

Belonging

WORKSHOP FACILITATOR'S GUIDE

BLUEPRINT FOR **BELONGING**



BLUEPRINT_{FOR} BELONGING

ABOUT THIS CURRICULUM

This curriculum was developed as part of the Blueprint for Belonging project, a collaborative initiative of over 20 organizations united in achieving transformative change in California through the development of a strategic narrative that underpins all our collective work across movements, issues, and policies. This narrative is centered on an outcome of inclusion and belonging for all marginalized groups. It focuses on eliminating racialized inequality, creating empathetic identities that bridge differences, and promoting an inclusive and responsive government.

The curriculum includes modules on various topics, each of which can be used as a stand-alone workshop or part of a series. The curriculum was developed by the Haas Institute for a Fair and Inclusive Society, Coalition for Humane Immigrant Rights of Los Angeles, Alliance of Californians for Community Empowerment, and the National Equity Project, with input from various other organizations and community members. To access this and other curriculum modules, go to <https://haasinstitute.berkeley.edu/b4b/curriculum>.

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INTENDED OUTCOMES

To give the participants an initial understanding of the frameworks of othering and belonging and the circle of human concern

To give the participants the opportunity to apply these concepts to their lived experience and organizing and advocacy strategies

WORKSHOP MATERIALS

- Workshop Slides
<https://haasinstitute.berkeley.edu/curriculum>
 - Case Studies to Explore Othering and Belonging handout
<https://haasinstitute.berkeley.edu/curriculum>
 - Projector, computer, speakers, and Internet connection
 - Blank paper and pens
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FACILITATOR PREPARATION

- Prepare a short story from your own life on experiencing othering and belonging
 - Review agenda and handouts
 - If you are new to the concepts, it would help to discuss them ahead of time with peers or with Haas Institute staff
 - Make adjustments to agenda if you need it to be shorter than 2 hours or need to add or remove activities to meet your group's needs.
 - Duplicate handouts
 - Download video or make sure you have access to it via internet
 - Make sure you have audio/visual equipment for video
 - Review background reading materials
 - Commit to roles during workshop: facilitator (s), time keeper, note taker
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BACKGROUND VIDEOS & READING MATERIALS

"Poverty and Race Through a Belongingness Lens," john a. powell

https://static1.squarespace.com/static/55d8b07be4b07cfd7eb688eb/t/5bac40a38165f58ad047ddd9/1538018248299/Policy_Matters.pdf

"What We Know About Belonging From Scientific Research" by Carissa Romero

<http://mindsetscholarsnetwork.org/wp-content/uploads/2018/11/What-We-Know-About-Belonging.pdf>

Othering and Belonging journal published by Haas Institute for a Fair and Inclusive Society

<http://www.otheringandbelonging.org/>

Our Hidden History of Corporations in the United States

<http://reclaimdemocracy.org/corporate-accountability-history-corporations-us/>

Opening 15 MIN

1. INTRODUCTIONS

Who am I? Facilitator
Participant introductions



2. THE WHY OF THIS SESSION 2 MIN

- The politics of fear is shaping and limiting our lives and possibilities for change today. Whole groups of people are labeled as the 'other' and marginalized. You can see this in the way refugees from Central America are demonized, or Black people are racially profiled and categorized as criminals.
- Brief statement about why this session is being offered - related to your organization and community context
- Intended outcomes of this session (see page above)
- Brief review of the workshop agenda



3. PREVIEW OF WORKSHOP AGENDA

- Opening
- What Is Belonging and Othering?
- Analyzing case studies of othering and belonging
- The circle of human concern
- The four quadrants of public, private, corporate, and marginalized
- Taking Leadership for Belonging
- Closing Reflections and Appreciations



4. CONNECTIONS ACTIVITY

Trio/Pair share 4 MIN

Think of a time when you experienced a sense of belonging...what was going on and how did that experience impact you? Think of a time when you didn't belong, when you were othered...what was going on and how did that experience impact you?



Whole group discussion 3 MIN

Ask for a few people to share how they answered the prompt.



FACILITATOR NOTE

This activity helps participants connect with each other and helps create an open learning community and gets people engaged with each other from the beginning. You may want to take more time for this SO that people are not rushed.

What Is Belonging and Othering 15 MIN

5. FACILITATOR TESTIMONY

Open with a story from your own life where you experienced being othered. This could be a story that looks at othering on the individual level, a story that can be humorous, light, easy to relate to, etc.

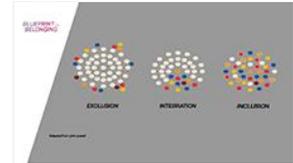


EXAMPLE OF TESTIMONY

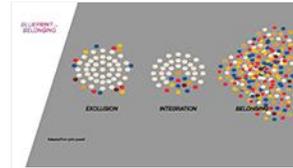
One facilitator shares a story about not being able to volunteer at her child's school because the school district prohibits anyone with a past court conviction from being on campus. Even though she had finished her probation and was trying to be an active parent, she was stigmatized and excluded because of her past.

6. PRESENTATION ON OTHERING AND BELONGING

Show the first “dots” slide and ask the participants to talk about what they see in the slide and what each grouping of dots means to them.



After a few minutes, switch to the second dots slide and ask the participants what the difference in this slide is compared to the first slide. The main point of the slide is to show the difference between belonging and inclusion. Belonging is expansive, whereas inclusion presupposes an existing order that is more restrictive. It is also a process, not a destination.



Definition of Belonging: “Belonging means more than just being seen. Belonging entails having a meaningful voice and the opportunity to participate in the design of social and cultural structures. Belonging means having the right to contribute to, and make demands on, society and political institutions.”
Belonging is more than just feeling included “in a legitimate democracy, belonging means that your well-being is considered and your ability to design and give meaning to its structures and institutions is realized.”



Explain slide “What Belonging Looks Like” (photos from left to right):
March for marriage equality; march for voting rights and against voter suppression; poster promoting disability rights; march for DACA dreamers; poster for indigenous rights.



Definition of Othering: Othering is a set of dynamics, processes and structures that engender marginality and persistent inequality across any of the full range of human differences based on group identities. Important distinction: The opposite of “othering” is not “saming”.



There are explicit (obvious) ways we other - in our history and current day (show images). Remember our historic legacy of othering, "We the people..." never included all people.



For instance, segregated swimming pools and other public spaces. (see slide). In the next slide, comments like this one from a news commentator when migrant children were being separated from families: "Like it or not, these aren't our kids".



The movie, "Hidden Figures" tells the story of the Black women mathematicians who were essential to the US space program in the 1960s but did not receive recognition.



Native Americans were stripped of their culture and forced to adopt white/European standards of beauty and styles of dress.



In the 1950s, under the Bracero Program, the US government granted temporary work visas to thousands of Mexican migrants and then deported them when they were no longer needed.



Fear of LGBTQ people has been stoked historically and used to brand them as "the other".



FACILITATOR TIP

Develop your own example if you would like to share it instead of this one. Here's one example as a model:

A facilitator of European background talks about the implications of one policy - the Homestead Act - demarcating who belongs. His European-American ancestors were able to buy property at very little cost, which then allowed the generation of wealth to be passed down, which then also created material and political rights that allowed the homesteader and subsequent generations to "belong" and make demands on society and political institutions.

There are implicit (hidden) ways we other (show images). For example, we have explicit and implicit policies that have been in place since the inception of the United States demarcating who "belonged" and had rights - political and material.



Here are examples of implicit othering in images and policies: Hollywood images of Black and Latino men as violent criminals.

Stereotypes of Latinos as gardeners and Colin Kaepernick as unpatriotic.



There was implicit othering in policies like the New Deal, which had benefits that excluded domestic workers and agricultural workers who in the past were predominantly Black workers.



Talk more about one of the examples above to draw out difference between explicit and implicit - or- share an example from your own life experience.

Small groups: Case Study Activity 15 MIN

7. INTRODUCE ACTIVITY

We are going to explore othering and belonging by taking a deeper dive into a few case studies of real situations and policies. In small groups



we are going to discuss these case studies with the framework of othering and belonging.

We are going to break into small groups and each group will get a handout and discuss one of the following case studies:

1. *Orange County Mexican Schools: In the case of Mendez v. Westminster, the Ninth Circuit found segregating Mexicans in Mexican only schools to be unconstitutional.*
2. *Blockbusting: Real estate companies approached white home owners to aggravate their fear of mixed-race communities and their houses at below-market prices, then sold the houses to Black Americans at high prices.*
3. *Irish Becoming White: When Irish first immigrated to the U.S., they were depicted as subhuman. However, over time, the Irish became associated with being "American" and white.*
4. *California Wildfires: The othering of the environment is causing the destruction of the natural habitat and the health, homes, lives and livelihoods of millions of people*



FACILITATOR NOTE

You may choose to lift up some examples here about why it is important to understand othering. You can ground this in examples of how othering affects the well-being and life outcomes of people's health, economic prosperity, civic engagement, etc.

8. SMALL GROUP DISCUSSION 10 MIN

Break everyone into small groups to discuss case studies of othering and belonging.

To each small discussion group, provide them one of the case studies in the handout Case Studies to Explore Othering and Belonging.



9. WHOLE GROUP DISCUSSION

- How do these four examples/cases help us to understand the core concepts of othering and belonging and the utility of the framework?
- What would belonging look like in the situation you read about?



- Are there other examples from your experience that you would add that help to reinforce the concepts and the framework?

10. CLOSING THOUGHTS

Labeling categories of people as “other” and using dehumanizing language, rhetoric, and narratives to justify their exclusion is a root cause of disparities between those populations that are othered (e.g, native peoples, enslaved peoples of Africa, women, people of Mexican descent, Japanese Americans during World War II and Central American people seeking asylum now) and those populations that have historically belonged. How we define who “belongs” and who is “othered” matters to the well-being and life outcomes of people....and to our fragile democracy. Othering can also be applied to Mother Nature and can lead to the destruction of the planet and its inhabitants. We must ask ourselves, how do I and the institutions I am part of engage in othering?

Circle of Human Concern 15 MIN

11. TRANSITION FROM PREVIOUS SECTION

Show quote as a lead in to this section:

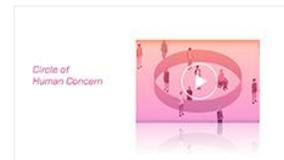
“In American society, opportunity is produced and regulated by institutions, institutional interactions and individuals... denying access along lines of race, gender, class and other markers of social difference.” - john powell

What we are after is belonging. To eliminate the ways in which people are othered and promote a sense of belonging. To widen our “circle of human concern”.



Show Video

We the People/Circle of Human Concern 3 MIN



Discussion prompts after the video 10 MIN

What resonated in the video?



What questions or concerns do you have?



FACILITATOR NOTE

People may not agree on who is inside or outside the circle. This is ok, our experiences of who is othered are not all the same.

People may also feel that some groups are further outside the circle than other groups. This is ok, you can show this visually on the board. Remind people that it does not help us to rank our levels of being othered (“oppression olympics”).

Connect the frame of belonging to individual/interpersonal, institutional and structural levels.

The Four Quadrants Framework 20 MIN

12. WHAT IS A CORPORATION?

5 MIN

We now want to explore the concept of the four quadrants presented in the The Circle of Human Concern video. The video says that people are othered through a process whereby they are excluded from the public and private spheres of life.

Before we get more into this, let’s get clear on **what a corporation is**. A corporation is a form of business that was created in England and then adopted and expanded the US in the late 1700s.

At first, a citizen could only get legal permission to create a corporation if the corporation was serving a public good, had a single business project it would focus on, and had a specific amount of time it would exist for. All of these requirements were later removed, and new rights were given to corporations.

A corporation today can do two key things that other types of businesses can’t do:

- Protects its owners from being punished for crimes that the business commits. This is called the ‘corporate veil’ and means that almost always a punishment for corporate crime will only affect the business, not the people who run the business.
- Protects its owners from having to pay debts the business owes. This is called ‘limited liability’ and means the money of the



business owners will not be touched even if the business cannot pay its debts.

Corporations have also been given the right to influence elections, spend unlimited money on political influence, and not have to report their political activities.

13. PRESENTATION ON THE FOUR QUADRANTS

10 MIN

Show the first 4-quadrant slide.

Briefly explain each quadrant:

- The Public Quadrant is a space of collective action, government activity, open space (parks, libraries, roads), the open exchange of ideas, and public services (fire, police, etc.)
- The Private Quadrant is our homes, places of worship, spaces of retreat and places where we can exercise personal liberties
- In the Corporate Quadrant, corporations have amassed wealth and power and have smuggled their way into the private and public spaces.
- The Marginalized (Non-public, non-private) Quadrant is a space where the most marginalized people and communities do not enjoy the benefits of public or private space.



Show the second 4-quadrant slide.

- **Key Point:** As corporate power expands, the The Public and Private spaces shrink and people are pushed out into the Marginalized (non-public/non-private) Quadrant.
- **Pick one of the case studies** and apply the four quadrants framework. Turn back to one of the case studies and discuss the how the 4 quadrants framework would apply. It helps to draw the four quadrants on a board and place aspects of the case in a specific quadrant and make key points about both the people and the mechanisms.



FACILITATOR NOTE ON CASE STUDIES AND FOUR QUADRANTS:

1. Orange County “Mexican Schools”

Public: Public schools are a public space and essential resource for education. Mexican/Latino children were pushed out of the public schools and pushed into a second tier education system.

Corporate: Turning Americans against public schools was part of corporate elite’s efforts to pay less taxes. A primary strategy for this was to racialize public schools, so white people would associate investments in public schools with benefitting a ‘racial other’. Limiting the education level of Mexican immigrants also helped keep them in a vulnerable working class position where they could continue to be exploited for cheap agricultural and domestic labor.

Non-public and non-private: Combined with the other ways Mexican Americans were marginalized, many ended up without quality education and without adequate income, meaning they were often forced to live in labor camps owned by private companies who could invade their private and public space any time.

2. Blockbusting

Private: Homes are the primary structure for our private lives. Blockbusting increased the price of owning a home for African Americans, making this essential part of having a private life more difficult to attain.

Public: The lack of public regulations to protect African American and white homeowners from blockbusting meant there was no oversight and accountability for this immoral practice. With little public investment in affordable housing, there was not an alternative for low income families dealing with a predatory, racist real estate market.

Corporate: This practice increased the wealth and power of real estate companies and their investors. They used this to influence how neighborhoods were developed.

Non-public and non-private: Without access to an affordable home, Black families either had to find housing in shanty type informal structures and/or rent from predatory landlords. Thus, they had neither access to the private sphere of the home, nor the public protection from violations of their rights.

3. Irish Becoming White

Public: When the Irish were declared White, they gained access to public resources that were racially exclusionary like voting, low interest loans, and protections from the criminal justice system.

Private: Becoming White also meant increased safety in their own neighborhoods, access to employment, and other private benefits.

Corporate: By allowing the Irish to become white, the economic elite in the US were attempting to bring a social over to their side who might otherwise become allies with African Americans, Native Americans, and other people of color. In this way, the inclusion of the Irish as White was a move to maintain corporate power.

Non-public and non-private: Before they were declared white, the Irish could be subjected to harassment, violence, and discrimination in private spheres like employment and homes, and public spheres like schools and courts.

4. California Wildfires

Public: Public lands are not protected or properly managed by government. Environmental pollution and climate change are not checked.

Private: Wildfires lead to the loss of private space--homes, places of worship, etc for thousands of people.

Corporate: Developers are building homes in forested areas at the expense of the habitat, the environment and people's lives. PG&E centralizes control of resources and reaps tremendous profits without the proper safety measures.

Non-public and non-private: People who are displaced by wildfires and environmental degradation are left homeless and, in many cases, jobless.

14. WHOLE GROUP DISCUSSION 10 MIN

- Does the concept of the four quadrants make sense to you?
- How do the four quadrants relate to othering and belonging?
- Any clarifying questions?
- **Closing key point:** If we are successful, belonging will validate who we are and also change who we are. When we become linked in our fate, we change by expanding who we are.



Taking Leadership for Belonging: A Vision 15 MIN

15. INTRODUCE THE TOPIC OF TAKING LEADERSHIP ACTION FOR BELONGING

How do we use a Belonging framework to design strategy, action, practices?

Let's consider this quote, "If social justice movements are to successfully address any major injustice...we will ultimately have to redefine who belongs in our society, resulting in a deeper and more expansive circle of human concern."



16. SMALL GROUP DISCUSSION 10 MIN

Organize participants into small groups of 3-5 people, each focusing on one or both of these questions:



- If we focus on belonging, what would our leadership look and sound like? What stories do we need to be telling to further belonging? What stories have you heard from others that shows belonging?
- If we are to make progress on social justice and expand the circle of human concern, what structures would be in place? What policies and practices do we need to create a society where no person or place is left out of the circle of human concern?



FACILITATOR NOTE

Facilitator can choose whether to give groups one of the discussion questions or both, depending on the time you have and the focus you would like.

17. TAKING LEADERSHIP JOURNAL REFLECTION 5 MIN

*What moves can I make to shift the discourse to interrupt othering in all of its forms? In my organization? In my community?
How can I engage in the world in a way that furthers belonging?*



Wrap and Evaluation 10 MIN

18. CLOSING THOUGHTS

As a full group, ask participants to share any last reflections or appreciations.



FACILITATOR NOTE

You may want to send around a sheet to collect email addresses to send out a list of additional resources.

19. EVALUATION

This can be done as a whole group discussion or a handout questionnaire (created by printing out the questions below).



- *What are your closing thoughts about any aspect of this training?*
- *What were the best parts of the training for you?*
- *What could we change to make it better next time?*
- *How well did we meet the intended outcomes?*
 - To give the participants an initial understanding of the frameworks of othering and belonging and the circle of human concern;
 - To give the participants the opportunity to apply these concepts to their lived experience and organizing and advocacy strategies.