

# Three Truths & Three Tries: Facing & Overcoming Critical Social Bias Challenges at the Micro, Mezzo & Macro Levels



**UCSF** Graduate Division  
February 16 & 18, 2021  
Carlos Hoyt, PhD, LICSW

*I sit on a man's back, choking him and making him carry me, and yet assure myself and others that I am very sorry for him and wish to ease his lot by all possible means—**except by getting off his back.** – Leo Tolstoy*

***This hard, hard work is only worthwhile if it leads to easing the structural, systemic, and interpersonal burdens associated with social bias.***

## Three Truths

1. Inclusivity requires *re-engineering*
2. You know race doesn't exist (I hope), yet you persist in *reification* and *racialization* nonetheless
3. “You don't tug on Superman's cape” – If we want people to speak truth to power, we have to *empower* them to do so.

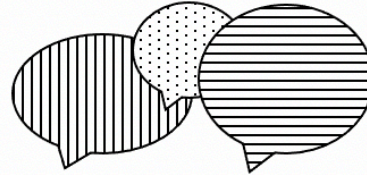


*Safe* enough  
to be *brave* enough

BothAnd

Kindness mustn't  
stifle justice

Patience  
Grace  
The benefit of the doubt



Resist the arrogance of  
language privilege, *guys*.

*Arrogance*: from Latin,  
meaning claimed for oneself;  
to claim something without  
justification

"I see no reason why I  
should be consciously  
wrong today because I was  
unconsciously wrong  
yesterday."

– Supreme Court Justice Robert H.  
Jackson, 1948

Please be mindful of the  
size of your word bubbles.

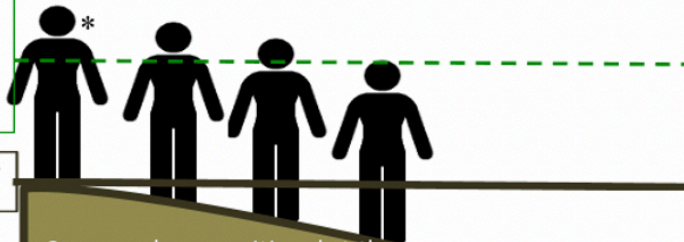
Cognitive Dissonance

Some people are born on  
third base and spend their  
lives thinking they hit a  
triple.

It's OK to not have known.  
It's not OK to use that as an excuse to not grow.

Don't confuse what you get with what you deserve.

Social standard,  
Access, Care  
Opportunity,  
Protection ...



Delusion of Equality

Some people are positioned at the  
top of a social hill and believe everyone  
shares level ground.

\* Every figure is the same size -- has equal worth, equal capacity, and  
[ought to have] equal rights

## Meanings & Methods

Defining micro, mezzo, and macro.

**Micro** – How you, as the unique intersectional individual you are, feel/think about the prompt.

*“While we accept certain cultural values as appropriate, as important for our own course of becoming, it is equally true that we are all rebels, deviants, and individualists.”* – Gordon Allport

**Mezzo** – How you feel/think about the prompt in terms of your primary social community.

Here you might think of your lab group at UCSF.

**Macro** – How you feel/think about the prompt in terms of the larger structure/institution/system you feel is most relevant for you.

Here you might think of UCSF as an institution situated within and, in important ways, inextricably connected to and interactive with greater macro-level historical, structural, institutional forces.

Participants will be asked to respond to prompts at the micro, mezzo, and macro level. Where “M<sup>3</sup>” appears in the schedule, it is simply an abbreviation for micro, mezzo, macro.

## Sharing your reflective writing with Carlos

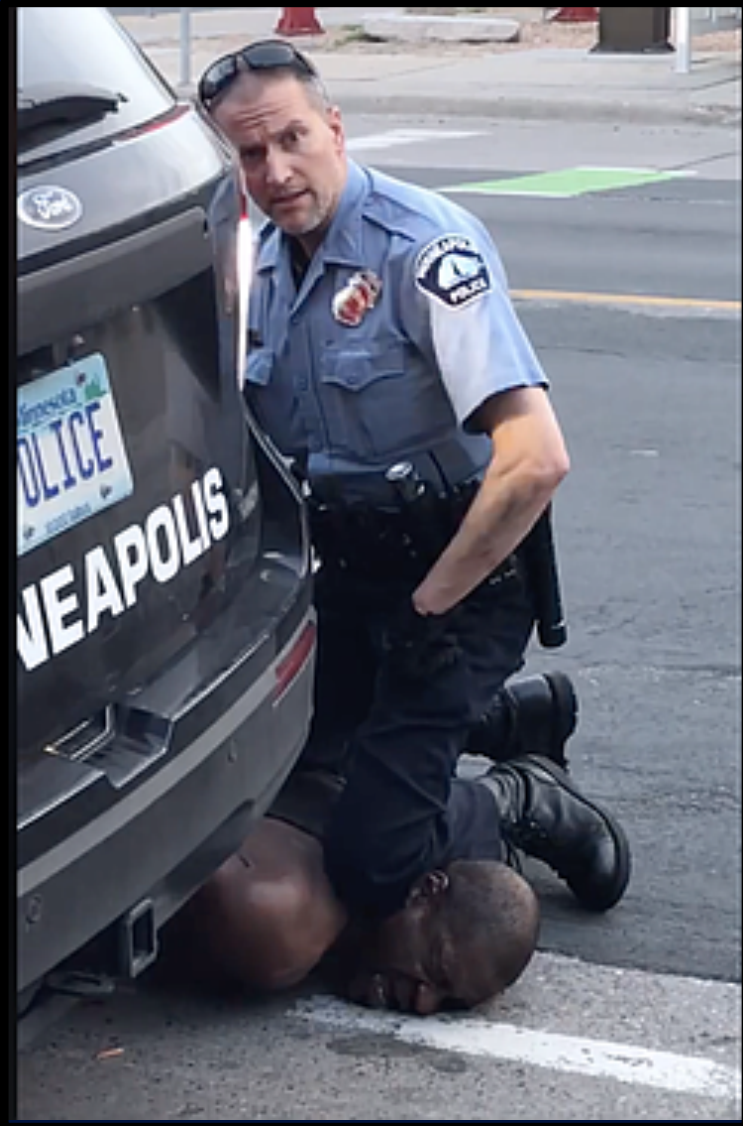
To maximize our ability to share our feelings, thoughts, questions, etc. please consider entering your responses to each reflective writing opportunity in [this doc](#). Your entries will be completely anonymous and will be seen by only me.

- Page 2 -

Prelude:

What it's like to be me.

And what it's like to be you in response.



This morning, May 26, 2021

after the umpteenth public slaughter of an  
unarmed black-racialized person by police

and the protests that are following

I find myself on the other side of a threshold.

- Page 7 -





January 7, 2021

I wonder what you think of when you  
think of trees.

I wonder what rope represents to you.

- Page 8 -



After reading Carlos's confessionals

M<sup>3</sup> - What do you feel?

M<sup>3</sup> - What do you think?

M<sup>3</sup> - What do you do?

10:20am – Reflective writing – 1.5 minutes

10:22am – Dialogue – 8 minutes

10:32am – Share-out 8 minutes



## *Inclusivity requires re-engineering*

M<sup>3</sup> – When are you a **giraffe**?

M<sup>3</sup> - When are you an **elephant**?

M<sup>3</sup> – When are you a **carpenter**?

10:47am – Dialogue – 8 minutes

10:57am – Share-out 8 minutes

NATION

# Racism is a declared public health issue in 145 cities and counties across 27 states. Now what happens?

Jordan Culver USA TODAY

Published 11:15 p.m. ET Nov. 23, 2020 | Updated 8:05 a.m. ET Nov. 24, 2020

## My Agenda

To seek and secure your help in combatting **the public health crisis of racism** by inoculating the public against the virus of the mind that causes racism: the process and practice of *racialization*.

## Diagnostic Rule-outs

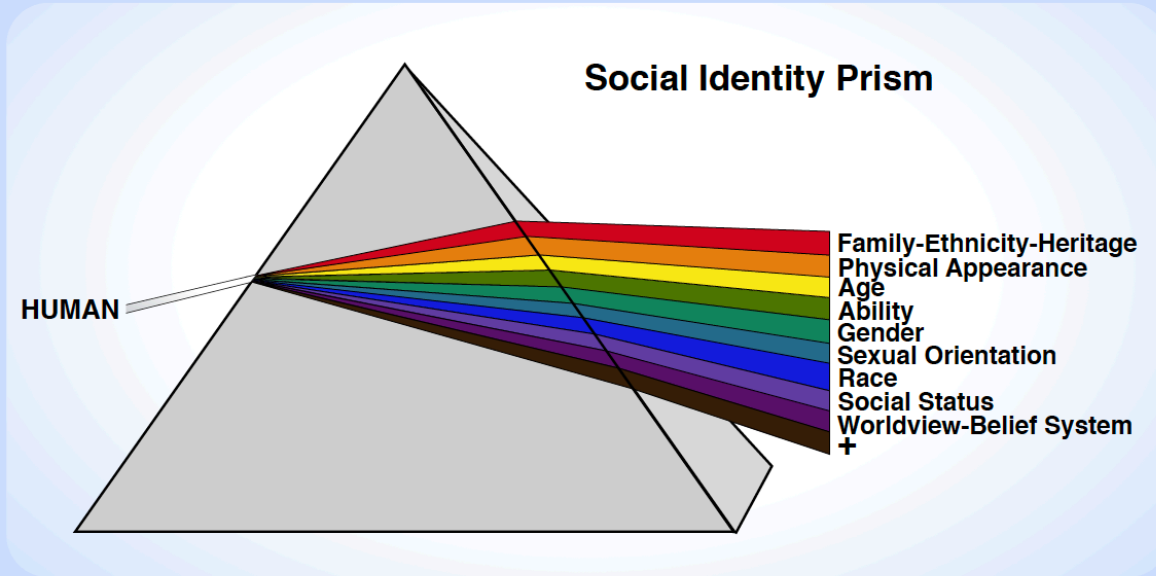
Carlos has his peculiarities but

- He is not a practitioner nor an advocate of a “colorblind” attitude towards race
- He does not believe we live in a “post-race” era
- He has not somehow been spared the indignities and degradations of racism

## Key Arguments

1. We (inadvertently? misguidedly? habitually? lazily?) conduct the discourse on race in a manner that affirms and reinforces belief in the false differences that are the basis of racism.
2. We must add preventative *upstream* efforts to our noble but reactive *downstream* endeavors to contend with racism.
3. We must teach about *racialization* (of self and others).
4. We must not only recognize that race is a social construct, we must act accordingly.
5. We can preserve a sense of solidarity, pride, and collective agency in the struggle against oppression without reinforcing and recapitulating the very constructs upon which our oppression is based.

# Honoring Differences



**Our brains tend to sort, simplify, and rank everything, including personhood.**

*This or that, good or bad, us or them.* It's hard for us to hold the multiple, intersecting aspects of personhood at once in our minds. Instead, **like a prism**, we often **refract** our complex whole selves into narrow categories.

Recognizing the full spectrum of social identity and resisting the tendency to reduce people to one or another restrictive category enables us to think critically and inclusively, engage empathically, reduce social bias, and thrive in an increasingly complex and interconnected world.

## Family-Ethnicity-Heritage

where you and your relatives come from, your family composition, the languages you speak, and the values and culture associated with your background.

## Physical Appearance

how you look, your body shape and features (skin color, hair type and color, eye color, height, weight, etc.), the way you dress, etc.

## Age

how old you are in actual age and as a stage of maturity (e.g. baby, toddler, child, teen, young adult, adult, senior citizen).

## Ability

how able you are to do something that matters in society (e.g. seeing, hearing, academics, athletics, etc.).

## Gender

feeling male or female or both or neither or unsure.

## Sexual Orientation

the types of people you are sexually attracted to (e.g. heterosexual, homosexual, bisexual, asexual, unsure or other terms that describe a person's sexual attraction).

## Race

socially created, scientifically false categories of human differences based on vague and variable mixes of appearance and ancestry.

## Social Status

the status and power you have based on your wealth, education, job, etc.

## Worldview-Belief System

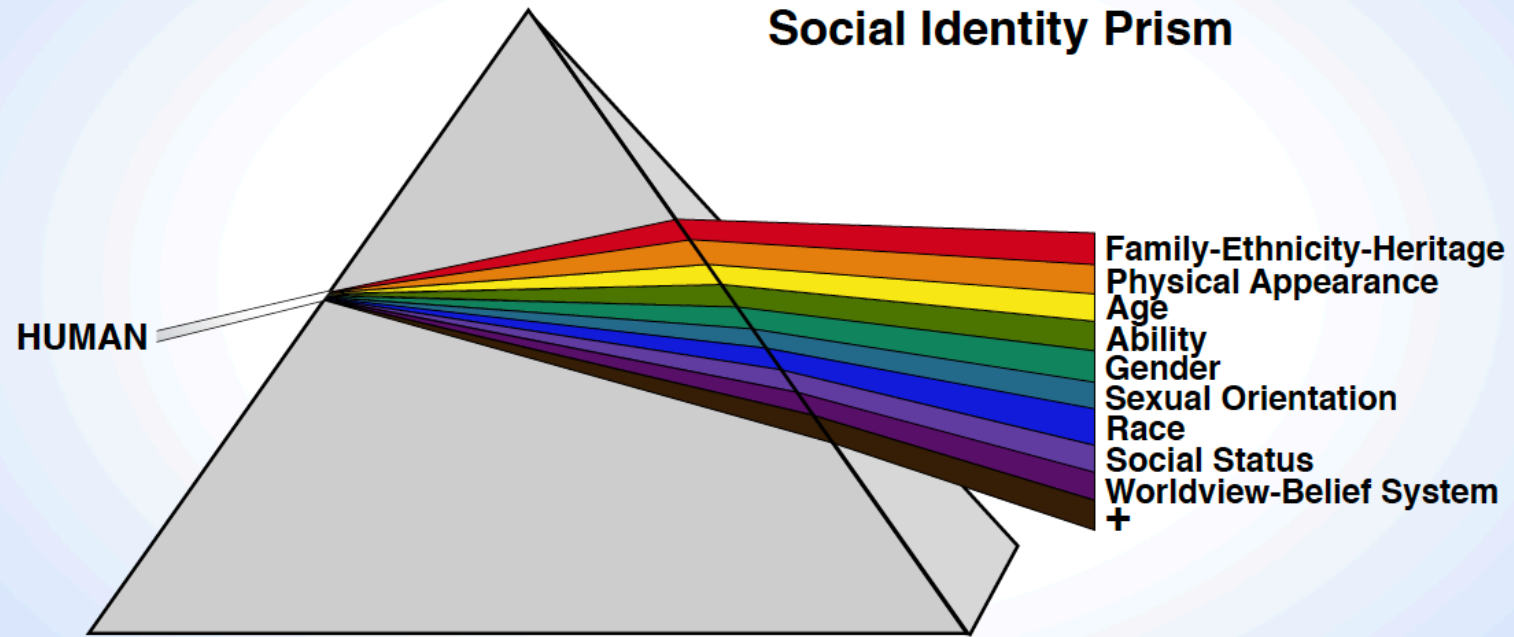
how you make sense of the big questions about life (e.g. religious, spiritual, atheist, agnostic, democrat, republican, socialist, capitalist, environmentalist, etc...).

## The "+" strand

is meant to acknowledge any other social identity important to you.

**Whoever you are, however you are,  
YOU ARE SAFE HERE**

## Social Identity Prism



### Race

socially created, scientifically false categories of human differences based on vague and variable mixes of appearance and ancestry.



From the Scientific American, June 2020

By now, you have received a statement about the current state of race relations from almost every institution and organization that you are affiliated with.

Like me, you may be asking yourself: Will these statements mean anything? Will these organizations actually do something?

*Universities and scientific organizations are not just expected to say something, but to take action.*

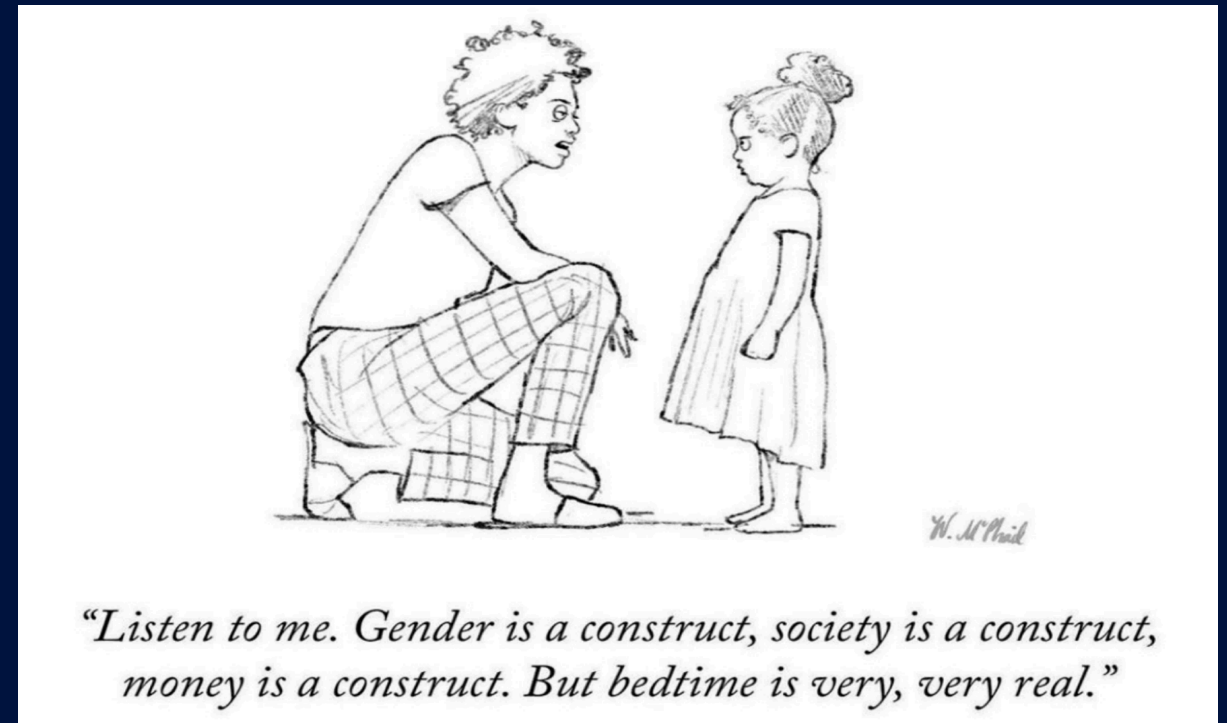
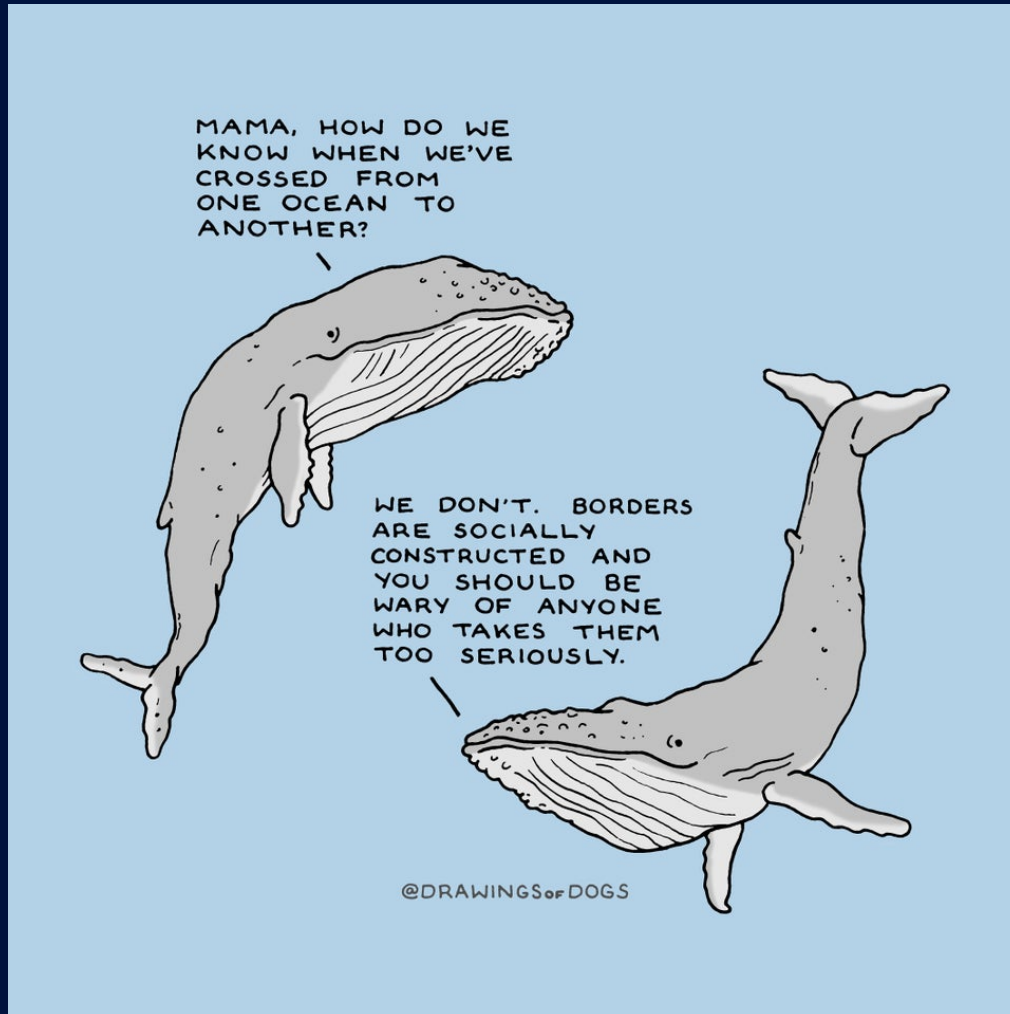
**What science  
can do.**



What science  
can  
*must*  
do.



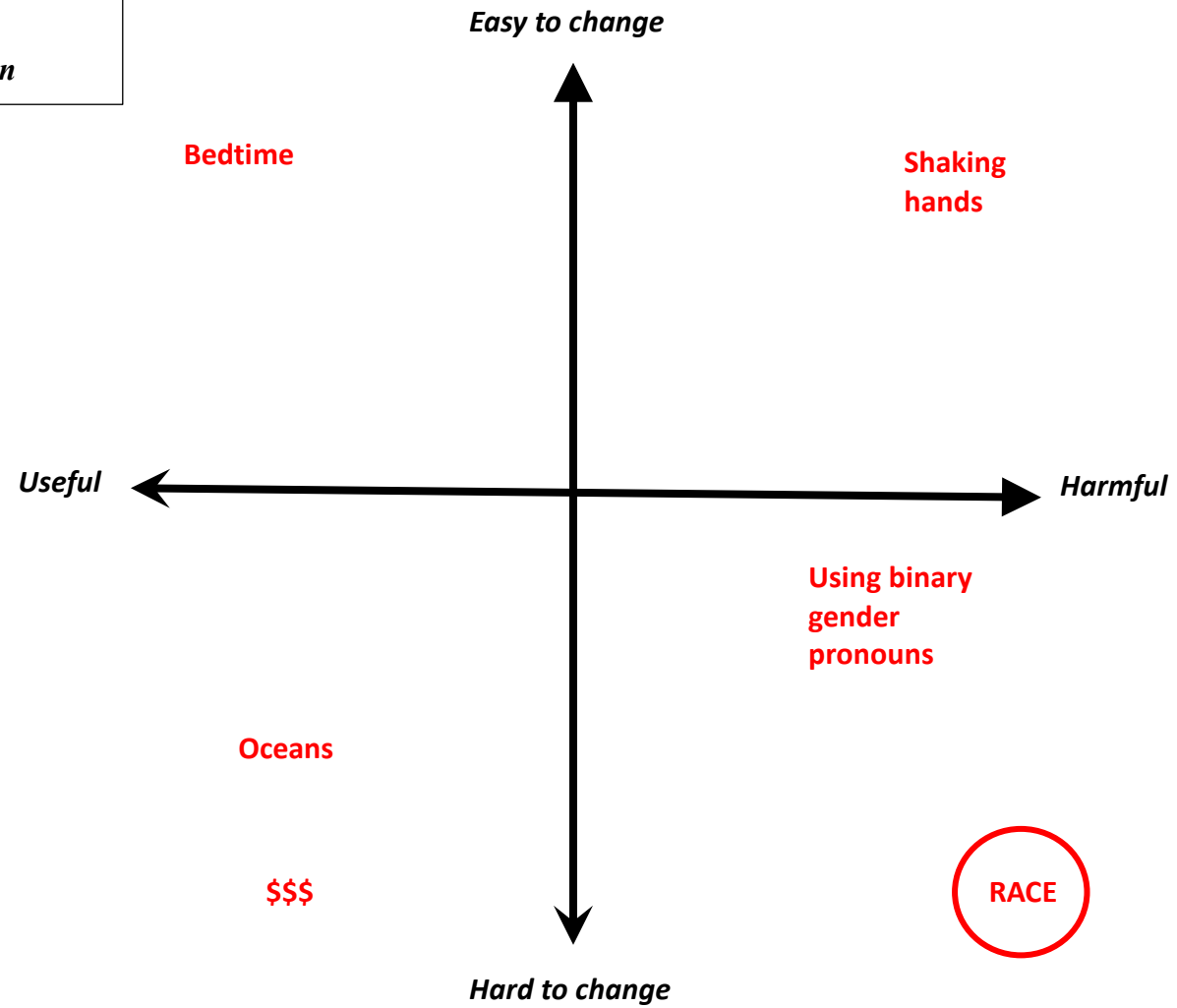
Social *Constructs*  
Not So Easy to *Destruct*  
But Sometimes in Need of *Deconstruction*



Taking race out of human genetics and memetics: We can't achieve one without achieving the other

CS for Racial Literacy: Teaching Race through Cultural Algorithms

Social *Constructs*  
Not So Easy to *Destruct*  
But Sometimes in Need of *Deconstruction*



| SCIENCE DEFINES YOU BY YOUR DNA.  
SOCIETY DEFINES YOU BY THE COLOR OF YOUR SKIN. |

The fundamental problem with racism is not that people of one race feel and act on a sense of superiority to and/or animosity towards people of other races.

People certainly do that, and it is a deadly serious and seemingly intractable problem but that's not *the fundamental catalyzing problem*.

The fundamental problem with racism is that almost everyone - not only "the racists" - *acts as if there are* people of one or another race in the first place.

Racism is not about someone being black or someone being white.

We know that no one is black and no one is white.

*Racism is about being adversely racialized by people who harbor lethal delusions about human differences, and being oppressed by systems founded on such delusions.*





Proponents will argue race is a placeholder—a crude marker of variation that might as well be used until better markers (genetic or environmental) for differential responses are identified and cost effective genetic screening technologies become available.

But scientifically, race is a meaningless marker of anything. Pooling people in race silos is akin to zoologists grouping raccoons, tigers and okapis on the basis that they are all stripey.

-NATURE BIOTECHNOLOGY VOLUME 23 NUMBER 8 AUGUST 2005

# Racialization: The Technology of Race

# Racialization: The Technology of Race

## 1. Select

some human characteristics as meaningful signs of racial difference.

# Racialization: The Technology of Race

## 1. Select

some human characteristics as meaningful signs of racial difference.

## 2. Sort

into subpopulations based on selected distinctions.

# Racialization: The Technology of Race

## **1. Select**

some human characteristics as meaningful signs of racial difference.

## **2. Sort**

into subpopulations based on selected distinctions.

## **3. Attribute**

traits (temperament, talents, behaviors) to racial types.

# Racialization: The Technology of Race

## 1. Select

some human characteristics as meaningful signs of racial difference.

## 2. Sort

into subpopulations based on selected distinctions.

## 3. Attribute

traits (temperament, talents, behaviors) to racial types.

## 4. Essentialize

differences – make them natural, immutable, and hereditary.

# Racialization: The Technology of Race

## 1. Select

some human characteristics as meaningful signs of racial difference.

## 2. Sort

into subpopulations based on selected distinctions.

## 3. Attribute

traits (temperament, talents, behaviors) to racial types.

## 4. Essentialize

differences – make them natural, immutable, and hereditary.

## 5. Act

as if racial differences justify unequal treatment.

### Process of Racialization Worksheet

Social identity group: \_\_\_\_\_

Steps	How it plays out for this group
<b>Select</b> some human characteristics as meaningful signs of racial difference.	
<b>Sort</b> into factitiously homogenized human subpopulations based on selected distinctions.	
<b>Attribute</b> traits (temperament, talents, behaviors) to racial types.	
<b>Essentialize</b> differences – make them natural, immutable, and hereditary.	
<b>Act</b> as if racial differences justify unequal treatment.	



Process of Racialization Worksheet

Social identity group: Airplane Passengers

Steps	How it plays out for this group
<p><b>Select</b> some human characteristics as meaningful signs of racial difference.</p>	<p>Seating status</p>
<p><b>Sort</b> into factitiously homogenized human subpopulations based on selected distinctions.</p>	<p>First class seat holders v Economy class seat holders</p>
<p><b>Attribute</b> traits (temperament, talents, behaviors) to racial types.</p>	<p>Seems to me those <i>classies</i> are calmer, more confident, better-looking, and just plain more appealing than the <i>econers</i>.</p>
<p><b>Essentialize</b> differences – make them natural, immutable, and hereditary.</p>	<p>Oh, it's not about money; this is deeper than circumstance. These differences are bone-deep, ancestry-deep, heritable, and immutable.</p>
<p><b>Act</b> as if racial differences justify unequal treatment.</p>	<p>Why wouldn't I prefer classies over econers when considering relationships, employment, residence, politics, etc.?</p>

**Process of Racialization Worksheet**

**Social identity group:** Airplane Passengers

Steps	How it plays out for this group
<b>Select</b> some human characteristics as meaningful signs of racial difference.	
<b>Sort</b> into factitiously homogenized human subpopulations based on selected distinctions.	
<b>Attribute</b> traits (temperament, talents, behaviors) to racial types.	
<b>Essentialize</b> differences – make them natural, immutable, and hereditary.	
<b>Act</b> as if racial differences justify unequal treatment.	

**Process of Racialization Worksheet**

**Social identity group:** Height

Steps	How it plays out for this group
-------	---------------------------------

**Process of Racialization Worksheet**

**Social identity group:** Eyebrow thickness

Steps	How it plays out for this group
-------	---------------------------------

**Process of Racialization Worksheet**

**Social identity group:** Earlobe shape

Steps	How it plays out for this group
-------	---------------------------------

**Process of Racialization Worksheet**

**Social identity group:** Baseball fans

Steps	How it plays out for this group
-------	---------------------------------

**Process of Racialization Worksheet**

**Social identity group:** Religion

Steps	How it plays out for this group
-------	---------------------------------

**Process of Racialization Worksheet**

**Social identity group:** Political orientation

Steps	How it plays out for this group
-------	---------------------------------



| THE RACE ISSUE |

## **There's No Scientific Basis for Race—It's a Made-Up Label**

It's been used to define and separate people for millennia. But the concept of race is not grounded in genetics.



## IS THERE A ROLE FOR RACE IN SCIENCE AND MEDICINE?

*by Dani O. Gonzalez;  
Linda I. Suleiman;  
Gabriel D. Ivey;  
and  
Clive O. Callender, MD, FACS*

12

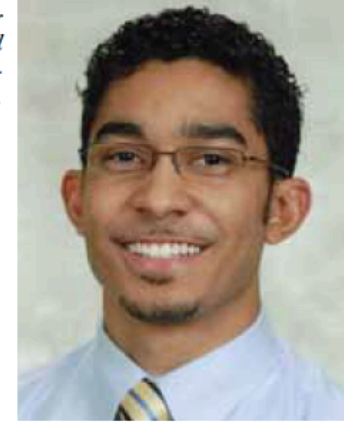
VOLUME 96, NUMBER 9, BULLETIN OF THE AMERICAN COLLEGE OF SURGEONS

Modern human genetic variation does not structure into phylogenetic subspecies (geographical “races”), nor do the taxa from the most common racial subclassifications of classical anthropology qualify as “races.”

*Ms. Gonzalez is a fourth-year medical student at Howard University College of Medicine, Washington, DC.*



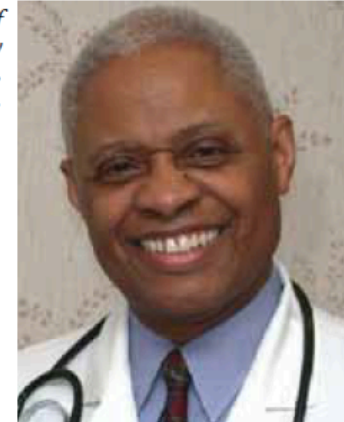
*Mr. Ivey is a fourth-year medical student at Howard University College of Medicine, Washington, DC.*



*Ms. Suleiman is a fourth-year medical student at Howard University College of Medicine, Washington, DC.*



*Dr. Callender is professor of surgery, Howard University College of Medicine, Washington, DC.*



# A Realist Metaphysics of Race



*A Context-Sensitive, Short-Term Retentionist,  
Long-Term Revisionist Approach*

Jeremy Pierce

## Possible Reactions to Race

***Retentionism***- “We might favor retaining racial categories, pretty much as they are.”

***Revisionism***- “We might seek to transform those categories without removing them entirely.”

***Eliminativism*** – “We might seek to eliminate any thought, language, or practices that involve race.”

***Correctivism*** - *Commitment to counteracting the custom/habit of racialization through self-discipline, education, advocacy, counternarrative, and changes in practice.*



*You know Race doesn't exist (I hope), yet you persist in **reification** and **racialization** nonetheless*

M<sup>3</sup> - Are you a literalist-*retentionist*?

M<sup>3</sup> - Are you a seemingly-progressive-*revisionist*?

M<sup>3</sup> - Are you a would-be *eliminativist*?



11:20am – Reflective writing – 1.5 minutes

11:22am – Dialogue – 8 minutes

11:32am – Share-out – 8 minutes

No accountability  
No Justice

UCSF Graduate  
Division



DEI Primer

Race The concept of race was constructed as a tool to categorize people with the purpose of validating racism. Race has no biological basis. During historical projects such as colonialism and slavery, race was artificially imposed on people in different political positions to create a moral hierarchy used to justify the harm inflicted by inequitable systems, exploitive capitalism, and white supremacy.<sup>13, 25</sup> Although the construct of race is dynamic and evolves with changing social, political, and historical norms,<sup>26</sup> the construct perpetuated the false idea that there are static, innate characteristics that apply to sets of people despite diverse origins, life experiences, and genetic makeups. However, race is distinct from ancestry. Ancestry denotes people's shared traits based the genetic similarities of their ancestors and accounts for the complexity of geographic variation and fluidity.<sup>27</sup> While race is socially constructed, the consequences of this social construct are experienced individually and collectively by communities in the form of racism. The effects of racism can be seen in differential outcomes in health, wealth, socioeconomic status, education, and social mobility in the United States.



# Talking about Race and Inequity in Science - Guide for Faculty



## Talking About Race and Inequity in Science –Guide for Students and Postdocs

D'Anne Duncan, PhD | Assistant Dean for Diversity and Learner Success

Nicole Foti | Sociology PhD student

Isaac JT Strong, PhD | Director, Graduate Faculty Development

Speaking truth to power must be **made possible**, otherwise it is merely a lofty, cynical, cruel, and valueless value.

How do we make it safe for the less powerful to speak truth to the most powerful?

# Honoring Differences Channel

A **virtuous** feedback loop  
for students & teachers

Every adult at BDS wants to know if they do anything that causes you to feel less than fully welcome, seen, heard, empowered, valued, and embraced.

No adult at BDS will ever get mad or make you feel bad if you let them know that something they did made you feel uncomfortable or upset. Instead, they'll be proud of you and grateful - and they will do everything they can to make things better.

# The Honoring Differences Channel

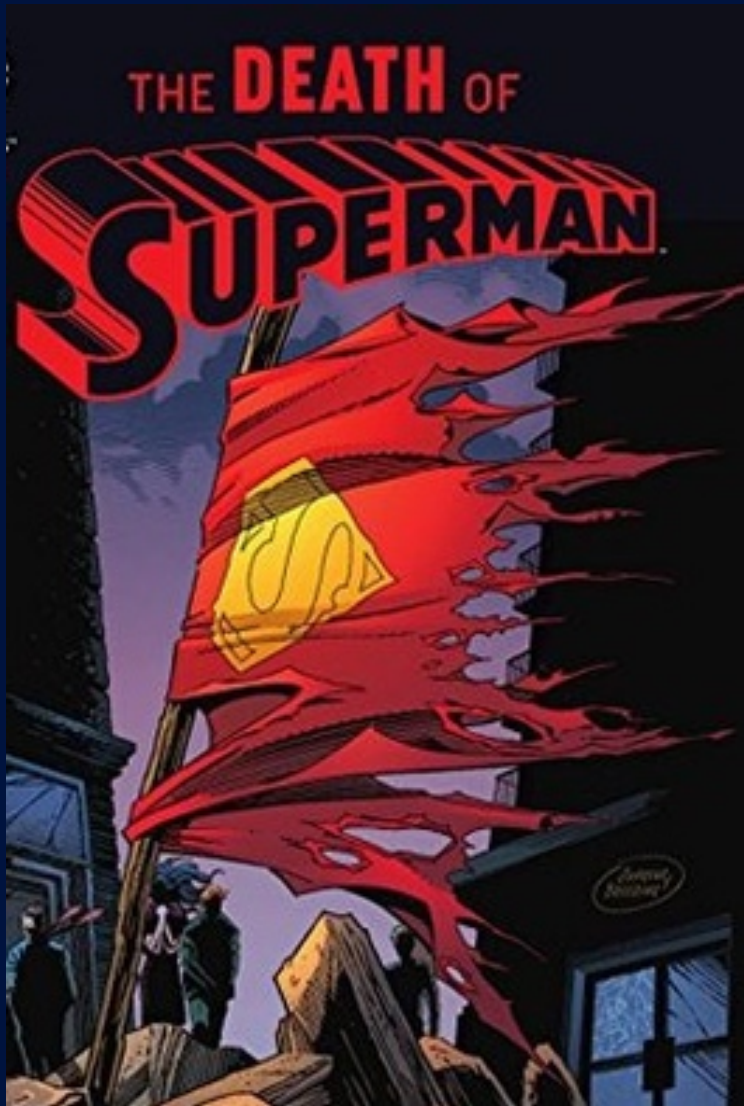
Provides a safe and constant method for you to do two extremely important things about your sense of belonging at BDS

## Thriving

Letting your teachers know when they do something that makes you feel known, respected, empowered, and happy at BDS or

## Striving

Letting your teachers know when they do something that makes you feel uncomfortable or upset.



“You don’t tug on Superman’s cape”: If we want people to speak truth to power, we have to empower them to do so.

M<sup>3</sup> - Do you feel encouraged to express grievance?

M<sup>3</sup> - Do you feel safe expressing grievance?

M<sup>3</sup> - Is there **accountability**?

11:50am – Whole-group share out

12:00pm – Close and please provide your take-aways & where-from-here’s

Thank you for  
considering this  
request for help and  
*call to action*

[carloshoyt.com](http://carloshoyt.com)

