

Coffee Talk: Community Tragedy

Bruce Smail, Director, Cross Cultural Center, UC Davis

Chaz Ashley-Cruz, Assistant Director, LGBTQIA Resource Center, UC Davis

Jinni Pradhan, Middle Eastern and South Asian Student Affairs Officer, UC Davis

Daniela De La Cruz, Mentorship Coordinator, AB 540 and Undocumented Student Center, UC Davis

Goals

— — —

- Examine the impact of community tragedies have on affinity groups as we navigate higher education
- To encourage educators to critically reflect on oppression: intersectionality, privilege, positionality and allyship as it relates to self, supporting students, and current campus climate towards students affected by tragedies
- Create a space for those working in higher education to share in dialogue their reflections and strategies to support each other through community tragedy

Community Tragedy

TRAGEDY- a sudden violent event that brings about great loss or destruction (Merriam-Webster, 2016)

COMMUNITY TRAGEDY- is an event that cause great suffering, destruction, and distress on a specific affinity group. In definition, Community Tragedy is an event that can impact communities far from the geographical location (Victa, Ashley-Cruz, & Muñoz, 2015).

**What recent events can you recall
that may be considered community tragedies?**

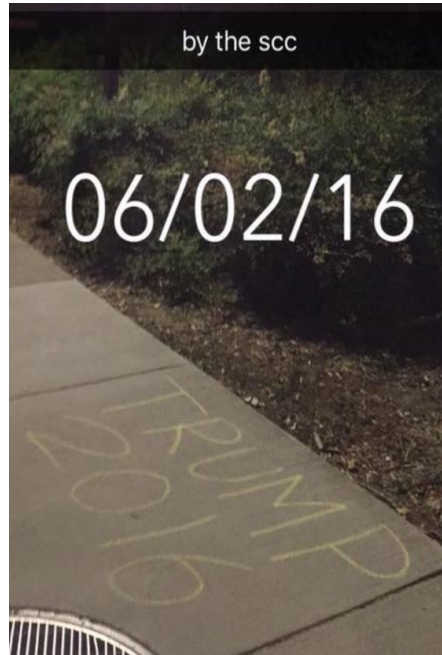
Orlando Nightclub Shooting



Police Brutality- Terrorism U.S.



Post-Elections Era: #MAGA, “Make America Great Again”

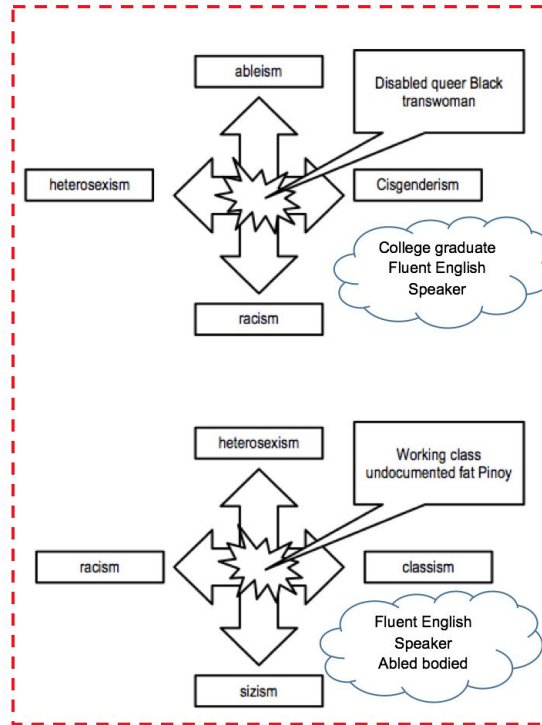


Intersectionality

*“There is no such thing as a single-issue struggle
because we do not live
single-issue lives.”*

- Audre Lorde

Power/Privilege/Intersectionality: A bigger picture of Identity /



Intersectionality: The point where experiences of oppression collide.

Adapted from Kim Milan “Intersectionality and Anti-Oppression” via, Williams, Kimberlé Crenshaw. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”. In: Martha Albertson ~~Fineman~~, ~~Rixanne Mykitiuk~~, Eds. The Public Nature of Private Violence. (New York: Routledge, 1994). P. 93-118.

How are you experiencing the presidential election results?

**What were responses to Community Tragedies
on our campus? Were they successful/impactful?**

THE EFFECTS OF TRAGEDY

- Intense emotion and reactivity
- Numbness/Denial
- Depression
- Flashbacks
- Avoidance
- Performance

(Solorzano, Ceja, & Yosso, 2000)

Counseling Services & CAN Counselors

- Registered students can access counseling on campus.
- Counseling Services
 - Students must call Counseling Services to make an appointment
 - Students may request a counselor based on online counselor profiles, otherwise assigned
 - Group therapy available
 - Offices primarily in North Hall
- CAN (Community Advising Network) Counselors
 - Students can email directly to make an appointment
 - Provide confidential consultation
 - Offices primarily in student community spaces or Ethnic Studies departments

POLITICAL NECESSITY

- The internal charge for action.
Grounded in understanding that the *personal is political*.
- Every action -- or inaction -- is political
on a macro/micro level.

Takeaway

Critical Hope ; *Duncan-Andrade (2009)*

- Three elements of critical hope: material, Socratic, audacious
- Practitioners can work effectively to connect to students' moral outrage in an "active and committed struggle."
- "adds to hopefulness because it develops a ... capacity for long-term, sustainable, critical hope in communities."

Positive Messaging

- "You belong here like everybody else"
- "You are role model for many people"
- "Define your own identity, your values, your goals.
- "Who you are as a person is not defined by your _____."

Takeaways

- Stay Current
 - Critical/social justice lens, media coverage
 - Help students/scholars/ all of us put these tragedies in context (self, identity, community)
- Personal Responsibility for Action
- Space utilization
- Self-reflection and awareness
 - Positionality and privilege

What are some recommendations you would like to add?

Question Bank

1. How do these community tragedies impact the work that we do?
2. What are you doing/ what have you done?
3. How can we be of service for student-scholars or peers?

**What role do we have in supporting each other
when affected by community tragedy?**

Thank
You