Diversity 101: Starting the Conversation

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EDI

- **Equity** – A process that provides the appropriate tools to meet an intended outcome, whereby the tools remove historical barriers and other socialized gatekeepers.
- **Diversity** – All the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. In the areas related social justice, these "characteristics" refer solely on social identities including race, gender expression, age, disability, religion, etc.
- **Inclusion** – Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

PRIVILEGE

- **Privilege** – "Privilege exists when one group has something of value that is denied to others simply because of group membership and not based on what a person or group has done or failed to do..." (Johnson, 2006). Privilege also includes a state whereby an individual or a group of individuals within a social identity experiences less or no oppression as compared to other individuals from another social identity group.
- **References**
  - Johnson, A.G. (2006). *Power, privilege, & difference*. McGraw-Hill.
  - Luders-Manuel, S. (2017). *The inequality hidden within the race-neutral G.I. Bill*. JSTOR Daily. https://daily.jstor.org/the-inequality-hidden-within-the-race-neutral-g-i-bill/.
  - Pager, D. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annual Review of Sociology, 34*, 181-209. https://www.annualreviews.org/doi/pdf/10.1146/annurev.soc.33.040406.131740

OPPRESSION

- **Oppression** – Systemic devaluing, undermining, marginalizing, and disadvantaging of members from certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access, based solely on their membership in their respective social identities.
  - **Ideological Oppression** – Our conscious and/or unconscious thoughts, attitudes, and beliefs that places social identities into a hierarchy and assigns value throughout different levels of that hierarchy. Thoughts, attitudes, and beliefs are socially constructed and socially reinforced.
  - **Institutional Oppression** – The systematic mistreatment of people within a social identity group, supported and enforced by the society and its institutions, solely based on the person's membership in the social identity group (e.g. G.I. Bill of 1944, etc.).
  - **Interpersonal Oppression** – The way in which people play out discrimination & violence on each other (e.g. racism, sexism, homophobia, etc.).
  - **Internalized Oppression** – When individuals from marginalized communities consciously or unconsciously adopt the negative thoughts, attitudes, and beliefs associated with their respective social identities.
- **References**
  - US Census Bureau (2018). *Current population survey: Real median household income by race and Hispanic origin – 1967-2017.* Retrieved from https://www.census.gov/topics/income-poverty/income.html.

- Cheney, C., LaFrances, J., & Quinteros, T. (2006). Institutionalized Oppression Definitions. *Tri-County Domestic & Sexual Violence Intervention Network Anti-Oppression Training for Trainers*. https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/institutionalized-oppression-definitions.pdf.
- Pipes, E. (2016). *Legos and the 4 I's of Oppression*, www.youtube.com/watch?v=3WWyVRo4Uas.
- Jones, K. & Okun, T. (2016). Dismantling racism workbook. *Dismantling racism*. https://resourcegeneration.org/wp-content/uploads/2018/01/2016-dRworks-workbook.pdf

SOCIAL JUSTICE LENS

Learn more about using a social justice lens with these resources.

Social Justice Lens (2019). British Columbia Teachers' Federation.
Committee for Action on Social Justice. (2019). *A social justice lens*. British Columbia Teachers' Federation.
https://bctf.ca/uploadedFiles/Public/SocialJustice/Publications/SJ%20Lens%20Booklet-Revised%20July%202019.pdf

REDLINING

Learn more about redlining with these resources.

Mapping Inequality.
https://dsl.richmond.edu/panorama/redlining/
Learn more about "redlining." *Mapping Inequality* brings one of the country's most important archives to the public. HOLC's documents contain a wealth of information about how government officials, lenders, and real estate interests surveyed and ensured the "economic health" of American cities.

The Color of Law: Creating Racially Segregated Communities (2020), Teaching Tolerance
https://www.tolerance.org/classroom-resources/tolerance-lessons/the-color-of-law-creating-racially-segregated-communities
This lesson is the first lesson of the series *The Color of Law: The Role of Government* in Shaping Racial Inequity from the Teaching Tolerance website. In this lesson, students examine the local, state and federal policies that supported racially discriminatory practices and cultivated racially segregated housing. For grades 9-12.

New Lesson on History of Redlining (2019), Zinn Education Project
https://www.zinnedproject.org/news/new-lesson-history-of-redlining/
In the lesson, students encounter stories about the Home Owners' Loan Corporation (HOLC), the Federal Housing Administration, the Veterans Administration, redlining, blockbusting, zoning, racially restrictive deeds and covenants, and move-in violence. Students also meet people who fought bravely against this dizzying array of racist policies.