

Racial Equity Learning Community

Community Cohort, 2023



May 3, 2023

**Deconstructing Systems of
Power and Privilege, Part 2**



Check-In Question

- What messages have you heard / learned about your racial and/or ethnic identity?
- Where did the messages come from?



Richie Morales



Group Norms & Agreements



MUTUAL TRUST IN EACH
OTHER AND IN THE PROCESS

CONNECTION &
RELATIONSHIP CENTERED

LEARNING AND
GROWTH MINDSET

LOVE INDIVIDUAL &
COLLECTIVE WELLNESS
COURAGE
HUMILITY



- ❑ Take care of yourself so you can stay present
- ❑ Take responsibility for your learning: be present, be open, be curious
- ❑ What is said here stays here, what is learned here leaves here
- ❑ Prioritize a structural analysis
- ❑ Assume good intentions and understand that impact is more important
- ❑ Expect and accept non-closure

Deconstructing Systems of Power and Privilege



deconstruct

*"I am not the doctor to cure it. All I
can do is expose the sickness."
Nina Simone*



deconstruct

In this session participants will deepen their understanding of both the concept and application of racial identity development.

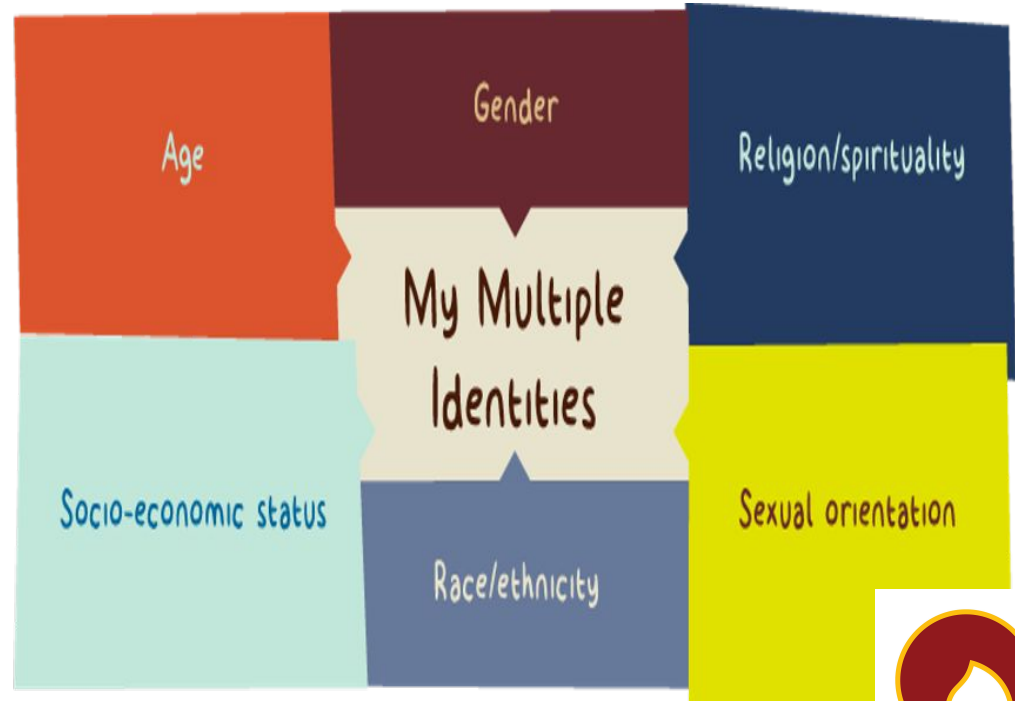
Learning Objectives

1. Understand both how we have been socialized and how we participate in socializing others into unspoken norms and behaviors rooted in white supremacy.
2. Participants understand the connection between our individual identities and our systemic valuation of those identities.

Identity and Being Matter

There is a difference, for example, between living white and living Latinx in this society; between living gay and living straight.

The difference is not only personal and affective; it is also structural and systemic.



Strictly Binary Perspective and Analysis is Not Helpful or Productive

- Dominant
- White
- Oppressor
- Beneficiary
- Subordinated
- People of color
- Oppressed
- Loser

Either/Or Thinking

- Oversimplifies race, gender, sexual orientation and identity differences.
- Forces people into one category or another
- Suggests that, based on our identities, each of us is either oppressed or not oppressed
- Suggests that we can quantify and rank our level of oppression based on our identity.
- Encourages us to consider race, class, gender, gender identity, sexual orientation, ability, etc. separately rather than intersectionally—in real people's lives.



Exploring Both Sides of Domination and Oppression

“Understanding race, class, and gender means coming to see the systematic exclusion and exploitation of some groups *as well as the intergenerational privileges of others*. It means constructing new analyses that are focused on the centrality of race, class, and gender in the experiences of us all.”

– Anderson and Collins,
“Why Race ,Class, and Gender Still Matter”



Source: whitesupremacyculture.info.
Author & artist: Tema Okun



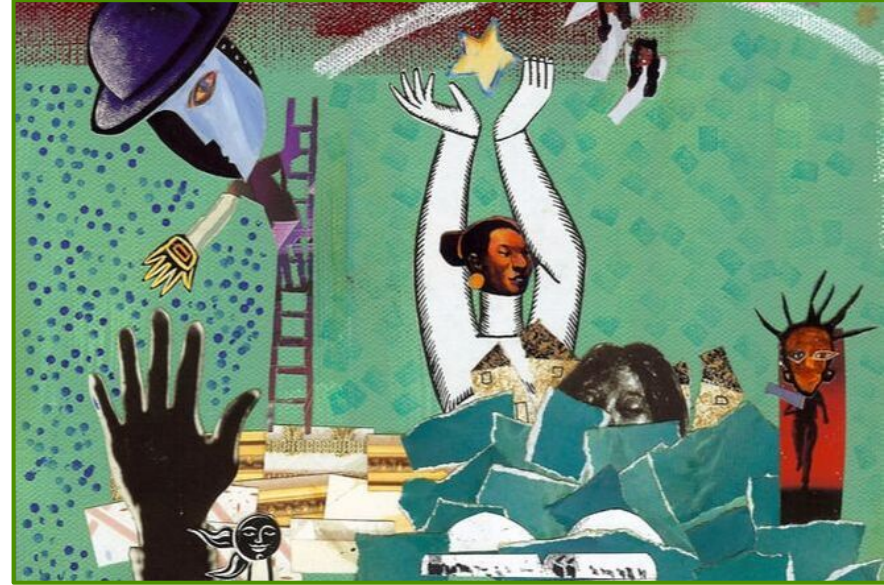
There is No Hierarchy of Oppressions – by Audre Lorde



Questions for Constructing a New Analysis

1. How are are relationships of domination and subordination structured and maintained [in our society]?”
2. How are race, class and gender used to shape those relationships?

Individual Reflection



Source: whitesupremacyculture.info.

Author & artist: Tema Okun

Toward a New Vision



Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection

1. Differences in Power and Privilege
2. Coalitions Around Common Causes
3. Building Empathy

– Patricia Hill Collins [Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection](#)



Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection

1. Differences in Power and Privilege

“Differences in power constrain our ability to connect with one another even when we think we are engaged in dialogue across differences.”

“One common pattern of relationships across differences in power is one I label “voyeurism.” The privileged become voyeurs, passive onlookers...who are interested in seeing how the “different” live.

Patricia Hill Collins [Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection](#)



Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection

2. Coalitions Around Common Causes

“Building effective coalitions involves struggling to hear one another and developing empathy for each other’s points of view.”

“By learning to value each other’s commitment and by recognizing that we each had different skills that were essential to actualizing that commitment, we built an effective coalition around a common cause.”

Patricia Hill Collins [Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection](#)



Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection



3. Building Empathy

“But while we may not have created this situation, we are each responsible for making individual, personal choices concerning which elements of race, class and gender oppression we will accept and which we will work to change.”

“By taking a stance that we have all been affected by race, class and gender as categories of analysis that have structured our treatment, we open up possibilities for using those same constructs as categories of connection in building empathy.”

Patricia Hill Collins [Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection](#)

Team Time

➤ Discuss and Take Notes

- Share takeaways from today's content
- How will you build...
 - **reflection** (noticing and naming the ways in which the systems of race, class, and gender uphold hierarchy and separation),
 - and **recognition** (of our differences, similarities, and unique experiences)

...into our practice toward transformative change?

Each group: assign a note taker to record and report back





Application: What Can I Put into Practice Right Away?

- Begin - or continue - to notice the ways in which we participate in the systems of oppression that are race, class, and gender.
- Seek and work on empathy-building relationships.

Resources

- Patricia Hill Collins: [Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection](#)
- Beverly Daniel Tatum: [The Complexity of Identity - "Who Am I?"](#)
- Cracking the Codes: [The System of Racial Inequity](#)
- Dismantling Racism: [Ladder of Empowerment for People of Color](#)
- Tema Okun, *From White Racist to White Anti-Racist: the Lifelong Journey* [article](#) and [chart](#)
- Khalil Gibran Mohammed and Ben Austen: *Why Can't We Be Friends?* Some of My Best Friends Are... ([podcast](#))

Terrance Osborne

<https://terranceosborne.com/product/solidarity/>



What's Next:

Between sessions –

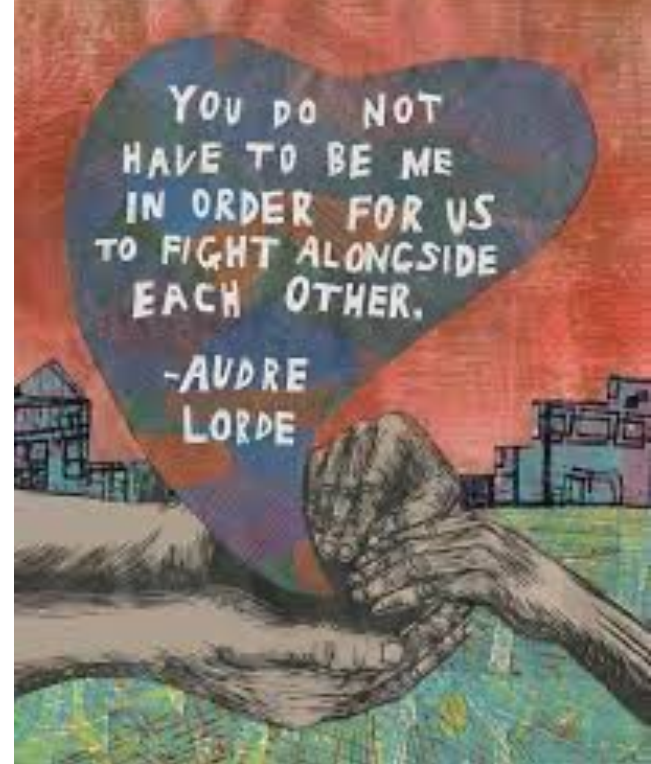
Individual:

- Review today's module in the workbook and record your thoughts and questions.

Team:

- Meet with your coach
- Complete Organizational Assessment **Parts 8 & 9**

Next Session: June 7 (virtual)



*Thank you for your
commitment and
leadership!*





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