

ACTIVITY ON LEVELS AND TYPES OF OPPRESSION, CONCEPT OF PRIVILEGE (DESIGNED BY TAJ SMITH)

Goals: Students will be introduced to the definition of and functionality of oppression in our cycle of socialization. Students will begin to understand how privilege and disadvantage are outcomes of oppression.

MATERIALS

- Matrix of Oppression Model (Above 3A))
- Bao Phi's spoken word audio, "Reverse Racism" (from latest CD, Refugeography)
- Privilege and Disadvantage Inventory Handout (below 3G)
- Copies of the Levels and Types of Oppression Handout (Above 3I)

OUTLINE OF SESSION

1. Defining Oppression (35 min.)
 - a. Re-visit the formula of oppression mentioned in previous class. Provide a definition of oppression and internalized oppression (subordination & dominance). Then, ask students to point out themes they took away from the assigned reading "No Hierarchy of Oppression." Introduce and discuss the 'Matrix of Oppression' model, which links identity and oppression together.
 - b. Once that is complete, pass out the handout on Levels & Types of Oppression. After going over this handout, have students listen to the spoken word piece, "Reverse Racism," by Bao Phi. It is about 11 minutes long. Inform students that they will be listening for examples of levels and types of oppression. Be sure to describe Bao Phi's intent of this piece because it can be confusing to the listener. He intends to capture the audience to think about racism from the perspective if white people were the oppressed, and Asians and other people of color were the oppressor. He feels framing it this way will catch the attention of white people more to think about the oppression that has been a result of their whiteness. After the piece is played, debrief the activity by seeing what students were able to identify and answer any questions they have. This activity was adapted from a classmate and co-facilitator (Shannon Coskran) of mine in which I made small changes.
 - c. Next go over the reading "Five Faces of Oppression (RDSJ2 chapter 1 selection #5). Ask students to name the five faces as the educator or volunteer writes them on newsprint. Provide explanation and examples of each face as needed.
2. Defining Privilege (30 min.)
 - a. Use the Privilege and Disadvantage Inventory handout by asking students to stand in the middle of the room and designate one side true, middle as unsure, and the other side false. Read off as many statements necessary to get across the point. The goal is to have students move to a place in the room when a statement of privilege or disadvantage is true, unsure or false for them and to physically see who is privileged and who is disadvantaged in the class. Students will also become familiar with examples of privilege to use when defining privilege.
 - b. After that activity, provide a definition of privilege.