

Rape Crisis Center

Anti-Oppression Training Material

2022

Illinois Coalition Against Sexual Assault
www.icasa.org

Anti-Oppression Training Material

Table of Contents

Overview	2
Goal and Objectives	2
A Living Resource	3
Using the Material	3
Learning Appetizers	4-12
Ice Breakers	4
Core Concepts	5-12
Structural Systems of Power and Oppression	5
Identity and Intersectionality	6
Privilege	7
White Supremacy	8-9
Internalized Oppression	9
Racial and Social Equity	10
Implicit Bias, Microaggressions and Stereotypes	11-12
Resources for Further Learning	13

Acknowledgements

This resource was created by ICASA Training Institute staff Susan Faupel and Kelsey Bartlow for use by rape crisis centers in training board members, center staff and others. The document can be downloaded from the Member Services section of www.icasa.org. For more information, please contact ICASA at 866-648-2272.

Overview

Leadership can attract, inspire, motivate, and give direction to a common goal. To further the common goal to end oppression and alleviate sexual assault, all rape crisis center leaders, including board members, should understand how the systems of oppression work to keep certain individuals in power and marginalize others.

The ICASA Training Institute has compiled a variety of resources and other material to assist local centers in training their Board members, staff and others on the issues of privilege and oppression.

The learning modules are constructed to provide stimulus for educational discussion in short increments, less than one hour in most cases. Each module is provided in a short “Learning Appetizer” format.

Goal and Objectives

The goal is to ensure local center boards, staff and others embrace and reflect an understanding of the systems of oppression within our culture and the disparate, intersectional impact these systems bear upon targeted individuals and communities, and specifically survivors of sexual assault.

Objectives

There are multiple objectives for promoting learning on issues of privilege and oppression:

- Development of a shared language and culture that is understood and agreed upon by all;
- Forge a deeper understanding about the diversity of lived experiences and impact of sexual violence within diverse populations; and
- Build a sense of responsibility for our individual and collective role and responsibility within the systems of oppression;

A Living Resource

The material in this document may change over time as more resources or topics are added.

Using the Material

The links on the following pages provide access to content that can be integrated in manageable blocks of time, enough to introduce participants to the concept and, hopefully, stir interest to learn more. These are called Learning Appetizers. The content to be provided is provided in a link with the instructions to read, watch, listen or engage activity.

The content is expected to be managed in 30-45 minutes. Discussions can be extended when necessary. If desired, multiple resource materials found in the links can also be combined to create longer learning sessions.

The material can be distributed prior to group discussion or reviewed and discussed in one group setting. Although it is not recommended, the resources stand on their own and can be distributed without further discussion.

The Learning Appetizer resources are divided between Ice Breakers, Core Concepts, Marginalized Populations and Further Resources.

To assist in facilitating discussions with the material, the following questions may be used for engaging in any of the content provided:

- How does this information intersect with your personal experience?
- Did you learn anything new or surprising? Did it prompt questions?
- Describe your reaction in three words only.
- How does this material inform and guide you as a Board member?
- Describe any emotions as you engaged the material.
- Was there something you did not understand?
- Did you agree or disagree, why?

LEARNING APPETIZERS: ICE BREAKERS

The following activities may be useful for beginning a meeting or getting group members to think about a particular topic.

Complete and discuss any of the following:

1. Equity and Diversity Awareness Quiz

- ▶ Downloadable Version of the Quiz in [PDF Format](#)
- ▶ Downloadable ANSWER KEY in [PDF Format](#).
- ▶ Learn how to [use the Equity and Diversity Awareness Quiz in a class or workshop](#)

2. Classism and Poverty Awareness Quiz (2017)

- ▶ Downloadable Version of the [Class and Poverty Quiz](#)
- ▶ Downloadable [ANSWER KEY](#) in PDF Format.

3. Who Said It? A Re-Perception Quiz (2013)

This quiz contains quotations related to equity, diversity, and social justice. Quiz takers try to guess who, among the multiple-choice options, uttered the words. Be prepared for surprises.

- ▶ Downloadable Version of the [Who Said It? Quiz](#) in PDF Format
- ▶ Downloadable [ANSWER KEY](#) in PDF Format.

LEARNING APPETIZERS: CORE CONCEPTS

Structural Systems of Power and Oppression

In the United States, systems of oppression are woven into American culture, society, and laws. Examples are sexism, heterosexism, ableism, racism, classism, ageism, and anti-Semitism. Government, education, culture and more may all contribute or reinforce the oppression of marginalized social groups while elevating dominant social groups.

1. Watch: and Discuss: “Anti-Oppression 101”

<https://simmons.libguides.com/anti-oppression>

2. Read and Discuss: “Understanding the Cycle of Socialization”

https://depts.washington.edu/fammed/wp-content/uploads/2018/06/Cycle_ofSocializationHandout.pdf

3. Read and Discuss: “The Four "I's" of Oppression”

https://www.grcc.edu/sites/default/files/docs/diversity/the_four_is_of_oppression.pdf

Identity and Intersectionality

“Intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination ‘intersect’ to create unique dynamics and effects.” – Center for Intersectional Justice

1. Watch and Discuss: “The Urgency of Intersectionality by Kimberle Crenshaw” (9:30 minutes)
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
2. Read and Discuss: “Peculiar Benefits” by Roxanne Gay
<https://learning.hccs.edu/faculty/lynn.roney/engl1301/articles/peculiar-benefits-by-roxane-gay/view>
3. Watch and Discuss: “Black Women and the Struggle for Equality” (2:59 minutes)
<https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression>
4. Complete worksheet: “Social Identity Worksheet”
<https://timeandplace.ubc.ca/files/2014/06/Appendix-2.pdf>
5. Intersectional Identity and Privilege - Activity 5. *The purpose of this activity is to explore the diversity among the members of our community:*
<https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/#name>

Privilege

Privilege is a special right, advantage, or immunity granted or available only to a particular person or group.

1. Watch and Discuss: “On White Privilege” by Tim Wise (9:30 minutes)

<https://www.youtube.com/watch?v=J3Xe1kX7Wsc>

2. Read and Discuss: “Unpacking the Invisible Knapsack” by Peggy McIntosh https://psychology.umbc.edu/wpcontent/uploads/sites/57/2016/10/White-Privilege_McIntosh-1989.pdf **OR** read article then use facilitator notes for a group activity <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

Facilitator questions for “Unpacking the Invisible Knapsack”:

- What are one or more ways in which you have had unearned disadvantage in your life?
- What are one or more ways in which you have had unearned advantage in your life?
- What does it feel like for you to listen to and discuss your experiences of unearned advantage and disadvantage?

3. Watch and Discuss: a clip of Peggy McIntosh on “Unpacking the Invisible Knapsack” (6 minutes):

<https://www.youtube.com/watch?v=DRnoddGTMTY>

4. Watch and Discuss: “Privilege is power, how you can use it to do some good!” by Kelly Kitagawa (5 minutes)

<https://www.youtube.com/watch?v=1Ea5WudpEAs>

White Supremacy

“White Supremacy Culture is a form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites. While often associated with violence perpetrated by the KKK and other white supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical and/or industrial white domination.” - National Education Association Center for Social Justice

1. Read and Discuss: “What is White Supremacy?” by Elizabeth ‘Betita’ Martinez

https://www.pym.org/annual-sessions/wp-content/uploads/sites/7/2017/06/What_Is_White_Supremacy_Martinez.pdf

2. Watch and Discuss: “Slavery by Another Name: Reflections on White Supremacy” (4:29 minutes)

<https://www.pbs.org/video/slavery-another-name-reflections-white-supremacy/>

3. Watch: “White Supremacy: America’s Roots” (9:15 minutes)

https://www.ted.com/talks/luther_young_white_supremacy_american_roots

4. Watch and Discuss: “Understanding Our Roots - White Supremacy is More Than the KKK” (19:51 minutes)

<https://www.youtube.com/watch?v=3wskdoFKc5E>

5. Watch and Discuss: “How the U.S. Suppressed Native American Identity” (2:45 minutes)

<https://www.youtube.com/watch?v=FFAQBUCNEtg>

6. Read and Discuss: “Fighting White Supremacy and White Privilege to Build a Human Rights Movement” by Loretta Ross

<https://www.wpcjournal.com/issue/view/1249>

7. Read and Discuss: “We’re talking about white supremacy and anti-Blackness (and you should too)”

<https://scalawagmagazine.org/2017/11/cws-editorial/>

Internalized Oppression

A concept in which an oppressed group uses the methods of the oppressing group against itself.

1. Read or Listen and Discuss: “Exploring Ways Internalized Oppression Shows up in the Workplace” by Janice Gassam Asare (7 minutes)

<https://www.forbes.com/sites/janicegassam/2022/01/28/exploring-the-ways-internalized-oppression-shows-up-in-the-workplace/?sh=604bed515f09>

2. Read: “Healing from the Effects of Internalized Oppression”

<https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/healing-from-internalized-oppression/main>

Racial and Social Equity

Impartiality, fairness, and justice for all people in policy, while considering systemic inequalities, to ensure everyone in a community has access to the same opportunities and outcomes. Equity of all kinds acknowledges that inequalities exist, and our work should aim to eliminate them.

1. Read and Discuss: “What is Racial Equity? Understanding Key concepts Related to Race”

<https://www.raceforward.org/about/what-is-racial-equity-key-concepts#diversity-inclusion>

2. Read: “Examples of Heterosexual Privilege”

http://queer.ucmerced.edu/sites/queer.ucmerced.edu/files/page/documents/queer_ally_homework.pdf

Implicit Bias, Microaggressions and Stereotypes

Implicit bias is automatic and unintentional. It affects judgements, decisions and behaviors that include stereotyping and committing microaggressions. Bias may lead to the belief of cultural stereotypes perpetuated by media, family, and other sources. Microaggressions are the way biases and stereotypes are acted out against marginalized groups.

1. Watch: "Implicit Bias Defined" (2:30 minutes)

<https://www.youtube.com/watch?v=BSquud-t1kc>

2. Complete worksheet: This activity teaches people to recognize how different audiences can interpret language and microaggressions. (~20 minutes)

<http://breakingprejudice.org/group-activities/activities-in-english/microaggression-activity/>

3. Various Implicit Association Tests that provide results at the end of each test (~10 minutes). Discuss results afterwards.

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

For this activity, group members will read scenarios that ask them to take the perspective of either a transgender person or a non-binary person. *After reading and discussing the scenarios, group members should better understand the gender binary and the difficulties gender diverse people experience because of prejudice, discrimination, and lack of understanding.* (~15-20 minutes)

<http://breakingprejudice.org/group-activities/activities-in-english/gender-binary-activity/>

4. Read and Discuss: "What is in a name? Power of labels in disability identity, societal perception"

<https://psych.wisc.edu/news/whats-in-a-name-power-of-labels-in-disability-identity-societal-perception/>

5. Watch and Discuss: “I’m not your inspiration, thank you very much” (9:16 minutes)

<https://www.youtube.com/watch?v=8K9Gg164Bsw>

Resources for Further Learning

This section is for those who enjoy longer reads or listening via audiobooks on topics related to the core concepts.

1. *“So, You Want to Talk About Race”* by Ijeoma Oluo
2. *“How to Be an Antiracist”* by Ibram X. Kendi
3. *“Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor”* by Layla F. Saad
4. *“The Fire This Time: A New Generation Speaks About Race”* by Jesmyn Ward
5. *“Brown Girl Dreaming”* by Jacqueline Woodson
6. *“The Underground Railroad”* by Colson Whitehead
7. *“All the Real Indians Died Off: and 20 Other Myths about Native Americans”* by Roxanne Dunbar-Ortiz and Dina Gilio-Whitaker
8. *“Once I Was You: A Memoir of Love and Hate in a Torn America”* by Maria Hinojosa
9. *“The Three Mothers: How the mothers of Martin Luther King, Jr., Malcolm X, and James Baldwin Shaped a Nation”* by Anna Malaika Tubbs