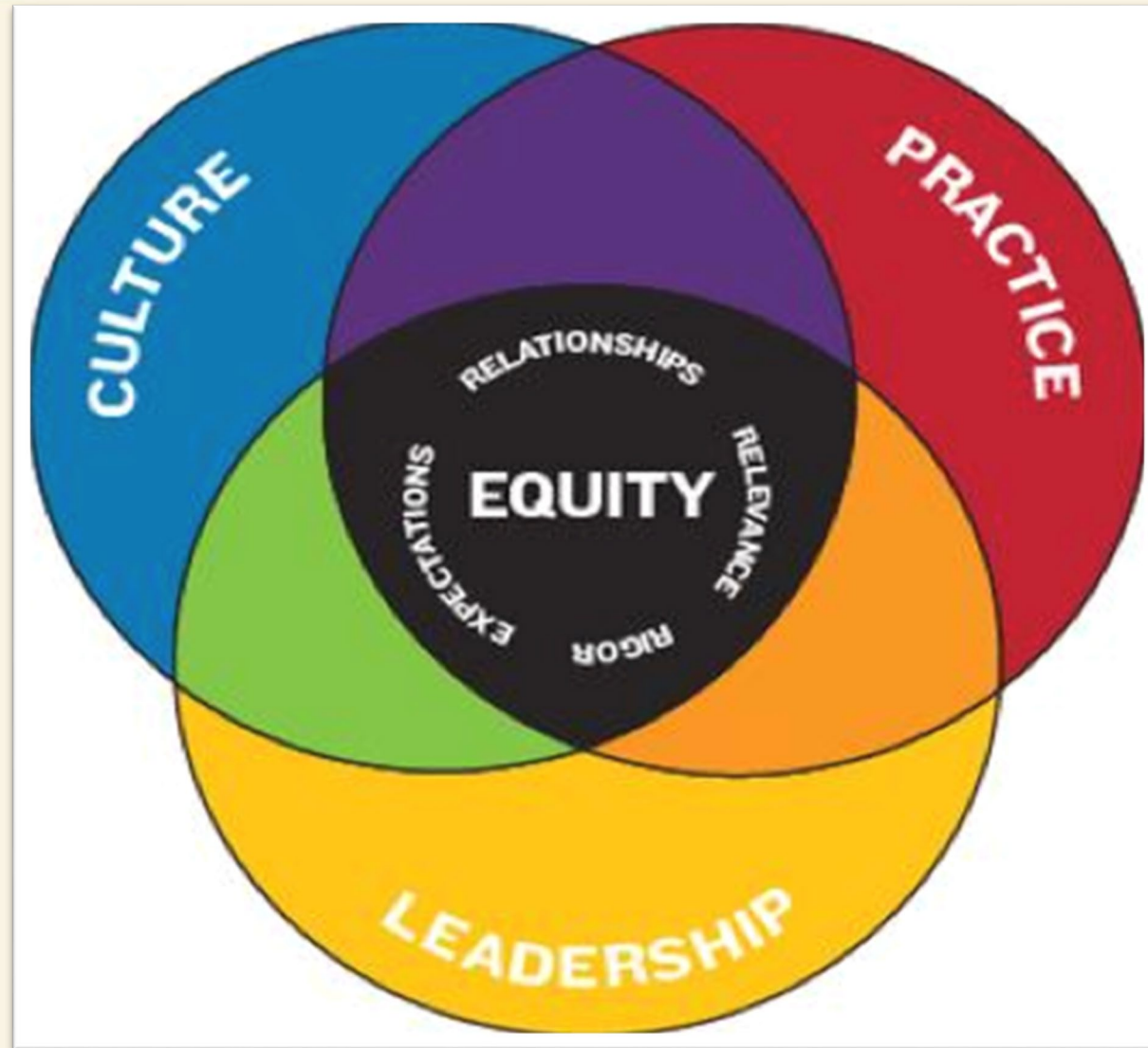


POWER AND PRIVILEGE: HOW TO USE THESE EFFECTIVELY



POWER

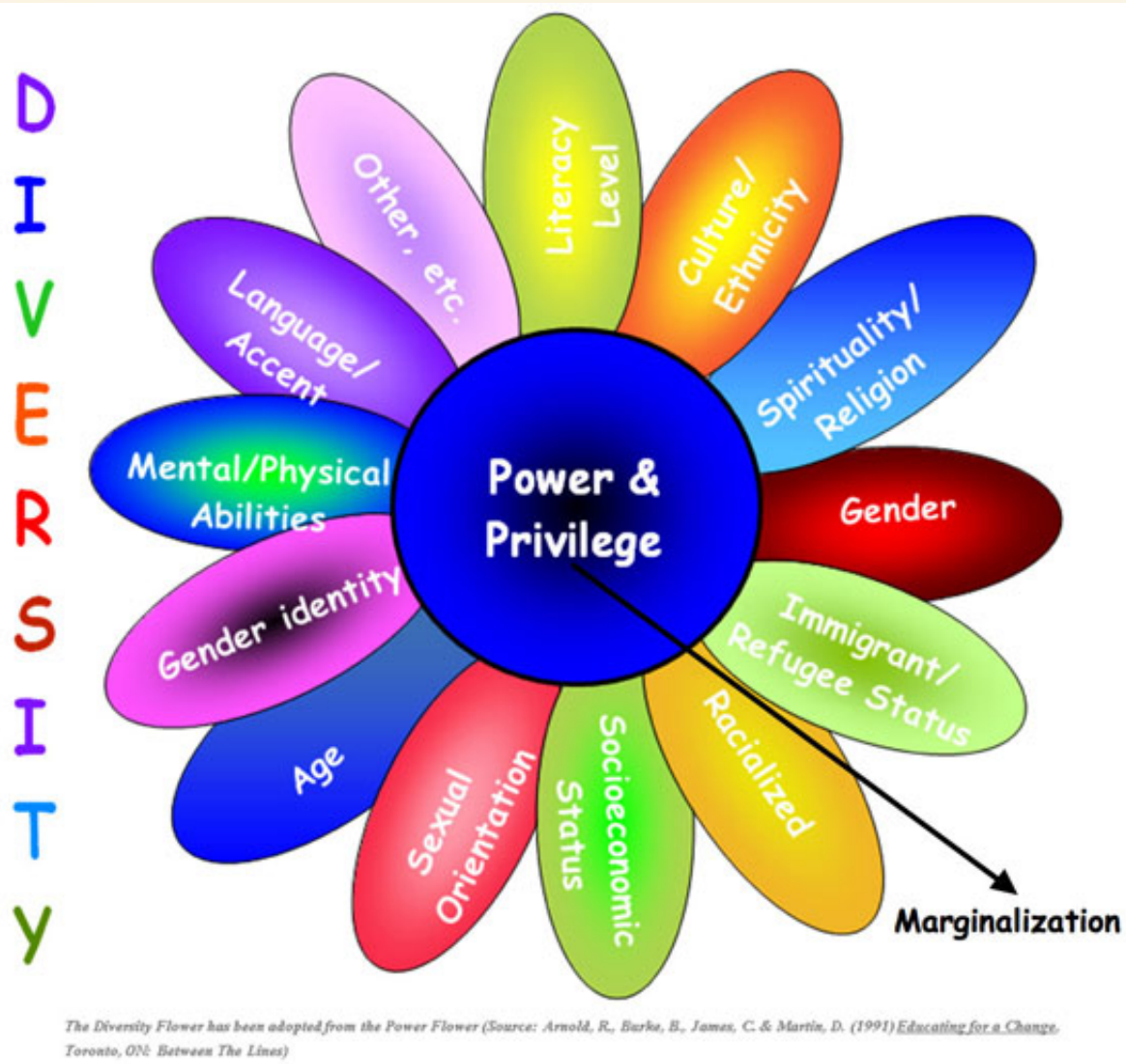
- ❖ Ability to act or produce an effect
- ❖ Capacity for being acted upon or undergoing an effect
- ❖ Legal or official authority, capacity, or right
- ❖ Possession of control, authority, or influence over others
- ❖ A controlling group : establishment —often used in the phrase *the powers that be*
- ❖ Physical might
- ❖ Mental or moral efficacy
- ❖ Political control or influence: **TO DO!**

INFLUENCE

- ❖ act or power of producing an effect without apparent exertion of force or direct exercise of command
- ❖ Corrupt interference with authority for personal gain
- ❖ The power or capacity of causing an effect in indirect or intangible ways : **SWAY!**

PRIVILEGE

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups. In the United States, privilege is granted to people who have membership in one or more of these social identity groups.



Perceived Social Identity	Dominant Group	Subordinated Group
Race/Ethnicity		
SES/ Class		
Gender		
Sex		
Religion/Spirituality		
Sexuality		
Ability		
Age		
Nationality		

Perceived Social Identity	Dominant Group	Subordinated Group
Race/Ethnicity	White	People of color
SES/ Class	Rich, upper	Working class, poor
Gender	Cisgender	Transgender
Sex	Men/Masculine	Women/Feminine
Religion/Spirituality	Christian	Non-christian, no religion
Sexuality	Straight	LGBTQI
Ability	No disabilities	People with disabilities
Age	35-55	-35, +55
Nationality	US born, perceived as	Non-us born, perceived as



What is a Microaggression?

“Brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative slights and insults.”

Political Correctness

Political correctness (adjectivally, politically correct, commonly abbreviated to PC) is a term primarily used as a pejorative to describe language, policies, or measures which are intended not to offend or disadvantage any particular group of people in society; in pejorative usage, those who use the term are generally implying that these policies are excessive.



No, people aren't "More sensitive" now.
People aren't too "Politically Correct" now.
Nor are people "Just looking for a reason to
be offended" now.

We, as a people, *know better* now. Therefore
we, as a people, are trying to *do better* now.

Why talk about bias?

Bias is central to multicultural awareness, knowledge, and skill. To be culturally effective you must know how bias affects individuals of various backgrounds and cultures, **be aware of their own bias**, and be skilled at controlling bias (Sue & Sue, 2003).

From the overt...

Explicit bias: Negative beliefs, judgments, and stereotypes to which an individual has conscious access to (Garb, 1997).

- Based on self-report.
- Often arises as the direct result of a perceived threat (Esses, Dovidio, Jackson & Armstrong, 2001).

“The key isn’t to feel guilty about our [implicit] biases—guilt tends toward inaction. It’s to become consciously aware of them, minimize them to the greatest extent possible, and constantly check in with ourselves to ensure we are acting based on a rational assessment of the situation rather than on stereotypes and prejudice.”

“True compassion is not just an emotional response, but a firm commitment founded on reason.” –Dalai Lama



➔ General Guidelines

- ❖ Acknowledge it
- ❖ Find the meaning
- ❖ Have a conversation
- ❖ Set boundaries
- ❖ Focus on *should*, not *can*



Acknowledge it

- ❖ Acknowledge that the overt or covert bigotry has occurred.
- ❖ Letting people make these remarks without being confronted or challenged allows them to continue the behavior without any consequences.
- ❖ Examples:
 - ❖ “That’s not cool, man.”
 - ❖ “Could you not use that word?”
 - ❖ “I found that offensive.”

Find the meaning

- ❖ Ask the individual to re-express their thought in a way that is not offensive.
- ❖ Then, validate the person's opinion.
- ❖ This allows the individual to see that they can receive support and validation for what they are truly struggling with or upset about, but only when they express it in a way that doesn't hurt others.
- ❖ Examples:
 - ❖ "Could you choose a different word?"
 - ❖ "Do you think you could say that in a different way?"
 - ❖ "Help me understand what you mean by that."

Challenge Each Other...

- ❖ **Role model a willingness to be challenged. If someone says they were offended or hurt by something you did or said, be open to that.**
- ❖ **Challenge others when they say or do offensive things.**
- ❖ **Ask questions. If you are challenged and you don't fully understand, ask more questions until you do.**

...But Give Grace

- ❖ People make mistakes. It's part of being human.
- ❖ Most of the time people don't intend to be offensive.
- ❖ If they feel attacked every time they make a mistake,
they're likely to just shut down – which stops the process of learning and growing

Be An Expert Of Your Experience...

- ❖ You have a unique set of experiences that have shaped who you are and how you walk through the world, and you are the only expert on that experience.
- ❖ You get to say how an experience impacted you, how something made you feel, and how you perceived an experience. No one else gets to tell you that.

...But Not of Others' Experiences

- ❖ Just as no one else can tell you how you perceived an experience, how you should feel, or how you should react, you don't get to tell anyone else those things either.
- ❖ Telling a person how they should feel or that they are perceiving their own experiences in the wrong way minimizes their humanness and de-legitimizes their very real feelings.



Systemic

Institutional



Group

Individual

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.



Systemic

- *majority of college administrators are white
- *lack of retention efforts for marginalized groups
- *lack of a structured Affirmative Action plan
- *lack of services for transgender students

Institutional

- *limited campus diversity trainings and focus
- *curriculum and curriculum design
- *increased use of technology on campuses
- *classification of “at-risk” students



Group

- *fraternity organization not including queer members or students of color
- *study group meeting in a room that isn't wheelchair accessible

Individual

- *micro-aggressions
- *inter and intra cultural conflict
- *stereotyping
- * bias

