John Stewart / Bill O’Reilly

- https://www.youtube.com/watch?v=8raaT7SRx18
Teaching, Learning, and Acknowledging Privilege

Difficult Dialogues Workshop - Session Two
The Team

- Dennis Barbee
- Karen Bravo
- Esther Ajayi-Lowo
- Hannah Nji

The Agenda

- Welcome!!
- Master Teacher Introduction
- Privilege
  - Defining and Identifying different types of privilege
- Intersectionality
  - Defining and Identifying different types of intersectionality
- Acknowledging difficult teaching moments
Dr. Anna Julia Cooper

- Educator
- PhD in history from the University of Paris, Sorbonne 1924
- “…when race, color, sex, condition, are realized to be the accidents, not the substance of life, liberty, and pursuit of happiness...then woman’s lesson is taught and woman’s cause is won-not the white woman nor the black woman not the red woman, but the cause of every man or woman who has writhed silently under a mighty wrong” (A Voice From the South, Loc 1213).

Image courtesy of Ms. Magazine
Privilege: Some Working Definitions

▶ “The automatic unearned benefit bestowed upon perceived members of dominant groups based on social identity” (Kim Case).

▶ “An invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks” (Peggy McIntosh).

▶ “The stability society affords us when we don’t rock the boat” (Evin Taylor).

▶ “Not a mere advantage, but the institutionalized foundation of the systems that support the oppression of marginalized people” (Whitney Peoples).
Writing Exercise:
Important Characteristics of Privilege
Types of Privilege

Privilege is not limited to race and gender. Other types of privilege include sexual orientation, class, nationality, (dis)ability, country of origin, age, language of origin, religion, education status, body type, physical attractiveness etc.

Why Acknowledge Privilege in WGS Classroom

- It lays the foundation for understanding WGS topics such as race, gender, sexuality, disability, class, etc.
- It enhances the empowerment of students for social justice by highlighting the cause and effect relationship between privilege and systems of oppression.
- It enhances building community in the class among students who have several intersecting categories of privileges and oppression.
- Unacknowledged privilege by a teacher can inhibit students’ learning experiences.
- Unacknowledged privilege of students can further oppress students of marginalized groups in classroom.
Yarn Activity:
Privilege and Intersectionality
Intersectionality and Identity

- Intersectionality is basically the idea that we experience life- sometimes discrimination, sometimes benefits, based on the number of different identities we have.

- Individual identities has many dimensions. The dimensions include race, gender, age, class, religion, national origin, sexuality and so on, and all these identities do not exist in isolation, they work collectively to affect our experiences and behaviors in relation to inequality, injustice, exploitation and oppression.

- As a framework for analyzing gender, intersectionality says it’s not enough to know that women are discriminated against because of their gender, rather we need to consider other factors such as race, sexuality, age, immigration status e.t.c to know the type of discrimination different groups of women face.

- An intersectional approach says experiences must be driven from the bottom up, or from the experiences of the most marginalized to fully account for everyone’s experiences of the most marginalized to fully account for everyone.
Kimberle Crenshaw locates the systems of privilege and oppression built within our society. “...racism, sexism, and heterosexism are not the same, the advantages associated with them should not be seen as the same ... it is hard to isolate aspects of unearned advantage that derive chiefly from social class, economic class, race, religion, region, sex or ethnic identity” - Combahee River Collective. (Shaw and Lee, 92)
Activity

- Systems of Privilege
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- Corresponding Oppression
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Teaching through an Intersectional Lens

- Intersectionality is the idea that no ONE system of oppression can completely define someone’s social position. It helps to imagine peoples complexity through their varied privileges and oppression.

- Studying intersectionality helps to make students more aware of the places they have it good as well as the places they have it not so good.

- Intersectionality promotes an understanding of human beings as shaped by the interaction of different social locations (e.g. race, ethnicity, gender, class, sexuality, geography, age, disability/ability, migration status, religion)

- Enable more effective and efficient responses than a ‘one-size fits all’ approach for solving persistent social inequities
Resistance in the classroom

- Difficult dialogues can create atmospheres that are charged.
- There are many ways in which educators can encounter resistance. When boundaries are crossed and discussion ensues - resistance will arise.
- Be aware of student’s identities and their feelings towards a feminist classroom as a potentially threatening environment to those identities.
- Anticipate students’ pre-existing beliefs.
- Ground Rules
  - Establish rules that encourage civil discourse
  - Follow through
Activity: Case Studies
Follow through

- Work to establish ground rules that students help build
  - This can create an atmosphere where the student has direct input into how the discussions take place

- Relationships are key!
  - Students work better with a sense of community, belonging, togetherness or relatedness
  - Allow students to use their own experiences

- Check your own privileges
  - What happens when student discussion is hampered by our own privileges and bias
Thank You!!
Suggested Reading:


Video:
O'Reilly vs. Stewart: The ugly truth about that white privilege debate
http://www.realclearpolitics.com/video/2014/10/16/bill_oreilly_vs_jon_stewart_on_white_privilege.html

Works Cited:
References / Additional Material cont.

- **Works Cited (cont.):**


  Harris-Perry, Melissa and Alison Stewart. “How Anna Julia Cooper Shaped Civil, Women’s Rights.” MSNBC.com. 2/22/2013
  
  
  19273283939. 3/30/2017.

Anna Julia Cooper - Factsheet

- Born Anna Haywood into slavery August 10, 1858
- Daughter of Hannah Stanley
- She was literate before it was legal for former slaves to be reading and writing
- She entered into St. Augustine’s Normal School at age 10
- She was a peer educator and tutor/aide at a young age
- Excelled in math and languages among other subjects
- Married George Cooper 1877 and widowed 2 years later
- BA in math at Oberlin 1884
- MA in math at Oberlin 1887
- Begins educational career as teacher and administrator
- International speaker at World’s Fair, Pan African Conference in London
- Supported and spoke often in her own community as well
- Cooper always advocated for a more challenging curriculum for her students
- She passed away months before 1964 civil rights act was passed into law
- Died February 27, 1964
- Cooper lived 105 years
- PhD in history at Sorbonne 1925
- Cooper was the first black woman to receive a PhD from Sorbonne when she was in her 60s
- Cooper’s vision was the “the education of neglected people”
Quotes from Cooper’s *A Voice from the South*

“’I am my Sister’s keeper!’ should be the hearty response of every man and woman of the race, and this conviction should purify and exalt the narrow, selfish, and petty personal aims of life into a noble and sacred purpose...We need then those who are so sure of their own social footing that they need not fear leaning to lend a hand to a fallen or falling sister” (Loc 379).

“Let us insist then on special encouragement for the education of our women and special care in their training. Let our girls feel that we expect something more of them than that they merely look pretty and appear well in society...not the boys less, but the girls more” (Loc 800-813)

Quote from Cooper’s *My Racial Philosophy*

“My “racial philosophy” is not far removed from my general philosophy of life; that the greatest happiness comes from altruistic service and this is in reach of all of whatever race and condition... The extent, then, in my philosophy is that the solutions of our problem will be individual and not en masse; and the habit of generalized and deductive logic has done its worst” (Cooper, Lemert, et all 236-237)

Cooper is the only woman and African American with a quote in the US passport:

“The cause of freedom is not the cause of a race, or a sect, a party, or a class-it is the cause of humankind, the very birthright of humanity” (A Voice From The South. Kindle Loc 1172)