We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-ah-beek), Haudenosaunee (Ho-den-no-show-neek), Attawandaron (Abd-a-won-da-run), and Lūnaapéewak (Len-ahpay-wak) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish With One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing situations that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

HELLO!
Lesley Oliver (She/Her)
Diversity & Accessibility Coordinator
Equity & Human Rights Services

INTRODUCTION
Practicing equity, inclusion, and justice is not an identity or a checklist. It’s a practice. It’s an ongoing decision to unlearn internalized biases and discrimination, and to disrupt the systems and practices we navigate on a daily basis.
"Privilege is not in and of itself bad; what matters is what we do with privilege." – bell hooks (hooks & Mesa-Bains, 2006, p. 73)

LEARNING OUTCOMES

- Perspective
- Communication
- Cultural knowledge & Self-Awareness

Key Components

1. Privilege & Oppression
2. Intersectionality
3. Allyship
4. Bias

What are your thoughts?

Use the zoom poll feature to answer a few questions.

1. Can you name the Original Peoples of the territory upon which YOU are physically located?
2. Do you know why Viola Desmond appears on the Cdn $10 bill?
3. Do you know who David Lepofsky is?
1. PRIVILEGE & OPPRESSION

Concepts

Privilege
Benefits, advantages, or resources granted to social groups "because one belongs to the perceived 'us,' 'normal' or 'natural' state of the 'mainstream' and/or dominant culture." (CARED, 2018, p. 23)

Oppression
The obvious and subtle ways dominant groups unjustly maintain status, privilege and power over others, using physical, psychological, social or economic threats or force." (The 519, 2019)

Equity
A promotion of fairness and justice for each individual by providing everyone with tailored necessary resources to overcome individual barriers that are a result of systemic forms of oppression.

Justice
A collective responsibility to create a free and just society, to ensure that civil and human rights are preserved and protected for each individual.

Privilege Check
In the 'Chat' section, type one of the prevalent forms of privilege that comes to your mind.
Privilege Check
1. (Race) White Privilege

Privilege Check
1. White (Race) Privilege
2. Light Skin Privilege

Privilege Check
1. White Privilege
2. Light Skin Privilege
3. Gender Privilege

Privilege Check
1. White Privilege
2. Light Skin Privilege
3. Gender Privilege
4. Cis – Het Privilege
**Privilege Check**

1. White Privilege
2. Light Skin Privilege
3. Gender Privilege
4. Cis – Het Privilege
5. Socio-Economic Privilege

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**Social Binaries**

<table>
<thead>
<tr>
<th>Social Identities</th>
<th>Privileged Identities</th>
<th>Marginalized Identities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>White</td>
<td>Racialized, Black</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td>Indigenous</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>Cisgender</td>
<td>Female</td>
</tr>
<tr>
<td>Class</td>
<td>Upper/Middle</td>
<td>Transgender &amp; Nonbinary</td>
</tr>
<tr>
<td>Ability</td>
<td>Able-bodied (temporary)</td>
<td>Lower, Working, Poverty</td>
</tr>
<tr>
<td>Age</td>
<td>Young adults/middle aged</td>
<td>Non-visible &amp; visible disabilities</td>
</tr>
<tr>
<td>Religion</td>
<td>Christian</td>
<td>Children/Elderly</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Canadian born</td>
<td>LGBTQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non Christian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immigrant, Refugee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Student</td>
</tr>
</tbody>
</table>

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**Intersectionality**
At the Intersection

The intersection highlights the ways that all of the binaries, systems, and institutions are not just interconnected but further reinforce each other.

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Man</td>
<td>$1.00</td>
</tr>
<tr>
<td>White Woman</td>
<td>$0.78</td>
</tr>
<tr>
<td>Black Man</td>
<td>$0.74</td>
</tr>
<tr>
<td>Black Woman</td>
<td>$0.64</td>
</tr>
</tbody>
</table>

4. UNCONSCIOUS BIAS

Unconscious Bias Test

How do you feel about?

- Don’t believe in God?
- Don’t like dogs?
- Vote differently?
- Are on welfare?
- Don’t believe in marriage?
- Didn’t attend university?
- Don’t speak English?

Conscious Bias versus Unconscious Bias

Explicit bias is prejudice against a person or group of people in comparison to another person or group of people that results in unfair treatment of people. It important to note that bias is not only limited to racial or ethnic prejudice and can extend to gender, religion, age, and ability.

Unconscious biases are social stereotypes of people that have unknowingly been formed through socialization and further reinforced through everyday behaviours and how we view the world.
What Are Microaggressions?

Micro-aggressions are very specific yet difficult to put a name to. They are the kinds of remarks, questions, or actions that are painful because they have to do with a person's membership in a group that's discriminated against or subject to stereotypes. And a key part of what makes them so disconcerting is that they happen casually, frequently, and often without any harm intended, in everyday life.

Microaggressions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Possible Interpretations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can succeed if you try harder</td>
<td></td>
</tr>
<tr>
<td>You're so opinionated (to a female graduate student)</td>
<td></td>
</tr>
<tr>
<td>Where are you really from?</td>
<td></td>
</tr>
<tr>
<td>You are a credit to your race.</td>
<td></td>
</tr>
<tr>
<td>I don't get what the big deal is about pronouns</td>
<td></td>
</tr>
</tbody>
</table>

3. ALLYSHIP

Allyship is . . .

Understanding the power and privileges you hold and learning to use your voice and actions to extend the benefits of your privilege to those around you.

A lifetime commitment to unlearning, self-education, receiving constructive criticism, learning from mistakes, doing research, and having difficult conversations.
**ANTI-RACISM CONTINUUM**

- **Racist**
  - To believe that one or more races or superior to others. A racist is inclined to feel discrimination or prejudice against people of other races.

- **Non Racist**
  - The acknowledgement that all humans have an equal right to respect and tolerance without engaging in dismantling of systems of oppression.

- **Anti-Racist**
  - The active process of redistributing power equitably by identifying and eliminating organizational, structural, and individual forms of racism.

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**Practicing Allyship**

1. Learn and be open to difficult conversations. For BIPOC communities, know that it is okay to take breaks during these conversations.
2. Read, watch videos, listen to podcasts as you continue through all of the following steps. Learning can also include the development of your identities and the deconstruction of normalized structures.
3. Do a self-inventory check. Assess your thought processes and behaviors when engaging with others. For example, think about what your social media feed looks like right now? Are you seeing anti-racism content? Are you only seeing photos of puppies and summer time fun?
4. Talk to your community about anti-Black, anti-Indigenous, misogynistic, ableism and discriminatory behavior.
5. Get involved in your respective areas of campus and external institutions to address systemic forms of oppression.
6. Call in your friends and learn to accept getting called in with grace.

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**Call Them In**

**Examples ...**

- **Share your journey**
  - Hey, I noticed you said ____ I used to say stuff like that too but recently I've learned that can be harmful. (Instead now I say, ____)

- **Separate intent from impact**
  - Hey, when you said ____ I know you didn't mean it to be offensive, but it made me think feel ____ Next time you should _____ instead.

- **Challenge the stereotype**
  - 1. “Actually, in my experience ____”
  - 2. “I think that’s a stereotype. I’ve learned recently that _____."
  - 3. “Really I’ve read something that would suggest otherwise: ____”

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**What Happens When YOU Get Called In?**

1. **Breathe**
2. **Listen**
3. **Receive**
How would you respond? Hypotheticals

Scenario 1
Someone asks “Why do Black people always talk about race?”

Scenario 2
Someone makes a generalizing statement about any one community.

Scenario 3
Someone asks “Why do I have to pay the price for the actions of other White people?”

Disclosures
1. Listen
2. Validate
3. Connect
4. Check-in

Campus Resources
Need Support?
Student Support Case Management: ssm@uwo.ca
Counselling Services: shappt@uwo.ca

Need More Educational Resources?
https://www.uwo.ca/equity/resources/index.html

Filing a Complaint
Contact the Equity and Human Rights Office to explore your options / file a discrimination or harassment complaint: equity@uwo.ca

Want to Get Involved?
Connect with student organizations and/or community based organizations who are doing this work! 😊

Key Takeaways
1. Privilege & Oppression
   Advantages reinforced by systems that uphold the disadvantages of others; at an individual, institutional, and/or cultural level.

2. Intersectionality
   The unique makeup of an individual’s experiences as a direct result of their social binaries.

3. Bias
   Explicitly or unknowingly upholding social stereotypes about certain groups of people.

4. Allyship
   Actively recognizing and extending unearned societal privileges on to others.
Thank You!

Do you have any questions or would you like to know more?

Lesley – lolive@uwo.ca
More resources:
https://www.uwo.ca/equity/resources/index.html
https://www.facebook.com/westernuehrs