

iCON-VCH Indigenous Health Round:

What is an ally and who says so? Unpack Allyship, Performativity, Solidarity, White Saviourism and more

February 10, 2023: 12:00pm – 1:30pm (PST)

Links:

Intro Slide:

The BRAID Network

Email: braid@umanitoba.ca

Library guide: <https://libguides.lib.umanitoba.ca/indigenoushealth/BRAID>

SharePoint: <https://umanitoba.sharepoint.com/sites/BRAID>

Instagram: <https://www.instagram.com/braidnetwork/>

Twitter: <https://twitter.com/BraidNetwork>

Diffey, L. (2022). Teaching Indigenous Health Within an Anti-racist, Anti-colonial Pedagogical Framework: Using Indigenous Resurgence to Explore the Experiences of Medical School Instructors [Doctoral dissertation, University of Manitoba].

https://mspace.lib.umanitoba.ca/xmlui/bitstream/handle/1993/36871/diffey_linda.pdf?sequence=1&isAllowed=y

Harding, L. (2018). What's the harm? Examining the Stereotyping of Indigenous Peoples in Health Systems [Doctoral dissertation, Simon Fraser University].

<https://theses.lib.sfu.ca/file/thesis/4994>

Insight Anti-racism Services

<https://www.insightantiracism.com/>

Slide 3:

Ward, C., Ninomiya, M. E. M., & Firestone, M. (2021). Anti-Indigenous racism training and culturally safe learning: Theory, practice, and pedagogy. *International Journal of Indigenous Health*, 16(1). <https://jps.library.utoronto.ca/index.php/ijih/article/view/33204/27350>

Slide 4:

Len Pierre's Transformative Territorial Acknowledgment Webinar:

<https://www.youtube.com/watch?v=j1MDhIUxIbo>

Self-Reflection Exercise:

When and where did you, or your ancestors, first reside on Indigenous lands (in what is now known as Canada)? You may not know and that's ok – you can start with yourself and your own lifetime.

Slide 5:

For Indigenous participants:

1. FNHA First Nations Health Benefits Mental Health Provider List:
<https://www.fnha.ca/Documents/FNHA-First-Nations-Health-Benefits-Mental-Health-Provider-List.pdf>
2. The KUU-US First Nations and Aboriginal Crisis Line is available 24/7. Crisis line operators listen and provide referrals to both cultural and western support systems and monitor at-risk individuals to help them get through crises, supporting them during their most painful moments. Crisis Line for Adults and Elders at 250-723-4050; Children and Youth at 250-723-2040; Toll Free at 1-800-588-8717.
3. Métis Crisis Line: Available 24 hours a day at 1-833-638-4722. Please reach out to your worker if you are finding it difficult to cope during this time, or seek support through the following resources. The Métis Crisis Line is available 24 hours a day, 7 days a week.
4. Indian Residential School Survivors Society: 1-800-721-0066 or 604-985-4464 to access the following cultural supports: Sadie McPhee, Gertie Pierre, or Yvonne Rigby Jones. Emotional mental health and counselling services will be accessible for the IRSSS Resolution Health Support Workers.

Slide 6:

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press. https://www.amazon.ca/White-Fragility-People-About-Racism/dp/0807047414/ref=sr_1_1?gclid=EAlaIqobChMIprLf8eKB_QIVhjStBh2I1QGxEAAAYASAAEgKIsfD_BwE&hvadid=404610931644&hvdev=c&hvlocphy=9001561&hvnetw=g&hvqmt=e&hvrand=16049103567873966141&hvtargid=kwd-509444756772&hydadcr=22489_9261686&keywords=white+fragility+by+robin+diangelo&qid=1675716629&sr=8-1

Brownlee, D. (2022). Avoiding terms like 'white privilege' is a horrible anti-racism Strategy. Here's why. Forbes. <https://www.forbes.com/sites/danabrownlee/2022/08/25/avoiding-terms-like-white-privilege-is-a-horrible-anti-racism-strategyheres-why/?ss=diversity-inclusion&sh=30d0320312f8>

Slide 9:

Self-Reflection Exercise:

- *What do I know and how did I learn about Indigenous Peoples and the colonization of the lands where I now live?*
- *Who were your teachers?*
- *What/Who has changed your beliefs?*

Slide 10:

Thobani, S. (2007). *Exalted subjects: Studies in the making of race and nation in Canada*. University of Toronto Press. <https://utorontopress.com/9781442691520/exalted-subjects/>

Slide 12:

<https://theantioppressionnetwork.com/allyship/> by PeerNet BC

Slide 14:

List of resources about allyship compiled by PeerNetBC:

- <http://www.blackgirldangerous.org/2013/09/30/no-more-allies/>
- <https://www.lynngehl.com/ally-bill-of-responsibilities.html>
- <http://unsettlingamerica.wordpress.com/allyship/>
- <http://everydayfeminism.com/2013/11/things-allies-need-to-know/>

Slide 15:

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1), 1–40.

<https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>

Slide 16:

Tema Okun. (2020). White supremacy culture characteristics. dRworks.

https://www.whitesupremacyculture.info/uploads/4/3/5/7/43579015/okun_-_white_sup_culture_2020.pdf

Slide 17:

Acuña, A. (2021). White saviorism within education. The Solidarity Initiative.

<https://www.solidarityinitiative.org/post/white-saviorism-within-education>

Slide 18:

Morris, C. (2020). Performative allyship: What are the signs and why leaders get exposed.

Forbes. <https://www.forbes.com/sites/carmenmorris/2020/11/26/performative-allyship-what-are-the-signs-and-why-leaders-get-exposed/?sh=2c52c6e522ec>

Slide 20:

Jana, T. (2021). *The differences between allies, accomplices & co-conspirators may surprise you.*

An Injustice Mag. <https://aninjusticemag.com/the-differences-between-allies-accomplices-co-conspirators-may-surprise-you-d3fc7fe29c>

Slide 22:

Love, A. (2020). *Allies, accomplices, and saviors: Knowing the difference to maximize*

impact. Berrett-Koehler Publishers. <https://ideas.bkconnection.com/allies-accomplices-saviors-knowing-the-difference-to-maximize-impact>

Slide 23:*Self-reflection Exercise*

Take a piece of paper and draw a line down the middle and write: STOPS me and FUELS me at the top of each side regarding. jot down a few notes about what stops and what fuels you in anti-racism work.

Slide 25:

Carnes, R. (2011). Signposts that helped a white activist find her way as a critical ally.

In *Directions and Intersections: Proceedings of the 2011 Australian Critical Race and Whiteness Studies Association and Indigenous Studies Research Network Joint Conference* (p. 14).

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.688.6750&rep=rep1&type=pdf#page=133>

Slide 27:*Self-Reflection Exercise: Creating communities of Braver anti-racism practice*

For Settlers:

- What you have learned about yourself in relationship to Indigenous Peoples and Indigenous land?
- Have you advocated for Indigenous Peoples and how?
- Who do you know that you can collaborate with?
- Who will you conspire with for Indigenous safety and our shared humanity?

For Indigenous participants:

- What have you learned about relationships with settlers in your organization?
- Who has advocated for Indigenous Peoples in your organization – can you collaborate with them to conspire in dismantling racism?