**Power Spectrum: Forms of Oppression and Privilege**

**Identity is complex and multifaceted.**

Our current social hierarchies were established by historical forces centuries ago. These forces established identities as “normal,” “default,” or “valued,” thus creating an imbalanced access to the institutions and resources that would allow every individual to rise to their full potential. Education is one of those institutions; so too are law, medicine, media, and many others. Ability to access those institutions and resources for self-actualization is **power.**

A **power spectrum** allows us to see how certain elements of our identity fit in to the hierarchies that none of us made but all of us are responsible for mitigating in order to create an equitable world for all. Some identity elements grant us power, and others restrict it. The more power we have, the easier it is to be blind to the historical and social forces that maintain oppression for others. We will all have many places on the spectrum that interact, compounding or complicating both our **privilege** (access to power) and our **oppression** (restriction from power).

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| **Oppression**  **Restriction from power**  Historical /social disadvantage  Internalized oppression  Fear and discomfort in many spaces  Potential for empowerment | **Element of identity**  . | **Privilege**  **Access to power.**  Historical /social advantage  Internalized superiority  Security and comfort in many spaces  Potential to act as an ally to the oppressed or an accomplice with oppression |
| People of color | **Race** (racism) | White |
| Low socioeconomic status, poor or working class | **Class** (classism) | High socioeconomic status, middle-class, “comfortable,” wealthy |
| Perceived female | **Sex** (Sexism or Misogyny) | Perceived male |
| Transgender / gender queer / non-binary / gender nonconforming / intersex | **Gender Identity or Expression** (Cissexism or Transphobia) | Cisgender |
| Romantically or sexually interested in same-sex, gender nonconforming or queer partners, or not interested in conventional romantic or sexual partnerships | **Sexual Orientation** (Heterosexism or Homophobia) | Romantically or sexually interested in opposite-sex partners, heterosexual |
| Alter-abled | **Physical or Mental Ability** (Ableism) | Temporarily able-bodied |
| Recorded or perceived history or likelihood of mental health issues | **Mental** Health (Mentalism or Sanism) | No recorded or perceived history or likelihood of mental health issues |
| Hard of hearing or unable to hear | **Hearing** (Audism) | Able to hear |
| Jewish | **Jewish Religion (Anti-Semitism)** | Gentile or non-Jewish |
| Practicing a religion other than Christianity or practicing no religion | **Religion** (Religious Imperialism) | Christian |
| Too young or too old | **Age** (Adultism or Ageism) | Of appropriate age |
| Darker skin | **Skin color** (Colorism or Shadeism) | Lighter skin |
| Foreign-born / irregular documents | **Citizenship** (Ethnocentrism or Nativism) | U.S. Citizen |
| Speaking English with an accent, with limitations, as a second language, or not at all | **Language (**Linguism) | Speaking English with no accent, native speaker of English |
| Not attractive according to Western media standards | **Appearance** (Lookism) | Attractive according to Western media standards |
| Too big / too small | **Weight, height, size** (Sizism) | Appropriate size |
| Not perceived as healthy | **Health** (healthism) | Perceived healthy |
| Recorded or perceived criminal record | **Experience with incarceration** (Criminalism) | No criminal record |
| For men: child free  For women: sometimes child-free, sometimes too many children or too much focus at home | **Family Status** (Natalism)\*complicated by gender | For men: having children  For women: having children OR having the right amount of children OR having no children |
| Lack of formal or traditional education, “street smart” | **Education** (Academic Elitism) | Traditionally or formally educated, possessing degree(s) |

Equity Review for ISP Committee

Policy and Procedures

Policy and/or Procedure being reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Question | Answer |
| 1. Which elements of identity can we anticipate being relevant to this policy and/or procedure? |  |
| 1. What groups are being included or excluded by this policy and/or procedure? |  |
| 1. What are the potential impacts of this new or revised policy and/or procedure on those groups? |  |
| 1. What meaningful effort have we made to ensure that this policy and/or procedure will not further oppress members of the CCC community? |  |
| 1. What potential changes do we suggest (to this policy and/or procedure and beyond) to ensure that we are working toward greater equity in the future? |  |