Ally behavior 2.0: Bystander, Upstander, Ally, Accomplice

CALS Lunch and Learn
Monday, November 13, 2017
By visibly hovering near us, they are ‘proving’ that they are ‘with us.’ But the hard truth is this isn’t helping to solve America’s racist problem. The black folks aren’t the racists. Where the really sincere white people have got to do their ‘proving’ of themselves is not among the black victims, but out on the battle lines of where America’s racism really is — and that’s in their home communities; America’s racism is among their own fellow whites. That’s where sincere whites who really mean to accomplish something have got to work.
Assumptions and caveats

• We are not here to ally-shame
• Do not expect a reward for facing injustice
• Always act with safety (yours and others) in mind
• Do you have the skills, support, and knowledge to appropriately intervene?
  • Can these things inform your kind of intervention?
• We start from the assumption to do no harm, but recognize that intent and impact don’t always align.
What’s the difference?

• Bystander
  • “witness,” stand by
  • “bystander effect” – diffusion of responsibility leading to a lack of action

• Upstander
  • “active ally,” stand up
  • “proactive bystander”
What’s the difference?

• Ally/ allies
  • Works at an individual or (inter) personal level
  • Pushes towards the safety and dignity of a marginalized group
  • Interrupts harmful behaviors and patterns, then educates

• Accomplices
  • Works at a system/systemic level
  • Takes a long view to destroy the oppressive structures towards an equitable world

https://www.tolerance.org/magazine/ally-or-accomplice-the-language-of-activism
https://www.whiteaccomplices.org/
## Ally development: what motivates your actions?

<table>
<thead>
<tr>
<th></th>
<th>Ally for self-interest</th>
<th>Ally for Altruism</th>
<th>Ally for Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td>Selfish-for the people I know and care about</td>
<td>Other-I do this for them</td>
<td>Combined-we do this for us</td>
</tr>
<tr>
<td><strong>Ally to...</strong></td>
<td>A person</td>
<td>A target group</td>
<td>An issue</td>
</tr>
<tr>
<td><strong>Relationship to Target group</strong></td>
<td>Working over members of the group</td>
<td>Working for members of the group</td>
<td>Working with/alongside the target group</td>
</tr>
<tr>
<td><strong>power</strong></td>
<td>I’m powerful/protective</td>
<td>Empower them, they need our help</td>
<td>Empower all people</td>
</tr>
<tr>
<td><strong>mistakes</strong></td>
<td>I don’t make mistakes – I’m a good person and perpetrators are bad</td>
<td>Struggles with critique, can get defensive</td>
<td>Seeks critique and admits mistakes – has accepted complicity</td>
</tr>
<tr>
<td><strong>Focus of the work</strong></td>
<td>perpetrators</td>
<td>Other members of dominant groups</td>
<td>Me people – doesn’t separate self from other agents</td>
</tr>
</tbody>
</table>

http://dx.doi.org/10.2202/1949-6605.1722
Work being done

• Knowledge and practice areas
  - Alcohol and other drugs
  - Sexual assault/ harassment
  - LGBTQ+
  - Racial justice
  - Community policing/ law enforcement
• Some programs at UW-Madison
  - Badger Step Up (student organizations)
  - Tonight (required 1st year SA program)
  - Alcohol Edu (required 1st year alcohol program)
  - Green Dot Program (bystander intervention certification-UHS)
Green Dot Method– the 3 D’s

• Direct
  • Directly insert yourself into a situation and stopping it by addressing those who are involved.

• Delegate
  • If you feel unsafe or uncomfortable stepping in yourself, getting someone to intervene for you who might be more equipped or better able to handle the situation.

• Distract
  • Diffusing a situation by distracting those involved and reducing the chances of an escalation.
Direct, Delegate, Distract

• Direct
  • “You seem uncomfortable, are you okay?”
  • Pulling a friend away who keeps having drinks given to them.
  • Telling your friends that you think that jokes about sexual harassment are offensive.

• Delegate
  • Alerting an advisor or Dean of a concerning pattern with a student.
  • Calling UWPD when it looks like a verbal argument may turn physical.

• Distract
  • Picking a random topic and start discussing it.
  • “Hey, can you help my with something in my office?”

https://www.youtube.com/watch?v=NSAegopFYzM
What to do if you are witnessing Islamophobic harassment

1. Engage conversation. Go to them, sit beside them and say hello. Try to appear calm, collected and welcoming. IGNORE THE ATTACKER.

2. Pick a random subject and start discussing it. It can be anything: a movie you liked, the weather, saying you like something they wear and asking where they got it...

3. Keep building the safe space. Keep eye contact with them and don't acknowledge the attacker's presence: the absence of response from you two will push them to leave the area shortly.

4. Continue the conversation until the attacker leaves & escort them to a safe place if necessary. Bring them to a neutral area where they can recollect themselves; respect their wishes if they tell you they're ok and just want to go.

This guide was written & illustrated by Maeril | @itsmaeril - Translated in English for The Middle Eastern Feminist

Your spheres of influence

Adapted from: Teaching for Diversity and Social Justice: A Sourcebook by Maurianne Adams, Lee Anne Bell, Pat Griffin (New York: Routledge Press, 2007)
Create your community of support/practice

• Index card-
  • On one side: what do you think you need in order to be more likely to intervene in your spheres of influence?
  • On the other side: what support can you offer others who want to move towards proactive bystander behavior?

• Think, pair, share
If you are coming to help me you are wasting your time. But if you are coming because your liberation is bound up with mine then let us work together.

Lila Watson
Australian Indigenous
IN THE END, WE WILL REMEMBER NOT THE WORDS OF OUR ENEMIES, BUT THE SILENCE OF OUR FRIENDS.

- MARTIN LUTHER KING JR.