

Privilege: How do we talk, listen, and learn about it?

CM Credit Ethics Session
- Sponsored by APA LGBTQ Division



Meet your ethics guides



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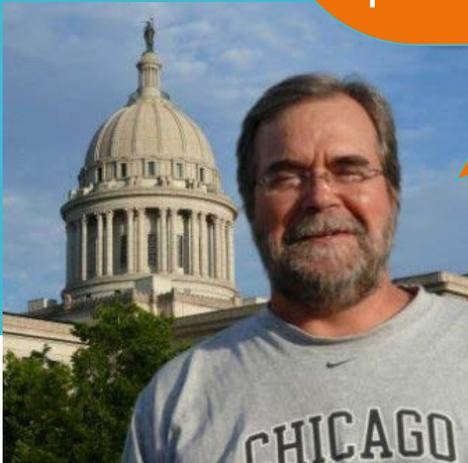
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**Also contributing to webinar - Jen Robertson, AICP, Transportation Policy Advisor,
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Pronouns: She/Her/Hers/They/Them/Their**

The Disclaimer – required content for AICP Ethics Session

"PLEASE NOTE: This session has been created to provide general education regarding the AICP Code of Ethics. Though examples, sample problems, and question and answer sessions are an important part of illustrating application of the code's provisions, all certified planners should be aware that only the Ethics Officer [– that's me!] is authorized to give informal advice on the propriety of a planner's proposed conduct and only the Ethics Committee can give a formal opinion (AICP Code of Ethics, Section C1). If you have a specific question regarding a situation arising in your practice, you are encouraged to seek the opinion of the Ethics Officer." - James Peters, FAICP



What we will do today

- Can you spot the AICP Code?
- Brief overview of the AICP Code of Ethics
- Motivating Questions
- Terminology
- Activities for self-reflection
 - Social Identities Worksheet, Privilege Walk – How do they work out?
- The Four Pillars
- How does the code perform?

When was the last time you looked at the AICP code?

- A. Within the last year.
- B. Last time I got my AICP ethics credits.
- C. When I studied for the AICP exam.
- D. Never

Results

Which one is a line from the AICP code of ethics?

- A. Should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- B. Shall, in all matters related to their profession, treat all persons fairly and encourage equitable participation without regard to gender or gender identity, race, national origin, ethnicity, religion, age, sexual orientation, disability, political affiliation, or family, marital, or economic status.
- C. Shall not unlawfully discriminate against another person.
- D. Members shall not violate the law in the conduct of their professional practice, including any federal, state, or local laws and particularly laws and regulations in the areas of antitrust, employment, environmental and land-use planning, and those governing professional practice.

Results

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code of
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- A. Should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. - National Association of Social Workers
- B. Shall, in all matters related to their profession, treat all persons fairly and encourage equitable participation without regard to gender or gender identity, race, national origin, ethnicity, religion, age, sexual orientation, disability, political affiliation, or family, marital, or economic status. - American Society of Civil Engineers
- C. **Shall not unlawfully discriminate against another person. - AICP**
- D. Members shall not violate the law in the conduct of their professional practice, including any federal, state, or local laws and particularly laws and regulations in the areas of antitrust, employment, environmental and land-use planning, and those governing professional practice. - American Society of Landscape Architects

Why do **ethics** matter? Overview of the Code

Load up the code:

<https://www.planning.org/ethics/>

Ethics matter

Who we are

What's expected

Elevate the profession

When we get stuck

We are in this together



Which of the code sections is enforceable? (That is, if you violate it you can lose your AICP.)

- A. Section A. Statement of aspirational principles
- B. Section B. Rules of conduct
- C. Sections A and B
- D. Any of the Sections

Results

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- A. Section A. Statement of aspirational principles
- B. Section B. Rules of conduct**
- C. Sections A and B
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Let's Talk –
Some
Motivating
Questions

How do our own identities affect our work?

What do we mean when we talk about privilege, diversity, equity and inclusion?

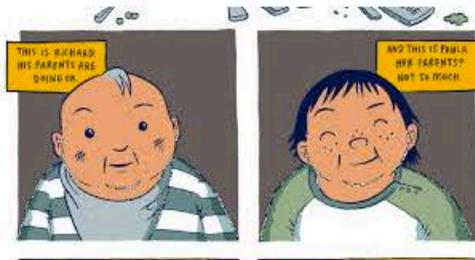
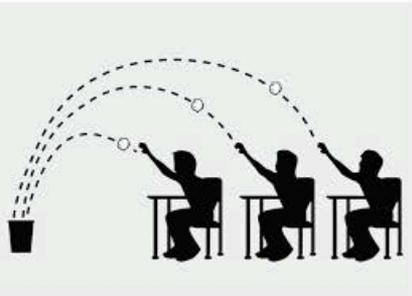
Working Definitions: Privilege



If you don't have to think about it, it's a privilege.

Privilege®

gardens to form b
rated by garages o
privilege /privi
a special right or
person or group
position than other
belonging to the
The other

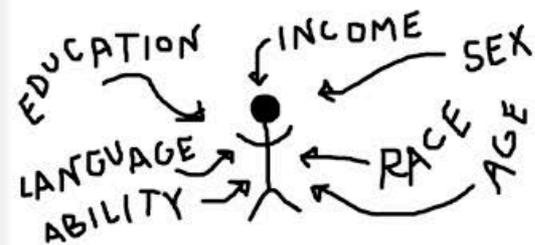


what is privilege?

feministastic.com • privilege 101

We can define privilege as a set of unearned benefits given to people who fit into a specific social group. Society grants privilege to people because of certain aspects of their identity. Aspects of a person's identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few.

by Siân Ferguson via Everyday Feminism



Privilege

Working Definitions: Privilege

priv·i·lege

/ˈprɪv(ə)liːʒ/ 

noun

1. a special right, advantage, or immunity granted or available only to a particular person or group of people.

"education is a right, not a privilege"

synonyms: advantage, benefit; [More](#)

Reflection and Discussion

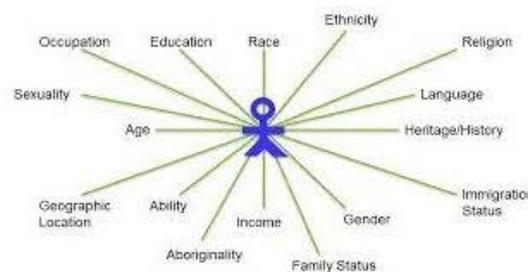
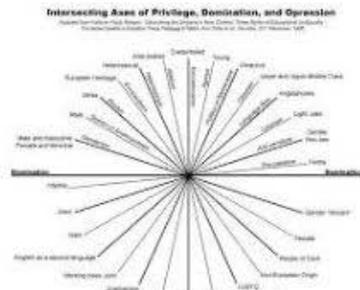
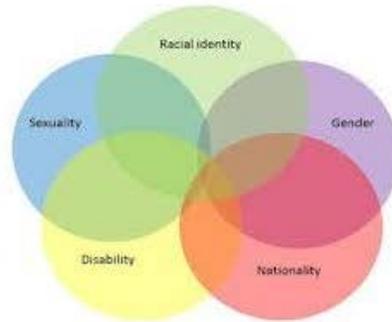
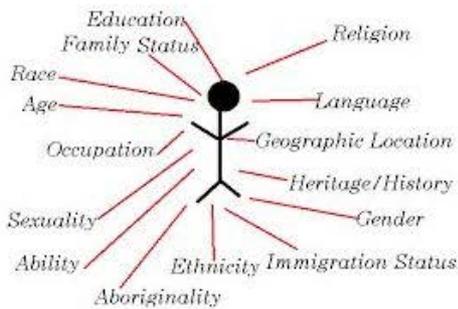
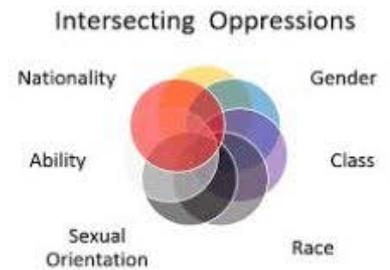
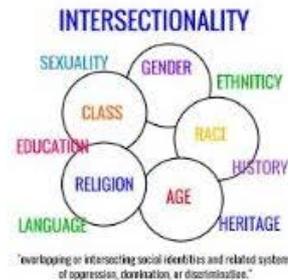
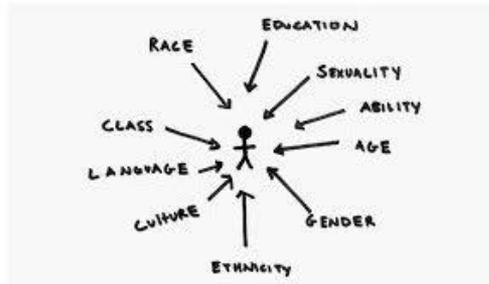
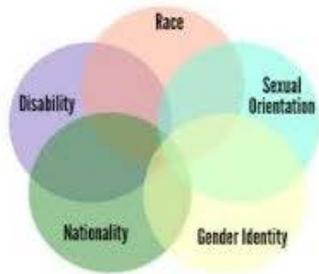
When have we seen privilege in our work?

Have you heard of
“intersectionality”
and what it
means?

- A. Not heard of it.
- B. Heard of it, but not sure what it means.
- C. Familiar
- D. Very familiar and use it in my planning work.

Results

Working Definitions: Intersectionality



Working Definitions: Intersectionality

in·ter·sec·tion·al·i·ty

/,ɪn(t)əˈsekʃəˈnælədē/ 

noun

the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

"through an awareness of intersectionality, we can better acknowledge and ground the differences among us"

Other Exercises for Enhancing Self-Awareness

Privilege Walk – Watch video online (Youtube has some) and discuss:

How does watching it make you feel?

How might participating make you feel?

Can you imagine how it might feel for your coworkers or clients/public you work with?

Implicit Bias Tests:

<https://implicit.harvard.edu/implicit/takeatest.html>

Walk through a neighborhood, especially one where you are not the majority identity?

Pay attention to your thoughts and feelings?

Do you feel comfortable? Uncomfortable? How?

Do you have any thoughts or feelings you might rather not have?

Perhaps even journal about your feelings and look back a week or two later?

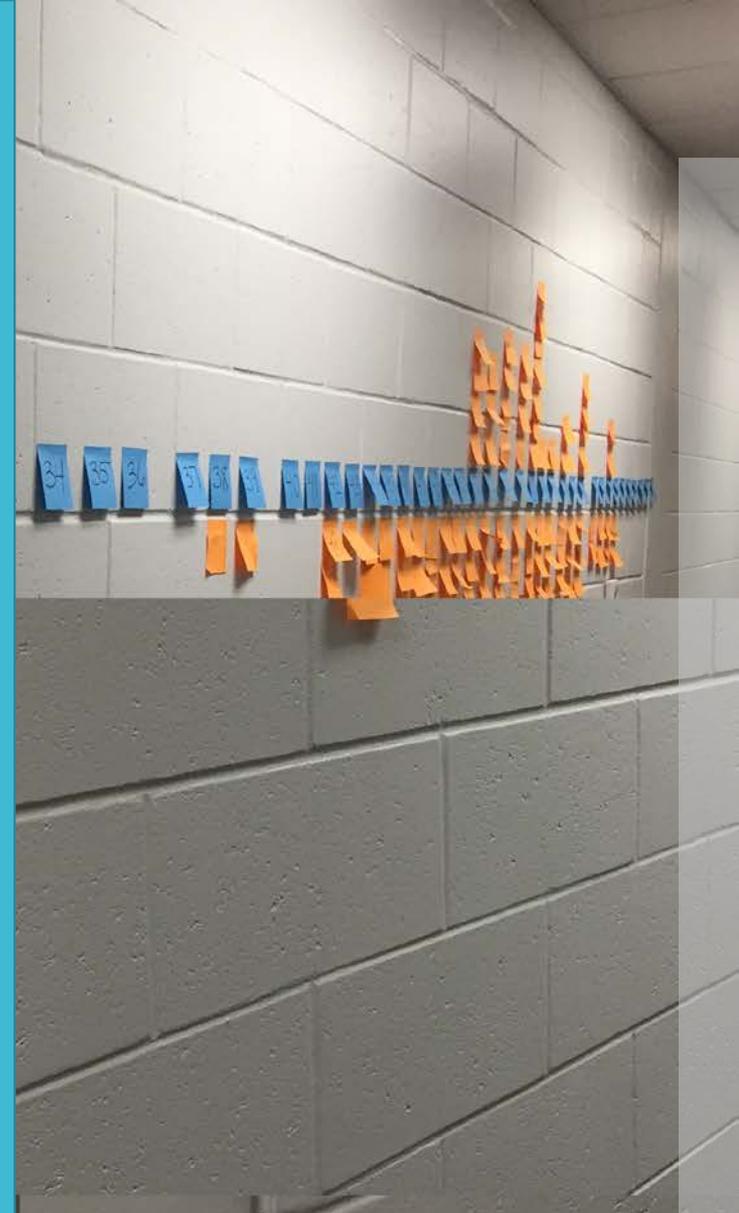
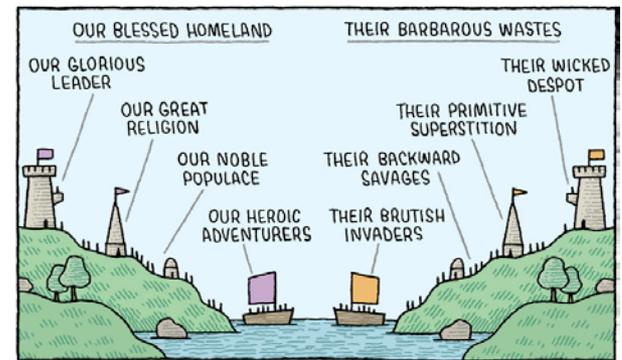


Photo credit and exercise: <https://sciences.ucf.edu/communication/reflect-upon-your-privilege-putting-a-noted-twist-on-the-privilege-walk-exercise/>

Motivating Questions



Why do we struggle so much with Us vs. Them?



TOM GAULD

Reflection and Discussion Questions

When have we seen us vs. them dynamics in our work?

How do us vs. them look?

What impacts does us vs. them have?

What is a planner's role in addressing us vs. them?

Motivating Questions

What do we mean when we talk about diversity, equity, inclusion, and privilege?

Working Definitions: Diversity, Equity, & Inclusion

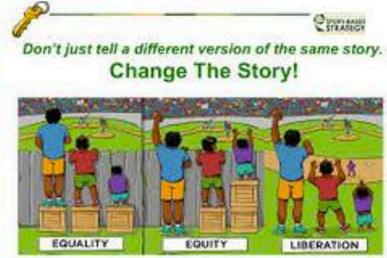
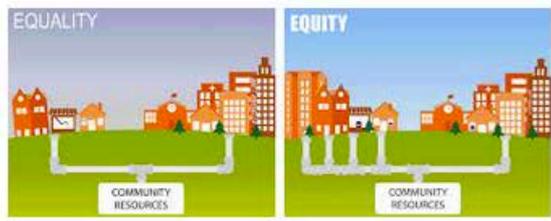
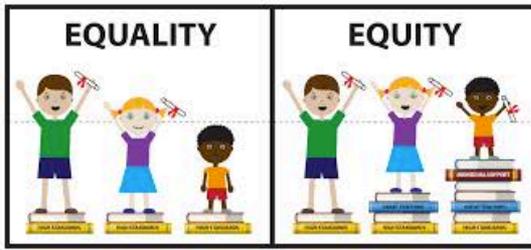
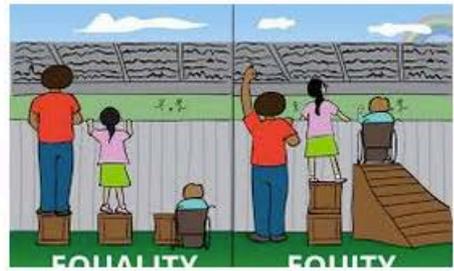
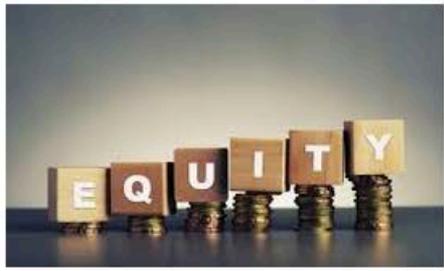
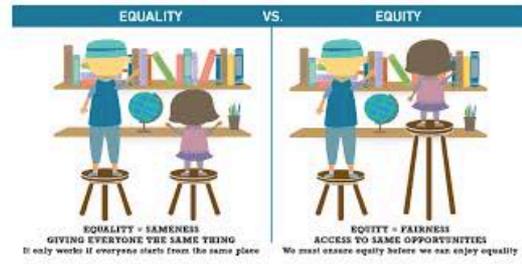
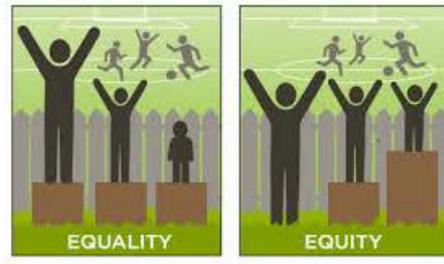
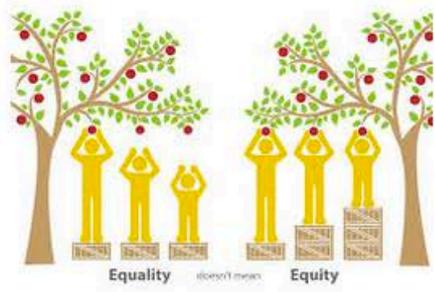
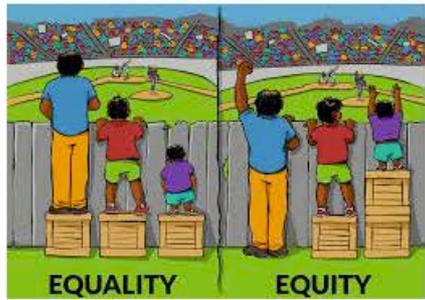


Working Definitions: Diversity, Equity, & Inclusion

intellectual, practical, and personal engagement with issues related to *social justice* and *equity*, particularly in relation to minority and marginalized groups such as:

- Women
- Latina/os
- Native Americans
- African Americans
- People with disabilities
- Members of the LGBTQIA+ community
- People from other countries

Working Definitions: Diversity, Equity, & Inclusion



Working Definitions: Diversity, **Equity**, & Inclusion

A safe, healthy, and fair environment for all people:

- Schools – learning
- Housing – shelter and relationships
- Workplaces – productivity and earning
- Public spaces – relaxation, recreation, assembly, etc.
- Transportation – accessibility and mobility

Working Definitions: Diversity, Equity, & Inclusion



iNCCLUSION
STARTS
WITH **i**

Working Definitions: Diversity, Equity, & Inclusion

Fully involving and engaging all people in the community

Equity in process

Diversity in process

No one aspires to being tolerated, being the token (fill in the blank), or otherwise being subject to insincerity or pity.

To Think About

When have we seen struggles (or successes) around privilege, diversity, equity, and inclusion in our work?

What is a planner's role in resolving these struggles?



By Shakil Choudhury

Four pillars/insights:

1. **Power:** Even in egalitarian, democratic societies, power needs to be named, challenged, and equalized to create greater fairness between racial groups.
2. **Tribes:** We have greater empathy – more care and concern – for those who are most like ourselves.





Four pillars/insights:

3. **Biases:** As humans, we all have biases we are not aware of that play out on a daily basis.
4. **Emotions:** How we feel directly influences how we act.



Choudhury Closing Quotes

Golden Rule: Do unto others as you'd have them do to you.

Platinum Rule: Treat others the way they want to be treated.

**“This is not a sprint,
but an ultra-marathon,
spanning generations.”**

Exercise: AICP Code of Ethics and Professional Conduct

A. Principles to Which We Aspire

1. Our Overall Responsibility to the Public
2. Our Responsibility to Our Clients and Employers
3. Our Responsibility to Our Profession and Colleagues

Rank prevalence of four pillars (**E**motions, **B**iases, **T**ribes and **P**ower) for each of three sections

Discussion:

- What gaps?
- What might explain the gaps?
- How might we improve the Aspirational Principles?

Motivating Questions

What are your initial reactions on the idea that planners should pay more attention to emotions in their work?

What do you think about emotions in our work?

- A. Yeah – emotion happens and I yell.
- B. Yeah – emotion happens and I want to run away or I freeze up.
- C. I just “suck it up” and get through it. I remain neutral.
- D. I’m very aware of self care and pay attention to when emotions are taking a negative toll on me.

Results

How have you learned to manage your emotions at work?

- A. I haven't.
- B. On the job (trial and error).
- C. Formally through job training or self-help resources.
- D. In undergrad/graduate school

Results

What can
you do?

- **Do some homework**
- **Don't go it alone**
- **Use your critical eye**
- **Seek out/Push for training**
- **Interact**
- **Take care of yourself**



Questions?

AICP Code of Ethics

<https://www.planning.org/ethics/ethicscode.htm>

Also includes a link to APA's Ethical Principles in Planning for non-AICP members.

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Thoughts on updating the AICP Code of Ethics? Send those to Bonnie, she's on the AICP Ethics Committee and they are looking for input. For real!

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