

## Introduction to Anti-Oppression

### Land acknowledgment

McGill is located on the unceded Indigenous lands of the Kanien'kehá:ka Nation, known as Tiohtià:ke/Montreal. The Kanien'kehá:ka, also known as the Keepers of the Eastern Door, are one of the nations that make up the Haudenosaunee Confederacy on Turtle Island/North America. Our presence on this land contributes to the dispossession and ongoing oppression of Indigenous peoples. Our goal is to promote learning and generate allyship with local Indigenous communities, by honouring and respecting the many nations removed from, as well as those still connected to this land. Consult [Native Land](#), McGill Indigenous Initiatives' [The Land and Peoples](#), and [Indigenous Education Resources](#) to learn more.

Throughout the workshop we encourage you to consider how systems of oppression are all connected. In practice, being anti-oppressive means breaking down all systems of oppression, since many, like colonialism and racism, are invariably intertwined.

### Session description and outcomes

In this workshop, participants will receive an introduction to the concept of anti-oppression. Connections will be drawn between university commitments and the goals of anti-oppression. The workshop will leverage Zoom's interactivity to engage participants in understanding equity-centered terminology. Learners will explore how expressions of oppression manifest in policies, society, as well as on campus. They will also reflect on positionality and brainstorm how they may mobilize their privilege to make the campus a better place.

By the end of this workshop, you will have had the opportunity to:

- Define oppression, anti-oppression and related terminology
- Reflect on their positionality and privilege
- Explore how oppression manifests in society
- Investigate how power/privilege and oppression manifest in their own lives

### Activities

This workshop will involve personal reflections with the option to share, an interactive quiz, discussion, and group activities.

Before the workshop, consider reflecting on how oppression shows up on the McGill University campus and in student life.

### Your next steps

1. Write down one thing that feels missing or is still unclear to you. This is something you will research further.
2. Write down one thing you will commit to in order to advance anti-oppression on campus.
3. Name one person you will speak to about what you learned today.

4. Write down one resource you can turn to if you need support.

## Space for your notes

## Resources

### Associations and Blogs

- [Lens of Systemic Oppression](#)
- [Privilege and Positionality](#)
- [Use Your Everyday Privilege to Help Others](#)

### News Articles

- [What Covid-19 Is Teaching Us About Who We Target When It Comes To Racism](#)
- [Covid-19 Exposes The Hypocrisy Of Face Covering In Quebec](#)

### Glossaries

- [Anti-Oppression Terminology](#)
- [Anti-Racism Terminology](#)
- [An Anti-Racist Dictionary](#)

### Books

- [Blindspot: Hidden Biases of Good People](#) by Mahzarin R. Banaji
- [So You Want to Talk About Race](#) by Ijeoma Oluo
- [Radical Dharma](#) by Williams, Owens, Syedullah
- [My Grandmother's Hands](#) by Resmaa Menakem
- [The Inner Work of Racial Justice](#) by Rhonda Magee
- [How to Be an Anti-Racist](#) by Ibram X. Kendi

### Websites and Articles

- [What Is Intersectionality, And What Does It Have To Do With Me?](#)
- [Anti-Black Racism Resources – Equity at McGill](#)
- [Being Anti-Racist](#)
- [Self Care for Trauma Grief and Depression – Black Lives Matter](#)
- [Toolkit for Dealing with Racial Trauma](#)
- [Meditation for Black Lives](#)

## Videos and Media

- [Responding to Racial Bias and Microaggressions in the Online Environment](#)
- [Kimberle Crenshaw on Intersectionality](#)
- [BIPOC Meditation App](#)

Learn more about racial microaggressions:

- [Workshop slides](#)
- [Table of examples](#)

Register for [SKILLS21](#), McGill's workshop-based skills development program for undergraduate students.

Consult the [learning resources](#) created by Teaching and Learning Services.

Explore [Stay on Track](#), a peer-to-peer program that enhances undergraduate students' learning and wellness skills. Learn more about the three pathways available: reminders, coaching sessions, and study groups.

Visit [Learner Supports](#) from Student Accessibility & Achievement.

## References

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Grand Valley State University: Counseling Center - [https://www.gvsu.edu/cms4/asset/8BE68CB1-B1E8-CE01-5CD0C1D211317763/racial\\_trauma.pdf](https://www.gvsu.edu/cms4/asset/8BE68CB1-B1E8-CE01-5CD0C1D211317763/racial_trauma.pdf)

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Social Equity and Diversity Education Office. *Engaging with Diversity*. January 2014.

Frank Porter Graham Child Development Institute: The University of North Carolina at Chapel Hill, on microaggressions: <https://fpg.unc.edu/node/9407>.

Todd Finley's Brain Blast "Microaggressions": <https://www.edutopia.org/article/look-implicit-bias-and-microaggressions>.

## Contact information

For any questions about the workshop material or other related information, visit [mcgill.ca/tls/students](https://mcgill.ca/tls/students).