How To Be An Ally

Week Ten
Reading Assignment


Group Activity

• Think of a situation when you wish you had more support from someone else, when you wished you had help navigating a situation (1 minute)
• Pair up
• **Storyteller**: Tell your story (2 minutes)
• **Listener**: Put yourself in storyteller’s shoes and share:
  – How would I have felt?
  – What type of support would have best helped me?
• Share and Trade
Social Justice Ally: Definition

“Social justice allies are members of dominant social groups (e.g., men, whites, heterosexuals) who are working to end the system of oppression that gives them greater privilege and power based upon their social group membership” (Broido, 2000).
Acting as Social Justice Allies

• Personal Support
  • e.g., interrupting bias

• Education of Others
  • e.g., use facts, raise issues in class

• Institutional Advocacy
  • e.g., advocate for diversity on committees/groups
Conditions for Being a “Truly Effective Ally” (Helms 1995)

• Seeks to understand one’s own oppressive socialization as a means of liberation (*self-awareness*)
• Eager to work with members of oppressed groups
• Understands the complexity of the intersecting nature of all forms of oppression
Leadership

• Ally work requires **skills**, **self-awareness**, and **courage**
  – These are also the makings of great leaders!

• Autocratic vs. Consensus styles

• Recognizing diversity of work styles
Discussion Questions

• Have you ever found yourself in a situation where you knew you needed to be an ally to someone, but couldn't? What was the result? What would you change?

• Reason and Broido (2005) said that self-understanding is not required for social justice ally actions, but provides a foundation for ally actions and identities to be built upon. Do you agree?

• Why is transcending the guilt over one’s privilege so important?

• How can being a social justice ally help address the issue of “fairness”?

• How can one feasibly be a social justice ally in engineering?
# Home Group Assignments

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<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
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<tr>
<td>Akavin</td>
<td>Edison</td>
<td>Dale</td>
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<td>Shiri</td>
<td>Victoria</td>
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Final presentations
10 minute ppt presentations in home groups

Talks will need to:

1) Combine a subset of topics covered in class with group members’ personal perspectives/stories.
2) Should be customized to what your group found most compelling
3) Include strategies for creating an inclusive culture in engineering.

Requirements:
- Include at least two jigsaw topics
- Jigsaw topic must be presented by a non-expert

Everyone must present for about equal time
Talks will be open to the public (invitees)
End of the Quarter Logistics

• Peer feedback – due next class period
  • Home group members
  • Expert group members
• PEER leaders
• Course feedback (in class next week)
What is a key concept/idea/strategy that you will take with you from this class?