



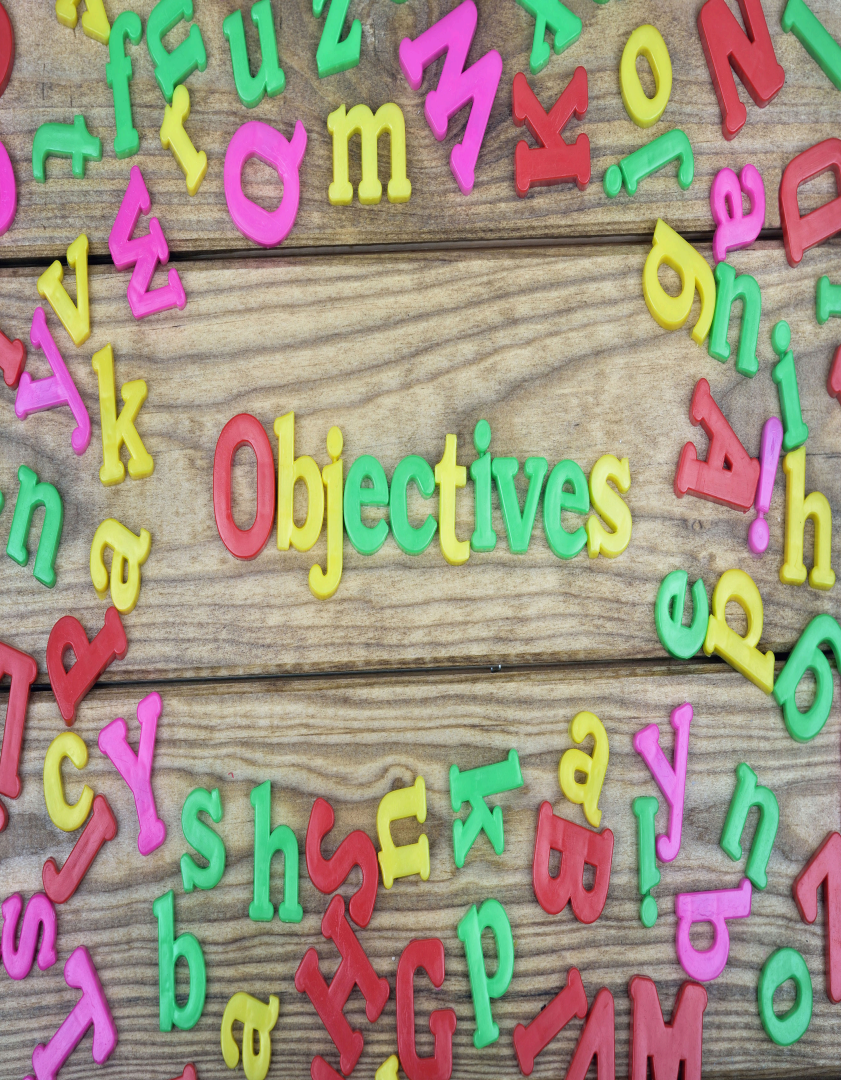
SHARP: A Framework for Addressing the Contexts of Poverty and Oppression

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Agreements

- Stay engaged, notice when you disengage, examine why, then re-engage
- Participate from your experience
- Accept discomfort as a means for learning
- Accept non-closure
- Share ideas when you leave, not people (confidentiality)
- We are all responsible for the classroom dynamics



Learning Objectives

Participants will learn:

- What the SHARP framework is
- How to consider practice/research “context”
- How to think about practice/research through an antiracist/anti-oppressive (AR/AO) lens

Meditation:

Setting intentions

- How are you entering our space this afternoon?
- What things do you have to put away in order to be fully present?
- Set an intention for how your learning will change you.



Introductions – at your table

- Please share your name, campus, program, and areas of research/teaching/practice focus
- Share something you are looking forward to doing this spring



Hurricane Katrina

August 23, 2005 - August 31, 2005





80-90% of residents evacuated before the hurricane
The rest took shelter in the Arena and the Superdome



The Category 5 storm
ripped through Louisiana
and Mississippi

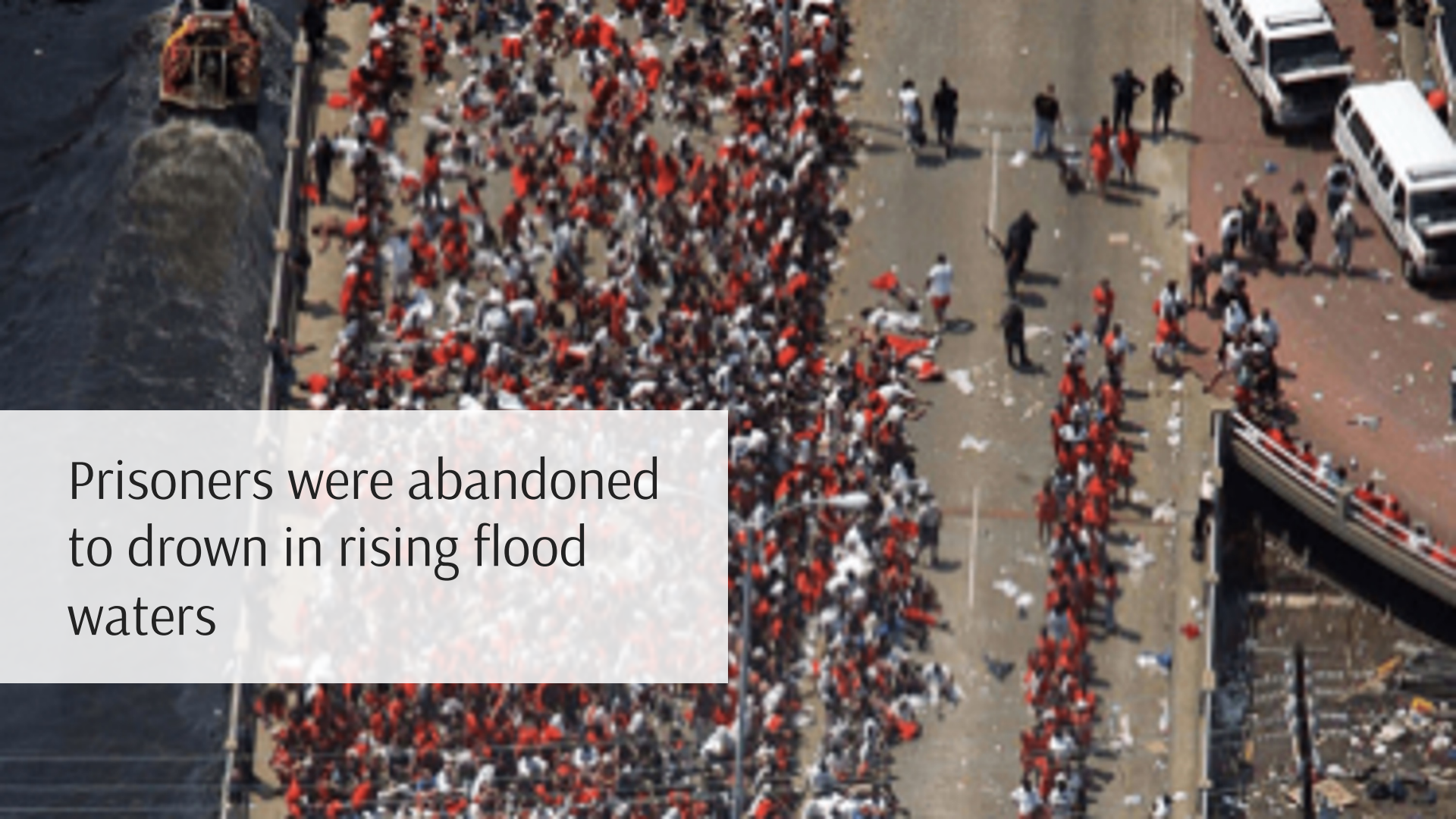


On the morning of
August 29, the levees
broke, flooding the
city



Thousands
sheltered in the
Superdome,
alongside dead
and decaying
bodies





Prisoners were abandoned
to drown in rising flood
waters



Many lost not only their homes, but their livelihoods

A woman with a red headscarf and a red dress is holding a baby in her arms. She is looking upwards and to the right. In the background, there are several soldiers in camouflage uniforms standing in a line. The ground is littered with trash, and there is a large, curved structure in the background. The overall scene suggests a military camp or a conflict zone.

People were left to fend
for themselves for days...



...and
weeks...



...and
months...



Especially
the poor...



...and Black...



Policing was a central disaster response



White People "FIND"



Two residents waded through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana.

(AFP/Getty Images/Chris Graythen)

Black People "LOOT"



A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it  Associated Press

These stories and pictures both appeared in

YAHOO! NEWS August 30, 2005

<http://news.yahoo.com/photo/050830/480/1adm10208301530>

http://news.yahoo.com/photo/050830/photos_ts_afp/050830071810_shxwaoma_photo1

The police were ordered to shoot looters on sight



The largest event of
internal displacement in
US history



People were like nomads, searching for a safe,
dry place to land

White vigilantes shot at Blacks on sight

BY | LAST UPDATED: JAN 7, 2009 - 5:46:00 PM

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What's your opinion on this article?

Demands for probe of White vigilante shootings in New Orleans enclave growing

- **FCN Documentary:** [The Unmasking of New Orleans](#)

(FinalCall.com) - Although blood was flowing out of a hole in his throat, Donnell Herrington did not yet comprehend what had just happened to him.



One minute he was attempting to flee storm-torn New Orleans through a predominately White neighborhood, the next minute he found himself the target of an onslaught of bullets at the hands of a White group of Algiers Point vigilantes who declared "open season" on Black people in the aftermath of Hurricane Katrina.

"The White guy who shot me came out of nowhere because I didn't see him initially. But I heard a loud blast and a bullet struck me so hard that it lifted me off my feet," said Mr. Herrington to *The Final Call* via telephone on Dec. 29.

'The officers came to the emergency room but did not take any statement from me. They didn't try to help and I believe they gave these White folks an unwritten license to do what they did in the name of protecting their neighborhood.'

Mr. Herrington wants the criminals locked up for life and grassroots organizations are calling for federal, state and local investigations into his case and others who were reportedly victims of shootings. To date no arrests have been made.

"I saw blood running down my shoulder from my neck. My vision was blurred at that point and I thought I was going to die," said Mr. Herrington, a 32-year-old Black male. "At times I get angry because I feel like these White boys got away with this when they shouldn't have. On the real, if I would have had my gun on me at the time, it would have been a straight up shoot out. It would have

White vigilantes shot at Blacks on sight
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[The National Guard was deployed in Atlanta, what does this mean as](#)

White communities set up armed barriers to stop Black people from entering their neighborhoods



Post Katrina
focus was on
rebuilding
properties and
not rebuilding
communities

As a result, many
Black people never
returned to New
Orleans

Many people
celebrate
Hurricane Katrina
as having
“whitened” the city





Feelings Check-in

Table Exercise

It is 20 years later and you are a practitioner or researcher in New Orleans practicing or conducting research (based on table assignments)

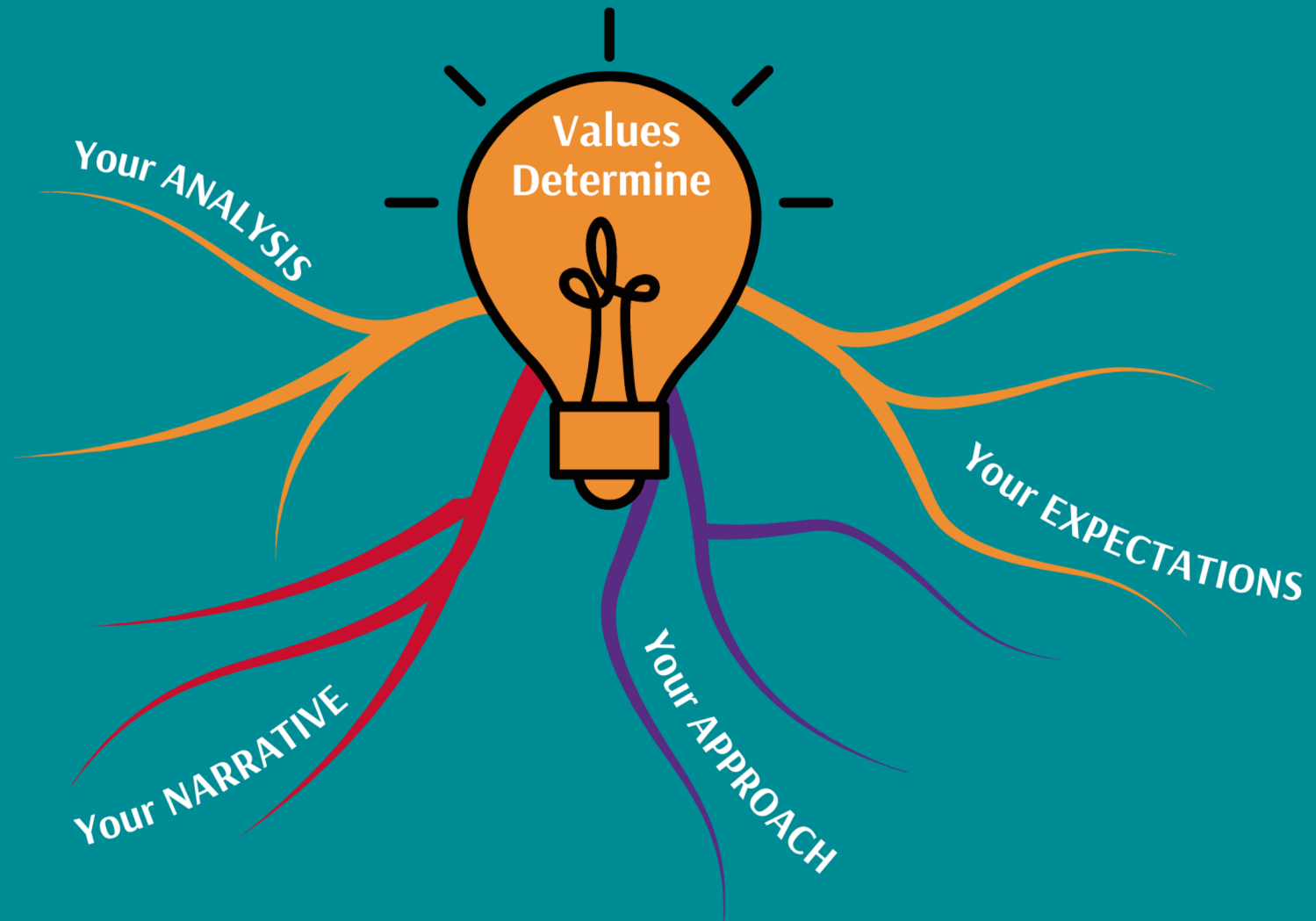
What might you expect to see?

What types of issues should you consider?



The Smart Alec fourth
grader...

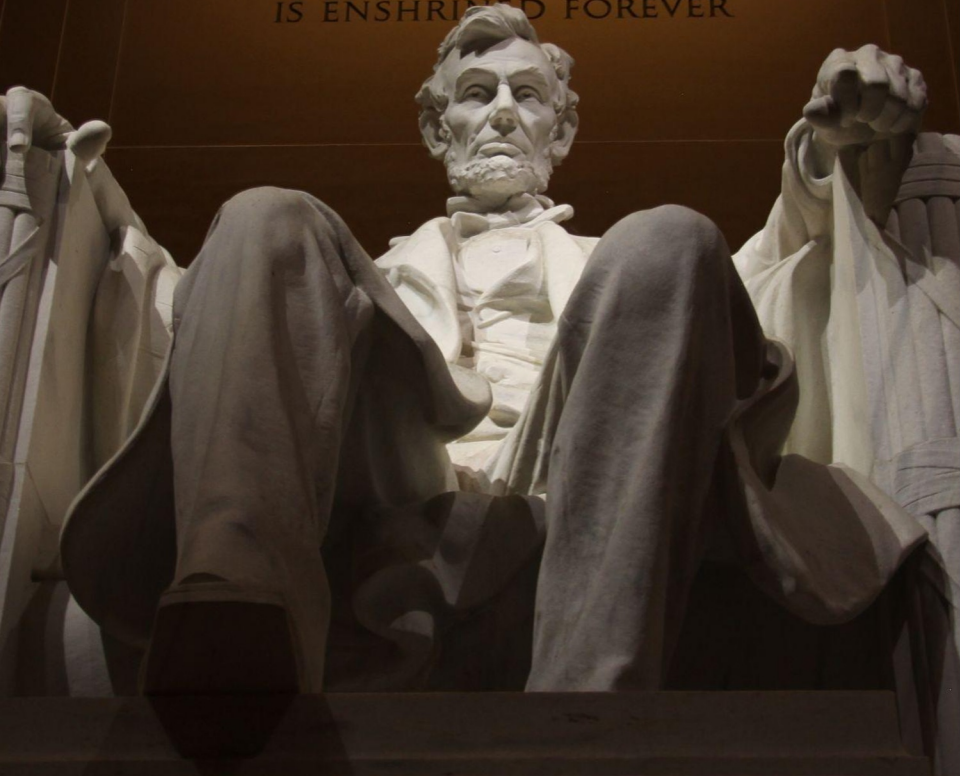




What do
you see?



IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER



Why is the historical context important?

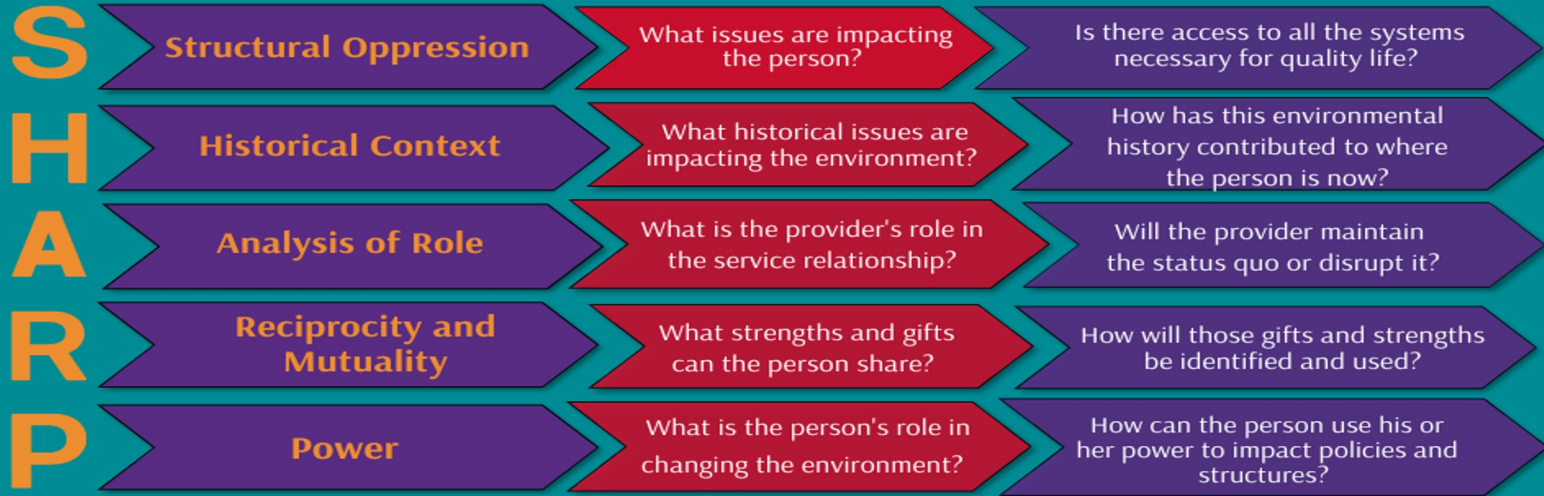
Research has linked structural or macro-level forms of oppression (such as racism) with its micro-level manifestations (such as individual depression, family distress, and physical illness).

The SHARP framework is a lens through which service providers may view their clients and presenting issues.



The framework allows providers to sharpen their gaze on not just the client in front of them, but all the surrounding contextual issues which accompany, are the root cause of, and intensify human suffering.

SHARP Framework





Our SHARP Roots

- Anti-racism/Anti-oppression
- Empowerment Theory
- Systems Theory
- Trauma Theory
- Black Liberation Theory
- Grassroots Community Organizing
- Mindfulness



What Does SHARP Impact?

- Organizational leadership & management
- Human resources
- Finance
- Community engagement
- Partner relationships
- Direct practice
- Research and evaluation

Participants

S	H	A	R	P
<p>How have you considered what long-standing or socially-engineered factors are impacting your participants' lives? How does that play into the questions you are researching?</p>	<p>How have your participants been historically treated poorly by researchers?</p>	<p>What is your role in this project? How are you a maintainer or a disrupter of the status quo for your participants?</p>	<p>How is there reciprocity and mutuality between you and your participants? How did you recruit your sample? How are the participants helping to inform the research questions or aims?</p>	<p>Who holds the power in the relationship between you and your participants? How do your participants know they have power in this relationship?</p>

Participants

S	H	A	R	P
<p>How are you working to counteract structural oppression in the way you design your study?</p>	<p>What kinds of study designs have been used historically for the types of research questions you are asking? How might that history be impacting the situation now?</p>	<p>What is your role in designing the study? Does the study design disrupt or maintain the status quo for the situation you are researching?</p>	<p>Does the study design facilitate reciprocity and mutuality between the researcher and the community?</p>	<p>How does your study design take into account the power dynamics of the situation you are researching?</p>

Methods

S	H	A	R	P
<p>How do your research methods counteract the forces of structural oppression?</p>	<p>What research methods have been used historically with this population? Were they oppressive or liberatory? What methods will be most beneficial to the community now, in light of what has transpired in the past?</p>	<p>What is your role in deciding on what methods to use? Will you be a disruptor or a maintainer of the status quo in employing these methods?</p>	<p>What have you asked the community you are researching about what methods they think would best answer the research questions that are most pertinent to their needs?</p>	<p>To whom do these methods afford power? Whom do they disempower?</p>

Analysis

S	H	A	R	P
How can your analysis be informed by anti-racist principles?	How has past analysis served to further marginalize and oppress this community?	How is your identity playing into your analysis? What are you using as the reference condition for various demographics? Have you included a positionality statement?	How are the participants involved in the data analysis and interpretation? How does their interpretation of the results challenge your beliefs and assumptions?	What can your analysis do to counteract structural oppression?

Dissemination of Results

S	H	A	R	P
<p>Does the dissemination of your findings serve to further oppress people or counteract oppression?</p>	<p>To whom have research findings in this area been historically disseminated?</p>	<p>What is your role in deciding where and how to disseminate your results? How will you report your findings in such a way as to disrupt common myths about your study participants?</p>	<p>To whom and where are you reporting the results of your research? Are you publishing in academic journals only or are you also disseminating your findings to the people impacted by the research?</p>	<p>Who will hold more power once your research is disseminated?</p>



What Are **Your** Roots Soaking Up?

1. What thoughts are you having about your own research/practice?
2. How is this different from how you have thought about research in the past?
3. What will you do now?

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