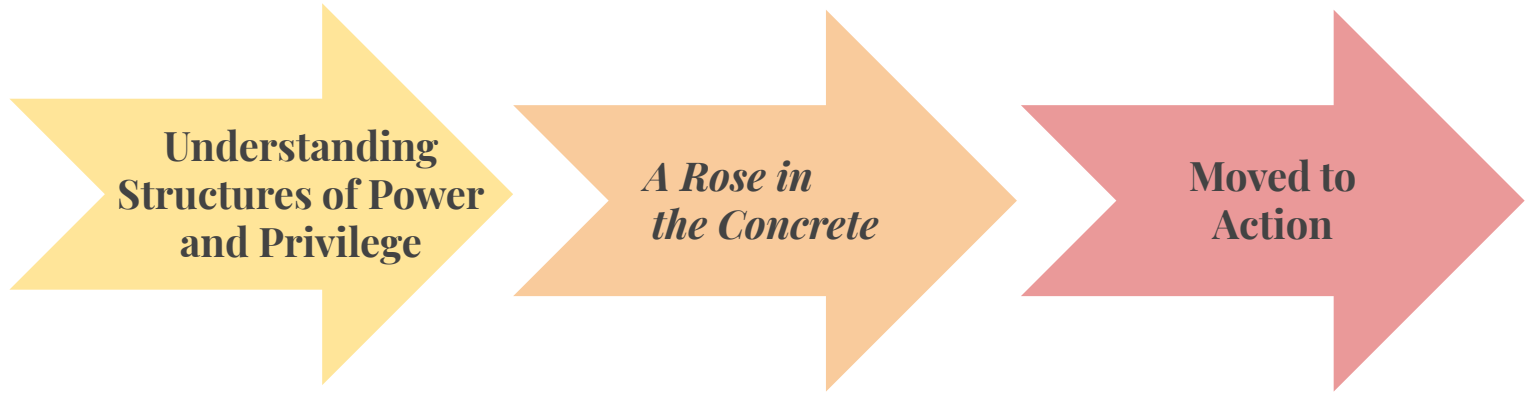
We recognize the painful histories that these people have endured, and understand our complicity in that history. We know, however, that this statement alone is not enough.

We encourage everyone in attendance today to familiarize yourselves with the Native peoples who originally inhabited the land on which you now work and live. We encourage you all to educate yourselves on their ongoing struggle against the colonialist structures that have so impacted their lives for centuries. We encourage you too, to seek out ways in which these peoples and cultures have survived, and the ways they have reclaimed joy.

EIJCs Past...

- Introduction to and history of the EIJC is on our website!
- Feedback at the end of each semester informs the next EIJC semester
- From last (spring) semester:
 - Some of the sessions strayed away from strictly talking about E/I within academia, which was good for some and not good for others.
 - We didn't hear enough from members of the CfA/ EIJC community as leaders of sessions

EIJC Roadmap:



Date	(Suggested) Topic and Media	Host(s)
29 June	Introduction to EIJC Summer 2020, <i>Seeing White</i> podcast, Parts 7 and 8	Daniel, Jamila, and Kelly
6 July	Policing	
13 July	<i>Educational Funding</i>	<i>Matt Ashby</i>
20 July	Immigration	
27 July	Language	
3 Aug	LGBTQ+ in Academia	
10 Aug	Sustained Outreach Efforts	Kari Haworth
17 Aug		
24 Aug	Indigenous ways of Knowing	
31 Aug	<i>Supporting graduate students and postdocs at the Cfa</i>	<i>Grad/Postdoc Panel</i>

Community Guidelines – stand in slide

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Definitions

Race: “a social construction that has largely served to justify inequitable, and often inhumane, treatment of some populations by others”

from Pedagogical Principles and Practices for Teaching Race by Amie Thurber, MSW, PhD

Racism: “encompass[es] economic, political, social, and cultural structures, actions, and beliefs that systematize and perpetuate an unequal distribution of privileges, resources and power between white people and people of color (Hilliard, 1992). [...] The direction of power between whites and people of color is historic, traditional, normalized, and deeply embedded in the fabric of U.S. society (Mills, 1999; Feagin, 2006).”

from White Fragility by Robin DiAngelo

Whiteness: “First, whiteness is a location of structural advantage, of race privilege. Second, it is a ‘standpoint,’ a place from which White people look at ourselves, at others, and at society. Third, ‘Whiteness’ refers to a set of cultural practices that are usually unmarked and unnamed.

from The Social Construction of Whiteness: White Women, Race Matters by Ruth Frankenberg

Seeing White

Note: not the same thing as the book!

Part 7 (~15 minutes)

- White people - How attached are you to the idea of being white? What does it mean to be a “good white person”?
- Whites are seen as individuals
- It's not enough to be just “not a racist”
- Rights, resources, and representation need to be redistributed

Part 8 (~45 minutes)

- Complex (intelligence) vs Simple (eye color) genetic traits
- Slave health deficit
- Belief in race is like a religion
- Wealth is linked to exploitation
- Race and racism make a vicious cycle in modern US society and culture.