



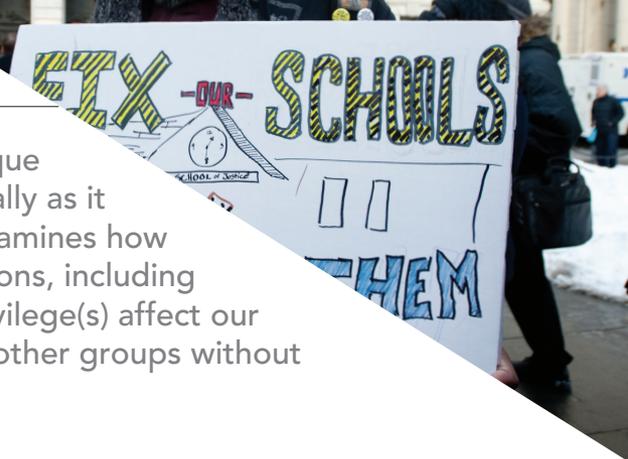
MODULE 2:
AN INTRODUCTION
TO SOCIAL JUSTICE

“THERE MUST EXIST A PARADIGM, A PRACTICAL MODEL FOR SOCIAL CHANGE THAT INCLUDES AN UNDERSTANDING OF WAYS TO TRANSFORM CONSCIOUSNESS THAT ARE LINKED TO EFFORTS TO TRANSFORM STRUCTURES.”

—Bell Hooks, “Killing Rage: Ending Racism”

CONTEXT

When we think about who we are as individuals, we can't separate our unique life experiences from the larger societal context in which we exist, specifically as it relates to race, class, and other social group memberships. This module examines how oppression and social injustice play out in American society and its institutions, including philanthropies. It is designed to help participants explore how our own privilege(s) affect our experiences and relationships, especially in contrast to the experiences of other groups without privilege in the United States.



OBJECTIVES

- Participants will understand what social justice and privilege are in the context of oppression in the United States.
- Participants will reflect on their own experiences around privilege and how racial privilege in particular has affected their lives so far.
- Participants will explore the dynamics of oppression and better understand the experience of other racial and ethnic groups in the United States.

READINGS & RESOURCES

“Unpacking the Invisible Knapsack” by Peggy McIntosh

Excerpt from Community Tool Box: “Healing from the Effects of Internalized Oppression”
http://bit.ly/CommunityToolBox_HealingOppression

Watch NY Times video/conversation about race with white people: http://bit.ly/Video_WhitePpl_Race

Listen: “Opening the Question of Race to the Question of Belonging” http://bit.ly/Powell_Belonging;
watch video on systemic racism: <https://www.raceforward.org/videos/systemic-racism>

RECOMMENDATIONS FOR APPLYING THIS MODULE

- This module intersects with the topics explored in the Philanthropy 101 module (Module 1). After participants have a solid understanding of privilege and oppression, help participants make connections between Social Justice 101 and Philanthropy 101 modules to explore how privilege can position participants to act philanthropically and how their commitment to advancing social justice might introduce new questions about how they'll practice philanthropy.
- We recommend assigning a pre-reading in advance of facilitating the exercises below. There are multiple resources listed above, but at minimum, participants should read "Unpacking the Invisible Knapsack" by Peggy McIntosh.
- This module is recommended for the beginning of participant's journey.
- We've provided a variety of resources you can share based on the level of familiarity participants have with social justice concepts. The McIntosh article introduces the concept of privilege in an accessible way, while the Community Tool Box excerpt engages participants even further in how dynamics of privilege and internalized oppression unfold. The New York Times video and Race Forward podcast recommended in this module are excellent resources for participants interested in learning more and using multimedia resources as a way to hear these concepts delivered in a different way.
- For the first couple of modules, you may want to assign pre-readings and check in with participants to see what feels manageable to them. All of the readings included in this toolkit can be excerpted, and the exercises were designed for participants with various levels of depth depending on where your group is starting.



DEFINING KEY TERMS



An integral part of engaging participants in social justice education and introducing how social justice and philanthropy intersect is defining key terms and ensuring everyone has time and space to critically think about the language we use when having these conversations. You can have participants read these definitions independently and then share their reactions, or you can unpack each one as a group, having a discussion about each concept as you go.

Introduce each of the definitions of *privilege*, *social justice*, *oppression* and *white privilege* from the “Defining Key Terms” section of this toolkit to the group and allow participants to share their reactions using the following prompts:

- What are your immediate reactions to these definitions? Which ones in particular stand out to you? (Are they new concepts for you? Is there anything surprising to you? Is there anything confusing for you?)
- What words/concepts stand out to you in each of these definitions? Are there any words/concepts you haven’t heard before?
- For each definition, ask participants what the definition is saying to them.

After collectively exploring these definitions, have a discussion about the connections between all of these concepts. Here are a few important points to raise to the group if they don't come up with them on their own:

- Having privilege is not a bad thing. People with privilege (racial, class, gender, etc.) often move through their lives not knowing they are benefitting from privilege. When they learn about privilege and realize how it has shaped their lives, feelings of shame, guilt, and discomfort often come up.
 - **Facilitator's Note:** If your group encounters any of these emotions, or if the group is in a place where they don't yet understand the complexity of how privilege can play out, you can have them watch the Watch NY Times video about race with white people:
http://bit.ly/Video_WhitePpl_Race
- Oppression is systemic. It is not one person discriminating against another because of their race, sexual orientation, or ability status. It is inherent in every fiber of our society, from laws, to policies, to interpersonal relationships, to our educational system.
- It takes acknowledging both privileged and oppressed — or targeted — groups to start dismantling systems of oppression.
- Understanding the context of oppression in the United States is essential to becoming a practitioner of social justice philanthropy.



**COMMUNITY
DISCUSSION:
DEBRIEFING THE
READINGS AND
RESOURCES**

After you introduce the key concepts during Activity 1, you can start collectively discussing the readings you pre-assigned for this module. This can happen in multiple ways, including:

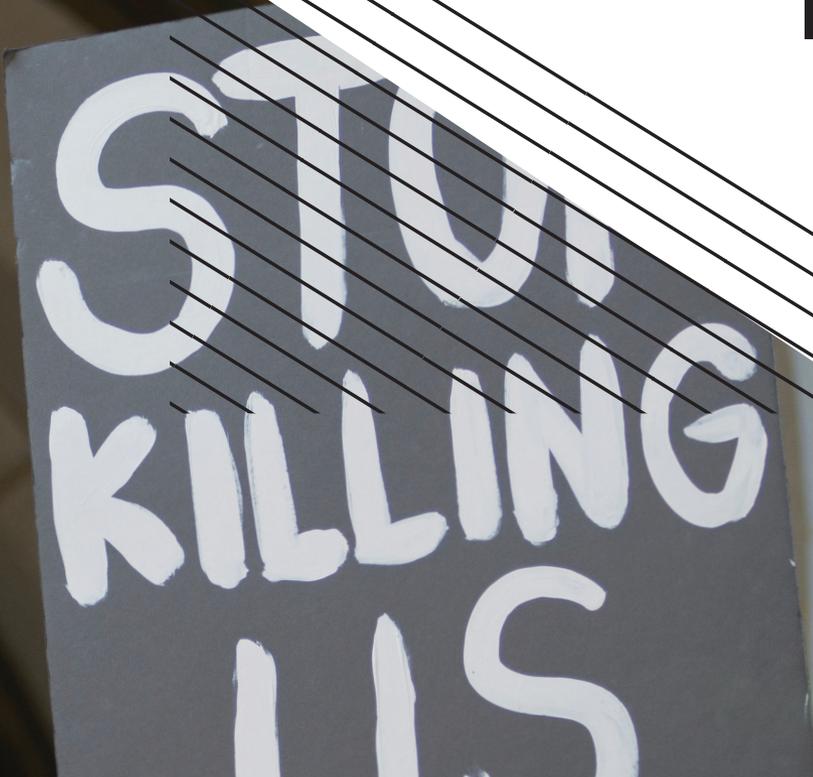
- Having each participant share 2–3 excerpts from each article (a word, sentence, or paragraph) that resonated with them. This will allow you as a facilitator to get a sense of what each participant is drawn to in the reading, and can guide how you move the conversation forward. This also gives the participants ownership in sharing a new narrative of what these readings are presenting by lifting up what resonates most with them.
- Ask general guiding questions (samples provided on the next page) and facilitate a conversation with participants about all of the resources they read/watched, noting patterns in what they're commenting on and probing deeper when appropriate.
- Providing these questions to participants while they're doing the readings, and allowing them to drive the conversation when you come together as a group to discuss.



GUIDING DISCUSSION QUESTIONS TO DEBRIEF READINGS/RESOURCES IN THIS MODULE:

1. How do you feel about this concept of white privilege? What do you agree with? What doesn't sit well with you?
2. How have you seen systemic oppression play out?
3. What stood out to you as you read the "Unpacking the Invisible Knapsack" article? How about watching the New York Times video about race and white people?
4. What's one thing these readings/videos made you think about that you've never thought about before?
5. To what extent did you see yourself in what McIntosh described? How so (or why not)?
6. What resonated with you most about the Tatum excerpt? Why did this resonate with you?
7. How did you see the ideas of privilege and oppression in Tatum's writing?
8. How do you think of your racial identity? Do you think you have privilege?
9. When we think about the intersection of skin color (race) and money (class), how do you see these two aspects of your life interacting?
10. How does the reality of white privilege play out in the world of philanthropy?
11. What are some dynamics that you imagine being challenging about white privilege and philanthropy?
12. What are some assets and/or positive aspects of white privilege and philanthropy?

WHAT DOES OPPRESSION LOOK LIKE?





ACTIVITY

This activity is best facilitated in-person with participants. It provides a framework for understanding the social justice concepts we've introduced throughout this module and in the readings/resources they've engaged with. The *What Does Oppression Look Like?* activity presents the main forms of oppression in the United States and challenges participants to draw connections between different forms of oppression.

LEARNING OBJECTIVES FOR *WHAT DOES OPPRESSION LOOK LIKE?*

- Increase participants' knowledge of the definitions and concepts surrounding oppression, social power, social groups, privileged and target identities.
- Increase participants' awareness of how most individuals experience both target and privileged identities.
- Increase participants' understanding of how different oppressions are woven together.



DIRECTIONS

1. Introduce the activity by telling participants that social power in our institutions and in U.S. society are not equal. Certain social groups have more access to benefits and resources than other groups.
2. Go over the following definitions.
 - **Social Group:** A group of people who share a common social identity and are set apart by socially defined boundaries such as age, race, class, gender, etc. In each social group, individuals are either members of privileged groups (those with social power) or targeted groups (those targeted with oppression).
 - **Privilege:** The unquestioned, unearned, most often unconscious advantages and expectations given to certain people solely because of their membership in a particular social group.
 - **Target:** Individuals who belong to a social group that is denied equal access to resources which enhance chances of getting what one wants and influencing others.

—Definitions adapted from “Teaching for Diversity and Social Justice”



3. Create the *What Does Oppression Look Like* table using the grid on chart paper (shown on the next page) by asking the group to first fill in a social group. Then ask who is privileged in this group and who is targeted. Then ask participants to name the oppression that is associated with that social group. Repeat this until you have completed the entire grid.
4. Ask how this table shows the interconnectedness of different forms of oppression. How are the different forms of oppression connected and woven together? How does intersectionality (the interconnectedness of each element of our own identities) play out in your own life? How does this impact your role in philanthropy?
5. Debrief Questions:
 - What was it like to talk about your target and privilege identities?
 - Which was easier to talk about?
 - How does this system connect to philanthropy? How does it connect to the practice of social justice philanthropy?

SOCIAL GROUP	AGENT / PRIVILEGED	TARGET / OPPRESSED	OPPRESSION
ABILITY STATUS	Able-bodied and people not living with disabilities	People living with disabilities (permanently and temporarily)	ABLEISM
AGE	Adults 20-50	Youth and those over 50	AGEISM
APPEARANCE / BODY	Western standard of beauty	Everyone not fitting the standard of beauty	LOOKISM
GENDER	Gender conforming boys and men	Girls and women; Gender nonconforming; Transgender populations	GENDER OPPRESSION
NATIONALITY	U.S. citizens	Non-U.S. citizens	XENOPHOBIA
RACE	White people	People of Color	RACISM
RELIGION	Christians	Non-Christians	RELIGIOUS OPPRESSION
SEX	Bio-born males	Females, transsexuals, intersex people	SEXISM
SEXUAL ORIENTATION	Heterosexual / People identifying as "straight"	LGBTQ people and other non-heterosexuals	HETEROSEXISM
SOCIOECONOMIC STATUS / ECONOMIC CLASS	Wealthy and owning classes; Upper middle class	The poor; The working class	CLASSISM

DIVERSITY JOURNAL ACTIVITY



DIRECTIONS

To expand this activity, you can ask participants to keep a diversity journal. Encourage participants to keep a log of the language they use and the way people around them (friends, family, news media, etc.) talk about others over the course of two weeks. Have them document how many times they hear these phrases:

- At risk (in reference to children/people of color)
- They do ... (in reference to a particular group of people)
- You know how they...
- Those children/kids...
- Minority...
- Guilt...

Also, ask participants to notice how often they think about race/ethnicity over the course of two weeks:

1 — not at all; 2 — not often; 3 — once-twice; 4 — three-four times; 5 — five or more

WEEK 1	
WEEK 2	



DEBRIEF QUESTIONS (FOR THE WEEK AFTER PARTICIPANTS KEEP THESE LOGS):

- What did you notice? Have each participant share their findings with the group.
- How did it feel to do this exercise? What stood out to you?
- What surprised you? Please share an example with the group.
- How did you see/feel your privilege (racial, class, gender, etc.) at play during this exercise?
- How did you notice oppression as you documented both the use of certain phrases and your own consciousness around race over the course of the past week?



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together. Stop
deportations
now!**

**Mantengan la
familia unidas,
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