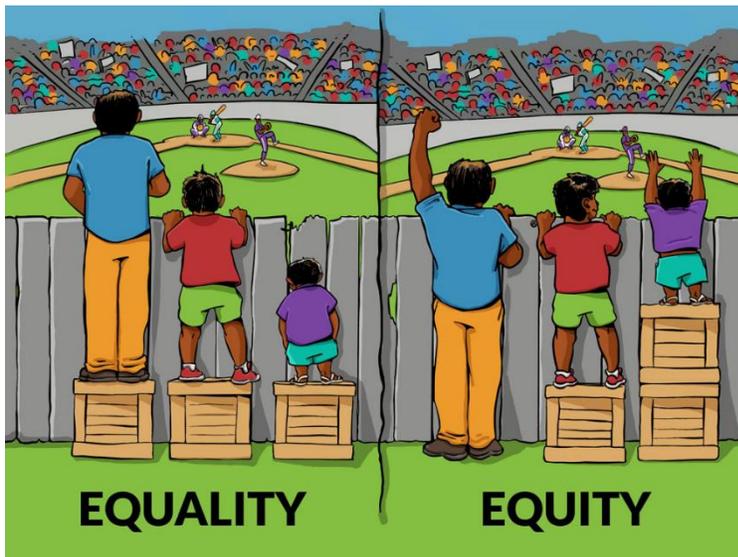


FEMST 20 // WEEK 3 // Equalities & Systems of Oppression



Do Now

- Sign in for attendance using the chat function
- Test that your camera and audio are working
- If you're somewhere relatively quiet, take yourself off mute so we can chat!

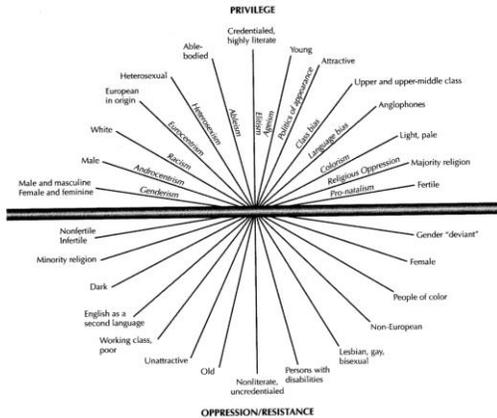
Agenda

- Welcome + Announcements
 - Regrade process, file formats (Word, PDF, JPEG ONLY), Module 3 essay
- Pause for questions
- Reading discussion and groupwork

Some terms and concepts to know

- Privilege
- Equality or "Formal equality"
- Equity or "Substantive equality"
- Systems of oppression
- Bootstraps myth
- Colorblindness

"Rather than calling for people to be treated the same or have the same rights, we are called to identify how social structures and institutions might work to benefit some people over others" (EWGS 125-6)



The Charmed Circle (Rubin 14)

Groupwork (Groups of 3-4)

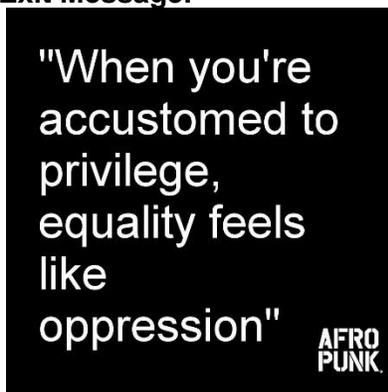
Choose a **specific** example of discrimination or oppression that might arise in the context you're assigned to:

- Group 1: College admissions and access
- Group 2: Workplace
- Group 3: Healthcare
- Group 4: Marriage and/or families

With your group, discuss the following questions and prepare to share with the group:

1. What group or groups fall on the privileged side of the circle in this scenario and how do you know? What group or groups fall on the oppression/resistance side of the circle and how do you know?
2. What might someone with an *equality* mindset suggest as a solution?
3. What would someone with an *equity* mindset suggest as a solution?
4. What counter-arguments or pushback do you think you would hear to the *equity* solution and how would you respond?

Exit Message:



Using the chat feature, send me a Direct Message responding to the following question:

- In your own words, what does this quote mean?
- How does this quote relate to our Chapter 5 readings from last night?
- If you were explaining this idea to a friend, what is one real world example that you could use to help them to understand this idea?