



Center for Diversity and Inclusion

Activities

The activities/exercises listed were not created by the Center for Diversity and Inclusion staff. It is strongly encouraged that the facilitator of the activities below has a background or expertise in facilitating exercises that may be culturally sensitive. The diversity exercises listed below are geared toward college students, faculty, and staff.

- Diversity Activities Resource Guide (../_files/_activities/diversity-activities-resource-guide.pdf)
- Diversity Activities for Youth and Adults (../_files/_activities/diversity-activities-for-youth-and-adults.pdf)
- Awareness Activities (<http://www.edchange.org/multicultural/activityarch.html>)
- COR 101 Multi-culturalism Stereotype Exercise (../_files/_activities/cor101.pdf)
- Privilege Walk (../_files/_activities/privilege-walk.pdf)
- Economic and Social Justice: A Human Rights Perspective (../_files/_activities/economic-and-social-justice.pdf)
- The Choice (../_files/_activities/the-choice.pdf)
- Crossing the Line (../_files/_activities/crossingline.pdf)
- Culture Bingo - With Answers (https://uh.edu/cdi/diversity_education/resources/_files/_activities/culture-bingo.pdf)
- Identity and Diversity: How does the world see you? (../_files/_activities/iddiversity.pdf)
- Inclusion Activities Book (../_files/_activities/inclusion-activities-book.pdf)
- The Person I least Want to Be (../_files/_activities/least-most-exercise.pdf)
- This is My House (../_files/_activities/myhouse.pdf)
- Perception Game (../_files/_activities/perceptiongame.pdf)

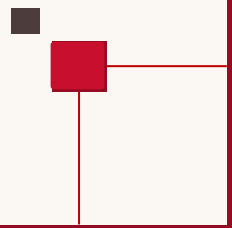
- Practicing Inclusion: Icebreakers and Team Builders for Diversity
(../_files/_activities/talusandiversityteambuilders.pdf)



**Diversity, Equity, and Inclusion in
Pharmacy Series Presents:**

Diversity 101 & 201

Presented by:
Michael Crook (he/his/him)
Center for Diversity and Inclusion
LGBTQ Resource Center



10 WORKSHOPS. 5 REQUIRED. 1 PERSONAL REFLECTION. 1 CERTIFICATE.

Congratulations!

By attending today's workshop, you are one step closer to completing the "Committed Coog" Diversity Leadership Certificate for Staff and Faculty.

**Diversity,
Equity and
Inclusion in
Pharmacy
Series**



ACCEPTANCE RESPECT
DREAM
IDENTITY LANGUAGE
HOUSTON
DISABILITY

CENTER FOR
DIVERSITY AND INCLUSION
MAKING DIVERSITY AN EXPERIENCE

Where is CDI located?



CDI Office

Student Center South | Suite B12

Lending Library

Computers

Meeting/Hangout/Study Space



Student Leadership Opportunities

REACH Diversity Peer Educators

Achievement Initiative for Marginalized Males

Student Employee Opportunities

Community Agreements

For today and the next
10 workshops

Welcome multiple
viewpoints and
experiences

Own your
intentions
and impact(s)

Take risks: Lean
into discomfort

WAIT:
Why am I talking?
Why aren't I talking?

Actively listen

Challenge yourself!

Confidentiality:
Stories Stay,
Lessons Leave

**People need people. And I
need you!**

The true expertise is in
this room already

**It is important that
everyone engage**

I share the material.
You connect the dots.

**Non-verbal feedback is
welcome**



You may feel...

- Anxious
- Nervous
- Excited
- Challenged
- Board
- Confused
- Engaged
- Otherwise...

...but, stick with me!

Learning Outcomes

Define diversity, equity, and inclusion

Discuss personal and cultural identities

Describe how diversity, equity, and/or inclusion relates to our lived experiences


Discuss approaches to work effectively across differences



MYTH OR FACT?

Diversity mainly refers to women and people of color.

The definition of “Diversity” changes all the time.



Diversity?

What is that!?

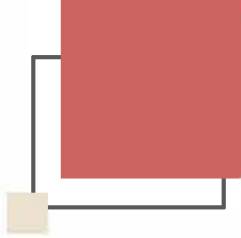


Diversity

Psychological, physical, and social differences that occur among any and all individuals; including, but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.



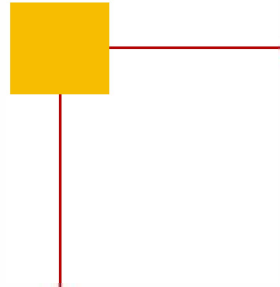
Just by looking at me...



“My name is _____, I use _____ pronouns and I call _____ home. (ex: he/him, she/her, they/them)

One thing you cannot tell just by looking at me is _____.

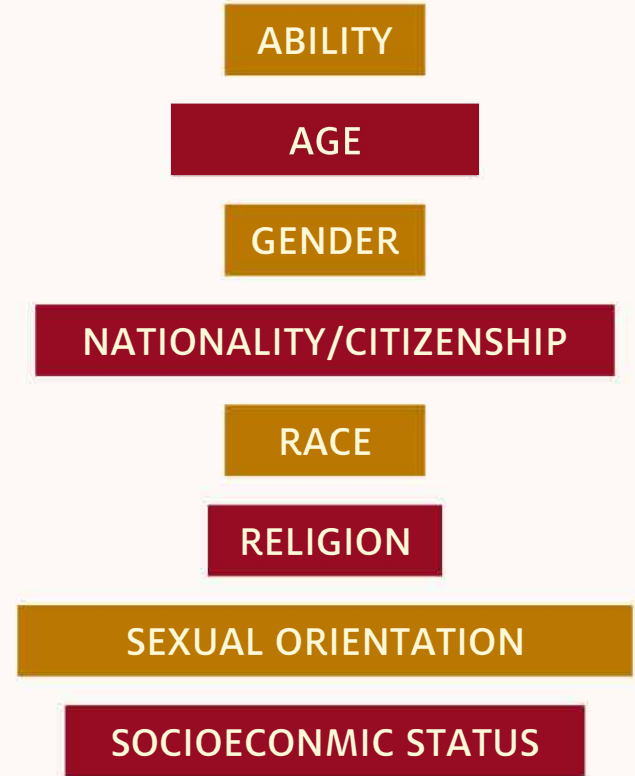
This is important for me to tell you because _____.”





THE BIG 8

Socially Constructed Identities



What are some of Jim Parson's visible Identities?

- Age
- Gender Expression
- Race
- Physical Abilities



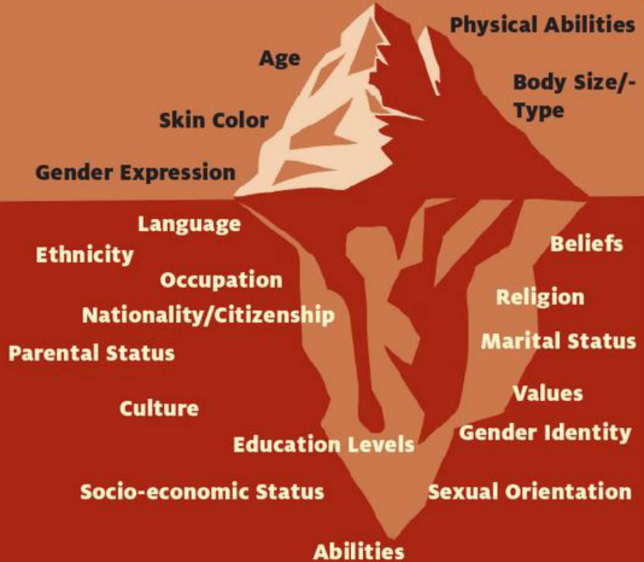
What are some of his invisible Identities?

- Sex
- Gender Identity
- Ethnicity
- Culture
- Occupation
- Marital/Parental Status
- Abilities
- Values
- Education Level
- Religion
- Language

Diversity Has Layers

Visible

Invisible





How do **our identities** relate to **diversity**?



Our identity is not singular, but a combination of a variety of aspects



Our differences such as age, race, gender, socio-economic status determines how diverse a group or community is.



Why is diversity important ?

- It's everywhere around us and impacts us!
- UH is one of the most ethnically diverse research universities in the United States.
- Growing diversity in the country - we are the world's most multicultural nation (ancestry and culture).
 - By 2030 – 1 in 5 Americans will be over 65 years old.
 - By 2044 – more than half of all Americans will belong to a “minority” group (any other group than non-Hispanic White alone).
 - By 2060 – 1 in 5 of the nation's population will be foreign born.
- Diversity contributes to an increase in creativity, productivity, innovation and the ability to reach a large audience. And, Diverse groups outperform “high ability” homogenous groups.
- Economic Benefits.
- Recruiting from a more diverse force = more qualified workforce.

Why is diversity important in health and in pharmacy?

As a manager, leader and faculty member:

- When people feel included, they perform better.
- We all have bias - favoring some and un-favoring others. And it can go multiple ways.
- Biologically we know same is safe, but without intentional awareness and adaption, bias can impact hiring, morale, self-perception, treatment of others, even treatment.

In order to understand how to treat, we need to determine who and why.

Trauma informed care lens - “What happened to you, not what’s wrong with you?”

Health related issues can be linked to identities, and social positioning and historical disparities

“Health equity occurs when all people have the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.” Center for Disease Control

UH Diversity and Inclusion Statement

The University of Houston **embraces diversity** and **recognizes our responsibility to foster an open, welcoming environment** where students, faculty and staff of all backgrounds can collaboratively learn, work and serve. We value the academic, social, and broader community benefits that arise from a diverse campus and are **committed to equity, inclusion and accountability**. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission. We commit to **engaging in an ongoing dialogue** to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually **strive to work together to** address the challenges of the future in a way that **removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect**. The competencies gained through diverse experiences across campus prepare all of our students, staff and faculty to thrive personally and professionally in a global society.



Tips for learning about identities of others



Be open and honest

Authenticity and reciprocity are vital; also respect boundaries



Actively Participate

in cultural experiences different than your own



If you see something, say something

Challenge bias when you notice it, within yourself and with others





Tips for learning about identities of others



Ask questions

Consider why you are asking and your relationship with them.



Listen

When people tell you who they are, LISTEN.



Practice the platinum rule

Do unto others....



“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

-Maya Angelou



Inclusion.

What is that!?

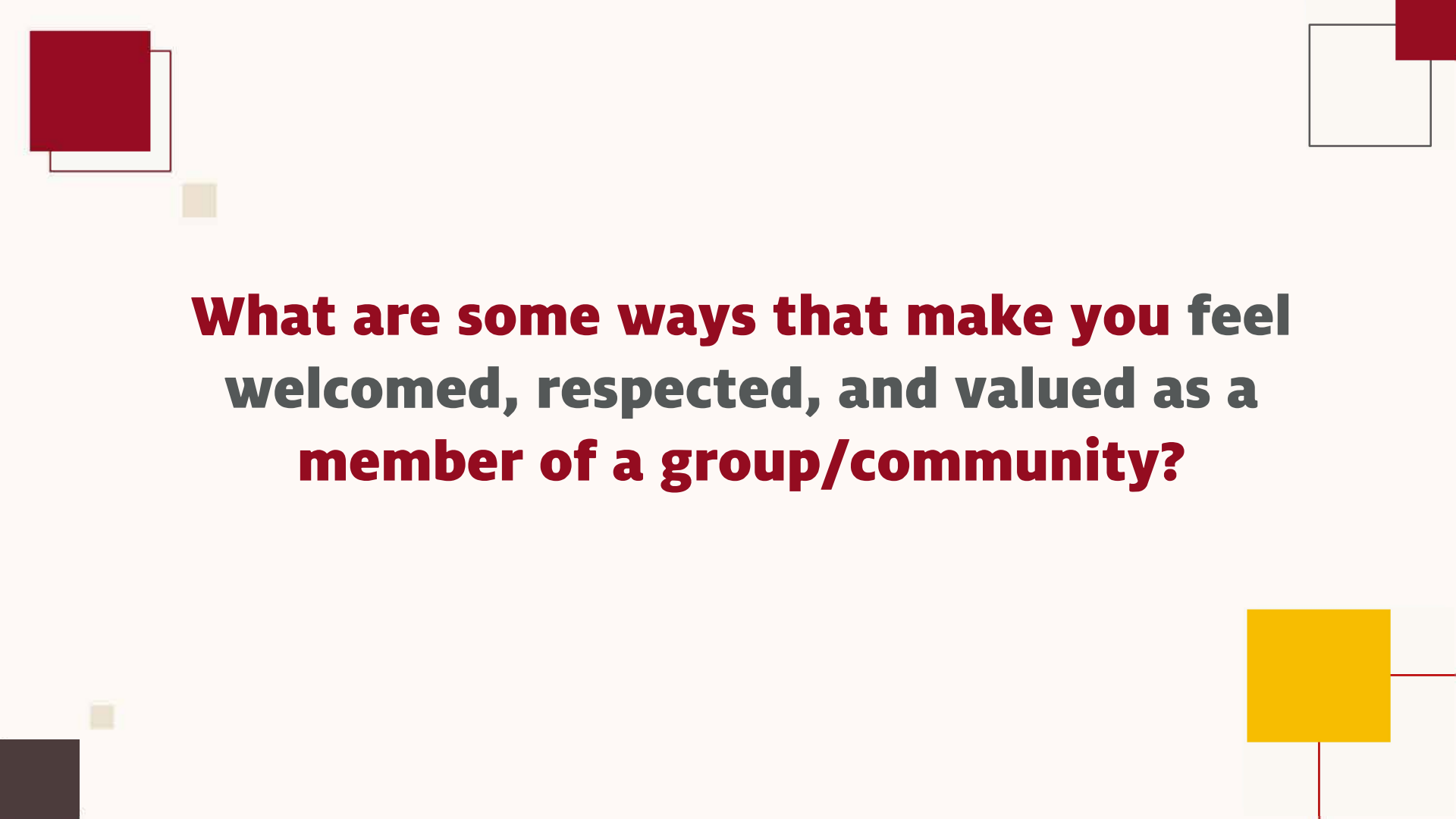


Inclusion



The act of creating involvement and empowerment environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. It is an inclusive and welcoming climate with equal access to opportunities and resources that embrace differences and offers respect in words and actions for all people.

Inclusion does not suppress differences; it empowers them.



What are some ways that make you feel welcomed, respected, and valued as a member of a group/community?



Inclusion

The act of creating involvement and empowerment environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. It is an inclusive and welcoming climate with equal access to opportunities and resources that embrace differences and offers respect in words and actions for all people.



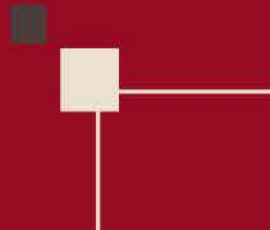
Is a dandelion a weed or a flower?

Pick a side!

Treating everyone the same is fair

OR

Treating everyone differently is fair

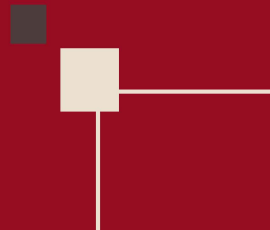


Equity

is the **guarantee** of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and **eliminate** barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.



Equity

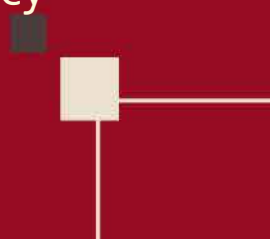


Pick a side!

It **is** the responsibility of directors of pharmacies and pharmacy managers to create a more equitable society

OR

It **is NOT** the responsibility of directors of pharmacy and pharmacy managers to create a more equitable society



Diversity 201

Expanding our view of equity and inclusion



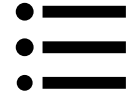
LEARNING OUTCOMES



**Define
Intersectionality**



Reflect
on how personal and
cultural identities intersect
and result in unique life
experiences.



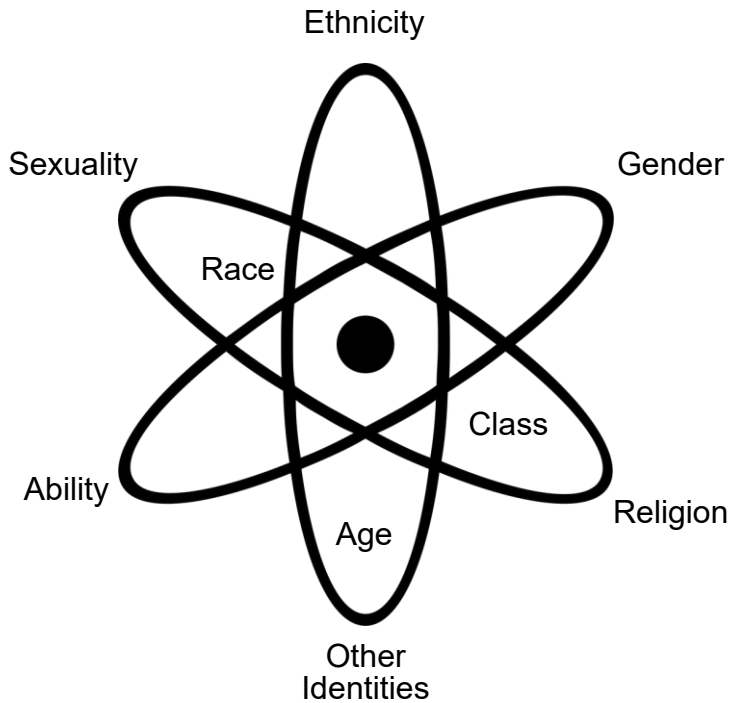
Name
benefits of using an
intersectional approach to
understanding others.

Intersection... what?



Kimberlé Crenshaw

American Civil Rights Advocate
Professor, UCLA School of Law and
Columbia Law School



INTERSECTIONALITY

- Intersectionality helps us understand the lived experiences of other people.
- Explains the interaction of our identities and their interaction within structures of power (e.g., laws, policies, and other political and economic unions, religious institutions, media).
- Intersectionality provides us with a snapshot of how a person or group of people are affected by a number of discriminations and disadvantages.

INTERSECTIONALITY EXPLAINED



Coined in 1989 by Crenshaw to explain the differences of Black women in the legal system compared with white women and men.



A lens for understanding how individuals experience the social environment. Individuals are shaped by their intertwined social identities.



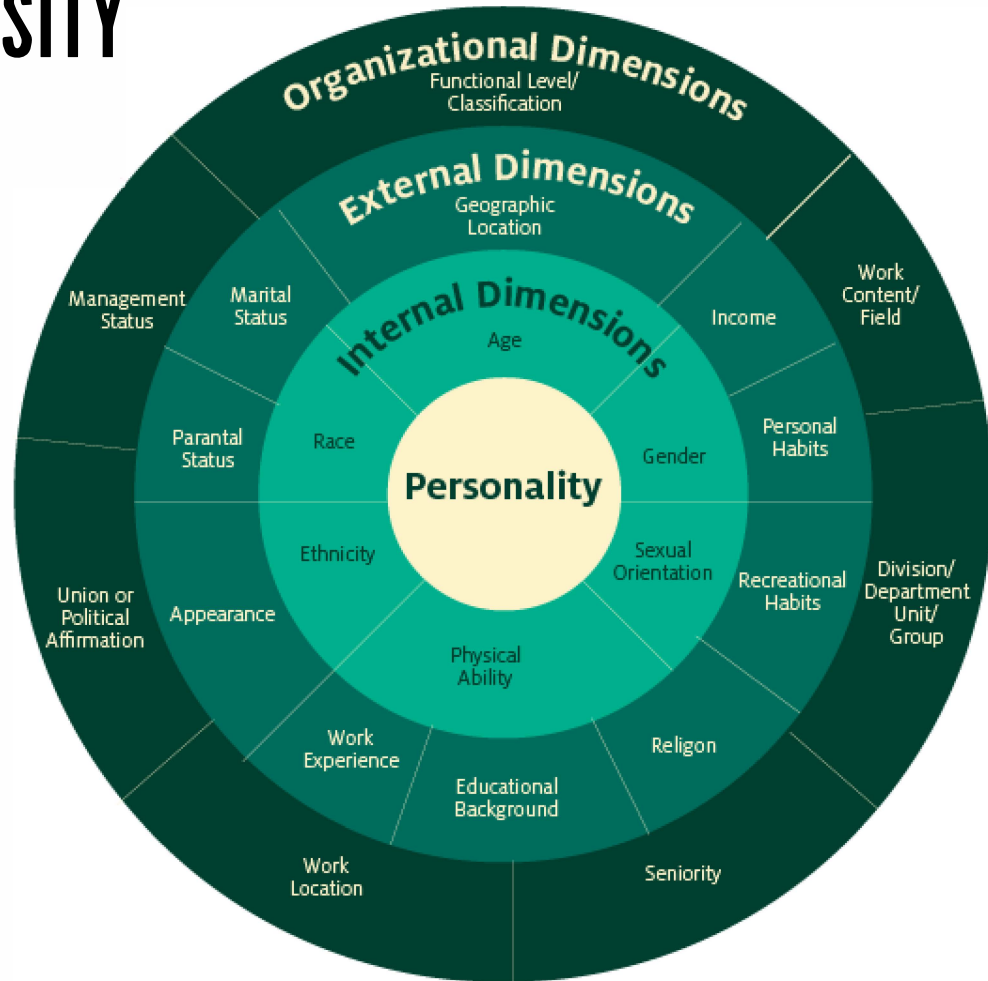
Each identity has different levels of power and privilege in our society but the person is shaped by the totality of this power.



The interdependence of your identity interacts with systems and structures of power. These systems and structures of power help to create and perpetuate oppression of marginalized groups.



DIMENSIONS OF DIVERSITY



Identities and Structures of Power

Identities:

- **Racism:** People of Color
 - Border social group: Biracial/Multiracial people, racially ambiguous people
- **Sexism:** Women
 - Border social group: Intersex folx and trans* folx
- **Transphobia:** Transgender folx, genderqueer people, intersex people
 - Border social group: Gender ambiguous people
- **Heterosexism:** Non-heterosexual people
 - Border social group: Bisexual people
- **Classism:** Working class, low SES people
 - Border social group: Middle class people
- **Ableism:** People with disabilities
 - Border social group: People with temporary disabilities
- **Religious Oppression:** Non-Christians
- **Ageism/Adultism:** Elders
 - Border social group: Young people/young adults

Structures of Power:

- Employment: Lawful employment discrimination
- Barriers to healthcare
- Policies: Marriage, restroom laws
- Religious institutions
- Media portrayal
- Lack of legal protection

HOW DO YOU EXPERIENCE INTERSECTIONALITY?



The Danger of a Single Story

- Chimamanda Ngozi Adichie
- 2010
- Only listen to the first 15 minutes of about 20
- Write down lines that stand out to you and resonate with you or thoughts that come to mind.



Danger of the Single Story



Power is the ability to tell the story of another person and make it definitive. Where do you have power?



Single stories create stereotypes. Not that they are untrue, but they are incomplete. What stereotypes exist in your classroom and workplace?



It robs people of their dignity.



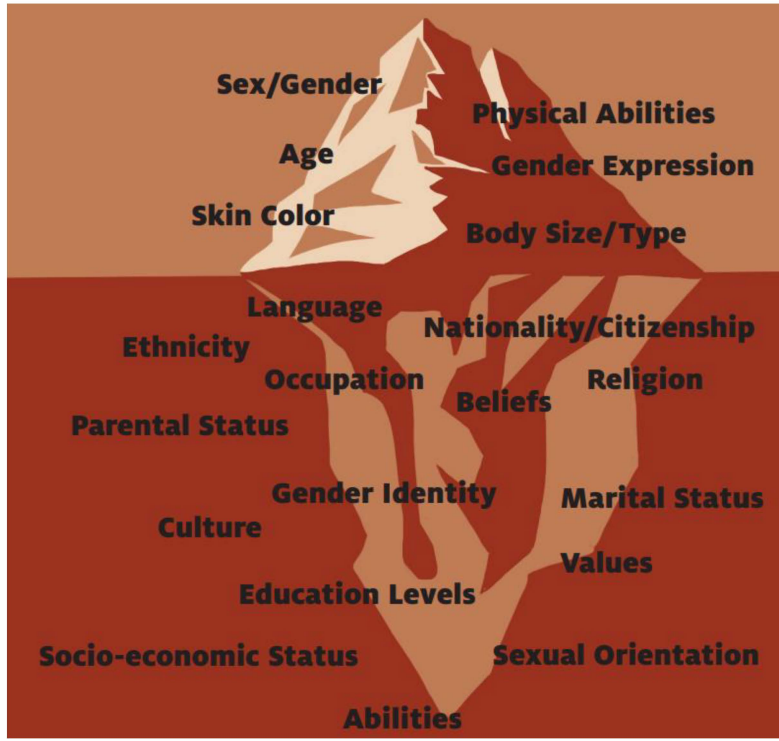
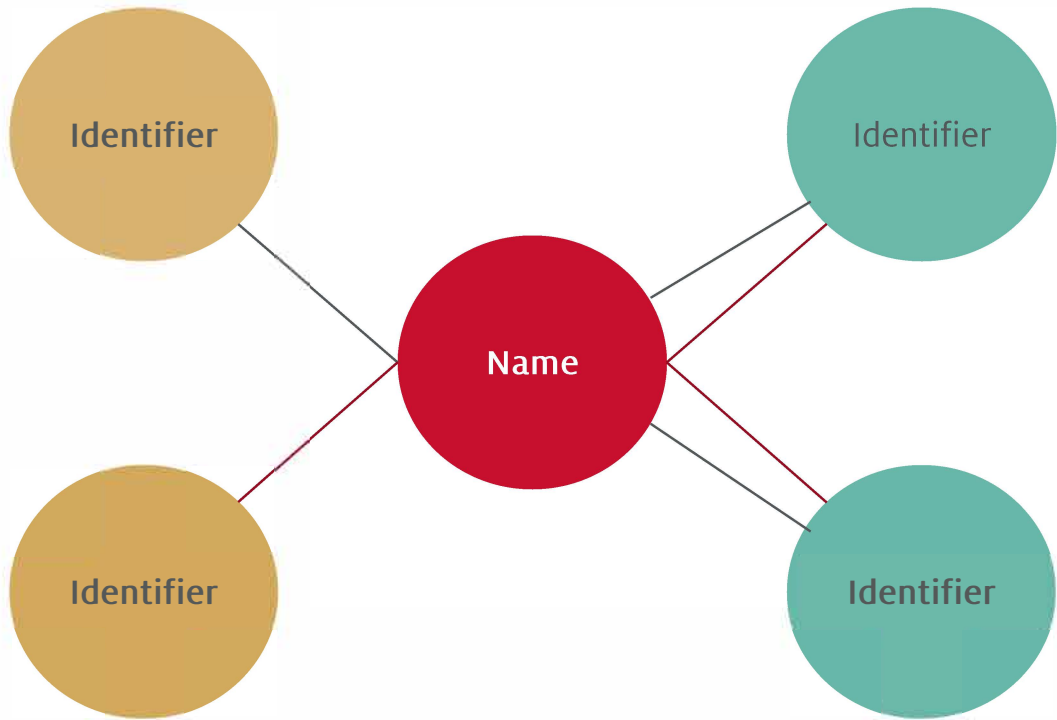
It makes recognition of common humanity difficult.

Personal and Cultural Identity Exploration

In order to effectively work within across differences, we must have a strong sense of who we are and effectively share that with other people.



Circles of Multicultural Self



- 1) Share a time you were particularly happy to be part of your identifiers
- 2) Share a time you felt discriminated against because of one or both of their identities (at work or in a learning environment)
- 3) Share a stereotype you have heard about one dimension of your identity that fails to describe you accurately and how that stereotype makes you feel

Think – Pair – Share

- Each person will be speak for 3 minutes without interruption. Allow them space to share their truth.
 - The partner who is not sharing should remain silent & practice active listening skills.
 - Switch.
 - Challenge by choice.
-

Think – Pair – Share

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-

Recognizing Bias

- What is bias?
- How can understanding intersectionality help us to eliminate bias?
- How does eliminating bias help us to practice inclusion?

Reasons to take an intersectional approach with others

- Heightened sense of self-awareness
- More aware of how our actions are received
- Understand our biases both conscious or unconscious
- Aware that we will never know someone or their lived experiences at first glance
- Elevated empathy for others
- Relating to people further than their outward appearance
- Not ignoring identities but making sure we are not categorizing people based on one aspect of who they are

**“There is no such thing as a single-issue struggle,
because we do not live single-issue lives.”**

- Audre Lorde

THANK YOU

Questions?

Please complete the evaluation

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713-743-6699

www.uh.edu/cdi



**END OF
PRESENTATION**



Diversity 201: An Expanded View of Inclusion

Kendall Wright (she/her)
Center for Diversity and Inclusion



LEARNING OUTCOMES

01.

Define

intersectionality

02.

Reflect

On how personal and cultural identities intersect and result in unique life experiences

03.

Name

Benefits of using an intersectional approach to understanding others

This workshop builds on the information given in our foundational workshop, Diversity 101. This workshop will explore intersectionality and explain how our identities work together to shape our experiences.

AGREEMENTS

Welcome multiple
viewpoints/experiences

Own your intentions and your
impacts

Work to recognize your
privileges

Take risks: lean into discomfort

Step back

Actively listen

Challenge with care
Confidentiality

INCLUSION

The act of creating involvement and empowerment environments in which any individual or group can be and feel **welcomed, respected, supported, and valued to fully participate**. It is an inclusive and welcoming climate with equal access to opportunities and resources that embrace differences and offers respect in words and actions for all people



The part of my identity that I am most aware of on a daily basis is _____.

The part of my identity that I am the least aware of on a daily basis is _____.

The part of my identity that was most emphasized or important in my family growing up was _____.

The part of my identity that I wish I knew more about is _____.

The part of my identity that makes me feel discriminated against is _____.

The part of my identity that provides me the most privilege is _____.

The part of my identity that I believe is the most misunderstood by others is _____.

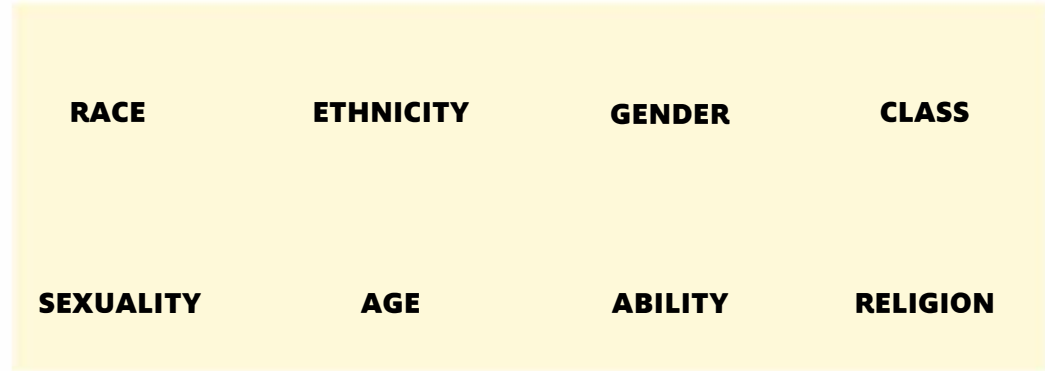
The part of my identity that I feel is difficult to discuss with others who identify differently is _____.



Intersection...what??

Intersectionality

INTERSECTIONALITY



Intersectionality helps us understand the lived experiences of other people

Explains the interaction of our identities and their interaction within structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media).

Intersectionality provides us with a snapshot of how a person or group of people are affected by a number of discriminations and disadvantages

INTERSECTIONALITY EXPLAINED

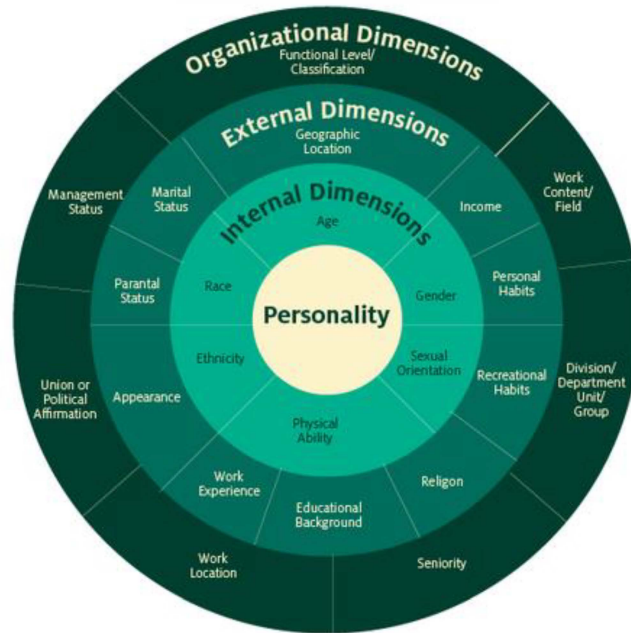
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The interdependence of your identity interacts with systems and structures of power.
These systems and structures of power help to create and perpetuate oppression of marginalized groups.

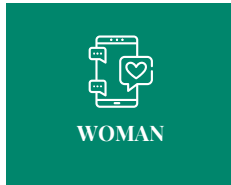
Dimensions of Diversity



IDENTITIES AND STRUCTURES OF POWER



TRANSPHOBIA



GENDER DISCRIMINATION



RACISM

Structures of Power:

- Employment – lawful employment discrimination
- Barriers to healthcare
- Policies – marriage, restroom laws
- Religious institutions
- Media portrayal – hypersexualized
- Lack of legal protection

How do you experience intersectionality?



The Single Story

Danger of the Single Story

- Power is the ability to tell the story of another person, and make it definitive.
 - Where do you have power?
- Single Stories create stereotypes.
 - Not that they are untrue, but they are incomplete.
- It robs people of their dignity.
- It makes recognition of common humanity difficult.

RECOGNIZING BIAS



REASONS TO TAKE AN INTERSECTIONAL APPROACH WITH OTHERS

Heightened sense of self-awareness

More aware of how our actions are received

Understand our biases both conscious or unconscious

Aware that we will never know someone or their lived experiences at first glance

Elevated empathy for others

Relating to people further than their outward appearance

Not ignoring identities but making sure we are not categorizing people based on one aspect of who they are

**“There is no such thing
as a single issue struggle,
because we do not live
single-issue lives”**

– Audre Lorde

”An individual can face multiple threats of discrimination when their identities overlap a number of minority classes”

Thank You!!



This worksheet is part of a curated selection of Diversity, Equity and Inclusion exercises maintained by the UH Center for Diversity and Inclusion. It is intended to provide an engaging, hands-on activity that allows participants to gain a greater understanding of Diversity, Equity and Inclusion topics.

Diversity Activities



Resource Guide

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Section 1

Ice Breakers

Facilitation Guide: Cultural Pursuit

Introduce the activity to participants.

This activity is designed to challenge the participants' knowledge of different cultural information.

- ❑ Pass out the questionnaire to all the participants.
- ❑ Have the participants move around the room trying to find people within the group who know the answer to the questions.
- ❑ As the participants find answers to the questions they should have that person initial their sheet.
- ❑ Participants are only allowed answer one question themselves.
- ❑ Set a time limit for the participants to find answers.

- ❑ Process the activity after word.

Guided Questions:

- ✓ What did you think about this activity?
- ✓ How did you feel when you knew the answer?
- ✓ How did you feel when you didn't know the answer?
- ✓ Did any of the answers surprise you? Why or why not?
- ✓ How does this activity and/or knowledge apply to your role as a GHD?

Facilitators Notes

CULTURAL PURSUIT

<p>1. Which population does the U.S. Census Bureau predict will become the U.S.'s largest minority group by the year 2050?</p> <p>_____</p>	<p>2. Who is currently the president of the National Association for the Advancement of Colored People (NAACP)?</p> <p>_____</p>	<p>3. Which Jewish man survived Nazi concentration camps to go on and become a world-renowned author and identifier of Nazi War criminals?</p> <p>_____</p>	<p>4. Native American Heritage Month is celebrated in:</p> <p>_____</p>	<p>5. The number 77 seen on some baseball shirts (worn by regular people, not ball players) reflects (A) The number of guiding principles for the Nation of Islam, (B) The former area code of Puerto Rico, or (C) The number retired by baseball great Jackie Robinson.</p> <p>_____</p>
<p>6. What historical symbol continues to cause a great deal of controversy in South Carolina?</p> <p>_____</p>	<p>7. Which famous female was an integral part of the Underground Railroad that helped hundreds of slaves escape to freedom during Civil War times: (A) Harriet Tubman (B) Mary McLeod Bethune (C) Amelia Earhart (D) Elizabeth Cady Stanton</p> <p>_____</p>	<p>8. True or False: Both the American Psychiatric Association and the American Psychological Association once professed the idea that homosexuality is a mental illness.</p> <p>_____</p>	<p>9. Hate crimes target groups for these reasons (put them in order—one for most targeted and five for least targeted): _____ Disabilities _____ Race _____ Religion _____ Sexual Orientation _____ Ethnicity/National Origin.</p>	<p>10. Who was the first female head of government to be democratically elected in a Muslim country?</p> <p>_____</p>
<p>11. Name three celebrities who are multiracial.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>12. True or False: 2000 was the second time that the U.S. Census Bureau has allowed multiracial people to check as many boxes as apply, regarding race on their forms.</p> <p>_____</p>	<p>13. Asian/Pacific American Heritage Month is celebrated in:</p> <p>_____</p>	<p>14. If the earth's population was shrunk to a village of 100 people, with all the existing ratios still in place, what number of those 100 people would have a college education?</p> <p>_____</p>	<p>15. The day that Mexicans and Mexican Americans celebrate the triumph of Mexican forces over the French in 1862 is:</p> <p>_____</p>
<p>16. This man led China's 1911 revolution, overthrowing the Ch'ing Dynasty, which has ruled since 1644. He was also the founder of the Republic of China. Who was he?</p> <p>_____</p>	<p>17. The pink triangle symbol associated with homosexuality originated in (A) Austria (B) San Francisco (C) Germany (D) Greenwich Village</p> <p>_____</p>	<p>18. Which religion is practiced throughout Central and Southeast Asia, China, Japan, Korea and some places the West?</p> <p>_____</p>	<p>19. Who is the President of The Caribbean Community and Common Market (CARICOM)?</p> <p>_____</p>	<p>20. The head of state in South Africa is:</p> <p>_____</p>
<p>21. True or False: Langston Hughes was a prominent African American singer during the Harlem Renaissance period in the 1920's.</p> <p>_____</p>	<p>22. Which annual event features over 20 participatory events for children and adults with cognitive disabilities?</p> <p>_____</p>	<p>23. This Shoshone woman served as Lewis and Clark's chief interpreter on their journey through the Louisiana Territory to the Pacific Coast.</p> <p>_____</p>	<p>24. Who was the founder and first president of the Mormon Church?</p> <p>_____</p>	<p>25. How much money does a family of four have to earn to be considered "above the poverty line"?</p> <p>_____</p>

CULTURAL PURSUIT ANSWERS

1. The Hispanic population is predicted to rise from 12 percent in 1999 to 24 percent in 2050.
2. Dennis Courtland Hayes is the Interim President of NAACP. Kweisi Mfume (pronounced Kwah-EE-see Oom-FOO-may) resigned this position in November 2004 and had been in this position since 1996.
3. Simon Wiesenthal, author of books such as *The Sunflower: On the Possibilities and Limits of Forgiveness* and *Justice Not Vengeance*.
4. November.
5. **(B)** The former area code of Puerto Rico is worn as a symbol of cultural pride.
6. The confederate flag, specifically that it was being flown on top of the state capital building. On July 1, 2000, it was moved from flying on top of the capital building to a monument on the state capital grounds.
7. **(A)** Harriet Tubman (“Moses”) escaped slavery at the age of 25 and helped over 300 other slaves escape through the Underground Railroad.
8. True.
9. According to statistics provided by the Human Rights Campaign, Race was #1 with 58.5%, Religion was #2 with 17.2% Sexual Orientation was #3 with 13.7%, Ethnicity/National Origin was #4 with 10.4% and Disabilities were #5 with .15%
10. Benazir Bhutto was elected Prime Minister of Pakistan in 1988. She served as Prime Minister twice; once between 1988-1990 and again between 1993-1996.
11. Tiger Woods is Black, Native American, Asian and Caucasian. “Today” reporter Ann Curry is Asian and Caucasian. Singer Mariah Carey is Black, Venezuelan and Caucasian. Actress Halle Berry is Black and Caucasian. Actor Benjamin Bratt is Peruvian Indian and Caucasian. Actor Keanu Reeves is Caucasian, Asian and Hawaiian. Other multiracial celebrities mentioned recently are: Vin Diesel; The Rock and Derek Jeter
12. False. This is the first year that this reporting structure has been used by the Census Bureau.
13. May
14. 1
15. Cinco de Mayo.
16. Sun Yatsen.
17. (c) Germany. The pink triangle was used to identify homosexual people in concentration camps.
18. Buddhism.
19. P.J. Patterson – current Prime Minister of Jamaica. The Caribbean Community and Common Market (CARICOM) has concentrated on the promotion of the integration of the economies of Caribbean Member States, coordinating the foreign policies of the independent Member States and in Functional Cooperation, especially in relation to various areas of social and human endeavor.
20. President Thabo Mbeki – He succeeded South Africa’s first black president Nelson Mandela in 1999.
21. False. Langston Hughes was a famous writer of poetry, history, fiction, drama and essays during this time.
22. The Special Olympics, first held in 1968.
23. Sacajawea.
24. Joseph Smith.
25. \$19,157 is the amount that the US government uses

DIVERSITY BINGO

An Aunt	On a diet	Non-smoker	Member of a sorority	Knows words to the UF Fight Song
Has recently eaten at an “ethnic” restaurant	Catholic	Member of an academic club or organization	Has lived on a farm	Thinks cold pizza is great for breakfast
Is a vegetarian	Has three or more siblings	FREE	Has visited another college within the last six months	Member of a fraternity
Has lived in more than three states	Has visited another country	Celebrates Kwanza	Born outside Florida	Knows what Yom Kippur is
Has worked at a place where uniforms are required	Speaks more than one language	An Uncle	Has relatives living in another country	Is an only child

“How Comfortable Am I?”

Please take some time to rate (indicate by a circle) the following statements on a scale of 1-4, with 1 being not comfortable at all to 4 being completely comfortable.

	Not Comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
1. You visit your grandparent at an assisted-living community.	1	2	3	4
2. A friend invites you to go to a gay bar.	1	2	3	4
3. You go to the gay bar and a person of the same sex asks you to dance.	1	2	3	4
4. A homeless man approaches you and asks for change.	1	2	3	4
5. Your new roommate is Palestinian and Muslim.	1	2	3	4
6. A fellow RA is paraplegic.	1	2	3	4
7. A group of young Black men are walking toward you on the street.	1	2	3	4
8. Your history instructor speaks with a pronounced Vietnamese accent.	1	2	3	4
9. Your assigned lab partner is a Fundamental Christian.	1	2	3	4
10. Your new roommate is Jewish.	1	2	3	4
11. Your sister invites her new boyfriend home to dinner. He is a female-to-male transsexual.	1	2	3	4
12. You arrive at church to discover your new pastor is a woman.	1	2	3	4
13. Your dentist is HIV positive.	1	2	3	4
14. Your women studies instructor is a Muslim woman who wears a headscarf and full length robe.	1	2	3	4
15. The young man sitting next to you on the airplane is Arab.	1	2	3	4
16. Your new suitemates are Mexican.	1	2	3	4
17. Your assigned partner for a project in Statistics has a learning disability.	1	2	3	4
18. Your new roommate is gay.	1	2	3	4
19. The woman sitting next to you on a plane weighs 250 lbs.	1	2	3	4
20. Your new supervisor is Iranian.	1	2	3	4
21. Your math tutor is a 62 year old woman.	1	2	3	4

	Not Comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
22. Your two next door neighbors in your hall are lesbian/gay.	1	2	3	4
23. Your mother “comes out” to you.	1	2	3	4
24. Your Lakota roommate practices traditional forms of Native American spirituality.	1	2	3	4
25. Your brother’s new girlfriend is a single mother on welfare.	1	2	3	4
26. Your family buys a home in a predominantly Black neighborhood.	1	2	3	4
27. A child in the class in which you are student teaching is HIV positive.	1	2	3	4
28. You discover that the cute young man/woman that you are attracted to is actually a woman/man.	1	2	3	4
29. Your sister becomes a Buddhist.	1	2	3	4
30. You discover your teenage brother kissing a male friend.	1	2	3	4
31. Your Black roommate gets a full-tuition minority scholarship.	1	2	3	4
32. The two other students in your Accounting project group are animal rights activists.	1	2	3	4
33. Your new roommate has been in prison.	1	2	3	4
34. The AG president in your area/hall is putting herself through school by exotic dancing.	1	2	3	4
35. A Thai immigrant student invites you to dinner with her family.	1	2	3	4
36. One of your group presentation members has a speech impediment.	1	2	3	4
37. A Native American student invites you to attend a Pow-wow with him.	1	2	3	4
38. Your Graduate Hall Director is visually impaired.	1	2	3	4
39. Your residence hall floor is doing community service at a homeless shelter.	1	2	3	4
40. One of your residents gets called to active military duty in the Middle East.	1	2	3	4
41. You are asked to prepare a presentation on Diversity for your community.	1	2	3	4

Perceptions

Directions: Write in the name of your classmate who you perceive has participated or would participate in the statement below. You cannot choose yourself and try to use everyone's name at least once.

1. Changes their car oil. _____
2. Been to a Broadway Play. _____
3. Likes classical music. _____
4. Has bungee jumped. _____
5. Played a varsity sport in high school. _____
6. Was a boy/girl scout. _____
7. Is a good cook. _____
8. Likes to do Yoga _____
9. Is an avid reader outside of class. _____
10. Was considered very popular in high school. _____
11. Has been in a mosh pit. _____
12. Likes to bowl. _____
13. Would like to have a large family _____
14. Likes to go to casinos _____
15. Enjoys art museums. _____
16. Watches the Discovery or Learning channel. _____
17. Can see singing in the rain. _____
18. Had ballet lessons. _____
19. Could see joining a Greek organization _____
20. Goes to bible study _____
21. Likes Dr. Dre/DMX/Wu-tang Clan _____
22. Is probably from a wealthy family _____
23. Has traveled internationally _____
24. Can play the piano _____
25. Likes to go hiking. _____
26. Knows a lot about fishing. _____
27. Follows horoscopes. _____
28. Likes techno music _____
29. Could see being a politician. _____
30. Likes to be in the limelight. _____
31. Knows what a Bar/Bat Mitzvah is _____
32. Has seen a rated X movie _____
33. Recycles _____
34. Is in the Honors program _____

Whom to Leave Behind

Instructions: The twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify.

Your task is to select the Eight (8) passengers who will make the trip. On your own, take approximately 5 minutes and rank order of the passengers from one to twelve based on those who you feel are most deserving to make the trip with one being most deserving and twelve being least deserving. Next, the entire group will come together and decides as a group the eight (8) passengers who will make the trip. PLEASE NOTE: When you make your decision as a group EVERYONE must agree on the final eight passengers and come to a consensus. You are NOT allowed to vote or take a 'majority rules' decision.

Original passenger list:

___ an accountant with a substance abuse problem

___ a militant African-American medical student

___ a 33 year old female Native American manager who does not speak English

___ the accountant's pregnant wife

___ a famous novelist with a physical disability

___ a 21-year old, female, Muslim international student

___ a Hispanic clergyman who is against homosexuality

___ a female movie star who was recently the victim of a sexual assault

___ a racist armed police officer who has been accused of using excessive force

___ a homosexual male, professional athlete

___ an Asian, orphaned 12-year old boy

___ 60-year old Jewish university administrator

Section 2

Self Awareness

Activities

Are You What You Eat?

15-20 minutes

Purpose:

To introduce participants using their favorite ethnic food

Equipment and Materials:

None

Procedures:

1. Pair participants and tell them that their responsibility is to interview each other about their experiences with ethnic food. Tell them to find out their partner's favorite ethnic food, how often they eat it, and whether it is part of their family's heritage or cultural tradition or was it introduced through social or workplace contacts.
2. Reconvene the group. Ask each person to stand and briefly introduce their partner, beginning with the person's name and then summarizing what was discovered in the interview. Tell them they do not have to limit their report to only food topics discussed during the interview.

Debrief:

As a group, discuss the connection between food and culture and ask for specific examples in everyday life.

Explore food and culture as they relate to the workplace (social gatherings, parties, formal meetings etc.). For example, do the participants realize that certain religious groups do not eat pork?

Discuss whether the types of food found in the workplace have been affected by increase in the diversity of the working population?

Circles of My Multicultural Self

This activity requires 20-30 minutes.

Purpose:

The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Preparation:

Distribute copies of the [Circles handout](#).

Instructions:

Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, etc.
2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____." Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)

5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your own statement. This part of the activity can be extremely powerful if you introduce it energetically. It may take a few moments to start the flow of sharing; so allow for silent moments.
6. Several questions can be used to process this activity:
 1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
 3. How did it feel to be able to stand up and challenge your stereotype?
 4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?
 5. Where do stereotypes come from?
 6. How can we eliminate them?

Facilitator Notes:

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

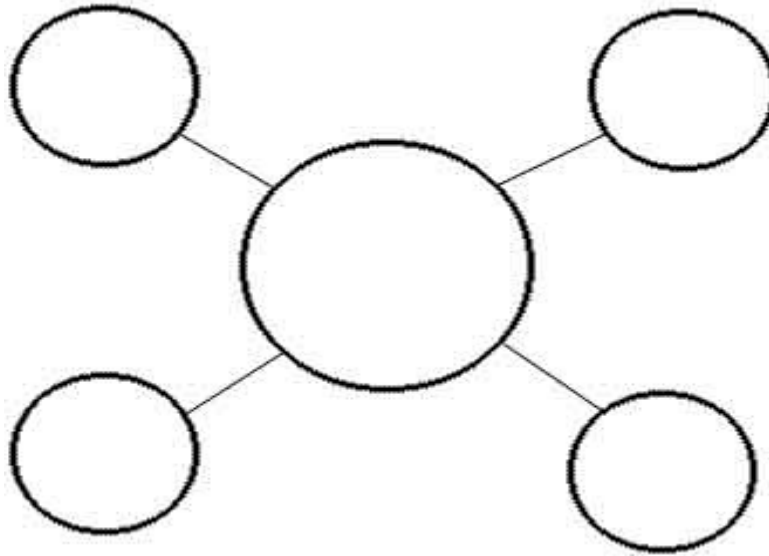
It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an)_____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical right Republican.

Class and Poverty Awareness Quiz

(Are you being misled?)

By Paul C. Gorski (gorski@edchange.org)
for EdChange and the Multicultural Pavilion
<http://www.mhhe.com/multicultural>

Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. In 1978 corporate CEOs in the United States earned, on average, 35 times more than the average worker. Today, they earn ___ times more than the average worker.
 - a. 35
 - b. 150
 - c. 240
 - d. 300
2. The majority of poor people in the U.S. live in
 - a. urban areas
 - b. rural areas
 - c. suburban areas
3. According to the Bureau of Labor Statistics, approximately 33% of the U.S. workforce was unionized in 1962. What percentage is unionized today?
 - a. 85.6%
 - b. 50.8%
 - c. 27.1%
 - d. 12.5%
4. Which of the following variables most closely predicts how high someone will score on the SAT test?
 - a. Race
 - b. Region of residence
 - c. Family income
 - d. Parents' academic achievement
5. How many children around the world die each day from hunger-related causes?
 - a. 160,000
 - b. 16,000
 - c. 1,600
 - d. 160
6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:
 - a. the next 5 countries combined
 - b. the next 10 countries combined
 - c. the next 15 countries combined
 - d. the next 20 countries combined
7. What percentage of people around the world lives on less than \$750 per year?
 - a. 10%
 - b. 33%
 - c. 50%
 - d. 75%

8. According to UNICEF, the wealth of the three richest people in the world is roughly equal to the Gross Domestic Product of:
- the 5 poorest countries
 - the 18 poorest countries
 - the 48 poorest countries
 - the 308 poorest countries
9. How many people in the U.S. live in poverty according to the U.S. Census Bureau?
- 1 million
 - 12 million
 - 37 million
 - 120 million
10. According to the U.S. Census Bureau, how much more likely are African American and Latino mortgage applicants to be turned down for a loan, even after controlling for employment, financial, and neighborhood factors?
- 15%
 - 30%
 - 45%
 - 60%
11. According to a Catalyst study, what percentage of Fortune 500 CEOs are women?
- 50%
 - 22.4%
 - 8.3%
 - 1.2%
12. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?
- roughly 3,500,000
 - roughly 1,000,000
 - roughly 500,000
 - roughly 150,000
13. Which of the following statements is consistent with research on poverty and education in the U.S.?
- Economically disadvantaged people do not value education as much as people of economic means.
 - Wealthy students who attend high-poverty schools perform worse than poor students who attend low-poverty schools.
 - Illicit drugs are more prevalent at high-poverty schools than low-poverty schools.
14. According to United for a Fair Economy, how much money did the U.S. government spend in 2005 on corporate welfare (economic incentives, often provided to support corporations' expansions into overseas markets)?
- \$1,250,000,000
 - \$12,500,000,000
 - \$125,000,000,000
 - \$1,250,000,000,000
15. What percentage of the U.S. Government budget goes to welfare and Social Security?
- 25% to welfare and 25% to Social Security
 - less than 1% to welfare and 20% to Social Security
 - 20% to welfare and 1% to Social Security
 - less than 1% to welfare and less than 1% to Social Security

Class and Poverty Awareness Quiz KEY

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<http://www.mhhe.com/multicultural>

Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. In 1978 corporate CEOs in the United States earned, on average, 35 times more than the average worker. Today, they earn ___ times more than the average worker.¹

d. 300**

2. The majority of poor people in the U.S. live in

b. rural areas**

3. According to the Bureau of Labor Statistics, approximately 33% of the U.S. workforce was unionized in 1962. What percentage is unionized today?

d. 12.5%**

4. Which of the following variables most closely predicts how high someone will score on the SAT test?

c. Family income**

5. How many children around the world die each day from hunger-related causes?

b. 16,000**

6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:

d. the next 20 countries combined**

7. What percentage of people around the world lives on less than \$750 per year?

c. 50%**

8. According to UNICEF, the wealth of the three richest people in the world is roughly equal to the Gross Domestic Product of:

c. the 48 poorest countries**

9. How many people in the U.S. live in poverty according to the U.S. Census Bureau?

c. 37 million**

10. According to the U.S. Census Bureau, how much more likely are African American and Latino mortgage applicants to be turned down for a loan, even after controlling for employment, financial, and neighborhood factors?

d. 60%**

11. According to a Catalyst study, what percentage of Fortune 500 CEOs are women?

d. 1.2%**

12. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?

a. roughly 3,500,000**

13. Which of the following statements is consistent with research on poverty and education in the U.S.?

b. Wealthy students who attend high-poverty schools perform worse than poor students who attend low-poverty schools.**

14. According to United for a Fair Economy, how much money did the U.S. government spend in 2005 on corporate welfare (economic incentives, often provided to support corporations' expansions into overseas markets)?

c. \$125,000,000,000**

15. What percentage of the U.S. Government budget goes to welfare and Social Security?

b. less than 1% to welfare and 20% to Social Security**

Connections

20 minutes

Purpose:

To provide a simple introductory activity that helps participants identify commonalities.

Equipment and Materials:

Two identical flipcharts prepared in advance

Procedures:

1. Divide participants into two groups. Ask participants to pair up with someone within their group, preferably someone they don't know well and don't regularly interact with.
2. Instruct the pairs to interview each other to find out things they have in common. Allow five minutes.
3. Ask the pairs to rejoin their group and select a recorder. Give each group one flipchart and explain that the same activity will be going on in the other group.
4. Tell the participants to introduce each other to the group, telling at least one thing they have in common. When the other group members hear something they share, they are to call out the word "connection" and the recorder will connect any two of the dots on that group's flipchart.
5. Reconvene and have the entire group look at both flipcharts and discuss the connections on the flipcharts. For the discussion, the following questions can be used:

How many connections were made?

What did you learn about each other?

What did you learn from this activity?

How does this relate to diversity?

Cultural Identity Worksheet

1. Name three cultural identifiers that you identify with most:

1) _____

2) _____

3) _____

2. From the list of identifiers above, select the one you identify with most:

3. What you like most about the cultural that you listed?

4. List some stereotypes about your culture that do not apply to you

Source: Adapted from Diversity Training Workshop - Janet and Milton Bennett

Getting Started--Respect Activity

This is often the first activity we do with a group. Ask everyone to find someone in the room who they do not know. Instruct them to introduce themselves to that person, and spend five to ten minutes talking about respect. What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, ask the participants to return to their seats, and open the discussion. What ideas did people come up with?

Common responses include the "Golden Rule," looking somebody in the eyes, being honest, and appreciating somebody's ideas even when you do not agree with them. It is important to mention that respect is a crucial ingredient in any discussion, but especially in a discussion of often-controversial issues regarding multicultural issues. The point is to learn from our differences--to understand each other's understanding. The point is NOT to agree. Another important part of respect is knowing each other's names, and how to pronounce them. Also, respect includes keeping the conversation in the group. This type of community building--and the safety which people feel with it--can make or break an attempt to facilitate discussions on multicultural issues.

This activity touches many bases. First, it starts the crucial path toward building a community of respect. This is the first step in maintaining a constructive exchange regarding issues such as racism, sexism, etc. At the most basic level, participants meet someone they did not know, and exchange ideas with that person. Second, the community is built through an understanding of how the group perceives respect, and how they negotiate its meaning. Third, the similarities and differences in participants' ideas about respect begin to show the first signs of similarities and differences within the group on a larger level

Prejudice

Contributed by Bonnie Knapp, University of Iowa

I have a game that you might be interested in to help people understand their prejudices. You make up index cards that have descriptions of different types of people. It could cover race, religion, disabilities, whatever you come up with. Each person has an index card placed on their back and they don't know what they have been labeled with. Each person has to guess what their label is by the way others act towards them. I think that you could make a more serious activity by having quite a bit of processing afterwards to talk about why others acted towards you in a stereotypical way, and how they need to recognize these stereotypes and prejudices that they knew they had or just recognized with this activity. Good Luck!

Exploring Language: Definitions Activity

For this exercise, participants are asked to find definitions for prejudice, discrimination, racism, sexism, and homophobia. Definitions for each word should come from two sources: the person's opinion and a scholarly source. We often do this exercise in the third session, to begin the discussion of these issues in a bit of a controlled setting. These conversations set the stage for the rest of the activities and the discussion of multicultural issues.

Objectives:

1. To help participants understand the five words and be aware that different definitions exist for each word.
2. To facilitate effective communication between group members.
3. To help participants learn to appreciate the importance of language in discussing multicultural issues, and how the PROCESS of discussing the definitions adds to the understanding of the terms.

Activity Description:

The facilitators should divide the participants into groups of 6-10 to ensure that everyone will have ample chance to speak. Each group's facilitator will begin his/her session by having each person give her/his definitions for "prejudice". The group will then proceed with the rest of the definitions, attempting, if possible to agree on one definition for each word. (Rarely will the group agree on one definition.) All definitions should be discussed. When small groups are done, bring everyone back together for a final discussion.

Facilitator Notes:

(1) Definitions

- Prejudice--an attitude about another person or group of people based on stereotypes
- Discrimination--an action or behavior based on prejudice
- Racism--prejudice or discrimination based on race/ethnicity
- Sexism--prejudice or discrimination based on gender
- Homophobia--fear of homosexual people or homosexuality

(2) An issue that arises regularly is that prejudice and discrimination can be positive. (I am prejudice towards my children/I am a discriminating eater.) It is important to note that when these issues are discussed in to context of cultural diversity, they are generally considered negative.

(3) According to the definitions above, anyone can be racist or sexist. It is vital to bring the issue of **power** into the discussion. For example, a definition of racism might be "prejudice or discrimination based on race, plus the power to enforce it." In that case, in America, only men can be sexist, and only white people can be racist. This perspective has a major impact on people and some respond by insisting that the "other" group can be just as racist as her or his group. Remember you are talking about definitions, and their opinion is based on their definition, which may be based on a lot of other factors. This discussion opens up the channels for discussing those other factors later.

(4) The reason for including "homophobia" instead of "heterosexism" is because it is used more frequently and often as a parallel term to racism and sexism. Obviously, it is not a parallel term, and this needs to be made clear. It is important to note that homophobia rarely appears in

dictionaries. (Many dictionaries fail to include "sexism" as well.) This can lead to other strands of discussion, such as who has power over language, the evolution of language, etc.

(5) Spend a lot of time on power. Many participants will have a hard time understanding it. Talk about individual acts of racism, which may be done by anyone, as opposed to institutional acts of racism, which involves economic, class, and social factors which all add up to power. Some groups in America do not have the political, economic, or social power to be racist on an institutional level. It is important to acknowledge that we all have personal power and how we exercise it is very important. Do we stand up for the right things? Who gets to make the rules and who do those rules benefit (this is a question of institutional power)?

(6) The major point of this activity is to get people talking about these terms and realizing that different people mean different things even though they are using the same words. People must own their own definitions.

(7) Notice how emotional the discussion becomes at times. Previous activities should have set the stage for a respectful forum for this discussion. Revisit respect if necessary.

(8) Mention how, when we don't know the meaning of a word, we go to the dictionary and accept its definition as truth. Challenge people to look up definitions for "black" and "white" and notice the connotations.

(9) These terms have the power to push people's buttons. People do not like to be labeled racist or sexist. Some people will become defensive. This is an indication that they are thinking about the issues.

Helpful Websites:

<http://www.edchange.org/multicultural/activities/activity4.html>

<http://www.nwlink.com/~donclark/leader/leadtrn.html> (you must scroll down to XI. Diversity)

How Diverse is Your Universe?

Materials:

Clear Plastic cups (1 per person)

Colored beads (1 color for each race and enough beads in each color for each person for each question)

Purpose: To visually see the types of people you encounter in your daily life

How to play:

Put beads (by color) in plastic cups in center of circle. Explain the color chart (i.e. purple beads for Hispanic) Give everyone an empty cup. Tell participants that after each question is read they need to pick up a bead for the type person they come in contact with.

After the questions have been asked, reflect on what people's universe looks like. Is it a good thing? Is it dominated by one group of people? If yes why? How can you change that? Why is it important to work with and live with a variety of people that are different from you?

1. Select a bead that most closely represents your race/ethnicity.
2. Select a bead that most closely represents the race of your significant other.
3. Select a bead that represents the race of your closest friend.
4. The race of the people with whom I worship are predominately...
5. My neighbors (at home) on either side of my house are...
6. My doctor is...
7. My dentist is...
8. My lawyer/attorney is...
9. My boss is...
10. My co-workers are predominately...
11. The people in my social circle are predominately...
12. The author of the last book I read was...
13. In the last good movie I saw, the people were predominately...
14. The people in my favorite TV show are predominately...
15. During the course of a day, the people with whom I come into contact are predominately...
16. The person who I most admire or who has had the greatest impact on my life is...
17. The people in my favorite music group or band are predominately...

Look into your cup and ask yourself: How diverse is my universe?

Lemonheads and Whoppers: Is your everyday life *really* diverse?

Purpose

The purpose of this activity is to begin thinking about your level of interaction with people of different races and ethnicities. Additionally, this activity will create a visual image of how often you interact with people of different races and ethnicities.

Materials Needed

- A clear container
- 15 lemonheads
- 15 whoppers

Each person will have a clear container and lemonheads and whoppers. After each question asked by the facilitator, the participants will answer the questions by placing either a lemonhead or whopper into their container. The lemonheads will represent members of the agent group and whoppers will represent members of the target group. If you are an international student, lemonheads will represent members of your native country and whoppers will represent members of the United States.

Preliminary questions before beginning the activity

Do you interact with people of different races/cultures?

Do you consider yourself an effective interracial/intercultural communicator? If so, why? If not, why not?

Questions the facilitator will ask for the activity

- Who was the last guest invited to your house for dinner?
- Who was the last person you went out with socially?
- Who is your family doctor?
- Who is your family dentist?
- Who makes up the majority of students in the classes you take?
- Who makes up the majority of students in the classes you teach? (If you have not yet taught, the majority of students at the current/last university you attended)
- Who is the professor that is your academic advisor or that you spend the most time with?
- Who is your closest friend?
- Who is your current or previous romantic partner?
- Who is your spiritual leader?
- Who is/was your employer at your current/last job?
- Who makes up the majority of people at your favorite club/local hangout spot?
- Who made up the majority of people in your childhood community?
- Who is your favorite actor/actress?
- Who is your favorite singer/group?

Debriefing

1. Did you ever stop to think of how often you communicate with people outside of your group?
2. Did you consider yourself to be someone who often interacted with others? Do you still?
3. What did your visual representation show you?
4. If you have little to no interaction with people outside of your group, how does that affect your ability to teach in a diverse classroom?
5. If you have little to no exposure to others, do you think you should make an effort to be more involved? If so, how?
6. Other questions or comments?

Mirror Activity

(20 minutes)

Provide each participant the "Mirror, Mirror On the Wall" worksheet and ask them to fill it out. Note the header on the document reads:

- *Keeping in mind that diversity includes (but is not limited to) race, religion, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and mental ability, language, education, occupation, nation of origin, etc., please answer the following questions and be prepared to share all or parts of your answers with someone you don't know if you are comfortable.*
 1. When I look in the mirror each morning I see...
 2. Who are my people? What do they see in the mirror?
 3. If I had to describe myself in four words I would say that I am a: (4 descriptors)
 4. One experience that I have had that helped me to form this description of myself was:
 5. One thing about being a (answers to question above) that makes me feel good or proud is:
- Once everyone has completed their sheet in the Ballroom and then broken into small groups in the assigned break out rooms they should share their answers in groups of 4 or more.
- Next facilitate a large group reflection discussion on this activity before moving into activity 2 & 3.

ACTIVITY ADAPTED FROM:

[New York University - Department of Residential Education](#)

Weinstein Diversity & Social Justice Experience - [Ryan Sylvester](#), Community Development Educator (CDE) for Weinstein

<http://homepages.nyu.edu/~rs156/Weinstein/diversityfiles.htm>

Mirror, Mirror On the Wall

1. When I look in the mirror each morning I see...

2. Who are my people? What do we see in the mirror?

Keeping in mind that diversity includes (but is not limited to) race, religion, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and mental ability, language, education, occupation, nation of origin, etc., please answer the following questions and be prepared to share all or parts of your answers with someone you don't know if you are comfortable.

3. If I had to describe myself in four words I would say that I am a:

_____	_____
_____	_____

4. One experience that I have had that helped me to form this description of myself was:

5. One thing about being a

_____	_____
_____	_____

that makes me feel good or proud is:

My Personality Tree

- roots = their life influences and beliefs
- trunk = life structure and particularly aspects that are quite firm and fixed
- branches = relationships and connections, directions, interests, how they spend time
- leaves = information and knowledge - and sources thereof
- buds = their ideas and hopes for the future, and their potential
- fruit = their achievements
- flowers = what makes them special, their strengths
- thorns = challenges, threats and difficulties

Section 3

Stereotyping &

Unpacking the 'isms

Activities

Speed Hating: A Date with Discrimination

This program was created by the Multicultural Affairs cabinet of the University of Florida Student Government.

Card Prompters

Included in the packet are the skit situations that can be used. There are fifteen skits and are ranked 1-3 based on the severity of the situation it portrays. When you actually make the cards out of them they should be numbered 1-15 so students have them in order to write a reaction on the sheet of paper they are given. This sheet can then be used in the end group discussion so individuals can share their thoughts and feelings on what they just said and experienced.

Suggested Schedule

- ½ hour prior - Set up
- Start time - Doors Open
- 10 minutes - Mingle and sit down in audience
- 15 minutes - Skit
 - Welcome
 - Introduction/Disclaimer
- 5 minutes - Sit everyone down at tables
- 40 minutes - Begin Speed Hating
 - *30-45 seconds to read cards (SKIM)
 - *1 min to act out (ACT)
 - * Move to next table (NEXT)
- 20 minutes - Facilitator Debriefing

Opening Skits

These skits can be used to set the tone of the program, you can have fellow officers or facilitators act these out prior to the actual speed hating.

Skits:

Last week I was called a Chink. Are you serious? I'm a 19 year old educated man. This is supposed to be a world of equality.

She was my friend and she was serious when she said, "Vanessa got into UF because she's black." NO. I got into UF because I ripped the SATs and had a 4.5- do NOT undermine my achievements with your ignorance.

When I was younger, I got made fun of because my family didn't have money. Kids made fun of me because I didn't have the latest Nikes. Because my family was poor. Did it affect me? What do you think?

A Coconut?! An Oreo?!

Just because I speak proper English or act a certain way doesn't give you the right to just call me anything! You don't know anything about who I am or where I came from!

Who are you to define my blackness?

You know what I hate the most? That when people find out that I'm gay...that's all they see.

Opening Statement

You should use this statement or a variation of it to inform the attendees that it is a safe environment. It is imperative to make people feel safe so the program is a success.

I want to welcome all you to a diversity all in its own category here at _____. On behalf of the University of Florida, I applaud you for taking this step in learning more about what still goes on today in our world. I hope that when you leave today, you will say to yourself "I never knew" or "I'm glad I could share." The title of today's event is "Speed Hating: A Blind Date with Discrimination". And as implied, we have set up in the room in a speed dating type of game. At each location, there are two queue cards where you and your opposite will read and act out the roles of different types of discrimination. Afterwards, we will come back together and share our experiences of seeing discrimination through another person's eyes. We will take the built up, negative emotions, and see how we can foster a positive change in our lives. The scenarios that you will be acting out tonight are true life stories that yourself or people closest to you have experienced first hand. Know that this is a safe environment in which you can trust the people around you. Feel free to express yourself with energy, gestures, facials, and/or ad libs if you feel that they will help heighten your experience and make you feel more comfortable in your role. Please...be as real, as honest, and as open minded as possible. I challenge you to step out of your safety zone, and experience what still goes on today.

Name: Heather Johansson

Sex: Female

Age: 25

Ethnicity: White

Setting: Accounting Firm

Heather is a recent graduate from the University of Florida where she graduated at the top of her class from the Warrington College of Business. She is applying for a high profile, high paying position within the company, which is usually dominated by males. She is being interviewed by the company's chief of staff.

2. I'm here to apply for the new accounting position in your company.
4. I can assure you sir that my credentials are in line and that I am highly qualified. I graduated top of my class and have interned for companies such as Meryl Lynch and Price- Waterhouse, all in New York City.
6. I'm sorry, I don't mean to be rude...I'm getting this feeling that you won't think I'll do a good job because I'm a woman. Is that true?
8. Don't even bother. This is the 21st century for crying out loud!!!! I'm sorry to say this YOU'RE not gonna get anywhere with your mentality.

Name: Robert Kensington

Sex: Male

Age: 55

Ethnicity: White

Setting: Accounting Firm

Robert is the CEO of a prominent accounting firm in the city. He is interviewing 5 applicants today for a high paying, high profile position in the company. Even though there are very qualified women amongst the group, he is set in choosing a male for this spot.

1. Hello there Miss, what brings you here today?
 3. I see...well I hope you know that it's gonna be very competitive. I have 4 others applying for you job with "*excellent*" credentials.
 5. Indeed, that is impressive. But you have to realize that this isn't school or an intern position anymore. This is a "**dominated**" field where only the "**the strong survive**". I need a MAN.... I mean "person" who can handle the workload, and the responsibility necessary to make our company succeed.
 7. Listen **sweetheart**. Like I said, I need someone who can take us to the top. Frankly, I don't know if I see that in you. But, I'll tell you what I'll do. I'll put your resume with the others and take a look at it later when I have more time.
-

Name: Henry Greenburg
Sex: Male
Age: 48
Ethnicity: White
Setting: University of Florida Admissions Office

Henry is a concerned father who decides to visit the admissions office after his son was denied from UF. As he waits, a young, black male student comes up to the office also and waits for help. There they get into an unexpected discussion.

1. Is this where I can meet with the admissions officer?
3. Why do you need to see the admissions officer? Did you not get into UF?
5. Oh yeah? Figures that they would let YOU PEOPLE IN and not my son. They love admitting black people. I bet you got a full ride too, huh?
7. You people DON'T deserve to be in college. Especially because you're the reason why my son couldn't get in.
9. You don't deserve to be here. I'm sure they're just filling a quota.

Name: Jamel Johnson
Sex: Male
Age: 19
Ethnicity: Black
Setting: University of Florida Admissions Office

Jamel is at the admissions office waiting to see his admissions advisor about his scholarships. As he waits, he comes into a confrontation with an irritated white father who is angry about his son's rejection letter to the University of Florida.

2. Yeah. I'm waiting to see an admissions officer also myself.
 4. Actually I'm a student right now in my second year.
 6. I did get a full ride here..but what are you trying to say? Did I just hear you correctly? You people? Are you saying I got in because I am BLACK?
 8. How about I graduated at the top of my class and had great test scores. Sure I might be the first in my family to go to college but I worked hard to get here. You think I do not deserve to be here?
 10. So you're saying its my fault. Man your stupid. I'm done talking to you.
-

Name: Chelsea Goldstein

Sex: Female

Age: 34

Setting: Chili's

Chelsea and her husband, Jonathan, are finishing up a meal at Chili's. They get the check back when they realize the waiter left their order form. At the top, where the table number should be, it reads "Jew Couple." Chelsea is really taken back and is waiting to for an explanation from Andre, the waiter.

1. You left this by accident (indicating the order form). What table number are we again?
3. Just a way of identifying people? What the hell do you think this is? So because we look Jewish you can't write a table number down?
5. Maybe I'd tip better if you weren't such a shitty waiter- what makes you think I wouldn't tip you well if you had treated us better? They shouldn't hire waiters this young, you don't know anything about getting tips.
7. No because you're young *AND* ignorant. You haven't learned anything yet.

Name: Andre Smith

Sex: Male

Age: 18

Setting: Chili's

Chelsea and her husband, Jonathan, are finishing up a meal at Chili's. They get the check back when they realize the waitress left their order form. At the top, where the table number should be, it reads "Jew Couple." Chelsea is really taken aback. Andre, the waiter, is walking back to the table.

2. It's just a way of identifying people. Is there a problem?
 4. Look, lady, just give me the check. You probably didn't tip me well anyway. I'd appreciate it if you'd keep it moving so I can get better paying customers in here.
 6. Are you serious? You people are so cheap- it doesn't matter what I do. You walk in here with your Luis Vuitton bag, you probably have tons of money, and you won't tip me anything. And why, because I'm young??
-

Name: Xiu “Sue” Chen

Sex: Female

Age: 49

Ethnicity: Japanese

Setting: Burger King

Sue is in a rush to drop her 4 year-old son Michael off at his soccer game. However they decide to stop at Burger King since the both of them haven't eaten. They still need make a stop at the bank, pick up refreshments from Publix, and then pick up some of the other players.

1. Sue: We would like 2 whopper value meals, no tomatoes, no pickles, no cheese, and light on the mayonnaise. Did you get that?

3. Sue: No, I said no tomatoes, not no onions.

5. Sue: Of course it'll be a minute, this always happens when I'm in a rush, first you mess up the order now this. They shouldn't hire people this young- let me guess, it's your first day.

7. Sue: What is the problem? Is there anyone ELSE who could fix this situation, someone with a little more experience perhaps? We're in a rush.

9. Sue: No I don't have any cash on me. Are you sure there isn't someone else a little older who can help. I mean sometimes you just push a wrong button or something.

11. Sue: I'm just saying my 4 year-old son here sometimes mixes up his shapes and it's easy to push the wrong color button sometimes. I thought people your age could actually see, evidently not.

Name: Jerald Jackson

Sex: Male

Age: 19

Ethnicity: African American

Setting: Burger King

Jerald is 19 years-old and has recently been promoted to Assistant Manager at the local Burger King. He has worked at Burger King for two years and has the complete faith of the manager to run the restaurant by himself since he knows how everything works.

2. Jerald: Yes I did, you wanted 2 whopper value meals with no onions, no pickles, no cheese, and light on the mayonnaise. Is that all for you?

4. Jerald: Oh sorry about that. Let me correct that now.... Your total is \$10.89..... I'm sorry, something is acting up, it'll just be one minute.

6. Jerald: Actually, I've been here for two years and it'll just take one minute to see what is acting up.

8. Jerald: Well I'm the Assistant Manager- it seems that our credit card satellite is down. Is there any other way you can pay.

10. Jerald: Ma'am I'm sure of what I pressed and my age has nothing to do with this situation. I told you the satellite is down, there is nothing I can do.

Name: Mary Rogers
Sex: Female
Age: 25
Ethnicity: White
Setting: Orlando International Airport

Mary is an airport security employee with TSA (Transportation Security Administration). She has had a long day at work when a suspicious Indian male walks up. She decides to do an extensive terrorist inspection.

1. Step over here and follow me.
3. Yes you! Who else am I looking at “Mr. Patel”.
5. Yeah, whatever. Take off your watch, belt, and anything on you that’s metallic.
7. I’m sorry sir, but we can’t be too careful nowadays with “*terrorists*” running around.
9. You know...your type of people.
11. Whatever...all of you look alike.
13. No..... we’re trained to pull anyone suspicious aside.

Name: Akash Shah
Sex: Male
Age: 39
Ethnicity: Indian
Setting: Orlando International Airport

Akash is waiting in line through the airport and is directed toward the high risk securities check. He is approached by a Hispanic female TSA (Transportation Security Administration) worker. As soon as Akash steps up though, the lady rolls her eyes and gives him attitude.

2. Me?
 4. Mr. Patel?!?!?!?! That’s not my last name. You do know that Patel is like Smith in English culture right?
 6. Now what do you want me to do ma’am? I’m kinda running late for my plane.
 8. Terrorists running around?
 10. My type?!?!?!?! I’m Indian!!!! You’re right, that **MUST** make me a terrorist.
 12. So did you just pull me aside because you think I “*look*” like a threat?
-

Name: Sara Brown

Sex: Female

Age: 26

Social Status/Ethnicity: Lower class, white, “from the deep south”

Setting: Kash and Karry

2: Yes?

4: I think it’s over by the yellow rice. I’m sure you know right where that is.

6: Well, I just thought it would be easier for you to find the cake mix if it was in an area you were familiar with, you know, next to the flan mix too.

8: What makes you think I eat beef jerky and pork rinds?

10: What was that?! Redneck!?! Did you just call me a redneck!?! You think you’re better than me?

12: Yeah, look at you, you’re so stuck up and arrogant. We all know where you got your money from though. I wonder what you do for a living.

Name: Christopher Cabrera

Sex: Male

Age: 22

Social Status/Ethnicity: Middle Class, Puerto Rican

Setting: Kash and Karry

Christopher is in the grocery store and is looking for cake mix. He can’t find it so he runs into Sara, who is an employee in the store. Christopher asks Sara for help in finding the mix but during their encounter, their stereotypical ideas of cultural norms become evident.

1: Excuse me, miss?

3: I’m looking for the cake mix, do you know where it is?

5: What do you mean by that?

7: You know what, nevermind! Next time, if I need to know where the beef jerky or pork rinds are, I know where to go.

9: Well look you, it just fits, (mumbles under breath: something for the rednecks)

11: Well.....I mean, look at me and look at you.

Name: Jeff
Sex: Male
Age: 29
Ethnicity: Black
Setting: Apartment Complex Office
Sexual Orientation: Heterosexual

Jeff is a salesman at Treewoods Apartment Complex. It's the end of the month and he's trying to get a few more sales in. Song-Ki walks in, frustrated.

1. Alright, everything looks good and in order. We just have one more set of papers to sign and we'll be done.
3. I'm sure. Really quickly, on this line, I need you to write the names of anyone else who'll be living in the apartment with you.
5. Yes, but the person needs to be present to be added to the lease.
7. Oh- if it's a roommate, then you can send in a check but leave the lease under your name.
9. Partner as in friend or partner as in significant other?
11. (Negative attitude change) Ohhhh...I see.
13. Well, I need to double check our availability and ask my manager about "something". We're filling up pretty quickly. You do understand?

Name: Song-Ki
Sex: Male
Age: 27
Ethnicity: Korean
Setting: Apartment Complex Office
Sexual Orientation: Homosexual

Song-Ki is looking for an apartment for him and his partner. This is his 5th potential apartment visit today and he's frustrated.

2. Great! You can't imagine how today has been for me.
 4. That's fine- are there forms I need to sign if there will be an additional person on the lease?
 6. Hold on- I'll get him to come over- he's across the street.
 8. Oh, no, he's my partner and we wanted both names on the lease.
 10. Significant Other.
 12. So, can I take the forms home for him to sign?
 14. Yeah. I understand. I understand that your tone changed when I said significant other. I know what you're thinking. He's my lover and I'm damn proud to say it. Is there someone else I can talk to?
-

Name: Maisha
Sex: Female
Age: 21
Ethnicity: Black American
Setting: Reitz Union

Maisha and Guilene have Chemistry lab together. They just got out of class and are having lunch in the food court in the Reitz Union. They both like Will, a classmate of theirs and find themselves talking about him over sushi.

1. "I heard his family is from South Carolina."
3. "Why? Do you have something against non-Floridians or something?"
5. "As opposed to what? Where are you from?"
7. "Are you serious? What's the difference?"
9. "But you're black! If anything it should be me and not you who's being picky. Be serious- you're Haitian- have you seen your people on TV- eating cat and living in the streets? And you're the one being picky???"
10. "You think there's a difference between you and me? When a white guy looks at us, he doesn't see the difference. All he sees is color and we're both black."

Name: Guilene
Sex: Female
Age: 21
Ethnicity: Black Haitian
Setting: Reitz Union

Maisha and Guilene have Chemistry lab together. They just got out of class and are having lunch in the food court in the Reitz Union. They both like Will, a classmate of theirs and find themselves talking about him over sushi.

2. "Hmm...maybe he's not so cute."
 4. "No- it's not that. I'm just not into regular black guys."
 6. "Well I'm Haitian but I don't really date outside of the Caribbean in general."
 8. "Americans weren't raised the same way we were. You don't have the same upbringing as we do- I would never bring a black guy home.."
 10. "First of all, I don't eat cat. And secondly, what the hell are you talking about? Black Americans are the ones living in the street- they can't even get jobs in America where things are so easy."
-

Alicia John

Sex: Female

Age: 20

Setting: At TGIFriday's for a dinner date.

Special Circumstance: Alicia has dyslexia

2: Sorry, I need little more time please, I'm almost ready.

4: I actually enjoy rock climbing, writing music, and cooking.

6: Yeah, me too. But give me a second, I can't read and talk at the same time.

8: I'm still not sure. I think I'm almost ready. (looks closer to the menu)

10: Well, I really don't see what's funny.

12: Well, it's really not that funny because if you got to know me a little bit better, you'd know that I'm dyslexic.

Justin Parker

Sex: Male

Age: 20

Social Status: Not relevant

Setting: At TGIFriday's for a dinner date

Justin doesn't know Alicia has dyslexia

Alicia and Justin are on their first date. The evening is going well and they're both having a great time. The menus are on the table and Alicia is hoping that Justin doesn't notice that she's having trouble reading it. Alicia has dyslexia and has a hard time reading but Justin doesn't know it until later in the date.

1: So, are you ready to order?

3: Ok, so what do you do for fun?

5: That's cool. I didn't think we had so much in common. I'm having a great time.

7: So what are you looking to order?

9: What's wrong with the menu? Having a hard time reading it tonight? (chuckles). Just joking. Ok, but I'm really hungry, so let's order please.

11: It was a joke. What's the problem?

Name: Joseph
Sex: Male
Age: 21
Ethnicity: White
Setting: RTS Bus ride

Joseph is on his way home from class on the RTS bus when he begins having a heated discussion with a complete stranger next to him. He's caught off guard when on the bus, the girl randomly begins making fun of an overweight man sitting across from the both of them. Feeling angry at the comments, he defends the man.

2. I'm sorry are you talking to me?
4. Uhh....ok? (confused and surprised at the lady)
6. Well how do you know that it isn't genetic. Do you think he actually likes being that way?
8. (Frustrated) That's so insensitive. Have you ever thought maybe he thinks you're an anorexic bean pole?
10. Listen girl. You think you're hot shit because you have the "perfect" body? You don't know what he's been through or how he got that way.

Name: Kimberly
Sex: Female
Age: 19
Ethnicity: Lebanese
Setting: RTS bus ride

Kimberly is on her way home from class when she begins talking to a random guy next to her. She's had a rough day at school and takes her frustration out on an obese man sitting across from both of them by making snide remarks about him. She's from an upper class family and is very superficial.

1. Thank god he moved. His fat ass took up like 3 seats. And look at him...that's so disgusting.
 3. Sorry to be random, but I'm just looking at that man sitting over there and he's just so...**fat.**
 5. I mean I just look at people like that and feel bad for them. Honestly, why do they eat so much. Looking at him makes ME sick!
 7. Well if he don't like being that way, why is he eating that Big Mac right now? Look...and he's got a supersized drink.
 9. (laughing hahaha) No because I know that I'd never be like that.
-

Name: Nina Kumar
Sex: Female
Race: Indian
Age: 32
Setting: HP Technical Support
Socioeconomic status: Not important

Nina is in the head of the Technical Support department at the HP tech support center in Boston. She moved from India to attend school in the United States. She graduated at the top of her class at Harvard and is a great asset to HP and extremely knowledgeable. Her only obstacle is that she has a thick accent at times.

1. Good evening and thank you for calling HP technical support, my name is Nina. How can I assist you tonight?
3. No problem sir. Can I please have your telephone number to access your account?
5. (Enunciates) I said **“Phone Number”**.
7. Thank you sir. So, what’s wrong with your computer?
9. Okay. Then please restart the computer, sir.
11. I said, turn off your computer.
13. I understand sir, but please do it again.
15. Now go to start, then internet options.
17. Boston. But that’s beside the point...
19. Sir, I am highly trained and would like to help you but I need you to cooperate.
21. I **AM** the manager. I’m the head of this department.

Name: Tim Brown
Sex: Male
Race: African American
Age: 19
Setting: College campus
Socioeconomic status: Not important

Tim is a second year college student calling technical support because his laptop is not working. He has had a long day and is frustrated about having to call tech support.

2. I need my laptop fixed.
4. What?? **Tal lumber**? What’s that?
6. Oh, you want my digits. 949-432-3463
8. It won’t go on the internet.
10. What? I can’t understand you.
12. I’ve done that 10 times already. You people don’t know anything.
14. Man, whatever.
16. Internet Options? I don’t know if it’s your voice or the reception but I can’t understand a word of what you’re saying. Where are you stationed?
18. Yeah, right. You must be in India or something. I just need to get on the freakin’ internet.
20. Cooperate? Me cooperate? Can I speak you’re manager?
22. Fine. Then can I at least speak to someone that speaks ENGLISH?

Name: Susan Phuong

Sex: Female

Age: 19

Ethnicity/Background: Vietnamese girl who moved over to the United States when she was 13

Setting: Classroom

Susan is a Vietnamese female student who has strong opinions about the Asian community. Coming over to the United States when she was 13, Susan can't understand why people don't embrace their own culture. Susan and Christine meet before a class begins one day. They are sitting next to each other and each of them are taking out their binders when Susan suddenly gets defensive.

2. Susan: He's my favorite singer in Vietnam. But you probably don't know anything about that.

4. Susan: Well yeah I just met you, but I've seen you around and... take a look at you and then a look at me. I don't mean to be blunt but you're covered from head to toe in Abercrombie and Fitch, you carry one of those hideous flower print bags, and all the photos of everyone on the back of your binder consists of you surrounded by white girls who had too much to drink. You don't exactly embrace the Asian in you.

6. Susan: I'm going to guess you don't listen to the music, you definitely don't know the language, you don't know what's going on in the Asian community and you don't hang out with the real people who look like you.

8. Susan: I'm not judging you, I'm just sick and tired of watching girls like you lose their culture because they get sucked into the world of blonde hair, alcohol, and going out when there are more important things in life. The world we live in isn't an episode on Laguna Beach.

Name: Christine Nguyen

Sex: Female

Age: 19

Ethnicity/Background: Chinese girl who was born in the United States

Setting: Classroom

Christine is a student who grew up in a American household. She was adopted when she was 2 and doesn't have the urge to find her real parents because it hurts too much. She does want to learn more about the Asian community but feels like an outsider. Susan and Christine meet before a class begins one day. They are sitting next to each other and each of them are taking out their binders when Christine gets suddenly defensive.

1. Christine: Who is that on the back of your binder?

3. Christine: What do you mean I wouldn't know anything about that? You just met me, how can you judge me?

5. Christine: The Asian in me? What's that suppose to mean? How are you more Asian than me?

7. Christine: Just because I don't listen to the music or hang out with people who "look like me" on a regular basis doesn't mean I'm not Asian. I might have grown up with an American culture, but I am STILL Asian. So how the hell can you judge me and tell me what is Asian and what isn't?

9. Christine: What the hell are you talking about? Just because I choose to live the way I want to doesn't make me anything less than you. I never grew up in a Asian Household, in fact I was adopted by white family when I was 2 years old, so maybe you don't understand, but it's hard for me to relate to the Asian community when my own parents who are suppose to be my Asian influences gave me up.

Name: Vanessa White
Sex: Female
Race: African American
Age: 20
Setting: Reitz Union Food Court
Socioeconomic status: Upper-Middle Class

Vanessa and Tiffany have known each other since middle school. When they meet up in the Reitz Union, they notice things have changed between them.

- 1: What's up girl?
3: You know the usual...school and my sorority sisters...you?
5: What does that mean?
7: Excuse me? You don't know anything about me.
9: Us? Who's "us." Last time I checked I was black too.

Name: Tiffany
Sex: female
Race: African American
Age 19
Setting: Reitz Union Food Court
Socioeconomic status: Lower-middle class

Vanessa and Tiffany have known each other since middle school. When they meet up in the Reitz Union, they notice things have changed between them.

- 2: Nothing much. Haven't seen you in a while. What have you been doing?
4: Hustling...school and work...trying to make ends meet. Girl, You don't know about that.
6: You know. You don't work. You've never had to struggle for things.
8: I've known you your entire life. You act white. You're always hanging out with those white people. I don't know... you think you're better than us?
-

Name: Maria
Sex: Female
Age: 47
Ethnicity: Dominican
Setting: Disney World on Gay Day

Maria, a native Dominican with a thick accent, and her family are on their annual trip to Disney World. Unbeknownst to them, it's "Gay Day," a huge convergence of the Lesbian, Gay, Bi-Sexual, Trans-gender, Queer Community (LGBTQ) in Orlando. Maria is disturbed by the two women making out in front of her. One of them is Leslie, who is happy not to get the usual dirty looks, as she holds her girlfriend's hand in public.

1. I'm sorry, can you stop that? I don't want my children exposed to that type of behavior.
3. What do you mean? I'm speaking English! What's with you Americans? You think it's okay to put us down? You think it's okay to kiss other ladies?
5. The way you do things? I have American family. They don't do this. They don't act like men. You lesbians are such loose women. Dressing like men or like whores. Wearing baggy clothes or not at all.
7. This is Disney! This is where I'm supposed to bring my kids to be safe. And I find this everywhere? Aren't there rules against this kind of thing?

Name: Leslie
Sex: Female
Age: 18
Ethnicity: Black
Setting: Disney World on Gay Day

Maria, a native Dominican with a thick accent, and her family are on their annual trip to Disney World. Unbeknownst to them, it's "Gay Day," a huge convergence of the Lesbian, Gay, Bi-Sexual, Trans-gender, Queer Community (LGBTQ) in Orlando. Maria is disturbed by the two women making out in front of her. One of them is Leslie, who is happy not to get the usual dirty looks, as she holds her girlfriend's hand in public.

2. Sorry, lady, but I don't know what you're saying. (Speaks Slowly) May-be if you learned eng-lish, we could taaallkk.
4. First of all, ma'am, in case you didn't notice, this is my day. Everyone around here is like me. And if you're going to live in America, you might want to get used to the way we do things.
6. Am I wearing baggy clothes? Do I look like a hoe? What are you talking about? If you don't like it, take your kids home.
8. Rules against what? My freedom? THIS IS AMERICA! If you have a problem, go back to fucking Cuba, lady!

A Girl Like Me

Baity, Sloane, Watts – ACPA 2007 “Developing Students As Critical Thinkers: A Guide for Student Affairs Practitioners”

Go to http://www.mediathatmattersfest.org/6/a_girl_like_me/

Click "Watch a girl like me" under the picture on the upper right corner

“A Girl Like Me” Video

http://www.mediathatmattersfest.org/6/a_girl_like_me/

What are your immediate reactions to this video?

1. Student interviews:

2. Baby doll experiment:

What cultural messages are women of color bringing with them to our college campus(es)?

Assessing Your Multicultural Competence

What other areas might you not know about ... are not competent about?

- LGBTQ Students
- International Students
- ESL American Students
- 1st Generation College Students
- Hispanic Students
- Native American Students
- Non-Traditional Students
- Socio-economic Status
- Religious Beliefs / Groups
- Differently Abled Students

Where / How can you learn about these areas?

What messages about multiculturalism impact a students experience on our campus?

Have you ever thought about others perceptions of you and the diversity areas you represent?

YES

NO

If yes, what consequences does this have on your behavior?

If no, why not? What does this mean?

YES - Why do we need to worry about what others are thinking?

NO - How does "privilege" play into this?

Critical Thinking

How are you developing your critical thinking skills as a graduate student / para-professional student affairs staff member?

Albatross

Albatross is an activity where approximately 6 actors, males and females, act out the scene below for an audience. The actors should be dressed in strange clothing (togas or something out of the norm). Albatross Men are the male actors. Albatross Women are the female actors. The Visitors are the Audience members. The language spoken by the actors should not be clicking noises.

Albatross Script

1. **Albatross Men** and **Albatross Women** are in place. **Albatross Men** seated, **Albatross Women** kneeling on floor beside **Albatross Men**.
2. All stand and choose (2 each) members of the same sex to be participants in the greeting ceremony. The **Albatross Males** seat the males. The **Albatross Women** has the females take off their shoes kneel next to males.
3. **Albatross Men** and **Albatross Women** return to places; small pause. **Albatross Men** touch **Albatross Women's** heads to earth.
4. Greeting Ceremony: **Albatross Men** stand and greet each male by holding him by the shoulder and waist and rubbing knees. **Albatross Men** sit. **Albatross Women** greet each female guest by running both hands down the lower legs and feet in a ceremonious way. Females return to kneeling position; **Albatross Women** return to their place.
5. Small pause – **Albatross Men** touch **Albatross Women's** heads to earth.
6. Hand washing – *Alpha Albatross Woman* brings a bowl of water to **Albatross Men**, who dip the fingers of their right hands into the bowl and waves their hands gracefully to dry. **Albatross Woman** repeats this for each of the male participants.
7. Feeding – **Albatross Male** clicks as a signal for feeding. **Albatross Woman** rises and offers gummiworm (or substitute food) to each male beginning with the **Albatross Men**. Food is placed in the men's mouths with tongs (or toothpicks). Upon being fed, the **Albatross Men** hum, moan and burp, pounding his chest with his fist. Other men are encouraged by **Albatross Men** to repeat the process. **Albatross Woman** then feeds the women, who take the food in their hands. **Albatross Woman** returns to her position.
8. Small pause – **Albatross Men** touch **Albatross Women's** heads to earth.
9. **Albatross Male** clicks indicating that the drinks are to be served. *Alpha Albatross Woman* takes a small pitcher and pours a small amount of unsweetened lemonade (or substitute drink) into a small cup for the **Albatross Men**. She repeats this for all the men, and then serves the women. She returns to her place.

10. All the **Albatross Men** and **Albatross Women** rise and inspect the female participants, speaking in the Albatrossian language. The female with the largest feet is led to the **Albatross Male's** chairs and is encouraged to kneel beside it.
11. The **Albatross Men** rise and repeats the greeting ceremony with the males; then returns to his seat. The **Albatross Women** repeat the greeting ceremony with the females and return to their seats.
12. Small pause. **Albatross Men** touch the head of both **Albatross Women** and female chosen to the ground, rises, and leads the two chosen women out the door.

Albatross Discussion Sheet

1. What do you think you have just seen?
2. What were the parts of the encounter with the Albatrossians?
3. What are the differences between the roles of the Albatrossian man and Albatrossian woman?
4. What are the differences between the clothing of Albatrossian men and Albatrossian women? Why?
5. How can you describe the Albatrossian language?
6. What are some similarities between your culture and the Albatrossian culture?
7. What are some differences between your culture and the Albatrossian culture?
8. What is, in your opinion, the role of the Albatrossian woman in the society? Why?
9. What is, in your opinion, the role of the Albatrossian man in the society? Why?
10. On what basis was a woman chosen to join the Albatrossian man and woman?
11. What were your personal feelings and reactions during the activity?

Archie Bunker's Neighborhood

Purpose:

(Not to be revealed until the end of the program) To educate attendees about the damage stereotyping can do.

Materials Needed:

1. Color coded index cards representing different race groups: white, women, handicapped, black (African-American), Latino, and Gay/Lesbian/Bisexual OR index cards with the names of each group on them
2. Masking tape
3. Price lists for each group
4. A gift for the white group
5. Badges for the police
6. Signs designating the areas and titles
7. 5-6 non-attendees to help you
8. Play money
9. Permits
10. Table and chairs for white group and chairs for the handicapped
11. Rubber gloves
12. Optional: supplies for attendees to use to construct their communities

The Players:

Mayor: The head of Archie Bunker's Neighborhood: Archie. The role is to oversee the building of each community and hear appeals for permits and supplies when the Mayor feels it is warranted.

Secretary of Permits: The role is to issue building permits when warranted and to treat people the way they deserve to be treated.

Supplier: The role is to sell supplies based on the fair price list published to you, and to treat people the way they deserve to be treated.

Police Officers (3-4): The role is to escort people to the Secretary of Permits, Supplier, Mayor, and Jail when warranted and to treat people the way they deserve to be treated.

Residents: The people who are working to build the best community possible given the resources they have to work with.

Procedure:

1. Room size: Large room that you can put masking tape on and section it off. You will need 7 sections of differing sizes with the largest going to the white group. The extra section is for the jail. Use signs to identify each section.
2. As the attendees come into the room you give them the type of index card you chose to use, and direct them to their appropriate area (don't forget to give the first person you assign to each group a copy of the price list and money or a dollar amount written down, tell them to keep this information within their group).
3. When everyone is in the room explain that the object of the game is to build the best community possible, using the resources (money) you have.

4. Explain the rules:
 - a. To leave your assigned area you must have a police escort, no matter what! You must have a police escort when returning to your assigned area, as well. Only one person from each group may leave at one time (unless someone is in jail).
 - b. To build something you **MUST** first get a building permit from the Secretary of Permits.
 - c. After you have your permit you need to get an escort to the supplier to buy your building supplies.
 - d. Any infraction of the rules will result in you being put in jail and you are not of any help to your group in jail.
 - e. If you are denied a permit or supplies you may ask the Mayor to hear your appeal, but you may be rejected (the mayor only hears cases they feel are worthy).

The Trick

The mayor, Secretary of Permits, Supplier and Officers should capitalize on every stereotype they have ever heard and use it against all of the groups except the white group. The whites should get special treatment in all areas (example: no escorts, always approved for permits, don't require permits, cheaper prices, never go to jail, extra money, etc). Make sure you have tables set up for the whites as well as chairs. Give them a gift at the beginning of the game where everyone can see you.

Effective Stereotypes

Women

- Where is your husband, did he say you could do this?
- How are your children?
- Only sell them housing, schools, churches, parks, hospitals, and malls.

Blacks (African-American)

- Ask about gangs.
- Ignore them often.
- Only sell them cheap apartment buildings, churches, hospitals, fast food restaurants, and clubs.

Gay, Lesbian, Bisexual

- When escorting them and dealing with them, wear rubber gloves.
- Make reference to AIDS.
- Ignore often.
- Only sell them hospitals, expensive apartment buildings, clubs, condos, and nice restaurants.

Handicapped

- Help them do everything, get them chairs.
- NEVER ignore them, treat them as though they are helpless.
- Sell them everything but parks, clubs, malls, and schools.

Latinos

- Always speak very loud to them and very slowly.
- Keep telling them you don't understand and walk away.
- Sell them only cheap apartments and factories.

Money

At the beginning of the game, give each group money. Give amounts in descending order as listed: whites, women, handicapped, immigrants, blacks (African-American), gay, lesbian, and bisexual.

Wrap Up

When the program is winding down make sure you discuss what happened. Get people to talk about how they felt, and what they think they can do to prevent this from really happening.

*If you used the color coded cards, make sure to allow the attendees to try to guess what group they were a member of.

Archie Bunker's Price List

Nice Apartment	\$400
Economy	\$100
Condos	\$500
Houses	\$50
Schools	\$200
Hospitals	\$300
Clubs	\$150
Churches	\$250
Factories	\$300
Offices	\$500
Nice Restaurant	\$100
Fast Food Restaurant	\$75
Mall	\$400
Community Center	\$200
Parks	\$100
Mansions	\$600

Archie Bunker's Price List

Nice Apartment	\$400
Economy	\$100
Condos	\$500
Houses	\$50
Schools	\$200
Hospitals	\$300
Clubs	\$150
Churches	\$250
Factories	\$300
Offices	\$500
Nice Restaurant	\$100
Fast Food Restaurant	\$75
Mall	\$400
Community Center	\$200
Parks	\$100
Mansions	\$600

Archie Bunker's Price List

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Condos	\$500
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Schools	\$200
Hospitals	\$300
Clubs	\$150
Churches	\$250
Factories	\$300
Offices	\$500
Nice Restaurant	\$100
Fast Food Restaurant	\$75
Mall	\$400
Community Center	\$200
Parks	\$100
Mansions	\$600

Archie Bunker's Price List

Nice Apartment	\$400
Economy	\$100
Condos	\$500
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Schools	\$200
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Clubs	\$150
Churches	\$250
Factories	\$300
Offices	\$500
Nice Restaurant	\$100
Fast Food Restaurant	\$75
Mall	\$400
Community Center	\$200
Parks	\$100
Mansions	\$600

Building Permit for Archie Bunker’s Neighborhood

I, Archie Bunker, Mayor of Archie Bunker’s Neighborhood, authorize

_____ to build a _____.

Mayor Archie Bunker

Building Permit for Archie Bunker’s Neighborhood

I, Archie Bunker, Mayor of Archie Bunker’s Neighborhood, authorize

_____ to build a _____.

Mayor Archie Bunker

Building Permit for Archie Bunker’s Neighborhood

I, Archie Bunker, Mayor of Archie Bunker’s Neighborhood, authorize

_____ to build a _____.

Mayor Archie Bunker

Building Permit for Archie Bunker’s Neighborhood

I, Archie Bunker, Mayor of Archie Bunker’s Neighborhood, authorize

_____ to build a _____.

Mayor Archie Bunker

Crash

Discussion Questions for *Crash* by Topic

Plot

1. What was the underlying message in this film? Is it a reasonable one?
2. Do you have any criticisms of the film?
3. After watching the film, which specific images and messages did you agree or disagree with? Why?
4. How does each character/story evolved throughout the movie, and what did each character learn from their experiences?
5. Was the man who got run over selling the people in his van for slaves?
6. How does socioeconomic status classify people into different groups?

Power, Discrimination, and Prejudice

7. What role did the character's economic situations play in the film *Crash*? Was economic status a central theme? How did the economic situations of the characters affect the other issues that were presented?
8. How did people deceive others to climb the social ladder and gain more power?
9. What were some of the different ways racism was exemplified in the movie?
10. How does power influence racism and discrimination?
11. Why is racism such an issue in American culture today?
12. What is the modern definition of a racist in today's society?
13. In the movie, the mom blamed the older son for the death of her younger son – blaming him because he made something of himself instead of staying with the family. Is this a socioeconomic issue with poor families?
14. Discuss how Hispanic people are mostly referred to as “Mexican” – no matter where they are from. It is even worse for people of (Asian) Indian descent – many people see them all as terrorists.
15. Sociology has proven that there is no scientific basis for the notion of race/there are no biological differences between the various “races”. How can we explain the barriers that have come between people? Is it simple our outward appearances that separate us or have we been taught, through various institutions, that we are actually intrinsically different from those who do not look exactly like us?
16. What does this movie show as the effect of built up racial discrimination on the characters?
17. Which character in the film was the most racist? Why?
18. Discuss some of the racial overtones that were lined thought the movie and the kind of treatment that ensued towards the different characters because of this.
19. What is the difference between stereotyping a group and being racist? Do you believe that there is a difference? Explain.
20. Why do people take so much more offense to remarks made by people of other races than those of their own?
21. Name two examples where people were stereotyped negatively in the movie.
22. How were the minorities shown in the movies as being less affluent as the Caucasians?

23. During the film *Crash*, it seemed that every group or race was affected by more than one other group or race, in both a positive and negative way. If there is

Focus Questions for *Crash*

1. What specific images stay with you after the movie is over? Are they all the more powerful for being visual, or can we expect written images to have the same power?
2. The opening lines of the movie are spoken by Graham, who says:
It's the sense of touch. In any real city, you walk, you know? You brush past people, people bump into you. In L.A., nobody touches you. We're always behind this metal and glass. I think we miss that touch so much, that we crash into each other, just so we can feel something.
 - In what ways do people “crash” into one another in the film?
 - Graham says people crash into one another “just so we can feel something.” What does that mean, and where do you see it happening in the film?
 - Do the characters in the film who crash into one another get anything else as a result of the “crash”?
3. Clearly stereotyping, prejudice, and racism are central themes in the movie. Where do you see examples of each?
4. Would you say the central theme of the movie is simply that stereotyping, prejudice, and racism are very common in American, or is there more going on here? And, if more, what?
5. Does the movie suggest any reasons for stereotyping, prejudice, or racism?
6. In your experience, does the movie accurately depict the extent of racial separation in daily life?
7. A few very specific questions about a few very specific scenes:
 - Graham’s mother seems to favor Peter, her less successful son, who is a drug dealer and a felon, and even blames the more successful Graham for his brother’s death. Why might that be the case?
 - Should Christine now forgive Ryan, who molests her and then saves her life?
 - What is the progression of words and actions that account Officer Tommy Hanson shooting Peter, Graham’s brother, in the car?
 - Compare and contrast Cameron’s behavior when he is pulled over by Ryan and his behavior later when he faces off with the three white cops. What accounts for the differences?
8. Jean, Ludacris, and Farhad all behave differently towards the end of the movie than they do earlier. What accounts for the differences?

CROSSING THE LINE

This exercise is difficult, yet increases a great deal of awareness into self and others; about your identity and others. I will make a statement to indicate or call out specific categories/labels/descriptions that may represent you. I will ask that all those that the description applies to step across the line, turn and face the rest of the group. I will pause for a few seconds and then you will return to the rest of the group.

You will need to follow 2 critical rules in this exercise.

1. **LISTENING:** Let's have silence throughout the exercise – no giggling or talking. Silence will enable us to experience our personal thoughts and feelings more clearly.
2. **RESPECT:** It is imperative that we respect the dignity of everyone in the class. Everything shared should remain confidential. If you feel the need to talk about something that comes up in the workshop, talk to the person(s) it involves, not others.

Some guidelines are:

1. No pressure to respond
2. Each of the categories will have some “gray areas”. Define the terms used as YOU understand them. If you have serious reservations about the clarity or meaningfulness of a word then the best thing to do is not cross to the other side of the room.
3. Once we begin, there can be NO talking, No interruptions and please do not ask questions. There will be plenty of time at the end to ask questions or make comments.
4. It is important that you be as honest as you can, yet do not risk more than you feel comfortable sharing. You decide what to share and expose. Risk as much as you can. Exercise the option to pass if you wish.
5. If you cross the line notice who is with you, notice who is across from you, note your feelings and please cross back.

Statements:

Cross the line if...

- You are female
- You are male
- You are left-handed
- You are from a large city or town
- You know what you want to major in
- You have attended a ___ football game
- You took a family vacation this summer
- You saw Harry Potter over the last 2 weeks
- You are left handed
- You are an athlete
- You are the first one in your family to go to college
- You have cheated on a test
- You receive financial aid
- You are affiliated with a Greek Lettered Organization

- You were born outside of the United States
- You are over 21
- You are the oldest child in your family
- You are the youngest child in your family
- You are an only child
- Your parents are divorced or separated
- You are from a single parent household
- You grew up in a family where there was alcohol or drug abuse
- You are Native American or a member of an indigenous tribe of North America
- You are Chicano/a, Latino/a or Hispanic
- You are African American
- You are Haitian
- You are Jamaican
- You are Indian
- You are Asian, Asian American, Hawaiian or Pacific Islander
- You are White European or European American
- You are of mixed heritage
- You are a person of color
- You feel you know very little about your cultural heritage
- You practice a religion
- You are Catholic
- You are Protestant
- You are Jewish
- You are another religion other than those 3 major US religions
- You are of non-Jewish or non-Christian belief system
- You are atheist or agnostic
- You have at least one parent who did not complete high school
- You have at least one parent who graduated from college
- You or a family member has were/was/is incarcerated
- You consider your family as blue-collar or working class
- You consider your family as middle class
- You consider your family as upper class
- You have felt embarrassed about the economic class your family is in
- You were raised with less than enough resources or poor
- You live independently of your parents
- You have low self-esteem
- You or a family member has had an eating disorder
- You identify yourself as or have been identified as fat
- You would like to lose 10 or more pounds
- You feel lonely
- You consider yourself a Democrat
- You consider yourself a Republican
- You have a visible or non-visible physical or learning disability
- You have cried at least once this year

- You know someone personally who has tested HIV positive
- You or a family member is HIV +
- You know someone who died from AIDS
- You or a family member has a terminal disease
- You know someone who is a survivor of sexual assault or abuse
- You are a survivor of sexual abuse or sexual assault
- You support pro-choice
- You support the right to die
- You support the death penalty
- You think the drinking age should be lowered to 18
- You think marijuana should be legalized
- You know someone who died in a car accident
- You or a friend or family member has attempted suicide
- You know someone who committed suicide
- You have driven a vehicle under the influence of alcohol or another drug
- You are comfortable with homosexuality
- You or someone you know is gay, lesbian, bisexual or transgender
- You believe that gay/lesbian couples should be allowed to marry
- You believe that gay/lesbian couples should be allowed to adopt
- You have participated in a racial, sexual, or cultural joke
- You don't like these jokes but you don't do anything to stop them
- You consider yourself a feminist
- You are uncomfortable with the way you look
- Your parents or grandparents might still have prejudicial thoughts
- You are prejudice
- You have been in love and been hurt
- You feel that you haven't formed a close friendship
- You would be involved in an interracial relationship given the right person
- You have been involved in an interracial relationship
- You hate yourself
- You feel unfairly treated
- You feel threatened
- You have had a person close to you pass away in the last year
- You want a hug right now

Discussion:

- How are you feeling right now?
- Is there anything you want to say about why you crossed for a particular question?
- How did you feel when you got to choose an answer (pro-choice, etc) vs. when you had no say in the answer (parents divorced, etc.)?
- Were there any questions difficult to choose an answer for?
- How did you feel when there were lots of people on your side of the line? How did you feel when there were few people on your side of the line?
- What do you think the purpose of this activity was?

ADA (Americans with Disabilities Act) and Reasonable Accommodations

Objective

Making reasonable accommodations.

Time

About 25 minutes.

Preclass Instructions

Gather about 20 current campus activities. The activities/events must be self explanatory or descriptions must be provided. Each activity/event needs to go on a separate sheet of paper.

Next, write a disability on a separate sheet of paper. Create as many disabilities as there are activities/events.

NOTE: The disabilities do not have to be all different, you can have 3 or 4 hearing impaired, 5 or 6 sight impaired, etc.

Instructions:

1. Divide the group into small groups - about 4 learners to a group.
2. Randomly issue (e.g. drawing out of a hat) each group a campus activity/event.
3. Next, randomly issue each group a disability.
4. The task is to come up with reasonable accommodations for a person with that disability to attend that campus activity or event. For example, if the activity is to attend a football game and the assigned disability is blindness, then the group needs to determine how they would accommodate a blind person attending a football game.
5. If there are only a couple of small groups, have each group perform 2 or 3 sets of the same activity (issue them different activities/events with different disabilities).
6. After the small groups have worked the activity for about 15 minutes, bring the groups together and have each group present their findings. It is important to then provide the group with appropriate resources on campus for disabilities. Point out some Residence Hall information as well.

Diversity Beans

Materials Needed:

One jar of jelly beans (Diversity Beans)

Purpose:

The purpose of the diversity beans activity is to encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance. The beans come in six different colors and six different flavors for a total of 36 different combinations. The trick is that you can bite into an orange diversity bean and in addition to it being orange flavored, it could also be cherry, lemon, lime, vanilla, or licorice. They provide a reminder that diversity means not judging people based on appearance or background.

Instructions:

1. Set up the chairs for the group members in a circle.
2. Pass around the jar of jelly beans and ask each group member to take 1-2 and not eat them.
3. Go around the circle and ask why each person chose the jelly beans that they chose.
4. Ask for people to identify what their least favorite jelly bean flavor is.
5. Ask everyone to eat their jelly bean.
6. Ask people to raise their hand if they tasted the flavor they expected.
7. Ask people to raise their hand if they tasted a different flavor than they expected.
8. Ask people if they liked what they tasted better than what they expected.
9. Ask everyone who had a red jelly bean to raise their hand and then discuss what they tasted, continue for each color (yellow, green, orange, black, and white)
10. Discuss how this is related to diversity.
11. Ask how staff may relay this information to their residents.
12. Give a card with the 6 beans attached to each person and ask them to share their 6 beans with five people over the first few days of classes and talk about their experience.

First Thoughts

Look at each of the words below and write down the first two or three adjectives which come to mind (your thoughts or traditional ideas). Positive or negative, just write down your first thoughts.

Disabled:

New Yorkers:

Californians:

Teachers:

Elderly:

Women:

Jews:

Whites:

American Indians:

Gays:

African American:

Men:

Police Officers:

Irishmen:

Managers:

Resident Advisors:

A Students:

Personal Reflections

Think of a time in your life when you were discriminated against or treated unfairly because of who you are:

Describe the situation:

What did you feel?

How did you cope?

What did you learn?

Four Corners Exercise

Each corner represents "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree". Once students hear the value statement, they are supposed to physically move to the corner of their choice. Facilitator then asks people why they chose that particular corner. People tend to be quiet at first, but when you get to a statement that people feel passionately about, watch out!

1. Sex without love is okay.
2. Segregated housing in terms of race, gender, or special interest should be allowed on campus. (This one gets tricky for people. They tend to base their answer on race alone, so you also ask whether or not there should be single-sex residence halls, honors residence halls, Greek housing, etc.)
3. Role models are more effective if they are of the same race, gender, and sexual orientation.
4. Racial minorities can be racist.
5. A homophobic joke can be funny. (After the students have made their decision for this one, I usually then ask whether or not a racist joke can be funny. Answers tend to change then, which leads to great conversation about why they are different in the minds of students.)
6. A faculty mentor is more effective if he or she is of the same race or gender as the student.
7. It is okay to have different admission standards to allow for diversity in race, gender, and sexual orientation.
8. English should be the official language of the United States.
9. President Clinton should have been impeached for his infidelity.

Game of Life

Game of Life Begins

Each participant will be given a nametag with the appropriate amount of money attached to it.

The facilitator needs to give the participants these instructions:

“We are going to play the game Life. In this room there are seven departments which represent societal institutions. There is an Education Department where you can receive a degree. A Bank where you collect salary and apply for loans. A Housing Office to buy/lease/find housing. An Employment Agency to find a job. A Material Goods store to buy fun and exciting things. A Jail where you can be imprisoned. A Department of Justice where you have a court hearing. Your goal in the Game of Life is to succeed. Good luck.”

Participants will begin with a certain amount of money based on their socio-economic status:

- A. \$5000
- B. \$2000
- C. \$1000
- D. \$500
- E. \$50

Participants will mill about for awhile and gradually begin to visit each of the tables. Each participant should be treated differently based on their nametag identity. The people in charge of each institution should over exaggerate a bit. Remember to let the participants find things out for themselves. If someone comes to get a house first, let them know how much it costs. When the person says I don't have that, then suggest they get a loan. When they go to get a loan, ask their occupation. When they say they don't have one, tell them to go get a job and then come back. When they go to get a job, make sure to inquire about their educational level. When they say they don't know, tell them to go to school first.

Helpers shouldn't say, well first you need an education, then a job, then a salary, then a loan, etc. The important part of the process is the self-awareness that is created. Helpers should always ask to see the appropriate credentials when putting in an application... ask to see their diploma, their employment certificate, etc.

If someone figures out that how they are treated is somehow linked to their nametag, then label him/her a trouble maker immediately and have them hauled off to jail. Remember that the people in charge have all the power and can make up all the rules.

Treatment of Participants

A: Treated with the utmost respect as the privileged group. Immediate access to all institutions without having to wait. All forms are approved and processed quickly. Receive special treatment and are encouraged to achieve materialistic success by buying second or third homes,

lots of material goods, etc. They can have as many degrees as they want, will receive great jobs with big salaries (and bonuses, too!). Make the Game of Life very enjoyable for them.

B: Treated with respect also. Access to institutions after some very small waits. All forms are approved and processed quickly. Encouraged to achieve materialistic success. Make the Game of Life very enjoyable for them.

C: Should be treated as middle class- some people can have access, good jobs, OK salaries, and others should not. They should have to wait in lines, but some can reap rewards. The participants should feel the hassle of red tape.

D: Treat with disregard and suspicion. Very limited access to institutions. Should always have to wait in lines. Everything is a problem. Forms are delayed, loans denied, the police hassle them for no reason and could be taken to jail (especially people of color). They should have to wait even if there is no one else in line. Basically make life hard for them. Make lots of assumptions about their character and integrity. Treat like negative stereotype. Very difficult to succeed.

E: Complete disregard for them as human beings. Should be ignored and devalued. If acknowledged, then treated as negative stereotypes and statistics. Assume all are on drugs, homeless, uneducated, etc. and choose to be that way. Impossible to get ahead or succeed.

Persons of Color: Can be treated as any stereotype of a person of color- African American, Asian, Hispanic, etc. Use phrases like “all your type is good for is...”, “all you do is spend your money on drugs...”, and “your kind isn’t good at math or science, but you sure can play sports...”. Avoid the racially divisive words/

Gay or Lesbian: Should be treated depending on socio-economic status. Concern over HIV/AIDS can be used, fear of catching ‘it’ and disdain for their kind.

I: Are given all forms and certificates in gibberish. Can be truly illiterate (pretend not to understand why they can’t read a form in plain English) or treated like English is their second language (talk as if they were a deaf child). Use stereotypes.

Departments

Department of Education

- Have participants complete the Education Application Form. I’s get forms in gibberish.
- Ask participants to wait while you process the form. Wait time depends on their code.
- Call them back up as necessary and explain available options of education.
- Once they choose, tell them that they must sit out for ____ minutes while they complete their degree. How many minutes depend on their code.
- Confer their degree on them and fill out the certificate. I’s get certificate in gibberish.

<i>Type of School</i>	<i>Tuition</i>	<i>Admit Only</i>	<i>Approval Time</i>	<i>Wait Time</i>
Exclusive University	\$2,000	A	A-no wait	A- 1 min
State University	\$1,000	ABC	B- 1-2 min	B 2-3min
Community	\$500	ABC	C- 3 min	C 5 min
Vo Tech	\$250	ABC	C- 3 min	C 5 min
High School	\$50	ABCD	D- 5 min	D 7 min
GED	\$50	ABCDE	E- 7 min	E 7 min

A: Let A's know they were admitted to every school and have their choice but stress how Exclusive University is the way to go to get ahead. Encourage them to come back for as many graduate degrees as they want.

B: Encourage to come back for graduate degrees.

C: Admit only about 1/2 the C's to State University, send the rest to Community College or Vo-Tech.

D and E: Close down the lines a lot for them, keep stalling about admission decision, etc.

Persons of Color: Occasionally, admit a person of color to State or Exclusive to meet your "quote" or put them on "athletic scholarships". Make it obvious that you are doing so.

Banking

- Have participants complete the Loan Application Form, I's get forms in gibberish.
- Ask participants to wait while you process the form. Wait time depends on their code.
- Call them back as necessary and explain Approved or Denied loan and why.
- Call Payday every 10 minutes. Pay according to salary information on Employment Agency Certificate. Give A and B random bonuses.
- Encourage A and B to deposit money to collect interest. You don't need to actually calculate the percentage interest earned, just give A's more money than B's and so on at Payday.
- Close down as needed to build up lines and/or only open long enough to serve A, B, C.

A- loans are approved immediately; Give 20% interest on deposits

B- loans are approved after 1-2 minutes; Give 10% interest on deposits

C- 3-5 minutes. Approve randomly; Give 5% interest on deposits

- D- 7-10 minutes. No loans
- E- 10-12 minutes. No loans
- P- Depending on socio economic status, randomly approve after 2-3 minutes
- I- Loans not approved

Housing Office

- Have participants complete the Housing Application form. I’s get forms in gibberish.
- Ask participants to wait while you process the form. Wait time depends on their code.
- Call them back up as necessary and explain choices of available housing.

<i>Type of Housing</i>	<i>Cost</i>	<i>Approve Only</i>	<i>Time</i>
Mansion	\$80,000	A	A Immediate
Houses	\$20,000	AB	B 1-2 min
Apartment	\$10,000	ABC	C 3-5 min
Projects/Trailer Homes	\$2,000	ABCD	D 7-10 min
Shelter	\$100	ABCD	E 10 min

Encourage A’s and B’s to get summer homes, etc.

- A:** Start in houses and then move to mansions and should be encouraged to buy as many “vacation” homes as they can afford.
- B:** Start in apartments and move to houses.
- C:** Start in trailers or apartments and only move up to apartments. A few select can have houses. Be completely random in this group, but be consistent. The same C that gets access to higher education should then get a good job, and then a house.
- D:** Start in the projects/trailers and never leave. They can become homeless.
- E:** Start in the projects/trailers and never leave. They can become homeless. You can start some E’s off as homeless.

The Employment Bureau will determine jobs and salary.

Employment Bureau

- Have participants complete the Employment Application Form. I’s get forms in gibberish.
- Ask participants to wait while you process the form. Wait time depends on their code.
- Call them back up as necessary and explain available jobs. Give salaries listed, except make woman (W) get a lower salary.
- Confer their job and fill out certificates. I’s get certificate in gibberish.

<i>Graduate Degree</i>	<i>Salary</i>	<i>Approve Only</i>	<i>Approval Time</i>
Doctor	\$50,000	AB	A- Immediate
Lawyer	\$50,000	AB	B- 1-2 minutes
CEO	\$70,000	A	
Engineer	\$50,000	ABC	C- 3-5 minutes
<i>College Degree</i>			
TV Journalist	\$25,000	ABC	
Professional Athlete	\$45,000	ABC, especially P	
Teacher	\$15,000	ABC, lesbians are PE teachers	
Nurse	\$18,000	ABC	
Accountant	\$20,000	ABC	
<i>Community College</i>			
Paralegal	\$10,000	ABC	
Teachers Aide	\$10,000	ABC	
Secretary	\$10,000	ABC	
Florist	\$10,000	ABC, gay men	
Hairdresser	\$10,000	ABC, gay men	
<i>Vo Tech</i>			
Mechanic	\$8,000	ABC	
Electrician	\$8,000	ABC	
Plumber	\$8,000	ABC	
Nurse's Aide	\$8,000	ABC	
<i>High School/GED</i>			
Fast Food	\$5,000	ABCD	D- 5-7 minutes
Janitorial	\$5,000	ABCD	
Cashier/Clerk	\$5,000	ABCD	
<i>No Education</i>			
Sweat shop worker	\$3,000	ABCDE	E- 10 minutes
Maid	\$3,000	ABCDE	

Justice

Trump up charges to hail D, E, Persons of Color off to jail. Sheriff can throw anyone in jail for any reason. Have police pick on the same people (D and E's). The police can make up reasons to send people to jail. Facilitators can say that someone is causing trouble in line in their office and call the police to arrest them. If D's and E's are just sitting in the room and are not waiting in a line, have them picked up for loitering. All people of color sitting in the room should be looked at suspiciously. A's, B's, and C's get off with a warning.

Overcrowd the jail while waiting for a hearing before the Justice Department. Sheriff must work in conjunction with judge.

Judge

- Call the participating forward out of jail.
- Ask sheriff what the charges are.
- Ask for a plea.
- Hear the case.
- Decide whether they are guilty or innocent based on the stereotypic identity. Innocent- let them go. Guilty then (1) make them pay a fine and let them go or (2) make them pay a fine and go back to jail. Anyone found guilty should be made to wear a sticker or other identification so that when they go try to get employment or a loan, the bureau will know that they've been convicted of a crime.

Material Goods

Encourage participants to buy, buy, buy and participate in a consumer society.

Clothes I \$2,000
Clothes II \$1,000
Clothes III \$500
Clothes IV \$250

Furnishings I \$1,500
Furnishings II \$700
Furnishings III \$100

Car I \$25,000
Car II \$10,000
Car III \$5,000
Car IV \$1,000

Electronics I \$3,000
Electronics II \$1,500
Electronics III \$850

Closure and Debrief Activity

Facilitators call time. Each participant should complete their Net worth and Reflection sheet.

Ask group members to answer the following questions aloud and discuss.

Leadership

- How did the people's leadership style influence how they played the game?
- How were the people able to use leadership styles they are less comfortable with throughout the process
- Did participants try to initiate change?
- Did participants try to make a difference for someone else?

Community

- Was our community affected by the game?
- Who makes the rules of the game?
- Did you see injustices?

Start linking curriculum pieces by bringing out the following points:

- Recognize that our leadership abilities and the abilities of others, impact others by how we treat them. We must start treating ourselves and others with respect in regards to values and ethical treatment.
- Be aware of the community around us, hold values as guides and not fall into the trap of stereotypes.
- By understanding that we can and do influence others by word and deed, we are ensuring a better society.

Thank them for their understanding and that this was just a simulation, only we can cause a true change in those stereotypes.

Net Worth Chart

Use the following charts to determine your net worth:

Name: _____

My net worth: _____

The last 2-4 symbols after the double asterisks (**) in the lower left hand side of your tag are: _____

Education

Points are given for the type of degree you earned

Graduate Degree	10,000
Bachelors Degree	5,000
Community College	1,000
Vo Tech	500
High School	100
GED	50

Employment

Points are equal to your annual income. For example, a \$25,000 salary is worth 25,000 points.

Housing

Points are equal to the value of housing. A \$10,000 apartment is worth 10,000 points.

Material Goods

Points are equal to the value of the good. For example, \$25,000 car is worth 25,000 points.

Money

Points are equal to the denomination. For example, \$100 bill is worth 100 points.

The Game of Life

Please answer the following questions:

What are the common challenges your group faced?

What are some of the behaviors you noticed? Greed? Acting out? Looking out for yourself only?

What are the lessons of this game that can be applied to life in general?

Describe how an ideal society would interact?

Name 2 things you can do right now to help create this society?

Journeys Privilege Exercise: “The American Dream”

(Major Identity Markers)

Instructions:

- Get the group to stand in line in the middle of a large space.
- Practice baby steps so that everyone moves the same distance.
- Define “Major Identity Markers” as others perceptions of your race, class, gender, sexual orientation, religion, and able-bodiedness.
- Ask members to look around during this exercise and remember how they feel at certain times.
- Tell them they are to take one “baby-step” forward or backward at your direction.
- Tell the participants they may pass on a given question at anytime by standing still. They can stand still the entire time if they want.

Statements:

1. If your ancestors were forced against their will to come to the USA, step back.
2. If your primary ethnic identity is American, step forward.
3. If you were ever called hurtful names because of your MIM’s, step back.
4. If your family employed people in your household as domestic workers, step forward.
5. If they were people of color, step forward.
6. If you were often ashamed or embarrassed of your material possessions, step back.
7. If most of your family members worked in careers requiring a college education, step forward.
8. If you were raised in an area where there was visible prostitution or drug activity, step back.
9. If you ever tried to change your appearance, behavior, or speech to avoid being judged on the basis of your MIM’s, step back.
10. If you studied the cultures of your ancestors in elementary school, step forward.
11. If you started school speaking a language other than English, step back.
12. If there were more than 150 books in your home when you grew up, step forward.
13. If you ever had to skip a meal or go hungry because there was not enough money to buy food when you were growing up, step back.
14. If your parents took you to art galleries, plays, or museums when you were growing up, step forward.
15. If at least one of your parents was ever unemployed, not by choice, step back.
16. If you have ever attended a summer camp, step forward.
17. If your family ever had to move because they could not afford the rent, step back.
18. If you ever attended private school, step forward.
19. If your family ever had to move because they could not afford the rent, step back.
20. If you were ever discouraged from academic or career paths because of your MIM’s, step back.
21. If you were encouraged to attend college by your parents, step forward.
22. If you believe that you were paid less for a job because of your MIM’s, step back.

23. If you were raised in a two parent household, step forward.
24. If you frequently saw characters who shared your MIM's portrayed in likable ways on TV and movies, step forward.
25. If you have felt that clerks watch you more than other customers in a store, step back.
26. If you were ever offered a job because of your association with a friend, mentor, or family member, step forward.
27. If you are a first generation college student, step back.
28. If your family ever had to change their last name due to mispronunciation, step back.
29. If you ever had your name mispronounced, step back.
30. If you have ever been afraid to walk alone at night, step back.
31. If you believe that an employer turned you down because of your MIM's, step back.
32. If you attended an elementary school with good books and facilities, step forward.
33. If you ever had an allowance during high school, step forward.
34. If you were ever accused of cheating or lying because of your MIM's, step back.
35. If you have ever inherited money or property, step forward.
36. If you've had to rely on public transportation, step back.
37. If you were ever stopped or questioned by the police because of your MIM's, step back.
38. If you have ever feared violence directed at you because of your MIM's, step back.
39. If you have been usually able to avoid places that are reputed as dangerous, step forward.
40. If you have ever felt uncomfortable about a joke related to your MIM's, but not able to confront the situation, step back.
41. If you were ever the victim of violence related to your MIM's, step back.
42. If at least one of your parents did not grow up in the USA, step back.
43. If your parents told you that you could be anything you wanted to be, step forward.
44. If you have ever been whistled at, step back.
45. If you have traveled overseas, step forward.

Note:

- a. Remain in position, notice the change from before.
- b. Pull a \$20 bill from your pocket.
- c. Say: "I have a \$20 bill in my hand, you may compete for this prize. All of you can run, and the first person here gets the prize." Who do you think will get it? GO!
- d. Wait and see how many people react toward the \$20 bill.

Processing questions:

Pair up with someone who ended up in a different position than you did. Or gather as a small group and discuss these questions:

1. How did you feel doing this?
2. Were some steps easier or harder to take than others?
3. What did it feel like to the people at the front of the line?
4. What did it feel like to the people at the back of the line?
5. What surprises you about the feelings people are expressing?
6. Does achieving the *American Dream* mean being at the front of the line?
7. Does this exercise include everything that is important to your *American Dream*?
8. Would you give up some of your privileges so that others could catch up?
9. What did you learn from this exercise?

Multiple Disabilities Activity

PHYSICAL DISABILITIES – DAILY LIVING SKILLS

A physical disability occurs when there is an impairment of the bones, joints, muscles, nerves, or malfunctioning spinal cord. A physical disability can affect how one moves, as well as how one speaks or writes. Talk with the girls about some of the things they do everyday that use their “little muscles,” also known as fine motor skills. Include things done with muscles, joints, and bones (eating, writing, drawing, buttoning, shoe tying, teeth brushing, etc.). Give each girl a piece of paper and pencil. Simulate a partial loss of hand control by writing name and address with the non-dominant hand. Next, pass out long strips of masking tape and have the girls tape their thumbs and first two fingers to the palm of their dominant hand. Try shoe tying, zippers, buttons, cutting, turning pages, etc.

Discuss

1. What made these tasks difficult?
2. What kinds of devices could have helped them?

LEARNING DISABILITIES – READING

Reading is a skill that is necessary for almost every task in school. When a person doesn't read well, it's very difficult to succeed in school no matter how bright or motivated. A reading disability is the most common type of learning disability. Try these activities to see how it would feel to have a reading disability.

Hold a book up to a mirror. Read the book by looking in the mirror.

Hold a book upside-down and read it.

Discuss:

1. Did you have trouble reading?
2. Did you use your fingers to keep your place?
3. Do you know anyone with a problem like this?
4. How could you help a person with this problem?
5. What are some things a person with reading problems could do well?

DEVELOPMENTAL DISABILITIES – FOLLOWING DIRECTIONS

A developmental disability occurs when there is a general slowing down in a person's thinking and learning abilities. Following directions may be difficult even for people with a mild developmental disability because they may not learn as quickly or remember as much.

This activity will simulate developmental disabilities by changing some of the everyday words to make it more difficult.

Stand in a circle and name three positions:

Hands in air = CAT

Hands on waist = DOG

Hands on thighs = FISH

Practice each motion a few times.

Then try: Hands on FISH

Right hand on FISH, left hand on DOG

Right hand on CAT, left hand on DOG

Now give directions without doing them yourself. Complicate them by adding standing one leg, legs together, legs apart, etc.

Discuss:

1. How the girls succeeded, but the exercise took a long time and lots of concentration.
2. What helped them to succeed?
3. How did they feel?

HEARING DISABILITIES – COMMUNICATING

There are two parts to sounds: loudness and pitch. Loudness ranges from soft to loud. Pitch ranges from high tones to low tones. Both loudness and pitch together produce the sounds we hear. Persons with hearing disabilities usually experience a loss in certain tones or pitches as well as loss in volume of loudness. Hearing disabilities can range from mild to profound and can produce difficulties in communicating with others. Try this activity to simulate communicating with someone who cannot hear and understand speech.

Divide the girls into pairs. Give one girl in each pair a message to communicate to her partner without talking.

Please get me a drink of water.

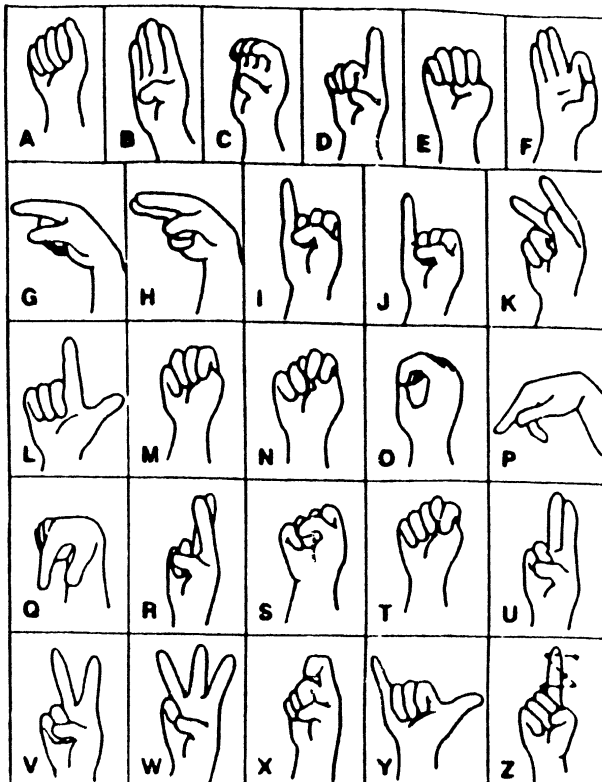
Please get me three books to read.

It's your turn to write on the blackboard.

I have three cats at home.

Discuss:

1. How did they communicate using eye contact, gestures, pointing to objects, writing, etc.?
2. How did it feel to communicate silently?
3. What are some things to remember when communicating with someone with a hearing disability?



Perfect University

Read these instructions to the participants:

Hello citizens. We have gathered you together today to help us with a great undertaking! You have been selected to coordinate and build the **perfect** university for this community. You each will be given money, a credit card, and paperwork to build whatever buildings you'd like. However, we ask you do the following things:

- 1) Select a representative from your group to handle all activities outside of your group.
- 2) Wait for the police officer to escort you to the necessary places to do your paperwork.
- 3) Raise your hand to ask questions and the officer will get to you.

You'll have 20 minutes to complete your task. When you have completed your plan for building the Perfect University, please set an appointment with the City Council Representative to approve it. Winners will receive a prize for their efforts!

Process Questions for the End of the Activity (Approximately 10-15 minutes)

For each group: What was the experience like for you? What was the process you and your group went through?

How did the activity make you feel?

Have any of you experienced similar activities in real life? Tell us about it.

What can you do if you were selected as an RA to positively address issues like this on your floor? In your hall? On campus?

What have you learned from this activity?

Perfect University (for Participants)

YOUR TASK IS TO BUILD THE PERFECT UNIVERSITY. BUILDING PERMITS AND MONEY HAVE BEEN GIVEN TO YOU TO HELP YOU ON YOUR WAY.

YOU MUST PAY A FEE TO APPLY FOR A BUILDING PERMIT.

HERE ARE THE PRICES:

\$1000 FOR ANY ACADEMIC BUILDINGS

\$2000 FOR ANY ACTIVITY BUILDING (STUDENT CENTER, RECREATIONAL, ETC...)

\$3000 FOR ANY DINING HALL

\$5000 FOR ANY RESIDENCE HALL

IF YOU NEED MORE MONEY, GO TO THE BANK AND ASK FOR A LOAN. DON'T FORGET TO GET THE POLICE OFFICER TO ESCORT YOU TO THE BANK.

WHEN YOU ARE DONE, PREPARE TO PRESENT YOUR PLAN TO THE CITY COUNCIL REP. SET UP AN APPOINTMENT WITH THEM TO VIEW YOUR PLAN.

Perfect University Rules

(for Police, Council, Banker, and Rebels)

Police: Your task is to escort people anywhere outside of their circle. If you see anyone roam outside of the circle (except for the pink triangles) put him or her in jail. NEVER PUT A PINK TRIANGLE IN JAIL. Be extra helpful at all times to pink triangles and let them roam outside of the circle unescorted whenever possible. Feel free to be rude to other groups (blue squares, yellow rectangles, and green circles).

City Council: Participants will come to you to get permits signed. Treat them according to the key. Feel free to make everyone except pink triangles wait until you are ready. However, don't forget that we just have 20 minutes for them to finish. If they do get to the point where they finish their university, set an appointment with them. Give all kinds of hassles to other groups. Asking for bribes from other groups is acceptable. You can also use a "Gone to Lunch" sign whenever you want.

Banker: They will come to you for loans. Give pink triangles however much they want. Feel free to ask for bribes from the other groups, but only as a last resort. Make it difficult for them ("Do you have collateral?", etc...) and be as slow as you'd like.

Rebels: Try to rally other groups (other than the pink triangles) to do things like walk to the pencil sharpener at the City Council's desk on their own or ask for more money from the bank. Walk around to see what people are doing and tell the other groups what those groups are doing.

Other suggestions:

- ⦿ If they are unruly, send them to jail.
- ⦿ Don't forget to use body language (don't want to touch minorities, roll eyes, don't trust them).
- ⦿ Slip in a few "you people" comments
- ⦿ When speaking to minorities, exaggerate things and ask to have them repeat what they said.
- ⦿ Do not allow minorities to ban together. If they try to do this, put their leaders in jail.
- ⦿ Assist the pink triangles in any way possible

**Perfect University
Cheat Sheet**

(DO NOT SHOW TO PARTICIPANTS!!!)

Blue Squares = Disabled
(Give them 25,000 to start)

Yellow Rectangles= Homosexual (Give them 18,000 to start)

Pink Triangles= Caucasian
(Give them 100,000 to start)

Green Circles= African-American
(Give them \$11,000 to start)

Privilege Walk

Note on this exercise: Campus diversity is often a prickly issue in part because people are unwilling to deal with their own part in oppression and partly because people aren't using the same language or analysis. This is not a solution to the problems of privilege and oppression or differences and diversity, but it will generate discussion, and that is always a good beginning.

THE EXERCISE: Discuss safely and honestly. This can be an emotional experience for some people, so have everyone agree that this will be a confidential environment and everyone will respect each other's thoughts and opinions during the exercise and the discussion. Begin by having everyone stand in a straight line across the room. Then read each of the following statements. Let participants know that they only have to respond to the questions they are comfortable answering. (Variations: You could also do this activity blindfolded.)

If you...

- Are female.....take 5 steps backward*
- Are Caucasian.....take 1 step forward**
 - Everyone else.....take 2 steps backward
 - Are under 18.....take 2 steps backward
 - Have health insurance.....take 2 steps forward
 - Have a chronic disease or disability.....take 2 steps backward
 - Are heterosexual.....take 2 steps forward
 - Everyone else.....take 2 steps backward
 - If you are bisexual.....take an additional 3 steps backward
 - If you are transgender.....take an additional 5 steps backward
- Own a car.....take 1 step forward for each car
- Attended a private secondary school.....take 2 steps forward
- Are a freshman.....take 1 step back
- Everyone else.....take 1 step forward
- Have a high school diploma.....take 1 step forward
- Have a parent who graduated from college.....take 1 step forward
- Have a job.....take 1 step forward
- If you're paid minimum wage.....take 2 steps backward
- Are a member of a university athletic team.....take 2 steps forward
- Own a computer.....take 1 step forward for each one
- Have parents who belong to a country club.....take 3 steps forward
- Are a member of an exclusive club or organization (i.e., honors society, sorority, fraternity).....take 1 step forward
- Were born outside the US.....take 2 steps backward

Speak English as a 2nd language.....take 2 steps backward
 Are ethnically part of an Indigenous group
 (i.e. American Indian or Aborigine).....take 4 steps backward
 If you're fully Indigenous.....take an additional 3 steps
 backward
 Are over 55.....take 1 step backward
 Took a vacation in the last year.....take 2 steps forward
 Use a TDD phone system.....take 5 steps back
 Are able to take a step, forward or back.....take 3 steps forward

Now have everyone turn 180 degrees. Ask them to stay where they are and take a look around for a minute. Then move to sit in a circle and begin discussion.

SOME POSSIBLE PROCESS QUESTIONS:

How did you feel about where you were on the walk?

How did you feel while doing about the exercise?

Does this walk have any validity as a measure of privilege?

Can you identify questions or areas you agree are privilege indicators?

More Discussion Questions and Thoughts:

- Is this university an environment where minorities feel that they can assert their power or is it another place where they will experience oppression?
- Is this a place where minorities feel safe and valued?
- What does it mean for people in privileged positions to be acting out oppression? It's important for us to look inwardly to see how we may be part of systems of oppression.
- Improving campus diversity is not about getting more young, brown, disabled lesbians into school. It's not about numbers; it's about creating a just climate where said people may freely contribute.
- We often think about racism, sexism, heterosexism, ageism, ableism, etc. as attitudes or behaviors individuals have towards one another and that only a handful of bigoted people act this way.
- Question: What comes to mind when I say the word "racist?"
- But the ending "ism" has to do with something being a SYSTEM of oppression. Systems of oppression run throughout all of our institutions.
- Question: What are institutions? Name a few (e.g., education, criminal justice system, banking, housing, etc.).
- How does oppression impact me as an individual? For example, as a white woman I have certain privileges and there are also ways in which I am disempowered. As a white person what are some privileges I receive which people of color don't? As a woman, what are privileges I don't receive that men do? (As a black woman, Asian-American man, etc.)

Intentions: Often people with privilege get angry because they think of themselves as good people who don't intentionally seek to "oppress" other people. In fact we may see ourselves as working for all people's rights. But what we're talking about is something bigger than individuals.

- We're talking about societal power and how it plays out throughout our institutions. We are taught by many things in society about how we are either inferior or superior and because these beliefs are ingrained, it is likely that we will do or say something that is oppressive.
- In this school of thought, there is a distinction made between a system of oppression like racism and prejudice. For example, a person of color may be prejudiced against white folks and think they all really suck, but because s/he doesn't have institutional power, s/he is not a "racist" though is prejudiced. And by definition, all persons fitting a privileged category are "____ - ist" because it has to do with where they fit in society.
- What does this mean for this university- how do -isms play out?

Socio Economic Class Activity

The Scramble

1. Explain to participants that in this activity they will distribute the wealth and power of the world among themselves. This wealth is represented by the 100 pennies. There is only one rule: no participant may touch another member of the group at any time.

2. Arrange the room so that participants have a fairly large area to play the game. Have participants stand or sit in a circle and scatter the pennies evenly in the middle of the circle. Withhold three participants from this part of the activity. Distribute mittens for some participants to wear but postpone discussion of reasons for this until debriefing. **Note:** To emphasize that some start off with more than others, consider giving three or four participants five extra pennies to begin with as well as providing them with special scooping shovels.

At the order of GO, have participants (except the three withheld) gather as many pennies as possible without touching one another. **Note:** Penalties for violations of this rule may be needed, such as removal from the game or payment to the person touched.

3. After all the pennies have been collected, have participants report their wealth to the class. Record participants' names and number of pennies on a board or chart paper under three categories:

1) GREAT WEALTH AND POWER (those with six or more pennies—the smallest group);

2) SOME WEALTH AND POWER” (those with three to five pennies—the middle group); and

3) LITTLE WEALTH AND POWER (those with two or fewer pennies—the largest group).

4. Remind the group that these pennies represent their wealth and power in the world. The amount they possess will affect their capacity to satisfy their needs (e.g., basic education, adequate food and nutrition, good health care, adequate housing) and wants (e.g. higher education, cars, computers, toys, television and other luxury items). Those participants with six or more pennies will have their basic “needs” and most of their “wants” met; those with three to five pennies will have their basic needs met, and those with two or fewer pennies will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter.

5. Tell participants that they may, if they wish, give pennies to others; however, they are not required to do so. Tell them that those who do share will be honored as “DONORS,” with their names placed on the board. Allow a few minutes for participants to redistribute the pennies if they wish. Then ask for the names of those who gave away pennies and the amount each gave. List them on the board or chart entitled “DONORS.” Ask if anyone changed category as a result of giving or receiving pennies and record these shifts on the chart.

Debriefing the Activity

Note: Debriefing is an essential step in this process.

Draw on the following questions to promote a productive discussion. Be sure to devote time to a discussion of changes needed and changes undertaken.

- How did you feel about the way in which the pennies were acquired and distributed?
- Were you treated fairly?
- Did some people give pennies away? Did you give away or receive pennies? Why or why not? How did this feel?
- What determined whether or not people gave away pennies? Knowing what the pennies represented? Having one's name displayed? Feeling guilty? Something else?
- What aspects of this game represented how the world's wealth and power are distributed?
- What about the three participants assigned to groups? Were they fairly treated? Is what happened to them similar to what happens to people around the globe? What sorts of people? Is it just chance where we end up?
- What about the participants with mittens (and scooping shovels)? What kinds of people do the mittens (and scooping shovels) represent? What group did they end up in?
- How did the members of the different groups feel about their situation? Did the recommended plan for fair distribution reflect whether the group had more or fewer pennies?
- After playing this game do you have a better understanding of the situation or attitude of poor people/nations? Of the situation or attitude of wealthy people/nations?
- Why were some people given more votes than others? Was this an accurate representation of those with more or less power in the world?
- Who are the "haves" and the "have nots" in the world today? Which countries are the "haves" and the "have nots"? Who are the "haves" and "have nots" in our country today? In our state or community? Why?
- Should the "haves" be concerned about the situation of the "have nots"? For what reasons? economic? moral/religious? political? Why might the "haves" give money or resources to the "have nots"? Is this a way to solve the problems of poverty?
- What might the "have-nots" do to improve their situation? What are some actions that "have-nots" have taken around the globe and at home to address the inequalities of wealth and power?
- Do you think there should be a redistribution of wealth and power throughout the world? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?
- Do you think there should be a redistribution of wealth and power in this country? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?

Target/Non-Target

Target/Non-Target is a program that addresses the many stereotypes that exist in our society in a manner that is powerful and personal. It is a program that requires those involved to participate by placing themselves in cultural or ethnic groups to which they feel they belong. A group will be announced by the facilitator, participants will self identify as a member of the Target group, cross a line and face the people who do not self identify as members of the target group (the Non Target group), and the facilitator will read a list of stereotyped attributes of the Target group. At the end, there will be conversations facilitated. This is a powerful program and all are encouraged to participate.

Outline

- Welcome to Target/Non-Target
- Rules of the activity
 - No Talking. This is a silent activity.
 - No Laughing. I, as a facilitator will not be saying anything that is funny. Laughing is a defense mechanism and laughing could offend somebody in the room and make them not identify with a Target Group. (You may want to allow the group the laugh now and get it out of their system).
 - The Room is divided into two halves by a line of tape on the middle of the floor. One side of the room is the “Target Area” and the other side of the room is the “Non-Target Area.”
 - At the beginning, everyone should be standing in the Non Target Area.
 - When I read the name of a group, the people who self identify as members of that group are to leave the Non Target Area and enter the Target Area. The people who enter the Target Area should turn around and face the people in the Non-Target Area.
 - People must SELF IDENTIFY – please don’t tell people that they belong to a certain group. It is up to them!
 - Maintain eye contact with participants at all times
 - Once the group has self identified and walked to the Target Area, I will begin reading about this group.
 - I will then ask the Targets to look at the Non Targets, the Non Targets to look at the Targets, and I will have the Target cross back over into the Non Target Area.

Script EXAMPLE (for facilitator):

“Could all “Vegetarians” please enter the Target Area?” After people who identify as being Vegetarian enter and face the Non-Targets you will read the words, putting them into sentences for a more powerful effect. “Vegetarians are hippies. Vegetarians are fakers and hypocrites. People who are Vegetarian are hyper-sensitive and over-sensitive. They think that everything should adjust to them. Targets look at your non-targets. Non-targets look at your targets.” Pause for a second so people can make eye contact. “You may cross back.” Then call your next group and do the same thing.

Group Discussion (after activity)

- When the activity is complete, Facilitators facilitate discussion.
- Questions to ask:
 - How did it feel to stand in the Target Area?
 - How did it feel to stand in the Non-Target Area?
 - Out of all the times you entered the Target Area, which time did you feel the most uncomfortable?
 - Was there ever a time that you stayed in the Non-Target Area, even though you felt that you belonged in the Target Area?
 - Were there times when you were not sure whether or not you belonged?
 - When you looked over into the Target area and made eye contact with someone you know, and the narrator was reading all those stereotypes about your friend, - How did that make you feel
 - How can we recognize when our brain is giving us stereotypes?
 - Why is it important to recognize and understand that we are using stereotypes?

Vegetarians

- hippies
- fakers
- hypocrites
- hyper-sensitive
- (over-sensitive) think that everything should adjust to them

People from the Country

- dumb
- hick
- uneducated
- speak with a tweak
- all have gunracks in their trucks
- huge families
- racists
- dip or chew tobacco

RA's

- on power trips
- don't really care about students, just want free room
- play favorites
- don't have friends to live with
- only hang out with other RA's
- are watching to make sure no one has fun
- don't make mistakes
- don't know how to relax
- don't have a social life

Southerners

- don't talk properly
- uneducated
- uncultured
- racist/all are KKK members
- all are Baptists
- hate the north an yankees
- marry within the family
- chew tobacco
- stupid and slow
- all have vehicles with gun racks
- all are from the country

Smokers

- dirty
- inconsiderate
- stinky
- polluters

Red Heads

- Sexy
- hot headed
- emotional
- strong willied
- harsh/abrasive personalities

Extremely Thin People

- don't take care of themselves
- must be anorexic or bulimic
- are sick
- malnouritoned
- lucky
- exercise freaks

Latin Americans

- thieves
- loud and hang out in cliques
- speak Spanish in front of others to make them feel uncomfortable
- good dressers
- good dancers
- come from large families
- woman are promiscuous sex objects
- men are love Gods

Jews

- stingy or tight with w/money
- always look for a good deal
- going to hell (for killing Jesus)
- oppress women
- have big noses/dark hair
- elitists

Native Americans

- alcoholics
- drug abusers
- lazy
- take advantage of government funds
- milk past oppression to gain favors
- claim the land was stolen from them and now buy into the American mentality of money making by building casinos
- can't be trusted, thieves

Sorority Members

- snobs
- only priority is to find a man to marry
- excessive drinkers that shout rape if they are sexually active while drunk
- are all popular
- have to pay for their friends
- all rich
- are bitter to their rival sororities and are backstabbing to each other

Wealthy People

- spoiled snobs
- racist & superficial
- lazy/have no work ethic
- treat everyone like they work for them
- they expect to buy their way out

People who went to or go to State Colleges or Universities

- are all from (whatever state your college is in)
- they all have jobs outside of school
- all on Financial Aid
- poor or come from low income families
- low SAT scores or low grades in high school
- low academic standards
- only care about getting a diploma and not an education

Exchange Students

- think that the system of education they are exchanging from is superior
- think that Americans are stupid and lazy
- pretend to not understand English
- exclude others and only hang out with other exchange students
- constantly talk about how much better things are in their country

Education Majors

- take easy loads
- put little or no effort into their course work
- learning to become educated baby sitters
- afraid of the hard work of another degree
- take easy A classes
- have homework assignments that consist of cutting out bulletin board letters and learning how to have kids stand in lines and stay seated

Tattooed or Body Pierced

- trashy
- head-bangers
- druggies
- sexually deviant
- smokers
- low class

Environmentalists

- tree hugging hippies
- vegetarians
- young extremists
- hypocrites
- pushy and/or critical

Women

- only good for sex
- too emotional
- can't keep secrets
- use sex to manipulate men
- shallow, airy
- giggly and immature
- materialistic
- insincere and gossipy
- whores and sluts if they have several sexual partners
- weak and need men to take care of them
- % battered by husbands/partners
- caretakers to children
- bad drivers
- less interested in sex than men

People with learning disabilities or ADD

- really just lazy
- stupid
- have no social skills
- hyper
- on medication
- just don't study
- are failing out of school
- blame everything that happens to them on their disability

Black People

- loud and obnoxious
- evangelical Christians
- criminals
- violent
- very emotional
- all come from single parent homes
- have poor role models
- on scholarship
- racists
- lazy
- % on welfare

Fraternity Members

- only join to have a place to drink
- don't care about school, just here to party
- pay for friends
- slobs
- think that they are more attractive to women because they are members
- all haze their pledges
- don't have a true brotherhood because most members don't buy into it

Fine Arts Majors (music, art, voice)

- can't cut it academically
- have an easy load
- aren't serious about life/can't make a career choice
- only social involvement is their field (how many hard science majors act the same way>)
- lazy
- dreamers, and aren't realistic

Students on Financial Aid

- are taking away from everyone else's education
- don't have to be as academically sound as others as long as they are needy
- are lazy and should just work their way through school
- get their aid because of their race, gender, or athletic ability
- don't appreciate their education because they don't have to think about the hardships of paying for it or working for it

People who went to or go to Private Colleges or Universities

- their parents pay their way
- think they are better than everyone
- drive expensive cars
- rich
- snotty
- don't have a job because they still get allowance
- sheltered
- go to school because they knew someone

Blondes

- have more fun
- manipulate men
- stupid or air-headed
- pre-occupied w/appearance
- teases
- sexy
- get what they want because of good looks

People who Wear Glasses

- smart
- understand computers
- read all the time
- teacher's pets
- 4 eyes
- have little or no social skills
- nerds

Children of Divorce

- can't maintain a significant or long term relationship
- have low self esteem
- don't have stable role models
- have a hard time making a commitment to a decision
- % have their own marriages end in divorce
- feel that the divorce is their fault
- accustomed to getting what they want by manipulating the situation

Athletes

- only at college because of athletic scholarships
- get special privileges and a better deal
- need tutoring
- winning is everything
- heavy parties off season
- only care about training and are only at school for sports
- are not career oriented
- obsessed with good health
- on steroids
- males are oversexed
- females are asexual or lesbians
- have eating disorders

Fat People

- lazy
- are not physically capable of taking care of themselves
- slobs/pigs
- eat more than other people
- can't handle high pressure jobs
- don't care about themselves
- over compensate for their weight by being too loud or too quiet
- have very low self esteem
- have never had a loving relationship because they are not attractive to other people or because their self esteem is so low that they are afraid of physical contact.

People with Physical Disabilities

- use their disabilities to gain favors
- are not as bad off as they make it seem
- % on welfare or government aid
- are not normal
- are angry at people who are not disabled
- are not productive
- bitter and have a bad attitude

Administrators

- are afraid of change
- power hungry
- looking out for their own good and not students'
- can't relate to students
- more concerned with how things "look" than how they actually are
- patronize students
- control all the money
- make every decision based on what alumni and parents will think and mask it under "student concern"
- controlling and judgmental
- more concerned with the retention of students than being an educational institution
- think that they should act in the place of the students parents and tell them what is best for them

People who are Pro-Life

- Religious fanatics
- just looking for a cause to fight
- living in the dark ages
- believe that killing unborn babies is wrong but killing abortion doctors is okay
- will not listen
- want to push their values on everyone else
- Anti-feminist
- all men, or they are women who are controlled by a man

Men

- the only social interaction they are comfortable with is sports talk
- insensitive
- considered macho if they have several sexual partners
- believe women are good for only one thing
- feel that women are incompetent
- bad communicators
- afraid to express emotions other than anger
- obsessed with control (self control as well as control over situations)

Asian Americans

- over-achievers
- they push their children too far
- quiet and reserved
- arranged marriages
- trying to take over the U.S. economy
- eat rice with every meal
- either extremely rich or work as servants
- Karate experts
- wise

People who are Pro-Choice

- baby killers
- selfish
- uncaring
- have no morals
- don't listen
- radical feminists
- all women

White Men

- believe that equality and diversity in the work place only takes jobs from qualified people (ie white men) and gives them to others based solely on their race/gender
- they have dominant control over politics and big business and work to maintain that control
- they believe they should be the "head of the house" based solely on their gender
- they believe that a woman who has had several sexual partners is a whore
- % beat their wives or partners
- homophobic
- sexist
- racist
- insecure

Children of Alcoholics

- abused mentally and physically
- % become alcoholics themselves
- have no good role models
- ashamed of their home and family
- care givers and martyrs
- attention getters (to cover up or hide what is really going on)
- easy to manipulate (vulnerable)
- low self esteem
- perfectionists and try to bring order to all the groups and events they are involved in

Black Men

- are all athletes
- irresponsible
- they are not smart academically so they have to rely on others to pass their classes
- they are late
- % abandon their children
- violent
- lazy
- materialistic

Catholics

- believe that all others are going to hell
- girls are a tease
- worship ideals (Pope and Mother Mary)
- are told what to believe and don't think for themselves
- are elitists (stick with their own)
- don't sing

White People

- have power and use it to oppress others
- have never been effected by discrimination and therefore are against equal opportunity employment
- racist
- rich
- are all afraid if they look the wrong way they will be perceived as racist
- % on welfare
- Don't have strong female role modes compared to other ethnic groups

Northerners

- rude, inconsiderate
- talk too fast
- better educated
- superior attitude
- no manners
- impatient
- think all southerners are racist, and that they have moved past racism
- uptight
- no hospitality

Confident Women

- aggressive
- man haters
- over compensate, assuming that everyone around them is looking down
- lesbians
- think they are a man and need to be in charge
- feminist
- want to run everything and tell everyone what their business should be

Christians

- condemning/judgmental
- fundamentalists
- fanatics
- intolerant
- close-minded
- Bible-bangers

Agnostics "those who do not believe in a 'God'"

- Evil, Devil Worshipers
- Going to Hell
- Don't have any sense of spirituality
- have no ethics
- were raised in a bad home
- have no morals or role models

Feminists

- man haters
- can't get a man
- separatists
- trouble makers
- members of militant equal rights groups
- think that everything is in some way sexist
- bitchy
- have no sense of humor
- Nazi feminists
- single or divorced

African Americans

- militant "back to Africa" Advocates
- milk the oppression of their ancestors
- rebel against Christianity and turn to Islam because they believe Christianity is holding back the black race
- racist
- wear loud bright orange/yellow and green clothing in order to draw attention to themselves
- form black focus groups in order to separate themselves from others
- they call attention to everything that is not calling attention to black culture, racist

Gays, Lesbians & Bisexuals

- promiscuous
- molesters (or have been molested themselves)
- sexually deviant
- butch and fag
- carry, spread and are responsible for AIDS
- should not be parents
- do not have significant or long relationships
- they choose to be this way
- want special rights
- bisexuals are not able to make up their mind

Understanding Privilege

INTRODUCTORY STATEMENTS:

Privilege is a key element in perpetuating oppressive systems. According to Webster's Dictionary, privilege is "a right, favor, or immunity, granted to one individual or group and withheld from another." By having an oppressor exercising privilege that favors one over the other and not questioning the system or being invested in dismantling it, then oppressive systems are maintained.

We are going to spend some time examining the privileges that we hold. Sometimes we only look at areas that we are oppressed – wanting to focus on others' power and responsibility to change the dynamic. However, it is not always "someone else's" problem. So we want to take a little closer look at the privileges we may or may not hold.

ACTIVITY INSTRUCTIONS:

Participants are given a tally sheet. Participants will listen to each of the privilege statements. If the participant identifies with the statement and feels that it is true, they do nothing. If the participant does not identify with the statement or feels like it is not true for their experience, they will draw one mark signifying that they do not identify with that particular privilege.

PRIVILEGE STATEMENTS:

1. The leader of my country is also a person of my racial group. (*RACE*)
2. When going shopping, I can easily find clothes that fit my size and shape. (*SIZE*)
3. In public, I can kiss and hold hands with the person I am dating without fear of name-calling or violence. (*SEXUALITY*)
4. When I go shopping, I can be fairly certain that sales or security people will not follow me. (*RACE/APPEARANCE*)
5. Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school. (*RELIGION/CULTURE*)
6. When someone is trying to describe me, they do not mention my race. (*RACE*)
7. When I am angry or emotional, people do not dismiss my opinions as symptoms of "that time of the month." (*GENDER*)
8. When expressing my opinion, I am not automatically assumed to be a spokesperson of my race. (*RACE*)
9. I can easily buy greeting cards that represent my relationship with my significant other. (*SEXUALITY*)
10. I can easily find hair products and people who know how to style my hair. (*RACE*)
11. In my family, it is seen as normal to obtain a college degree. (*CLASS*)
12. If I am going out to dinner with friends, I do not worry if the building will be accessible to me. (*ABILITY*)
13. I can be certain that when I attend an event there will be people of my race there. (*RACE*)

14. People do not make assumptions about my work ethic or intelligence based upon the size of my body. (*SIZE*)
15. When I strongly state my opinion, people see it as assertive rather than aggressive. (*RACE/GENDER*)
16. When I am with others of my race, people do not think that we are segregating ourselves. (*RACE*)
17. I can feel comfortable speaking about my culture without feeling that I'll be judged. (*RACE/ETHNICITY*)
18. I can usually afford (without much hardship) to do the things that my friends want to do for entertainment. (*CLASS*)
19. When filling out forms for school or work, I easily identify with the box that I have to check. (*GENDER/RACE*)
20. I can choose the style of dress that I feel comfortable in and most reflects my identity, and I know that I will not be stared at in public. (*GENDER/APPEARANCE*)
21. If pulled over by a police officer, I can be sure that I have not been singled out because of my race. (*RACE*)
22. My professionalism is never questioned because of my age. (*AGE*)
23. I do not worry about walking alone at night. (*GENDER*)
24. People do not make assumptions about my intelligence based upon my style of speech. (*RACE*)
25. When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate. (*ABILITY/LANGUAGE*)
26. I can book an airline flight, go to a movie, ride in a car and not worry about whether there will be a seat that can accommodate me. (*SIZE/ABILITY*)
27. People assume I was admitted to school or hired based upon my credentials, rather than my race or gender. (*RACE/GENDER*)
28. As a child, I could use the "flesh-colored" crayons to color my family and have it match our skin color. (*RACE*)

PROCESS QUESTIONS:

How did you feel doing this activity?

How was it to consider the number of tally marks you had on your paper?

How was it to notice the tally marks of others around while you were or were not making marks on your page?

What does it feel like to have or not to have certain privileges?

What is privilege? How would you define it?

ONE DEFINITION OF PRIVILEGE:

Privilege is an invisible package of unearned assets which I can count on cashing in on each day, but about which I was "meant" to remain oblivious. In fact, privilege is an invisible weightless backpack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear and blank checks.

Facilitating *The Skin You're In*

Purpose:

The Skin You're In is a program designed to facilitate discussion about race and white privilege. Many of the questions and points made in this program derive from an article written by Peggy McIntosh called *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*. With the help of strong facilitators we hope to open the eyes of students to issues of power differentials and privilege.

Role of the Facilitators:

This topic can be volatile and upsetting at times, and it is the role of the facilitators to direct the conversation with the emotional atmosphere of the group in mind as the program progresses. We have attached the master list of questions and points that can be covered throughout the program. There is no expectation that the points are covered in the order listed, or even that all the points are covered at all. Some questions will spark conversation and others can be used to curb an emotionally charged room of participants. We trust that any facilitators will be able to recognize the atmosphere in the room and choose the next question appropriately. There is no time limit for any particular question, and the facilitator has the right to end a conversation about a specific topic at any time they see fit. We also ask that whenever possible the facilitators make connections for the participants about issues of power, privilege, race, assumptions, stereotypes, etc.

Agenda for the program:

(This program is intended to be approximately an hour and a half long)

- ❑ Welcome the group and explain the purpose of the program using your own words
- ❑ Establish ground rules as a group
 - ❑ The group should be no larger than 25 people (preferably less) if at all possible.
 - ❑ Explain the necessity for ground rules and allow the participants to set their own expectations of themselves and each other
 - ❑ *If the group seems to be missing essential ground rules, such as honesty, respect, not using attacking language, etc. it is appropriate and expected that the facilitator(s) will interject and add ground rules*
- ❑ Hand-out the slips of paper (provided) randomly to the participants until they are all gone, but ask the students not to open them until asked to do so by one of the facilitators
 - ❑ These slips of papers will be numbered, and those numbers will correspond with the number from the master list attached to this document.
- ❑ Begin calling out whichever number you feel is appropriate to begin conversation and have the student read the paper aloud to the group and respond.
 - ❑ If the student does not feel comfortable reading what is written on the paper aloud or does not want to respond, then ask another participant to read it and/or respond
- ❑ Allow other participants to comment or ask questions whenever a slip is read and responded to.
 - ❑ As discussion gets too heated or dies down move the discussion on by using other slips of paper that will make connections and/or change the atmosphere of the group
- ❑ Throughout the program try to be cognizant of the time and attempt to provide a smooth stopping point, but if that is not possible that is understandable.
- ❑ Finally, conclude the program by recapping the connections made to the best of your ability. Also, strongly urge the participants to take time to reflect and further examine power differentials, privilege, and how they can make a difference.
- ❑ Please be willing to stay after for a few minutes in case students would like to follow-up with you. For the sake of your time, if you need to cushion the length of the program for this, please feel free to do so.

Who Can You Love

Planning Guide

Travis Hill (2002) originally developed this program at Bowling Green State University and it has been adapted from Lakeshia Dowlen's (2001) *The Skin You're In* from Bowling Green State University. Some of the questions given in the rest of the document were taken from an article written by Peggy McIntosh (1998) which is also included at the end of this document. Further adaptations to the content and questions included in this document may be necessary to cater to the needs of the group being presented to or due to changes in society or the current campus environment.

The purpose of this program guide is to outline how to successfully implement the use of *Who Can You Love*. The purpose of the actual program is included in the facilitator's guide (pages 3-6) within this packet. This first section is to provide guidance on what steps will be necessary in implementing this program.

Steps to planning this program

- ❑ The first step is to assess the educational and developmental needs for the group you are targeting
- ❑ Secondly, if *Who Can You Love* is found to be a viable option, the questions listed below should be looked at and adapted based on the needs and developmental level of the expected participants
- ❑ The next step is to develop a list of possible facilitators who would be comfortable with the content of this presentation and be able to effectively manage the facilitation of the program
- ❑ The number of facilitators that you recruit should be based on the estimated number of participants for the program. For *Who Can You Love* to be highly successful there should be no more than 25-30 participants in each group. It is your choice as to if you want 1 or 2 facilitators for each group.
- ❑ After developing the list facilitators appropriate to the expected number of participants, contact the individual facilitators and provide the facilitator's guide (pages 3-6) provided in this packet, you may also want to consider having a meeting with interested presenters to more fully explain the expectations placed on the facilitator.
- ❑ Rooms should be reserved in locations that will accommodate the number of participants expected per group. The rooms should also provide enough space and be set up in such a manner that the participants can see one another throughout the program.

- After choosing a time, date, and location that works for you, your facilitators, and your expected participants advertising should be created if appropriate (i.e.- if this is a floor program or a residence hall program)
- One of the necessities of this program is to take the questions (either listed below or adapted from the list below) and print them out. It may be to your benefit to make them larger and spread them out. The purpose of this is to create a bowl, bag, or some other container with the 25 questions on separate sheets of paper to be distributed to the participants. This will have to be done for each group in each room, if the group size is large enough that you will have to split them. The individual questions should be stapled or taped so that when opening them the question can still be read, but so that the participants are unable to read the question before the facilitator asks them to.
- Facilitator guides should be reprinted for the facilitators to use the day of the program if you have not explicitly asked the facilitators to bring their original guide with them. They will probably also want pens, if for nothing else, to cross out the questions as they are asked.
- A black board, poster board (or something comparable), a piece of paper, or “sticky notes” may be helpful for creating ground rules during the program.
- If you do not know who exactly will be attending your program, (i.e.- a hall-wide program) you may need to devise plan on how you will break the participants into groups.
- If possible, it would be helpful to have someone available to the facilitators in each room in case problems arise throughout the process. The facilitators may need additional resources (i.e.-you forgot to provide the facilitator guide or the facilitators needs a pen or paper) or to answer last minute questions.
- The program planners may need to adapt these directions based on the needs of the expected participants, the facilitators, or the processes of the institution in which you are working.
- The rest of the information necessary for *The Skin You’re In* should be found in the rest of this document.

Facilitating *Who Can You Love*

Purpose:

Who Can You Love is a program designed to facilitate discussion about sexual orientation and straight/heterosexual privilege. Some of the questions and points made in this program derive from an article written by Peggy McIntosh called *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*. With the help of strong facilitators we hope to open the eyes of students to issues of homophobia, heterosexism, and straight/heterosexual privilege.

Role of the Facilitators:

This topic can be volatile and upsetting at times, and it is the role of the facilitators to direct the conversation with the emotional atmosphere of the group in mind as the program progresses. We have attached the master list of questions and points that can be covered throughout the program. There is no expectation that the points are covered in the order listed, or even that all the points are covered at all. Some questions will spark conversation and others can be used to curb an emotionally charged room of participants. We trust that any facilitators will be able to recognize the atmosphere in the room and choose the next question appropriately. There is no time limit for any particular question, and the facilitator has the right to end a conversation about a specific topic at any time they see fit. We also ask that whenever possible the facilitators make connections for the participants about issues of power, privilege, homophobia, heterosexism, sexual orientation, assumptions, stereotypes, etc.

Agenda for the program:

(This program is intended to be approximately an hour and a half long)

- ❑ Welcome the group and explain the purpose of the program using your own words
- ❑ Establish ground rules as a group
 - ❑ The group should be no larger than 25 people (preferably less) if at all possible.
 - ❑ Explain the necessity for ground rules and allow the participants to set their own expectations of themselves and each other
 - ❑ *If the group seems to be missing essential ground rules, such as honesty, respect, not using attacking language, etc. it is appropriate and expected that the facilitator(s) will interject and add ground rules*
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- ❑ Begin calling out whichever number you feel is appropriate to begin conversation and have the student read the paper aloud to the group and respond.
 - ❑ If the student does not feel comfortable reading what is written on the paper aloud or does not want to respond, then ask another participant to read it and/or respond
- ❑ Allow other participants to comment or ask questions whenever a slip is read and responded to.

- As discussion gets too heated or dies down move the discussion on by using other slips of paper that will make connections and/or change the atmosphere of the group
- Throughout the program try to be cognizant of the time and attempt to provide a smooth stopping point, but if that is not possible that is understandable.
- Finally, conclude the program by recapping the connections made to the best of your ability. Also, strongly urge the participants to take time to reflect and further examine homophobia, heterosexism, privilege, and how they can make a difference.
- Please be willing to stay after for a few minutes in case students would like to follow-up with you. For the sake of your time, if you need to cushion the length of the program for this, please feel free to do so.

The Complexity of Sexual Orientation

Goal

To show that sexual orientation is far more complex and varied than the four categories "heterosexual," "lesbian," "gay," and "bisexual."

Activity

1. Distribute copies of the [Sexual Orientation Identification](#) sheet and ask students to complete the 10 items silently.
2. Once students have had a chance to answer all questions, ask them to call out the answer to item #1. Most students will have answered "lesbian."
3. Next, ask students to call out their answer to item #2. Most will have answered "bisexual."
4. Then ask students for their answer to item #3, at which point disagreements will probably begin to surface.
5. Discuss the remaining items, most of which will provoke differences of opinion as to whether sexual orientation should be defined by behavior, desire, self-identification, or some combination of the three.

Discussion Questions

Here are some questions sure to provoke a lively discussion:

- If students argue that sexual orientation is defined exclusively by behavior, ask whether virgins have a sexual orientation.
- If students argue that sexual orientation is defined exclusively by self-identification, ask whether a rapist who sees himself as a nice guy should be categorized that way by others.
- If students argue that sexual experimentation should not be considered, ask how much experimentation is permitted before it "counts" (e.g., 6.5 sex acts?).

You might also point out that these questions are difficult to answer not only for the class, but for the people described on the sheet and for researchers who study sexual orientation.

Source

Adapted from Madson, L. (2001). A classroom activity exploring the complexity of sexual orientation. *Teaching of Psychology*, 28, 32-35.

SEXUAL ORIENTATION IDENTIFICATION

For each of the following ten people, check the box corresponding to whether the person is heterosexual (H), lesbian (L), gay (G), or bisexual (B).

H L G B

1. A woman who has had a number of romantic relationships with women and is not interested in pursuing relationships with men.

H L G B

2. A man who has had several romantic relationships with women and men, though he strongly prefers relationships with men.

H L G B

3. A man who is more attracted to men than women although all of his sexual relationships have been with women.

H L G B

4. A middle-aged man who has self-identified as gay since his teens but who has twice cheated on his male partner by having sexual encounters with women.

H L G B

5. A woman who has self-identified as heterosexual all her life but finds herself sexually attracted to a new female coworker.

H L G B

6. A man who married a bisexual woman one year after his male partner died of AIDS.

H L G B

7. A woman who self-identifies as a lesbian, is active in the gay rights movement, but has a sexually monogamous relationship with her husband.

H L G B

8. A woman who had a sexual relationship with her college roommate a decade ago but has since then had sexual relationships only with men.

H L G B

9. A woman who psychologically, emotionally, and socially prefers the company of women over men but whose sexual experiences have been exclusively with men.

H L G B

10. A man who has never felt sexually attracted to anyone or had a sexual relationship.

[From UnderstandingPrejudice.org]

Section 4
Community
Implementation
Activities

A Vision of Valuing A Diverse Community

Purpose: *This activity helps staff use their creativity and awareness to imagine a community which truly values diversity and to create action steps in achieving this vision.*

Material: Blank flipcharts (one chart or page for each group)
Multi-colored markers

Time: 25 minutes

Divide the staff into groups of four to six people each. Ask them to do the following:

1. Brainstorm as a group what this community would be like if they had an environment which truly valued diversity.
2. Create a graphic image of their vision and draw it on their flipchart, using multi-colored markers. *(They may want to conceal their image from the other groups for a grand “unveiling.”)*
3. Create two to three action steps which they, as an individual or staff group, can implement that will contribute to achieving this vision.

Have each group present their vision and graphic image to the whole group. Then, have them list their action steps. The other groups can ask questions or make comments.

Summarize by stating that we all want to work and live in an environment where we are free to be who we are, and to be appreciated for our unique contribution. Only by working together, caring about this topic and wanting to create open communities that embrace diversity can we do just that.

Finally, ask each participant to go away with and on their own complete the “Breaking Down Barriers” worksheet (attached). Ask them to focus on individual and staff group actions they can take to break down the barriers to creating diverse communities on their floors. This worksheet should be a continued discussion item for staff members at both staff meetings and individual meetings with supervisors in the coming days/weeks!

BREAKING DOWN THE BARRIERS

Worksheet

Individual ACTIONS I can take to break down the barriers to creating diverse community are:

A few sample action ideas could be...

- Talk to someone you've never talked to before.
- Fight stereotypes by getting to know different kinds of people.
- Reach out to people who are alone.
- Volunteer with a community organization.
- Mentor younger children; give them a hand or advice when they need it.
- Join a new club or organization. Get to know different kinds of people.
- Speak up when you hear someone make a put-down or unfair remark.

Staff Group ACTIONS we can take to break down the barriers to creating diverse community are:

A few sample action ideas could be...

- Start a floor/hall club that brings together people from different groups.
- Work with Area Government to sponsor a community night each week, with sports, homework help or other activities.
- On your floor, replicate some of these dialogues or activities as a part of your floor meetings to address all kinds of issues.
- Get other RAs involved in co-programming to mix up communities.
- Get clubs and organizations to co-sponsor projects and events in the halls.
- As a staff group, create or join a "campus climate" committee that includes both students and administrators (e.g. LGBT Concerns Committee, Alcohol Task Force, etc)

Excerpted from "Mix It Up" Handbook published by tolerance.org

DREAMZONE

Ally Training

Please sign in!



tinyurl.com/DZ22-SignIn



College of Education
UNIVERSITY OF HOUSTON



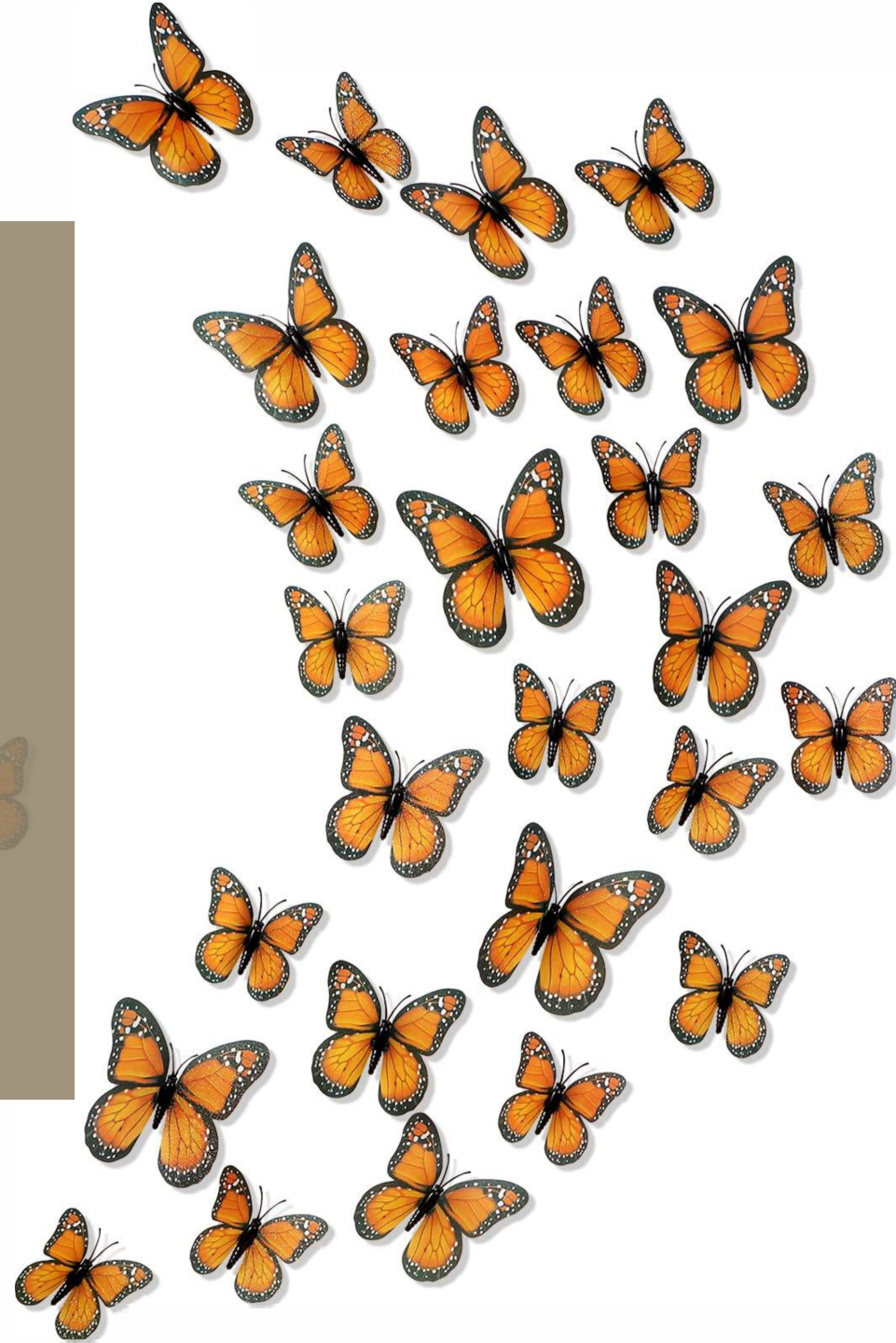
Center for
Diversity and Inclusion
Division of Student Affairs

UH DREAMZONE ALLY TRAINING

Lupita Hernandez (She/Her/Ella)



Center for
Diversity and Inclusion
Division of Student Affairs





CDI Office

Student Center South | Suite B12

Lending Library

Computers

Meeting/Hangout/Study Space



Student Leadership Opportunities

REACH Diversity Peer Educators

Achievement Initiative for Marginalized Males

Student Employee Opportunities

4 CORE WORKSHOPS. 1 ELECTIVE. 1 CAPSTONE PROJECT.

Learn together, Rise together

RISE

DIVERSITY LEADERSHIP PROGRAM



CONGRATULATIONS!

By attending today's workshop, you are one step closer to completing your RISE Diversity Leadership Certificate!

LEADUH
LEADERSHIP EXPLORATION AND DEVELOPMENT

Community Agreements

Welcome multiple
viewpoints and
experiences

Own intentions
and impacts

Take risks: Lean into
discomfort

WAIT:
Why am I talking?
Why aren't I talking?

Actively listen

Challenge yourself!

Confidentiality:
Stories Stay,
Lessons Leave




You may feel...

- Anxious
- Nervous
- Excited
- Challenged
- Confused
- Engaged
- Otherwise...

...but, stick with me!

WORKSHOP GOALS TO SUPPORT UNDOCUMENTED STUDENTS

- Create a supportive, welcoming, and inclusive campus environment for students that better integrates them into campus life.
- Increase faculty, staff, and students' knowledge about the essential needs, concerns, and challenges of students and their families.
- Provide campus and community resources that facilitate support for students.

A close-up, slightly low-angle portrait of a young man with dark hair and a serious, somewhat somber expression. He is looking slightly to the right of the camera. The lighting is soft, highlighting his facial features. The background is blurred, suggesting an outdoor setting with some lights.

Eric
Immigration status unresolved

WHO IS AN UNDOCUMENTED STUDENT?

Students who are born outside of the United States and are not U.S. citizens or don't have lawful permanent residence. Some of these students may be unaccompanied youth.

Students who entered the United States without inspection or who have overstayed their visas.



DEMOGRAPHICS

Over 1 million

Undocumented youth under 18 live in the United States.

98,000

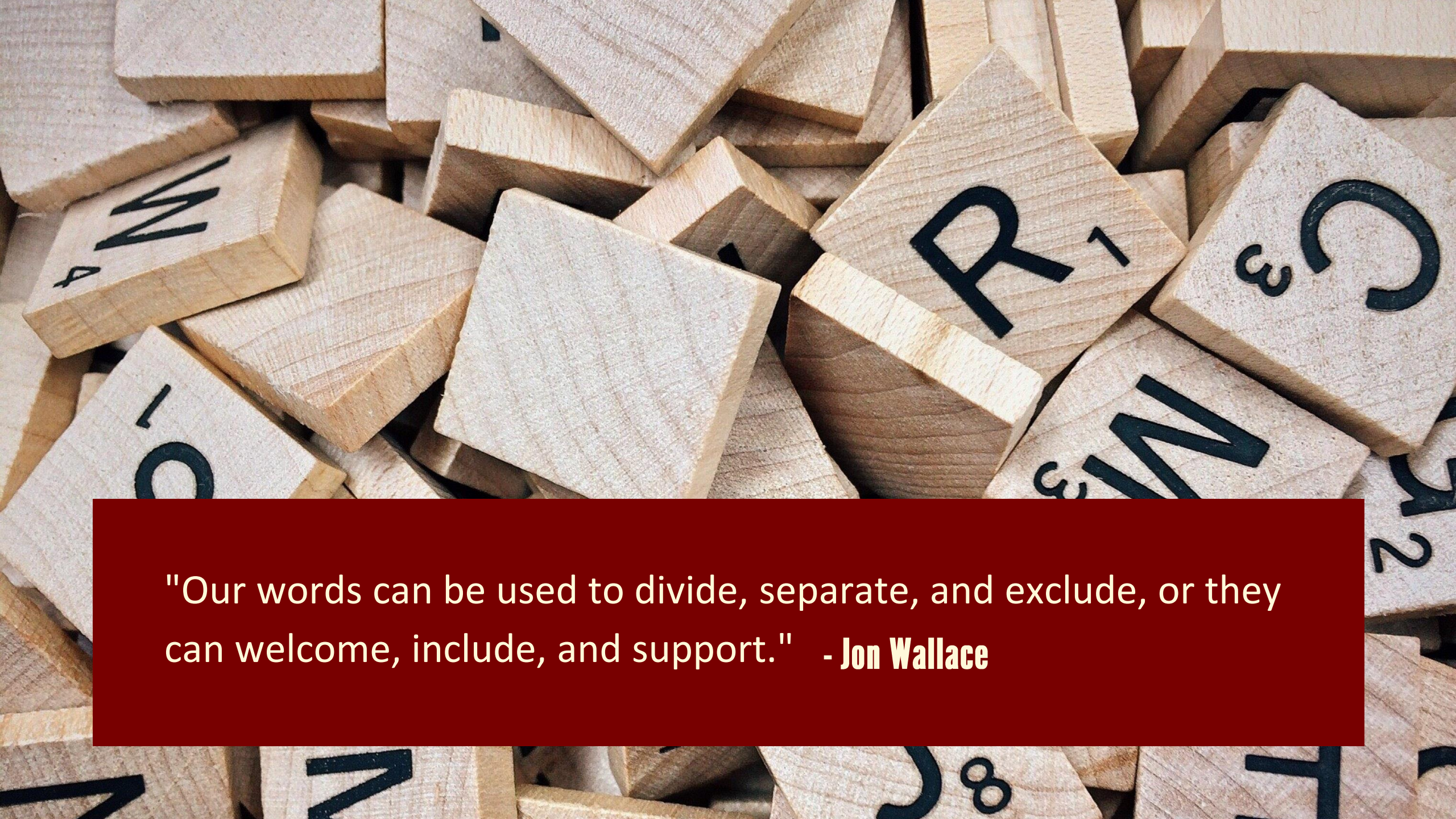
Undocumented students graduate from high school each year.

2%

Of all students enrolled higher education in the US are undocumented.

57%

Of undocumented families live under the poverty level.



"Our words can be used to divide, separate, and exclude, or they can welcome, include, and support." - **Jon Wallace**



Negative

- Illegal
- Illegal Alien
- Unauthorized
- Anchor Baby

Preferred

- Undocumented
- Dreamers
- Dream Scholars*
- DACA eligible
- Students

TERMINOLOGY

MISCONCEPTIONS VS. REALITY

MISCONCEPTIONS VS. REALITY

All undocumented students tend to be Hispanic or Latine.

MISCONCEPTIONS VS. REALITY

Myth: Although the largest majority of undocumented students in the U.S. come from Mexico and Latin America, there are also students coming from different parts of the world.

MISCONCEPTIONS VS. REALITY

There are federal laws which indicate that undocumented students cannot legally attend college in the United States.

MISCONCEPTIONS VS. REALITY

Myth: There is no federal law that prohibits admission (private or public college).

MISCONCEPTIONS VS. REALITY

There are state laws that indicate undocumented students cannot legally attend college in the United States.

MISCONCEPTIONS VS. REALITY

Reality: There are two states, Alabama and South Carolina in which prohibit undocumented student at any public institution.

MISCONCEPTIONS VS. REALITY

There are state laws that prohibit institutions from providing in-state tuition to undocumented students.

MISCONCEPTIONS VS. REALITY

Reality: Although, there are over 19 states that have passed legislation allowing undocumented students to pay in-state tuition, (including Texas) Arizona, Georgia, and Indiana prohibit in-state tuition rates.

MISCONCEPTIONS VS. REALITY

The terms undocumented, DACA student, Dreamer, and TASFA student mean the same thing.

MISCONCEPTIONS VS. REALITY

Myth: Dreamers are those who are under DACA, but was coined from DREAM Act. Not all undocumented students are eligible for DACA.

MISCONCEPTIONS VS. REALITY

DACA and the Dream Act are the same thing.

MISCONCEPTIONS VS. REALITY

Myth: Affect the same population, but have different outcomes.

**DREAM ACT IS NOT THE SAME AS
DACA**

DEFERRED ACTION FOR CHILDHOOD ARRIVALS

- 2012 DHS Memorandum - Granted deferred deportation for eligible undocumented students.
- **If eligible**, students would have access to:
 - State ID
 - Driver's License
 - Temporary SSN
 - Work Permit

DEFERRED ACTION FOR CHILDHOOD ARRIVALS

Who is eligible?

- Came to the US under the age of 16
- Resided in the US for at least 5 years since June 15, 2012
- Are in school, graduated from high school, obtained a GED, or are a veteran or in the armed forces.
- Have not been convicted of a felony offense, etc.
- Were not above the age of 30 on June 15, 2012

RECENT DEVELOPMENTS

- **July 6, 2021:** A federal district court in Texas concluded that DACA was unlawful and blocked new applicants. This case was appealed.
- **August 30, 2022:** The USCIS Published the final rule that codifies DACA 2012 into regulation. Does not mean DACA is lawful status but recipients are considered "lawfully present" in the US for immigration purposes and will not accrue "unlawful presence" as a DACA recipient. This rule maintains that DACA recipients are not a priority for immigration enforcement.
- **October 5, 2022:** U.S. Court of appeals for the Fifth Circuit agreed with district court that DACA was illegal but sent the case back to the district court considering the Final Rule.
- **October 31, 2022:** The Final Rule will take effect. There may or may not be a decision from the district court before this date.

WHAT'S GOING ON WITH DACA RIGHT NOW?

- On October 5th, 2022, the Fifth Circuit Court of Appeals decide that the districts courts' decision was correct on:
 - The states that challenged the DACA program had the right to do so
 - President Obama did not follow the law when creating the DACA Program
- The appeals court agree that:
 - the Department of Homeland Security can continue to accept and approve DACA renewal applications
 - DHS can accept new applications for DACA but cannot make decisions about them.

Undocumented & DACA-Eligible Students in Higher Education by Age of Arrival⁷

Age of Arrival	Undocumented College Students	DACA-Eligible College Students
Child (0-12)	47%	89%
Adolescent (13-21)	39%	11%
Adult (22+)	14%	0%

Note: To be DACA-eligible, an individual must have come to the U.S. before the age of 16.

Source: U.S. Census Bureau; American Community Survey, 2018 American Community Survey 1-Year Estimates.

DREAM ACT

- **Development, Relief, and Education for Alien Minors Act** is a bi-partisan bill that addressed the needs of undocumented students in the U.S, who came as children.
- Introduced in 2001, and continues to be introduced almost every year in different forms
- **Didn't pass nationally** - Had it passed, would have enabled conditional residency and documentation, and upon meeting further qualifications would have allowed for a pathway to citizenship.

H.R.6 AMERICAN DREAM AND PROMISE ACT OF 2021

- Introduced 3/3/2021, has passed house and is at the senate.
- Last senate action - 6/15/2021
- Permanent Residency Requirements:
 - Present since Jan 1, 2021
 - 18 years or younger when entered US
 - Admitted to a higher education institution, has graduated high school, or GED.

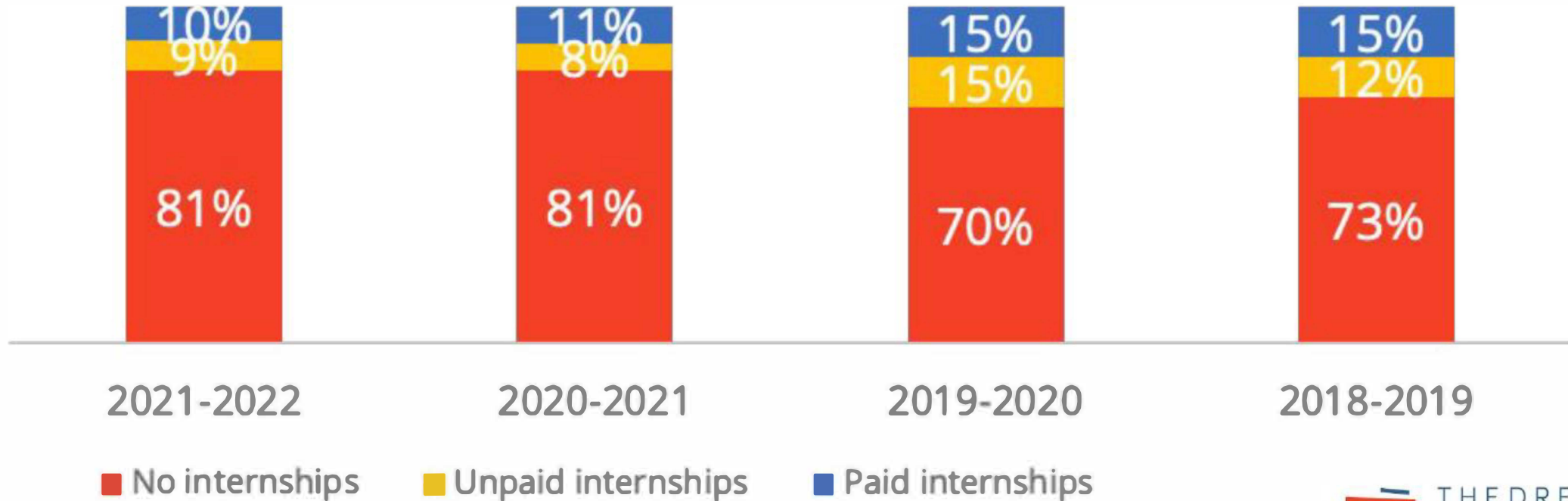
CHALLENGES



What challenges might undocumented students face?

Increasing access to experiential learning opportunities is crucial for undocumented students

Did Scholars complete internships/fellowships in the past academic year?
Comparing 2021-2022, 2020-2021, 2019-2020, and 2018-2019 Surveys



Student Perspective and Needs of Undocumented Students

Current Needs

- Paid internships and job opportunities
- Advocating for policies that promote education equity such as in-state tuition policies
- Inclusive access to school activities that do not restrict undocumented students participation
- Access to funded opportunities or scholarships
- Mental health support
- Career development support

Helpful Resources

- Tuition rate that does not charge out-of-state tuition
- Trained counselors that effectively support undocumented students throughout their academic journey

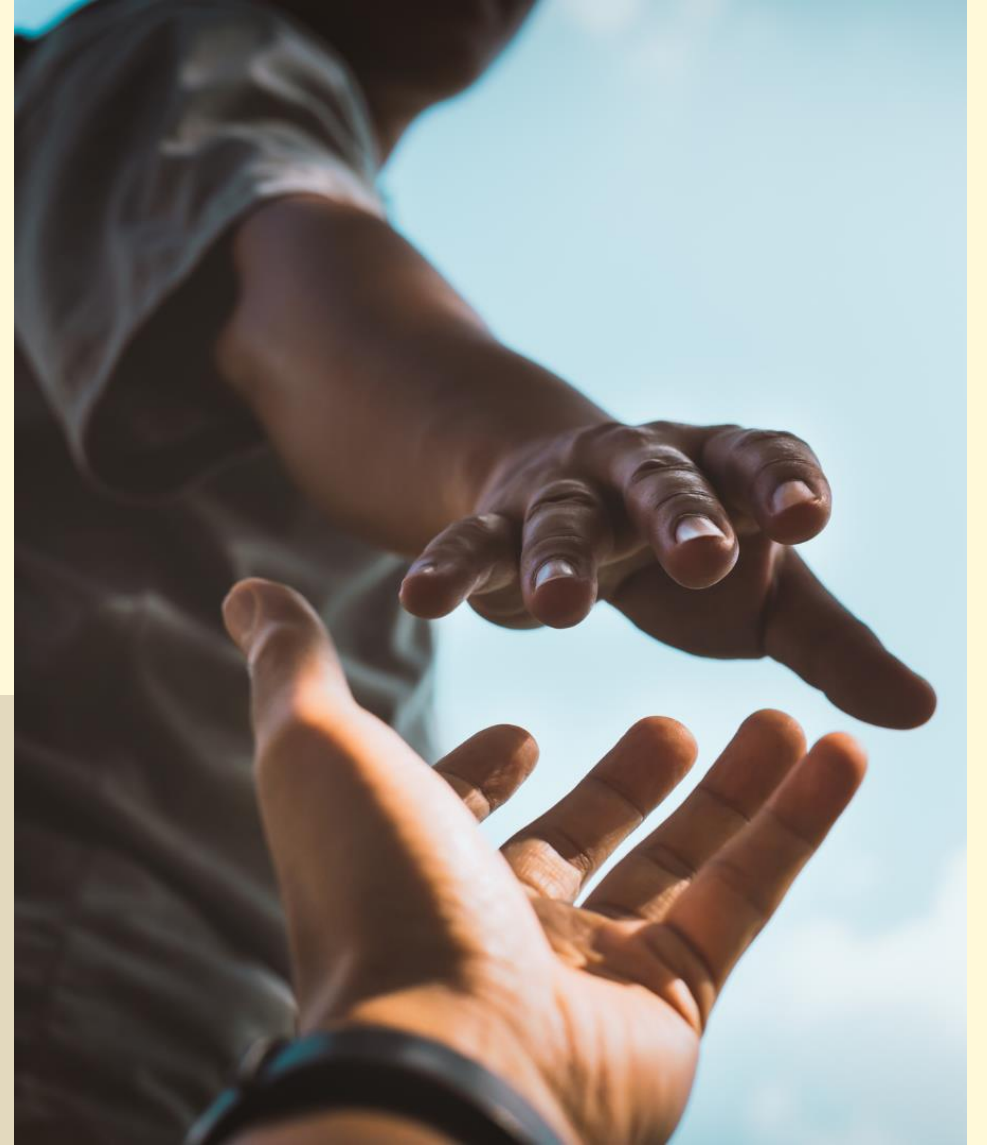
SELF-IDENTIFICATION PROCESS

Is risky because of:

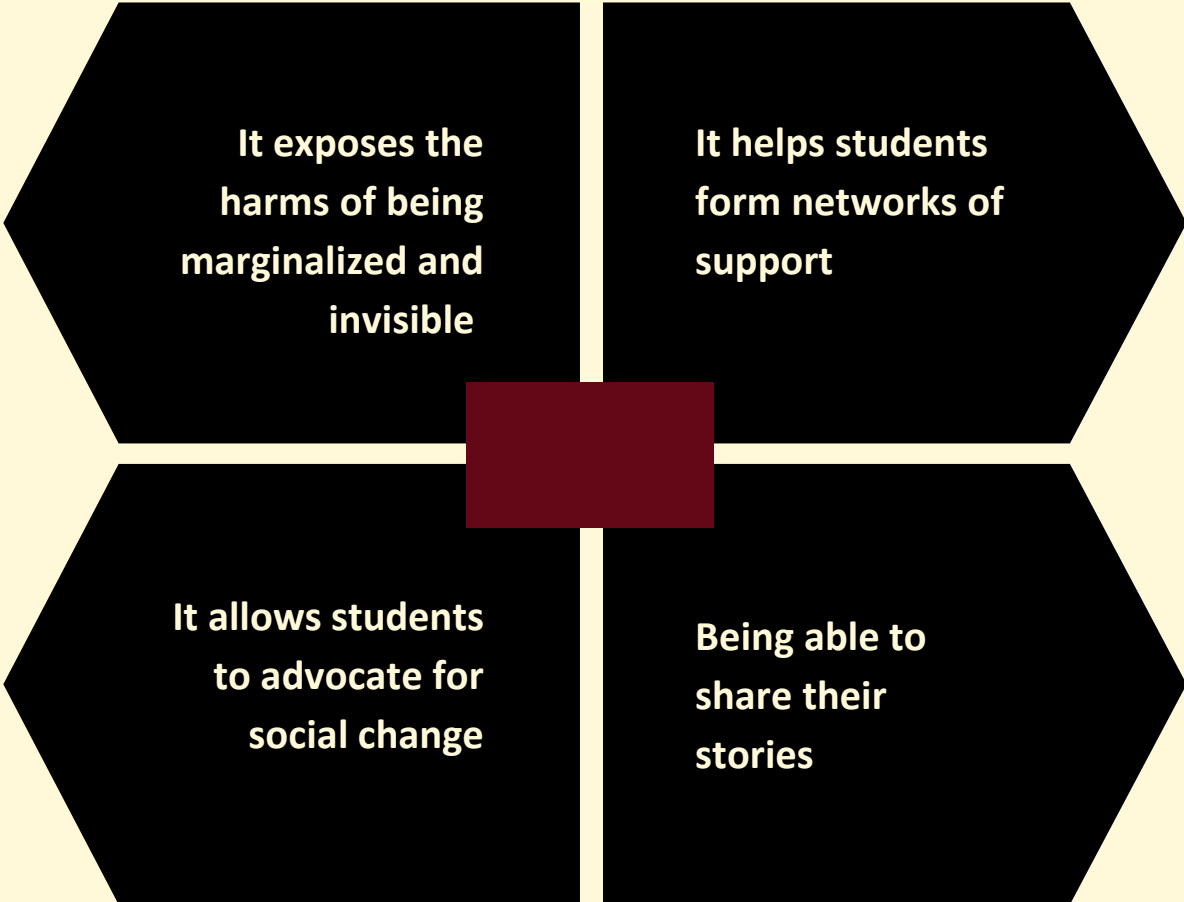
- Feelings of isolation, rejections, uncomfortable, frustration
- Changing relationship/shame, distrust
- Denial of success

End Goal:

- Trust and acceptance



SELF-IDENTIFICATION PROCESS



HOW TO BE AN ALLY

- Demonstrate empathy
- Be aware of students' needs
- Have knowledge on policies and laws that can affect undocumented students
- Build a support system for students
 - Provide a list of community and campus resources
 - Practice inclusive language
 - Encourage inclusive policies
 - Build a network of allies
 - Be proactive rather than reactive
- Ask mindful questions
 - Is my question important to ask in order to help the student?
- Practice confidentiality
 - Don't "out" a person's legal status

What is something you can do to be an ally?

HOW TO BE AN ALLY

Language

Events

Advising Students

Job/Internship Opportunities



CDI AS A RESOURCE

uh.edu/cdi/resources/dream-scholars/

uh.edu/cdi/resources/texas-sanctuary-cities-faq/

uh.edu/cdi/resources/daca



CSE AS A RESOURCE

- Scholarship assistance
- Financial advising
- Academic planning and support
- Career counseling
- DACA renewal paperwork assistance
- TASFA assistance
- Peer mentorship and support



CSE Office

Student Service Center 1
3rd Floor Room 302

- Free Snacks
- Free Printing
- Computers
- Meeting/Hangout/Study Space



Pillar Programs for Students

DREAMERS in Action

Dream.Us Scholars

Las Comadres

Fostering Success

BEST Program



DREAMERS+

Lunch and Chat

For students impacted by or supporting those impacted by DACA, the DREAM Act, and undocumented immigration status

Virtual Call
Oct. 20th
12 PM - 1 PM

Register with QR
Code or Visit:
<https://forms.office.com/r/Cr1iQiThtY>



DREAMERS+ SPEAK SERIES

**Social media as a
resource**



@fielhouston



@thedream_us



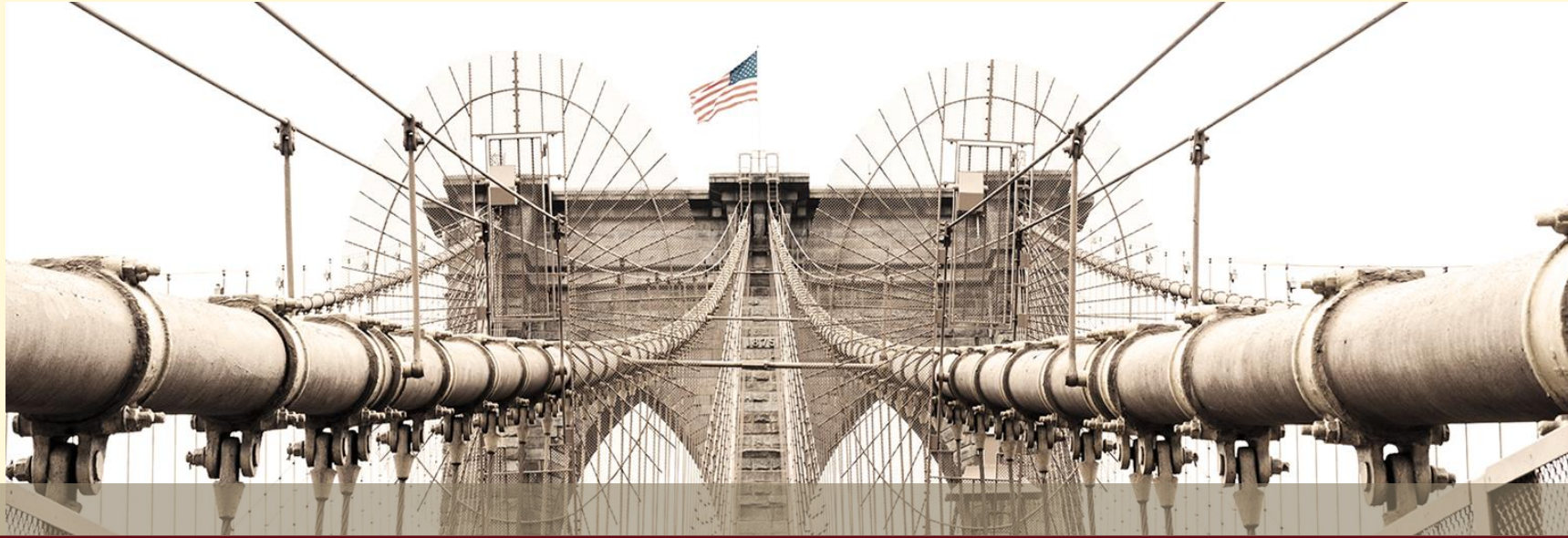
@undocupprofessionals



@immigrantsrising



@informed_immigrant



RESOURCES

Local

- ✓ Lawyer Referral Service of Central Texas
- ✓ Coalition of Higher Education for Immigrant Students (CHEIS)
- ✓ TEXAS Grant
- ✓ UH Law Center Immigration Clinic

National

- ✓ The Davis-Putter Scholarship Fund
- ✓ National Immigration Law Center
- ✓ The Dream.US Scholarship
- ✓ Life After College Guide for Undocumented Students
- ✓ EFC Graduate scholarships and fellowships for non- U.S. Citizens Guide
- ✓ EFC Undergraduate scholarships that do not require proof of U.S. Citizenship Guide

SPECIAL THANKS!

Center for Diversity and Inclusion

CITE Team

Communications Team

Dean's Office

Graduate Assistants Nelson Chavez Cubas and Sarah R. Smith



THANK YOU FOR ATTENDING!

Let's continue the
conversation.



tinyurl.com/EJBListserv



- William Pérez, Richard D. Cortés, Karina Ramos, Heidi Coronado (2010). *Cursed and blessed: Examining the socioemotional and academic experiences of undocumented Latina/o community college students*. *New Directions for Student Services* 2010.131 (2010): 35-51.

http://unitedwedream.org/wpcontent/uploads/2015/01/UWDN_InstitutionalToolKit_final-1.pdf

- Underground Undergrads: UCLA Undocumented Immigrant Students Speak Out (UCLA Center for Labor Research and Education, 2008)
- Fabiola Inzunza and Carlos Amador. *Coming Out of the Shadows: How undocumented immigrant students transform institutions*. UCLA Center for Labor Research and Education
- These 2019 data result from Migration Policy Institute (MPI) analysis of U.S. Census Bureau data from the pooled 2015-19 American Community Survey (ACS) and the 2008 Survey of Income and Program Participation (SIPP), weighted to 2019 unauthorized immigrant population estimates provided by Jennifer Van Hook of The Pennsylvania State University.
 - <https://www.higheredimmigrationportal.org/national/national-data/>
 - <https://www.presidentsimmigrationalliance.org/wp-content/uploads/2020/07/Undocumented-Students-in-Higher-Education-April-2020.pdf>

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- Bullet point three





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minimum of 35pt for clarity.



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“Faculty should work to create an environment that allows transgender students to feel safe, regardless of how they choose to present themselves.”

What is Transgender?

Transgender is an encompassing term of many gender identities of those who do not identify or exclusively identify with the sex assigned at birth. Some transgender people do not feel comfortable in the gender assigned to them at birth and identify with the opposite gender. However, some transgender people describe themselves as nonbinary and do not identify with the man or woman ends of the gender spectrum.

Gender Expression

Transgender students may conform to gender standards or may be gender non-conforming. Faculty and other students may have expectations regarding how different genders should look, dress, or behave. Faculty should work to create an environment that allows transgender students to feel safe regardless of how they choose to present themselves. This includes challenging myths, stereotypes, and hostilities that may arise.

Names

Some students may take part in a process to change their name and gender identity on legal documents during their transition process. Because having a legal name change for these students can be a long and complicated process, and some students may have no legally available option to accurately capture their sex or gender on official documents, students can enter a **preferred** name in MyUH which will then appear on class rosters and their Cougar Card ID. The step-by-step process can be found at uh.edu/lgbtq/transgender_affairs/.

If discrepancies arise with a student's name, questioning the student in front of the class should be avoided since transgender people are often victims of violence. Intentionally using a student's former name is known as **deadnaming** and may result in anger or emotional distress in students.

Pronoun

Student may use pronouns with which you are familiar i.e., he/him/his or she/her/hers, or they may use they/them/theirs as a singular pronoun. Students may also use other less familiar pronouns, i.e., ze, zem, zir. Announcing your pronouns at the beginning of the semester or in the syllabus helps convey that you acknowledge the spectrum of genders. You might also ask that students correct you if you happen to misgender them. In addition, if you are not sure of a person's gender, it is considered respectful to ask their pronoun. At the LGBTQ Resource Center, we try to ask this of everyone so as to not single anyone out or make assumptions.

Additional Resources

Cougar Ally Training will increase your general knowledge about LGBTQ people.
www.uh.edu/lgbtq/ - program

Interrupting Heteronormativity will give you a more indepth understanding of this issue.

The majority of the information in this brochure was taken, with permission, from *Interrupting Heteronormativity* by The Graduate School of Syracuse University, Copyright 2004.
www.syr.edu/gradschool/pdf/resourcebooksvideos/Heteronormativity.pdf

Representing LGBTQ DIVERSITY in the Classroom

REDUCING HETERONORMATIVITY & CISNORMATIVITY



UNIVERSITY of HOUSTON
LGBTQ RESOURCE CENTER

4465 University Dr. Rm N201
Houston, TX 77204-4014

Location: University Center North N201
phone: 832.842.6191

@uhlgbtq

lgbtq@uh.edu

The University of Houston is an EEO/AA institution

UNIVERSITY of HOUSTON
LGBTQ RESOURCE CENTER

www.uh.edu/lgbtq

What is Heteronormativity/ Cisnormativity??

Heteronormativity is the assumption that heterosexuality is natural, normal, and right. Cisnormativity is the assumption that a person's assigned sex at birth should correspond to their gender and that diversion from that is not normal. It is the expectation that everyone is heterosexual and cisgender and should look, dress, and behave according to traditional gender ideals.

These assumptions and practices regulate the beliefs, behaviors, and desires of ALL of us, restricting the range of identification and expression for ALL of us, to such an extent that even momentary and joyful expressions (e.g. a man jumping for joy) become sources of discomfort and fear.

These norms pervade every aspect of our lives and work. In the classroom, it regulates what topics and examples we use and how we frame research questions. The unquestioned assumptions of gender and sexuality structure our thinking, limiting the scope of possibility.

Are There LGBTQ Students in Your Classroom?

Yes. Whether we choose to acknowledge them or not, LGBTQ people exist on campus and in our classrooms. Whether they feel safe, represented, respected, and part of the UH campus community is very much determined by the willingness of the faculty to validate the existence of LGBTQ people in our classrooms and in our world.

Fostering a safe and inclusive classroom

As responsible teachers, we know that our pedagogical theories and practices need to expand the kinds of learning opportunities we provide students, not restrict them.

We know that students in diverse learning environments learn more, have higher levels of satisfaction, and have greater degrees of civic engagement. They are better able to appreciate the ideas of others, and they are better prepared to enter the world they will lead.

Discussion topics and examples

It is important for students to see themselves reflected in what is around them. The simplest way to do this in the classroom is through the discussion topics and examples we choose. Here are some suggestions:

ACCOUNTING: What are the income tax filing options for lesbian couples?

ECONOMICS: What would be the economic impact on the U.S. if LGBTQ people did not experience discrimination in housing, employment, etc?

EDUCATION: In discussions on discipline, ask student teachers to discuss how they would handle students in their class saying, "That is so gay."

MARKETING: How can you be LGBTQ inclusive in marketing?

STATISTICS: What has been the effect on birth rates since marriage equality was legalized?

LITERATURE: Include works of LGBTQ authors, such as: Jacqueline Woodson, Rita Mae Brown, and Dorothy Allison on the required reading list.

ARCHITECTURE: What is the most efficient building design for non-gender-specific dorms?

AFRICAN AMERICAN STUDIES: Discuss important figures such as Audre Lorde, James Baldwin, and Bayard Rustin, including some discussion of their sexual orientation as integral to their personal and political struggle.

BUSINESS MANAGEMENT: Why and how might businesses make the work environment more inclusive of their LGBTQ employees?

SOCIOLOGY: In a discussion of relationships or families, same-sex relationships should be included.

LANGUAGES: Be sure to include vocabulary like "partner" rather than just spouse, and possibly discuss families, same-sex relationships should be included.

BIOLOGY: In discussions on chromosomes, include variations that occur in intersex people.

"Small, but significant, additions acknowledge the presence of LGBTQ-identified students, and create a more inclusive and effective learning environment."

HARD SCIENCES: Although it is true that there are more relevant examples for the social sciences, only a fraction of the entire student body may take courses that directly address sexuality and gender. Hence, the majority of students will never discuss the politics of sexuality and gender in any classroom unless faculty choose inclusive examples and facilitate discussions about LGBTQ issues when they arise.

These small, but significant, additions acknowledge the presence of LGBTQ-identified students and create a more inclusive and effective learning environment.

Challenge heterosexual assumptions, myths, stereotypes, and hostilities.

College is a place to not only learn facts but also to learn how to be a critical thinker. When faculty maintain heteronormativity and cisnormativity or do not address erroneous comments made by students, they are missing the opportunity to broaden students' world view.

For example:

- Ask students to examine their assumptions if they make a comment like, "Why do LGBTQ people have to flaunt their sexuality?" Be sure to make it a class discussion, with the goal of expanding the students' thinking, rather than being punitive.
- If the comment is more derogatory or hostile, then a statement such as, "That comment is disrespectful and therefore not to be used in this class," is more appropriate. Although you may get a few giggles, you will be sending a clear message to all students that it is the "norm" to respect differences in your class.

Universal Precautions

At the beginning of the semester, talk to the class about taking "universal precautions" in conversations. This means you assume ANYONE in the classroom could identify as LGBTQ or transgender, be mixed race, be diagnosed with an STI or mental illness, have a learning disability, etc. If any student makes a biased or harmful comment, remind them about the classroom policy of universal precautions.

Other Suggestions

- Attend UH's Cougar Ally Training and display your Cougar Ally placard in your office or on your briefcase.
- Announce LGBTQ related campus events at the beginning of class, along with other types of events.
- If an incident that threatens LGBTQ students occurs on campus or in the community, allow students to discuss this in class, and let them know where they can turn for support.
- Do not assume a student's sexuality, gender identity, or pronouns. Use inclusive language such as "significant other" or "partner."
- Avoid gendered greetings like, "Good morning ladies and gentlemen;" opt for gender neutral language instead like "students."
- Include a statement in the syllabus that students are equally respected in your class, regardless of race, color, religion, national origin, sex, age, disability, gender identity and expression, and sexual orientation. Let students know how they can approach you with feedback if they feel uncomfortable in your classroom.



Inclusive Language

Michael Crook, M.Ed. (he/him/his)
Assistant Director
Center for Diversity and Inclusion
Interim Co-Director
LGBTQ Resource Center



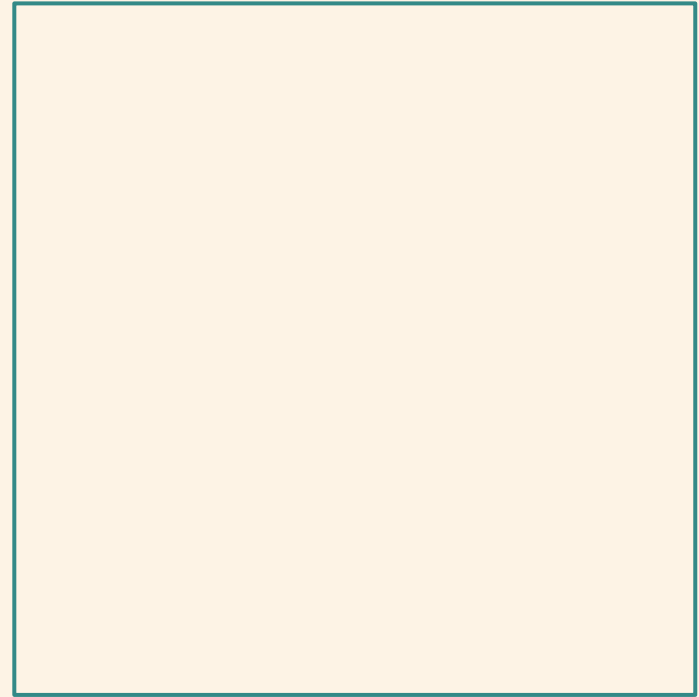
Pronouns!

Introduce self with pronouns

“Hi, I’m _____. My pronouns are _____.”

Why introduce yourself with pronouns

- Be identified the way that you want.
- Using correct pronouns show respect for others and contributes to an inclusive environment.
- Can be an ally behavior for trans, genderqueer and gender non-conforming folx.



01 Increase

understanding of the power of and influence of language

02

Explain

evolving social norms and expectations around language use



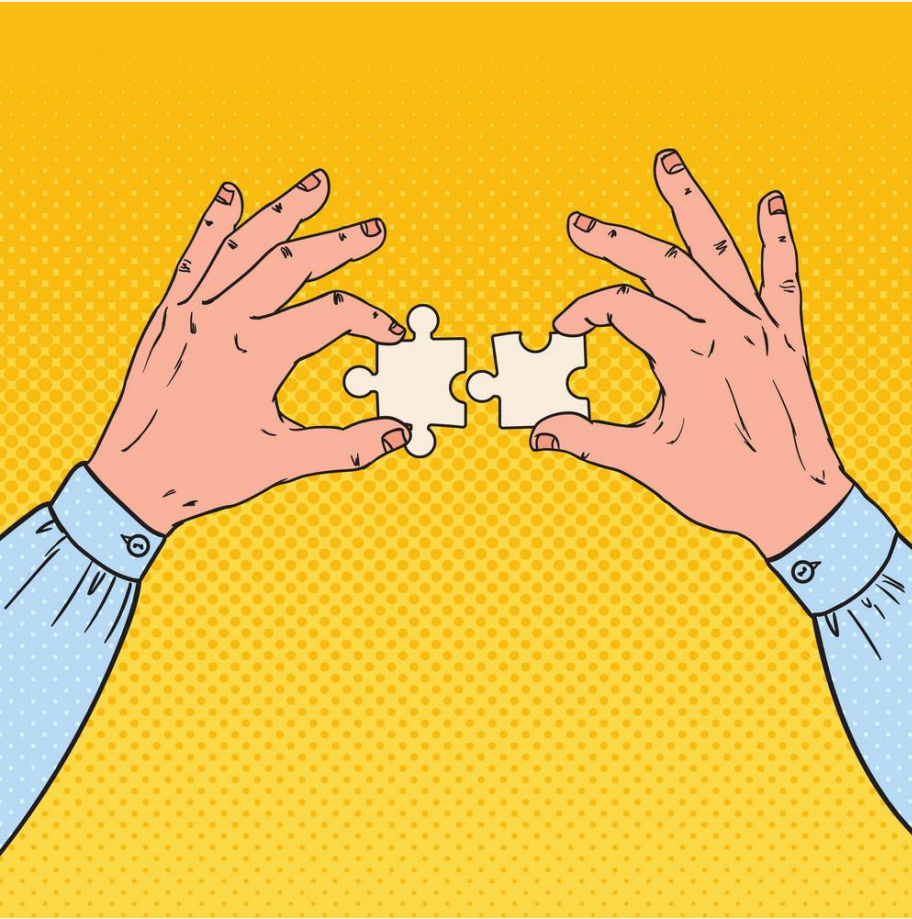
03 List

inclusive personal practices that express awareness and respect toward others

04

Feel

more equipped to engage in conversations with others about diversity



Agreements

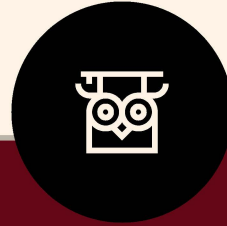
- Welcome multiple viewpoints/experiences
- Own your intentions and your impacts
- Work to recognize your privileges
- Take risks: lean into discomfort
- WAIT
- Challenge with care
- Confidentiality



STICKS AND STONES



I hate being called



I enjoy being called

What is inclusive language?



Inclusive language is the language that is free from words, phrases, or tones that reflect prejudices, stereotyped, or discriminatory views of particular people or groups.

- Share a time with a neighbor where language that was offensive was used against you or around you.



- When was a time when you used language that was not inclusive and could have offended someone else?
- What happened? What was the impact?

Personally Conscious

- Externally driven
- Potentially conflicts with your values
- Use it because you were told to



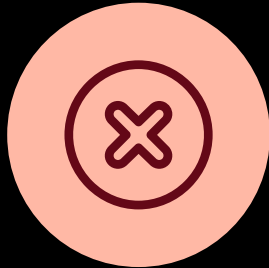
Inclusive

- Internally driven
- Aligns with your values
- Use it because you want others to feel welcomed, included, seen, and valued for who they are and their experiences



Instead of...

- Do you have a boyfriend/girlfriend?
- “Ladies & Gentlemen”
- What are you?
- Illegals
- Are you gay?



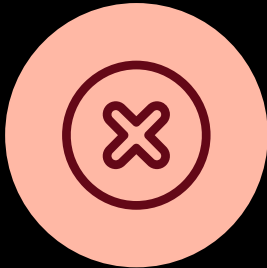
Consider this...

- So, are you dating anyone? (partner, significant other, boo)
- “Distinguished guests”
- How do you identify...?
- Undocumented immigrants
- Don’t ask (unless there is a relationship)



Instead of...

- Handicapped
- Wheelchair bound
- Fat/Overweight
- Hearing impaired
- Addict or substance abuser



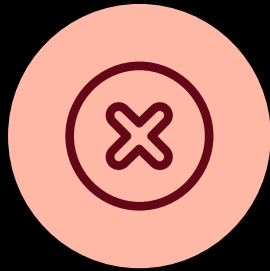
Consider this...

- Person with a disability, disabled
- Wheelchair user
- Curvy, person of size
- Hard of hearing, deaf
- Person struggling with an addiction



Instead of...

- “That woman is crazy!”
- Where are you from?
- Oh, you have an accent!



Consider this...

- That woman is (_____)!
- Where do you call home?
- Ask yourself, according to whom?



Inclusive Communication (without words)

Greetings

Eye Contact

Facial Expressions/Emotion

Distance

...But Why Do They Get to Say?

- Some words were historically used as pejoratives to describe certain groups of people such as:
 - N word
 - Queer
 - B***h
 - R word
- Some of these groups have taken these words back as a sign of empowerment

What happens when I say something wrong?

- Making a mistake can be hard!
- Making a mistake does not mean that we are bad people.
- If you realize you said something that may have been harmful (such as incorrect pronouns):
 - Acknowledge the harm.
 - Apologize (and restate the correct pronoun when applicable.)
 - Move on quickly and respectfully
- Make sure you understand how what you said was harmful.
- Reflect.
- Do better next time.

REFLECT

- Take a moment and try to push way the gut reaction to be defensive.
- This moment is not about you and what you intended. It's about acknowledging how you made the other person feel – your impact.
- After the interaction is over, process. Identify the action and think about how you will approach is differently the next time.

SCENARIO ACTIVITY

An Indigenous pharmacy student is excited about attending their first class. You and the Indigenous student sit near each other in the classroom. During the first lecture, the professor leading the course remarks that they have to take a quick break from the class and designates you to “hold down the fort,” not realizing the historical meaning of the phrase.

Holding down the fort was a phrase coined by military general to order defense against attacking Native Americans during colonization in the United States.

After the class, you stop by to talk to the professor, and inform them that you had an issue with the phrase. The professor responds by stating that you are overreacting, and any “normal” student would be fine with “such a common phrase.”


What are some words that were used above that can be viewed as inclusive and exclusive? How would you respond to the professor?

For the list of exclusionary phrases below, what are some words or phrases that could be used instead?

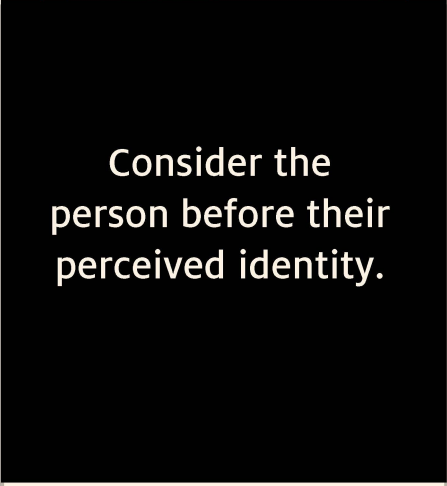
- “I informed the students that we will powwow tomorrow about next week’s events.”
- “Those are my friends, my tribe, and I cannot wait to see them at the next fraternity meeting.”
- “After losing the first match in tennis, I am now on the warpath.”
- “As a Michigan Native (e.g., non-Native American person born and raised in Michigan), I have always felt that this university is my home.”
- “He is the low man on the totem pole.”




RECAP



Inclusive language is valuing people's identities and experiences when we speak to and about them.



Consider the person before their perceived identity.



Use language that reflects what people call themselves. If you don't know, ask

Thank You!



UH_CDI



UHCDI

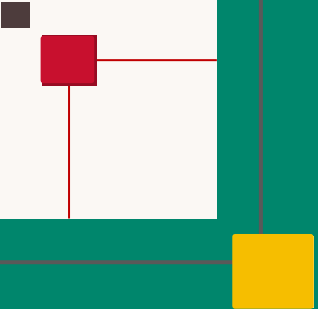


UHCDI



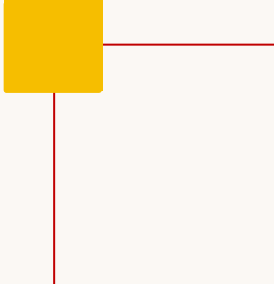
Becoming Inclusive Leaders

Presented by:
Michael Crook (he/his/him)
Center for Diversity and Inclusion



Learning Outcomes



- Identify important components of the Center for Diversity and Inclusion
 - Define Diversity, Equity and Inclusion and what it means to UH
 - Understand the importance of diversity and inclusion
 - Discuss how we effectively work to include others who have different identities
 - Discuss approaches for fostering a welcoming environment for students.
- 



What is the Center for Diversity and Inclusion?




ACCEPTANCE RESPECT
DREAM
IDENTITY LANGUAGE
HOUSTON
DISABILITY

CENTER FOR
DIVERSITY AND INCLUSION
MAKING DIVERSITY AN EXPERIENCE

Where is CDI located?

What is the Center for Diversity and Inclusion?

- Founded 2014
 - Supports Diversity Across Campus
 - Engage
 - Empower
 - Educate
- 

What We Offer

- Student Development Opportunities
- Workshops
- Events and Programs



Student Development Opportunities



- **Ambassador Program**
- **Achievement Initiative for Minority Males (AIMM)**
- **RISE Diversity Leadership Program**
- **Study Space and Computers**

4 CORE WORKSHOPS. 1 ELECTIVE. 1 CAPSTONE PROJECT.

Learn together, Rise together

RISE

DIVERSITY LEADERSHIP PROGRAM

LEADUH
LEADERSHIP EXPLORATION AND DEVELOPMENT

Visit
www.uh.edu/csi/leadership
to learn more!

Pop Quiz!



Community Agreements

- Welcome multiple viewpoints & experiences
- Own your intentions *and* your impacts
- Take risks: Lean into discomfort
- WAIT (step up and step back)
- Actively listen
- Challenge yourself!
- Confidentiality



You may feel...

- Anxious
- Nervous
- Excited
- Challenged
- Board
- Confused
- Engaged
- Otherwise...

...but, stick with me!

FALL 2021 ENROLLMENT: 47,031



46.3%

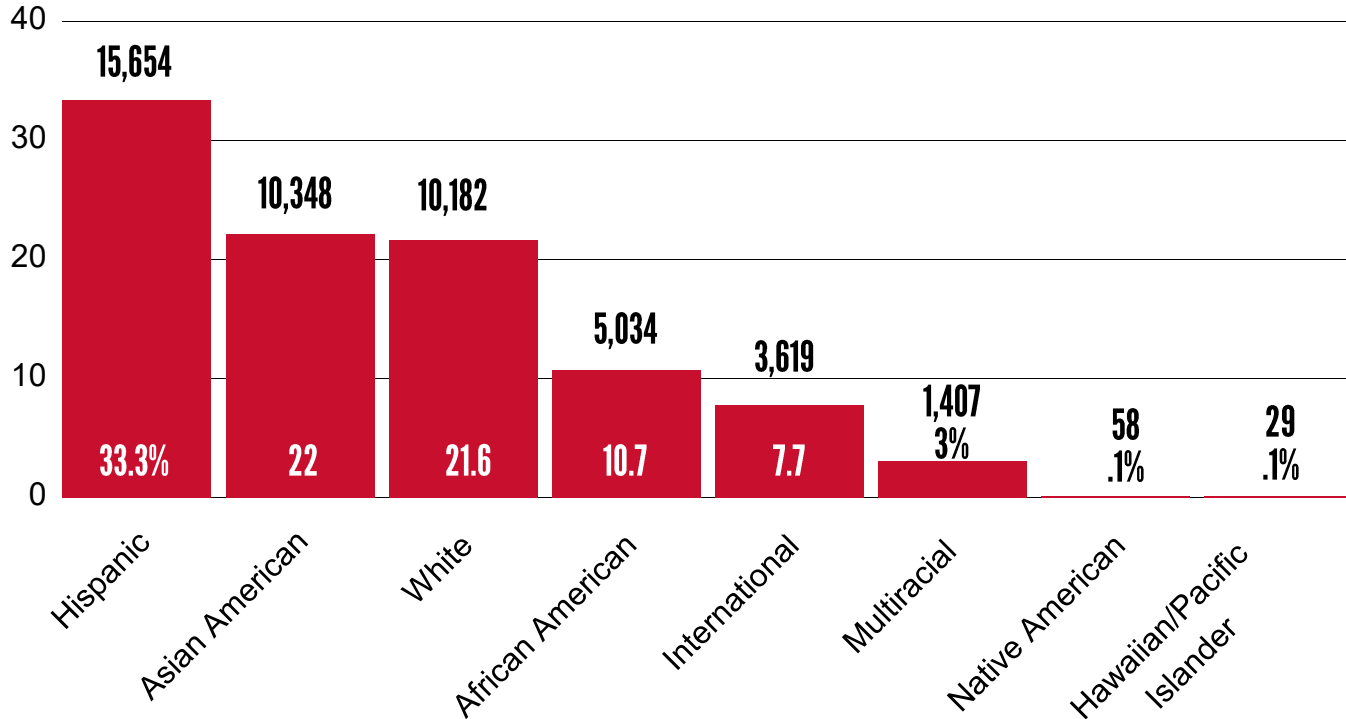
FIRST-GENERATION
COLLEGE
STUDENTS

8,450 GRADUATE STUDENTS



38,581
UNDERGRADUATE
STUDENTS

UH STUDENTS BY RACE/ETHNICITY



Diversity?
What is that!?





Diversity

The psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information and learning styles.

What do we do with all of this diversity?



UH Diversity and Inclusion Statement

The University of Houston **embraces diversity** and **recognizes our responsibility to foster an open, welcoming environment** where students, faculty and staff of all backgrounds can collaboratively learn, work and serve. We value the academic, social, and broader community benefits that arise from a diverse campus and are **committed to equity, inclusion and accountability**. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission. We commit to **engaging in an ongoing dialogue** to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually **strive to work together to** address the challenges of the future in a way that **removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect**. The competencies gained through diverse experiences across campus prepare all of our students, staff and faculty to thrive personally and professionally in a global society.

What are some of incoming student, Jim Parson's visible Identities?

- Age
- Gender Expression
- Race
- Physical Abilities
- Body Size



What are some of Jim's invisible Identities?

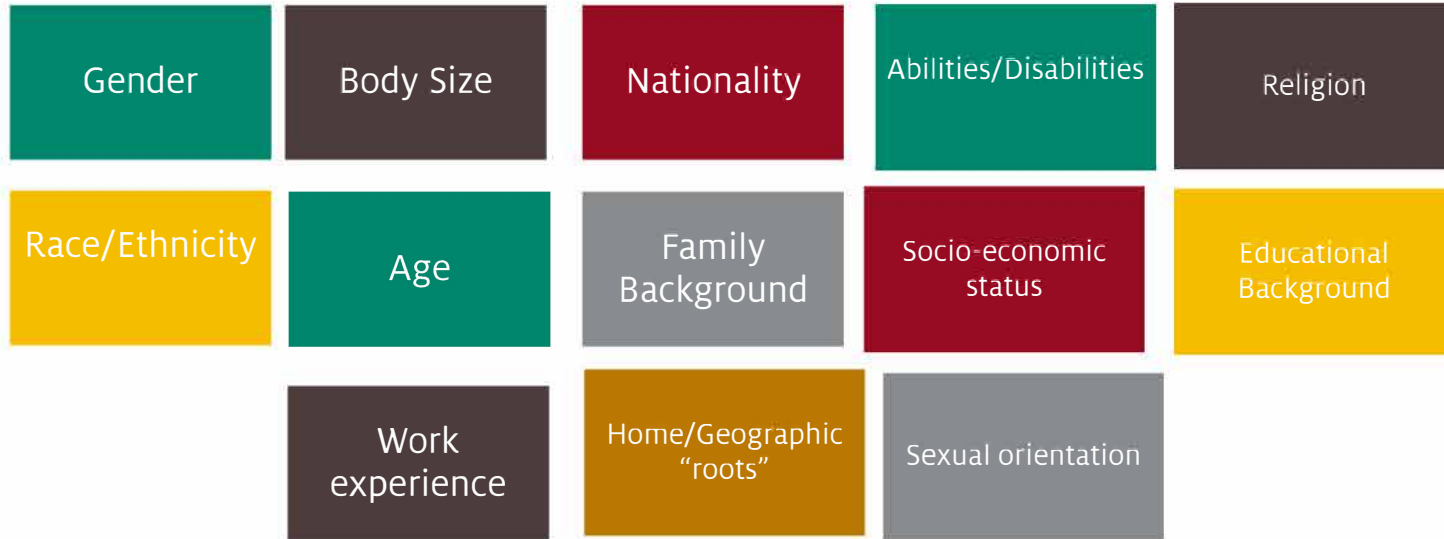
- Sex
- Gender Identity
- Ethnicity
- Culture
- Occupation
- Marital/Parental Status
- Abilities
- Values
- Education Level
- Religion
- Language

VISIBLE

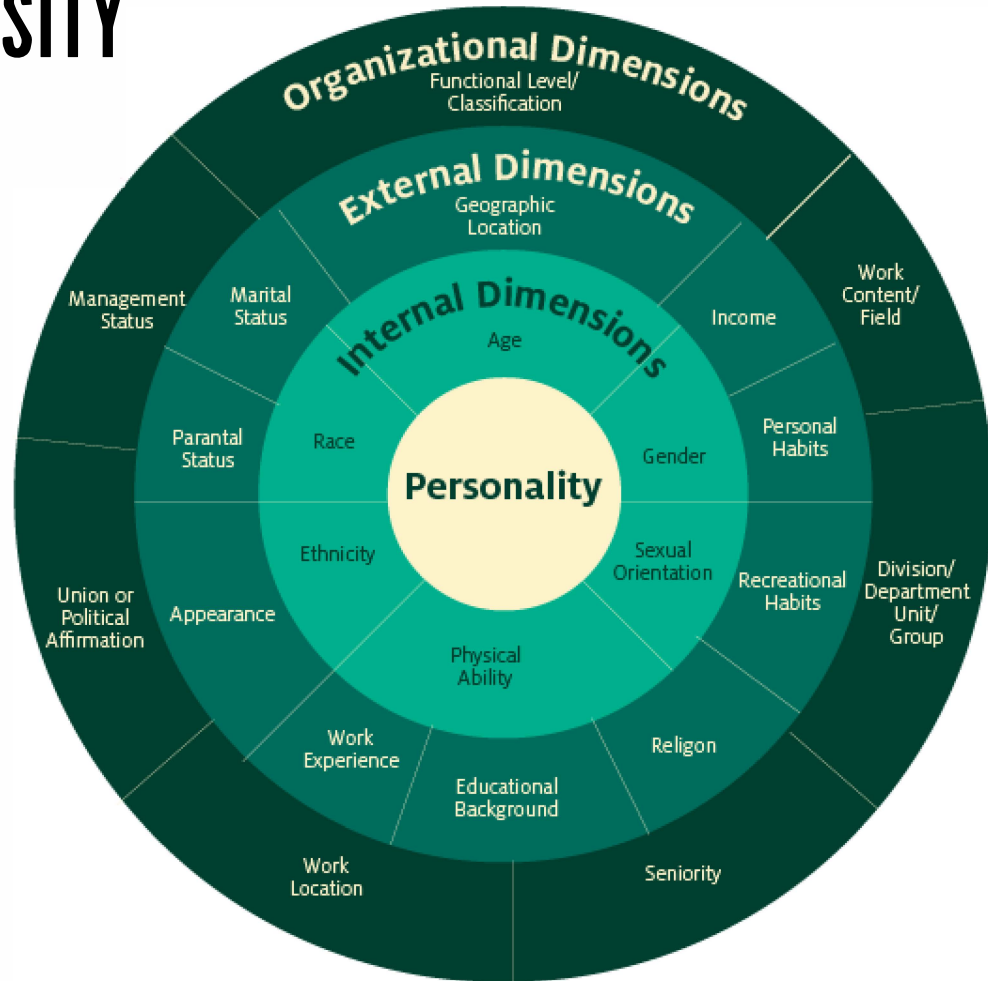
INVISIBLE



13 Dimensions of Diversity



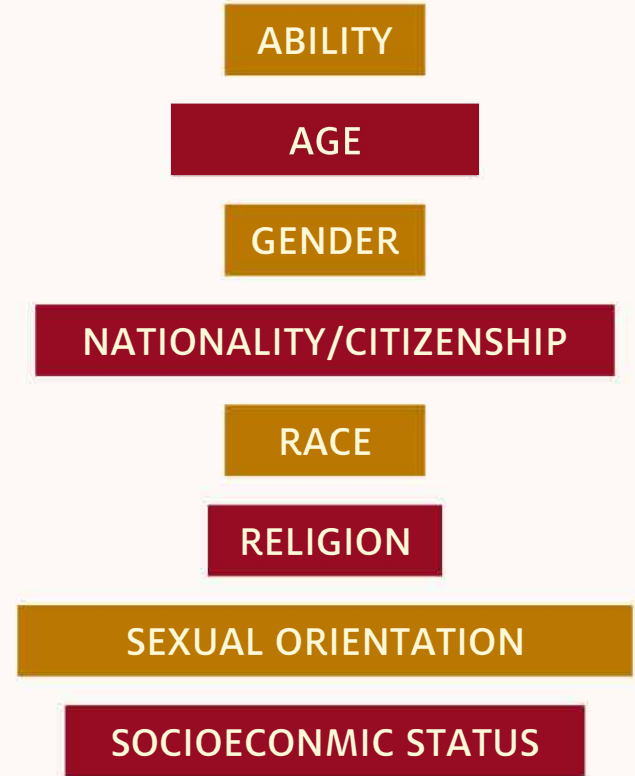
DIMENSIONS OF DIVERSITY





THE BIG 8

Socially Constructed Identities





What Identity do you feel people see when they first meet you?

What Identity do you think about the most?

What identity impacted you growing up?

What identity do you think about the least?

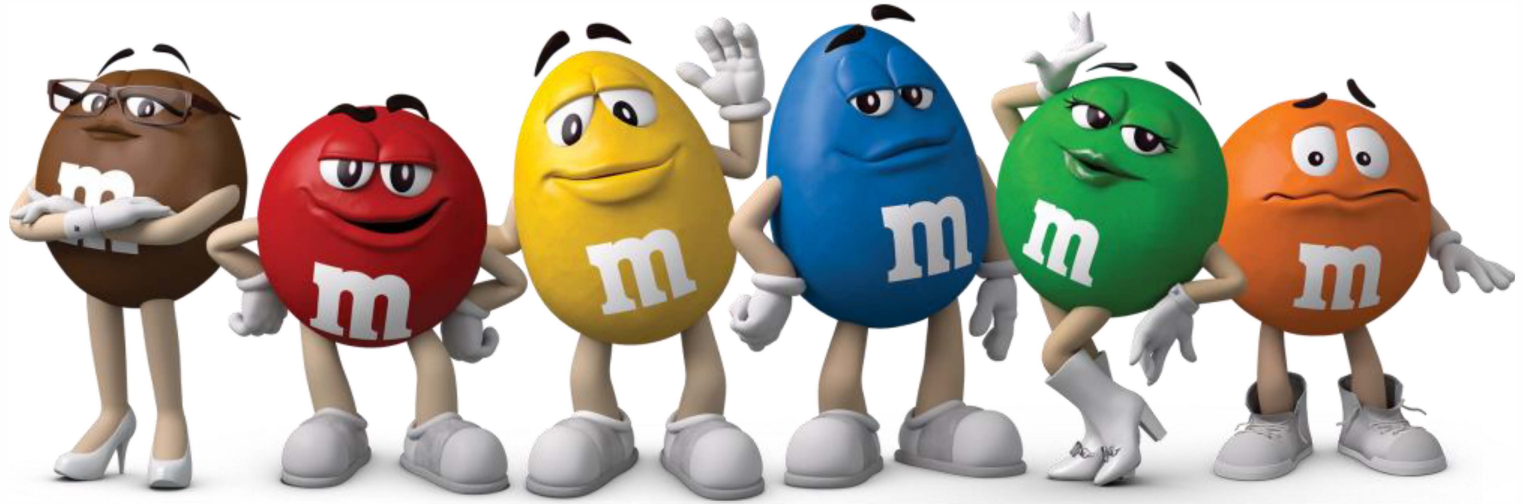
What identity do you see when you first meet others?

Which identity do you consider the most in your role as an O-Team Leader?

You, Me, and Our Identities

Conversation Time:

“Humans are like a bag of M&M’s.



We're different on the outside, but the same on the inside.”

Inclusion.

What is that!?

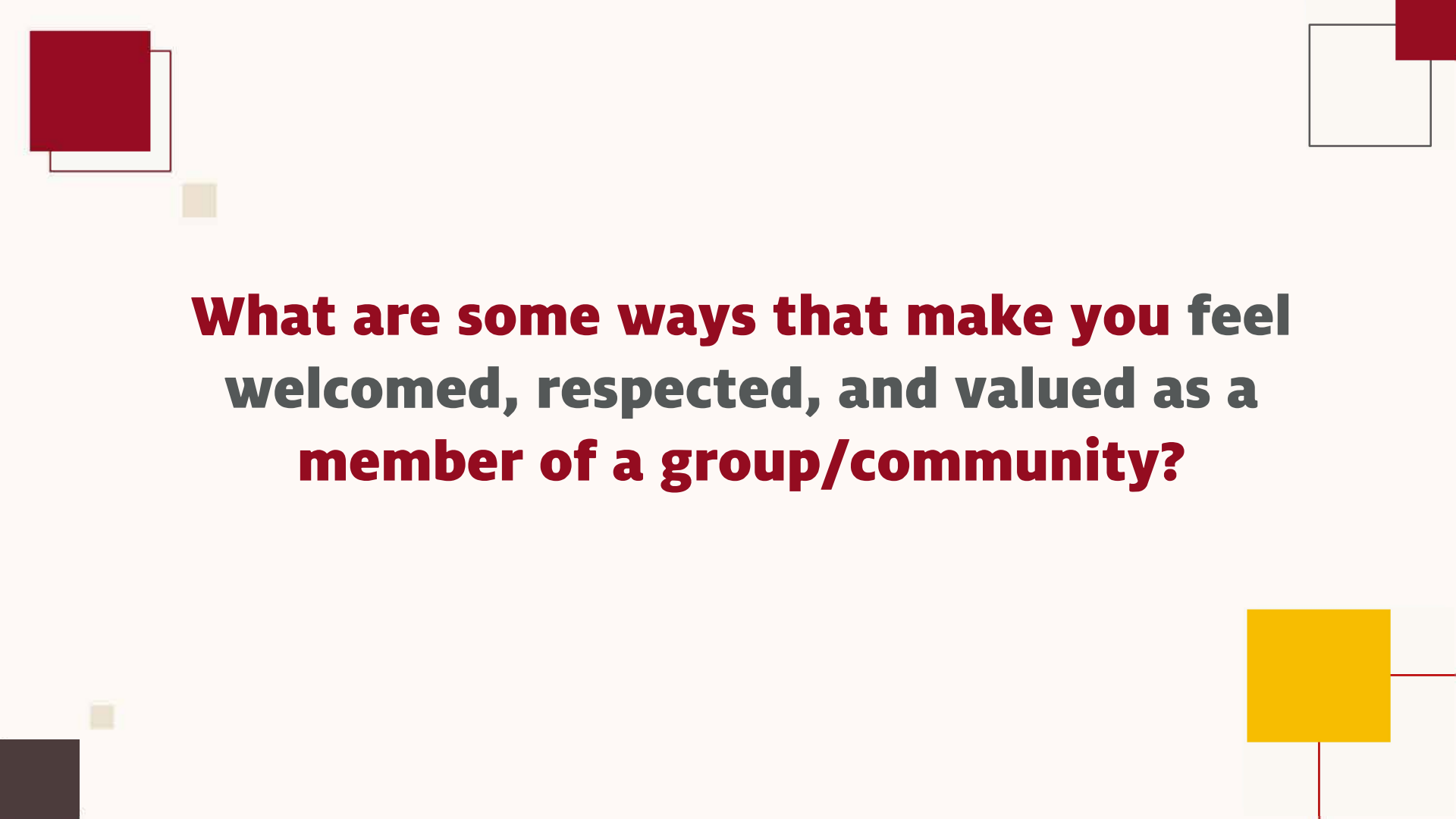


Inclusion



The act of creating involvement and empowerment environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. It is an inclusive and welcoming climate with equal access to opportunities and resources that embrace differences and offers respect in words and actions for all people.

Inclusion does not suppress differences; it empowers them.




What are some ways that make you feel welcomed, respected, and valued as a member of a group/community?

Think – Pair – Share

- Share a time you were particularly happy to be part of one of your identities
 - Share a time you felt discriminated against because of one or both of their identities (at work or in a learning environment)
 - Share a stereotype you have heard about one dimension of their identity that fails to describe you accurately and how that stereotype makes you feel
-

Think – Pair – Share



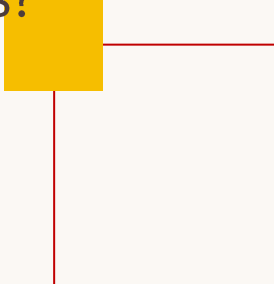
- Share a time that you felt uncomfortable/awkward with a someone because of an identity or cultural difference
 - The partner who is not sharing should remain silent & practice active listening skills
 - Switch
 - What are your thoughts?
- 

**How does this conversation relate to your role
as an O-TEAM leader?**



Why is diversity important ?



- How do your identities show up in your leadership roles?
 - How are your experiences at UH different than other environments?
 - Is being around diversity always comfortable? Why or why not?
 - What are some ways that we can be more inclusive leaders?
- 

Personal Practice

Challenge yourself to be honest and open and take risks to address racism, sexism, homophobia and transphobia head on.

When you witness or experience an abuse of power or oppression interrupt the behavior and address it later, either one on one, or with a few allies; this is about ways to address oppressive behavior that will encourage change.

Challenge the behavior not the person. Be sensitive and promote open dialogue.

Don't generalize feelings, thoughts, behaviors, etc. to a whole group.

Points for Personal Practice

- Challenge your assumptions about others
 - Use appropriate language
- Use open-ended, non-judgmental questions
 - Don't assume everyone is like you

Pick a side!

Intention is more important

OR

Impact is more important



Points for Personal Practice

You are responsible for setting the tone and connecting the dots for incoming students who are beginning to draw their UH Picture.



What to expect:

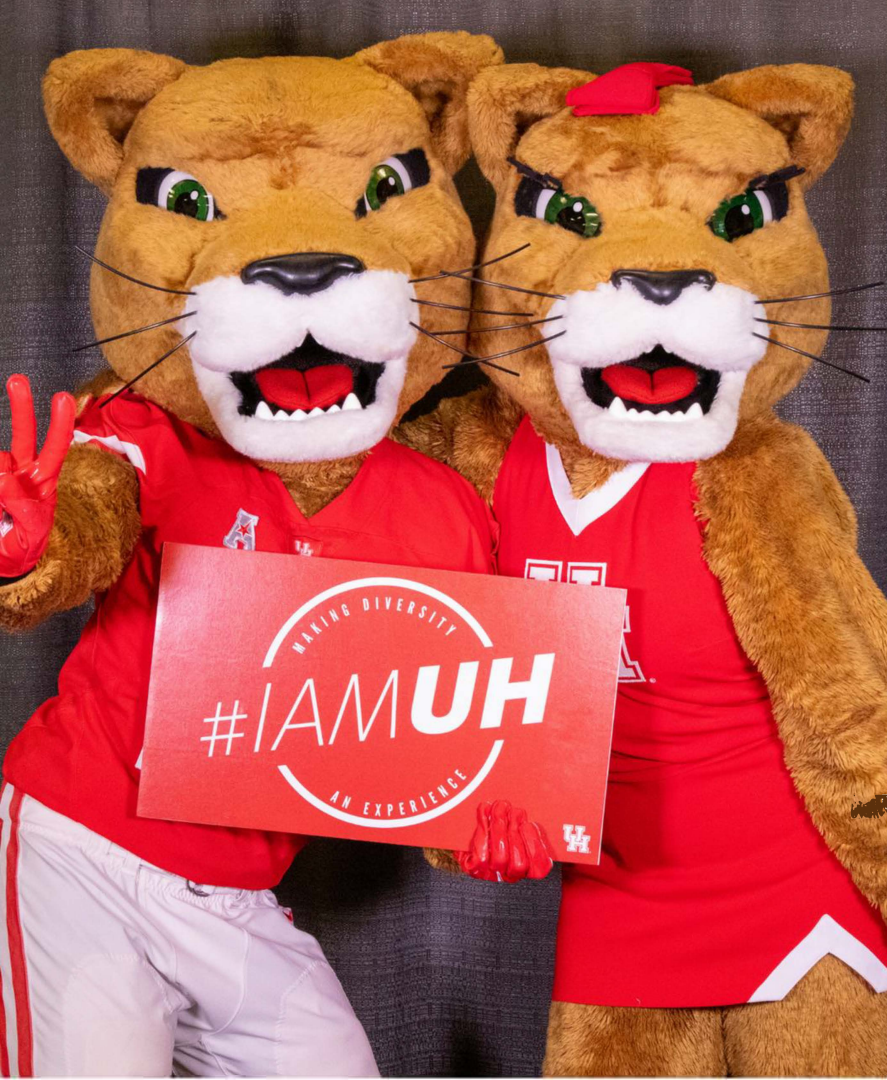
Day one

3:25 – 3:55 p.m. – Large group presentation by CDI Staff

- Giveaways
- Try to be engaging and energizing
- Various staff presenters
- Sometimes engage students, including you

4:00 – 4:30 p.m. – Small group discussions

- Opportunity to dig in deeper with small-group
- Share about yourself, to model the way, but not make the session about you
- Start deeper exploration of students thinking about who they are, what they want to bring and be able to talk or share that with others.
- Make a connection with one other person within shared identity or across difference.



What is your #IAMUH Story?

What identity has developed as a result of being at UH? What UH experiences contributed to that? Think of 1-3 specific stories or examples



What is your #IAMUH Story?

#IAMUH is a campaign that highlights and celebrates the many diversities and unique stories that can be found within the University of Houston community. All Cougars are invited to share stories, strengths and personal attributes that connect them to UH. The challenge is to encapsulate these thoughts in 140 characters or less.

THANK YOU

Questions?

Please complete the evaluation

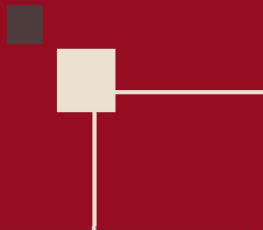
macrook@uh.edu

713-743-6699

www.uh.edu/cdi



**END OF
PRESENTATION**





DEI

Your Turn!

Create your own diversity statement highlighting **how** you plan to learn about the different cultural identities on campus.

UH Diversity and Inclusion Statement

The University of Houston **embraces diversity** and **recognizes our responsibility to foster an open, welcoming environment** where students, faculty and staff of all backgrounds can collaboratively learn, work and serve. We value the academic, social, and broader community benefits that arise from a diverse campus and are **committed to equity, inclusion and accountability**. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission. We commit to **engaging in an ongoing dialogue** to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually **strive to work together to** address the challenges of the future in a way that **removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect**. The competencies gained through diverse experiences across campus prepare all of our students, staff and faculty to thrive personally and professionally in a global society.

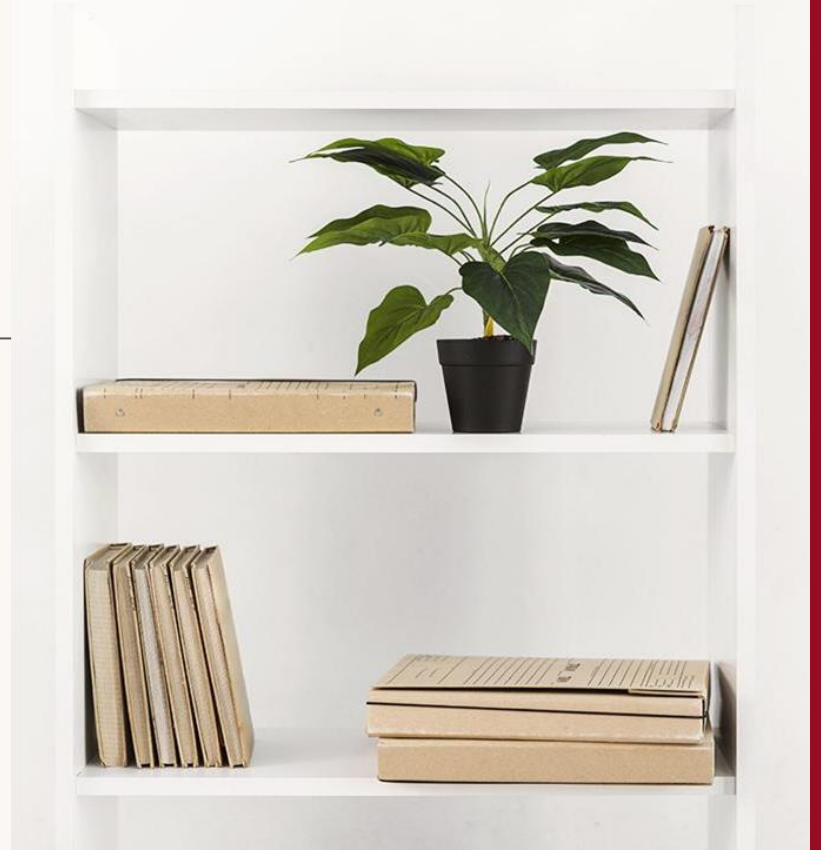
Thanks!

Do you have any questions?
youremail@freepik.com
+91 620 421 838
yourcompany.com



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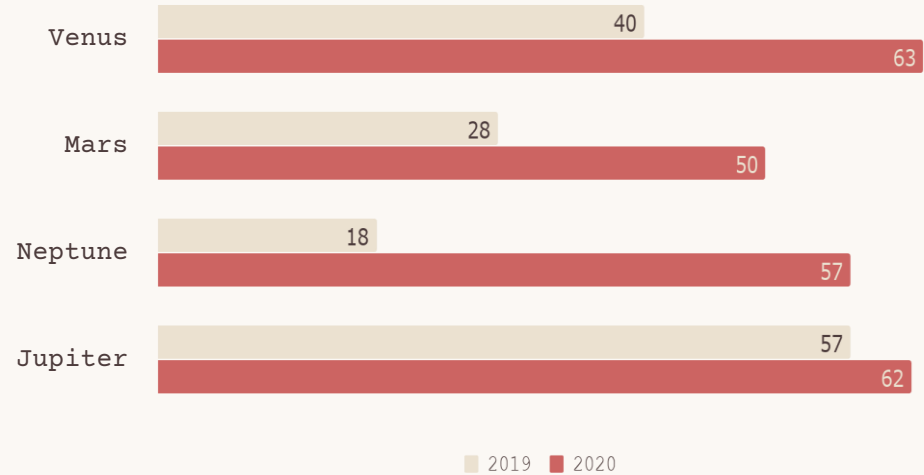




Here's a Graph

Tendency

Jupiter is a gas giant and the biggest planet in the Solar System. It's named after the Roman god of the sky and lightning



To modify this graph, click on it, follow the link, change the data and replace it



Reviewing Concept Is a Good Idea

Mercury

It's the closest planet to the Sun,
but not the hottest

Venus

It's named after the Roman
goddess of love and beauty

Saturn

It's composed of hydrogen and
helium. It has rings

Mars

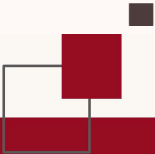
Despite being red, Mars is
actually a cold place

Neptune

Neptune is the farthest planet
from the Sun

Jupiter

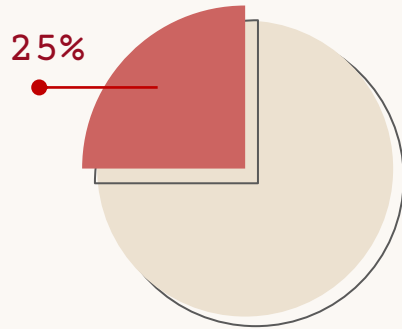
It's the biggest planet in the Solar
System





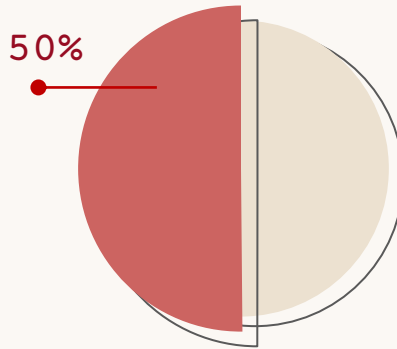
Look Inside

Mercury



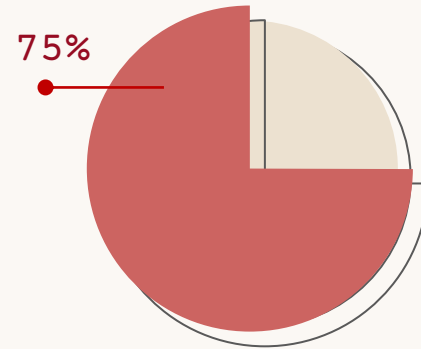
Mercury is the closest planet to the Sun

Venus



Venus is the second planet to the Sun

Uranus



Uranus is the seventh planet from the Sun



Infographics Always Help

Mercury

Mercury is the closest planet to the Sun



Venus

Venus is the second planet to the Sun



Neptune

Neptune is the farthest planet from the Sun



Uranus

Uranus is the seventh planet from the Sun





Tables Are Useful

	Issue 1	Issue 2	Issue 3
Venus	12	32	19
Mercury	67	31	21
Mars	67	28	22





Current Visitors

- **Venus**

Venus is the second planet from the Sun

- **Neptune**

Neptune is the farthest planet from the Sun





Our Timeline



Venus

Venus is a planet with a beautiful name



Mercury

Mercury is the closest planet to the Sun



Mars

Despite being red, Mars is a cold place



Jupiter

It's the biggest planet of them all



Neptune

It's the farthest planet from the Sun





2,000,000

Great numbers fall in love
and their explanations impress



333,000.00

Earth's is the Sun's mass

24h 37m 23s

Is Jupiter's rotation period

386,000 km

Is the distance between Earth and the Moon

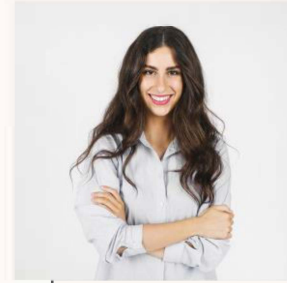


Our Team



Simon Heimat

You can replace the image on the screen
with your own



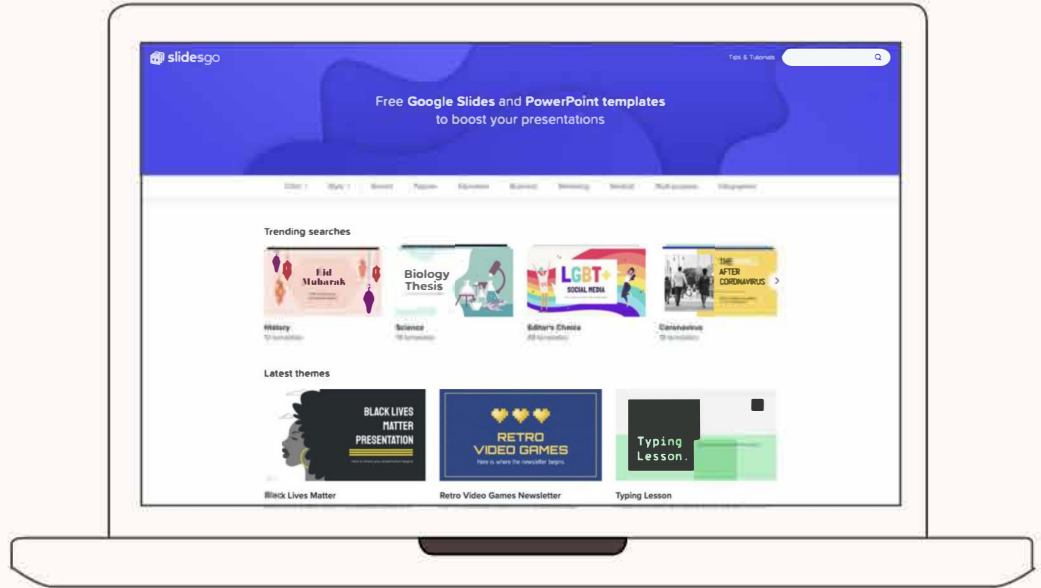
Chris Heimat

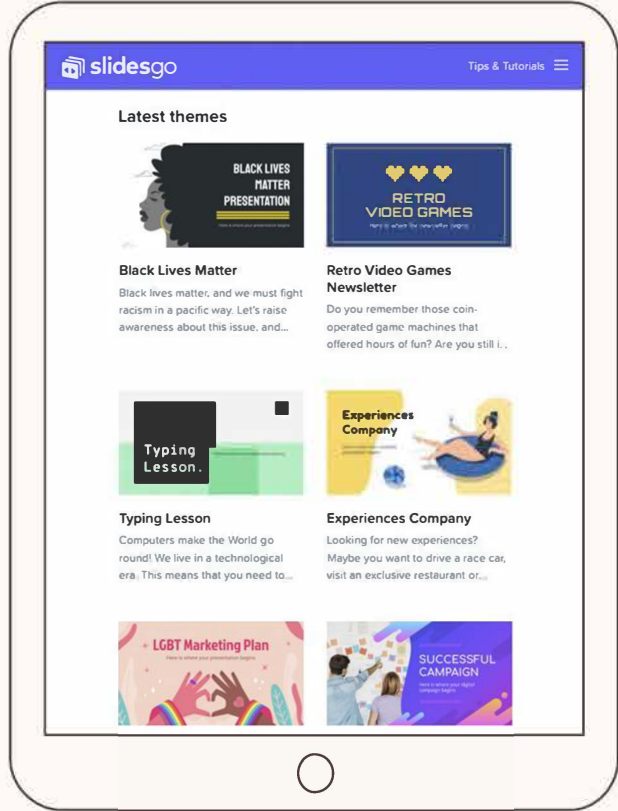
You can replace the image on the screen
with your own



Desktop Software

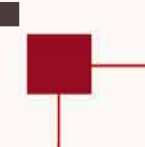
You can replace the image on the screen with your own work



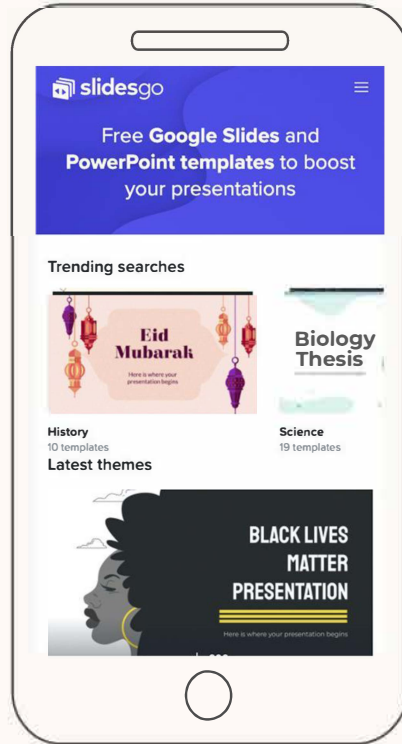


Tablet App

You can replace the image on the screen with your own work



Mobile Web



You can replace the image on the screen with your own work

Latest Works



Our Best Works

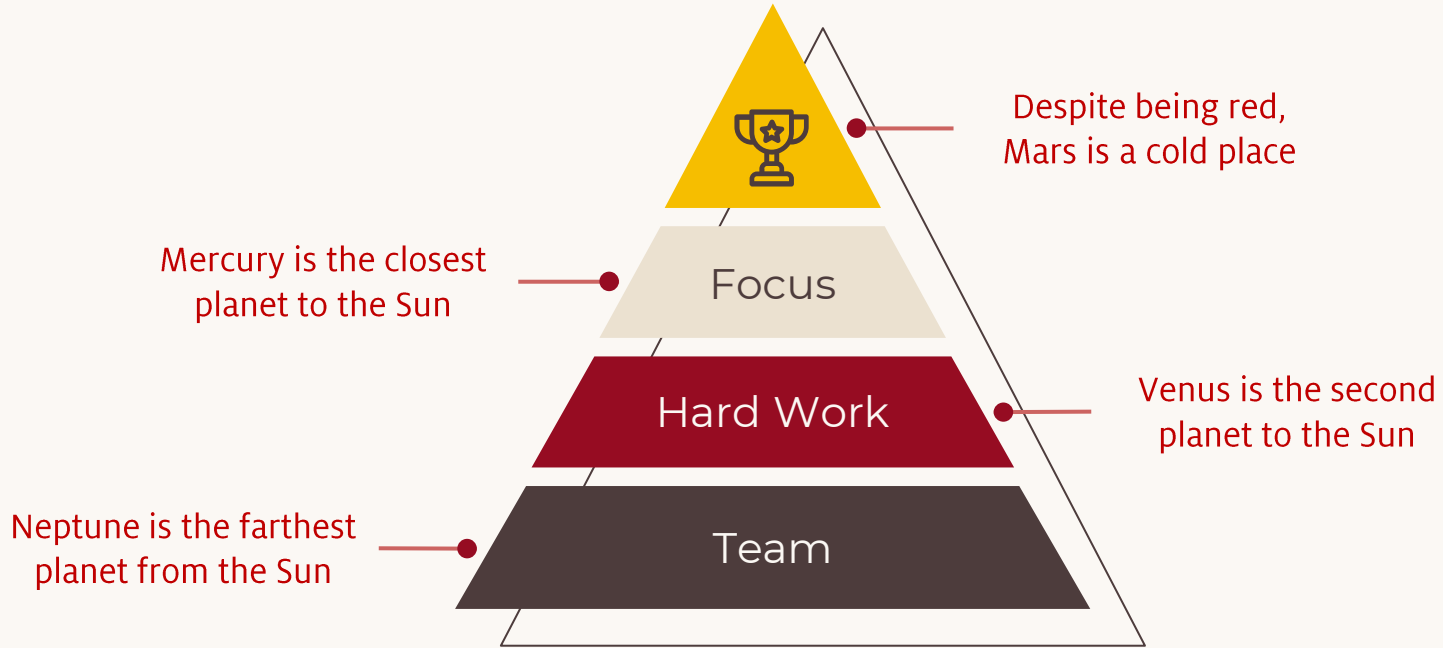


Mercury is the smallest planet in the Solar System



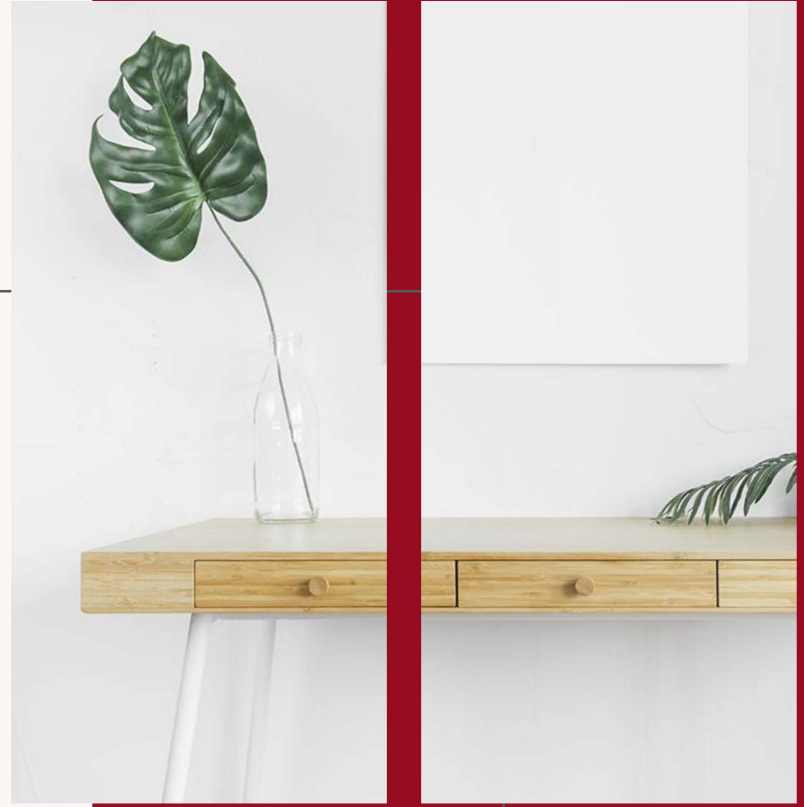
Venus is named after the Roman goddess of love and beauty

Our Pillars



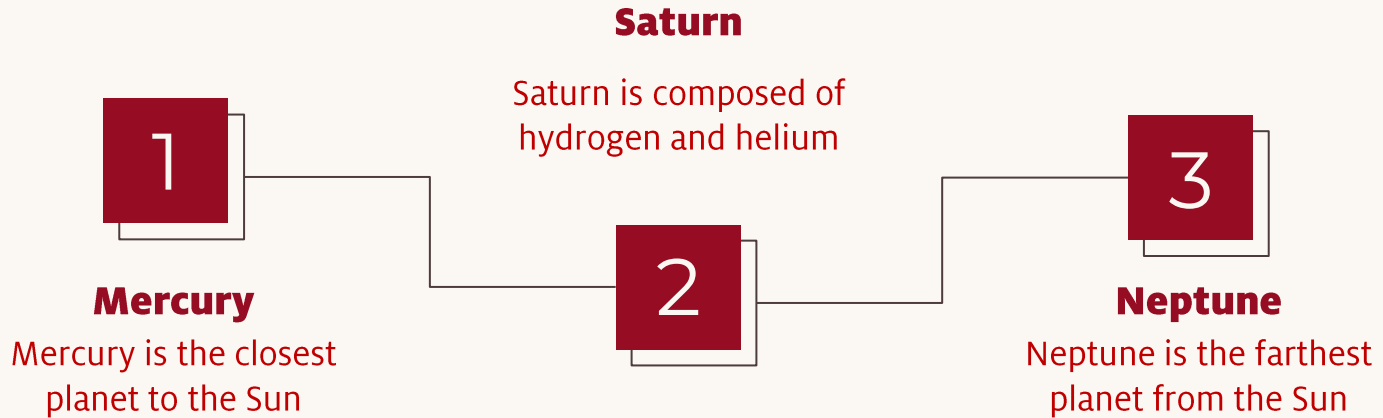
Philosophy

- Mercury is the closest planet to the Sun and the smallest one in the Solar System, but it's actually not the hottest
- Venus is named after the Roman goddess of love and beauty. It's the second planet from the Sun and it is also terribly hot





Timeline Looks Fine



Our Goals

You could enter a subtitle if you need
it

1. This is an item in your list
2. This is an item in your list
3. This is an item in your list
4. This is an item in your list

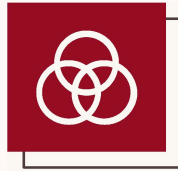


Our Services



Jupiter

It's the biggest planet in the Solar System



Mars

Despite being red, Mars is actually a cold place



Neptune

Neptune is the farthest planet from the Sun





Alternative Resources

Photos

- Woman on the phone at home while working
- Side view of woman at desk working from home with copy space
- Woman working from home
- Top view desk concept with laptop
- Plants with empty frame and sofa
- Table with plants next to frame
- Decorative flower stand with frames
- Desk office





Resources

Photos

- Top view desk with office supplies
- Desk office I
- Desk office II
- Desk office III
- Bright cosy modern kitchen with island
- Close-up modern minimalist desk
- Modern bright minimalist bedroom
- Modern industrial wooden staircase
- Minimalist composition with modern furniture
- Student listening to online courses e-learning concept
- Stylish modern kitchen area with island
- Nordic style office with desk and chair
- Nordic style bookshelf with plant

Vectors

- Responsive web design flat graphics



Intent vs. Impact

Michael Crook (he/him/his)
Assistant Director, Center for Diveristy and Inclusion

UNIVERSITY of
HOUSTON
CENTER for DIVERSITY & INCLUSION

Congratulations!



Visit
www.uh.edu/csi/leadership
to learn more!

By attending today's workshop, you are one step closer to completing your RISE Diversity Leadership Certificate!

Learning Outcomes

- Increase awareness of how actions and words can impact others in a way not intended
- Identify the difference between microaggressions, microinsults, microinvalidations, and microassaults
- Discuss how microaggressions may negatively influence others in a personal and professional setting
- Discover strategies to address microaggressions and create a supportive and inclusive campus environment.

Community Agreements

Welcome multiple
viewpoints and
experiences

Own intentions
and impacts

Take risks: Lean
into discomfort

WAIT:
Why am I talking?
Why aren't I talking?

Actively listen

Challenge yourself!

Confidentiality:
Stories Stay,
Lessons Leave



You may feel...


- Anxious
- Nervous
- Excited
- Challenged
- Board
- Confused
- Engaged
- Otherwise...

...but, stick with me!



Inclusion

Inclusion is the action that creates a culture and work environment where people feel heard, valued, treated fairly and equitably, and respected for who they are with equal access to opportunities and resources, and with respect for the value their background and insight can bring to the workplace.



“You don't understand”

“But, you should”

“Can I touch
your hair?”

“You're lucky that's a
affirmative action”

“You're pretty
in an adult way”

“You don't
understand”



Microaggressions

Chester M. Pierce, MD

First proposed by psychiatrist in the 1970's

Verbal, nonverbal and environmental slights, snubs, or insults that communicate hostile, derogatory or negative messages to people based upon their marginalized group.

Intentional
or
Unintentional

**Include hidden
messages**



Microaggressions

Dominant Group

White people
Men
Christians
Heterosexuals
Middle-Aged
Middle to upper-class people
Able-bodied people

Marginalized Group

People of Color
Women and Transgender People
Non-Christians
Gays, lesbians, bisexuals
Young and very old people
Poor to working class people
People with disabilities

Group Differences

Intersectional Identities

Intersectional microaggressions are subtle forms of discrimination that may occur as a result of an individual's multiple identities



Ability
Age
Ethnicity
Gender
Gender Identity and/or Expression
Race
Religion
Sexual Orientation

Three Types of Microaggressions

01

MICROASSAULTS

02

MICROINSULTS

03

MICROINVALIDATIONS

Definition

Often conscious biased beliefs or attitudes that are held by individuals and intentionally express or act out overtly or covertly toward a marginalized person or socially devalued group

Characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.

Intent v. Impact Example

Displaying swastikas or deliberately serving a white person before a person of color in a restaurant. Or a person telling a racist joke and then saying, "I was just joking"

(Sue, 2010;



Intent V. Impact



Intent V. Impact

Definition

Often unconscious verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity.

Unintentionally discriminatory

Intent v. Impact

An example is an employee who asks a colleague of color how she got her job, implying she may have landed it through an affirmative action or quota system.

Or, “your people must be so proud” to an Indian doctor

(Sue, 2010)



Intent V. Impact



Intent V. Impact

Definition

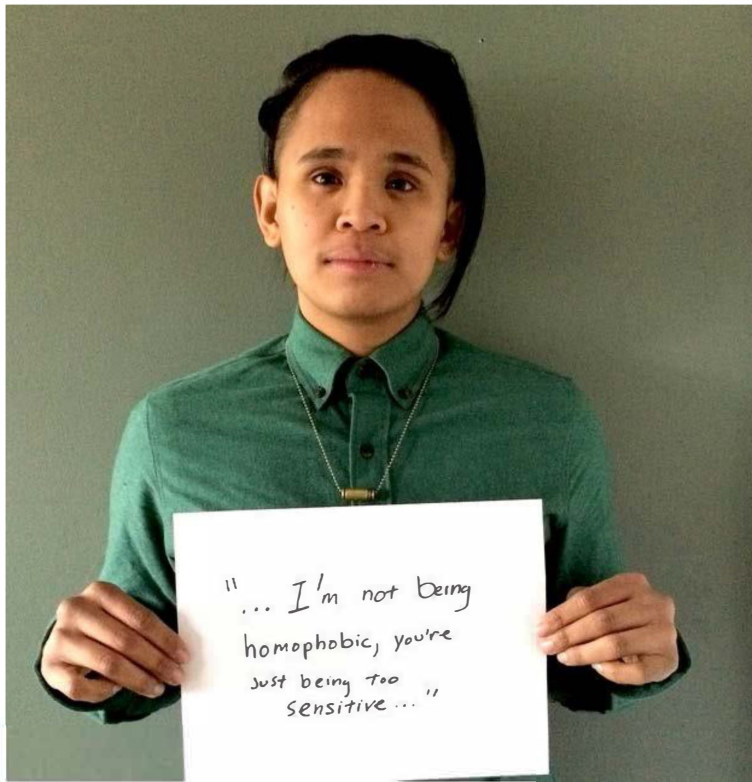
Often unconscious communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color or person with a minoritized identity

Intent v. Impact

For instance, white people often ask Asian-Americans where they were born, conveying the message that they are perpetual foreigners in their own land.

“I don’t see color” or “We are all human beings” or “You’re just trying to be politically correct”

(Sue, 2010)



Intent V. Impact



Intent V. Impact



Environmental Microaggressions

Racial assaults, insults and invalidations that are manifested on systemic and environmental levels



Intent V. Impact

- “Do you really need to eat that?”
- “All of the ‘independent women’ I knew eventually settled down and got married. Your instinct will kick in soon.”
- “Don’t try to Jew me down.”
- Job advertisement that wants to hire a “recent college grad.”

Intent V. Impact

Questions to Consider

- Did that really just happen?
- Was (race/gender/sexual orientation/ability) involved?
- Should I react? If I react, what are the consequences?
 - Physical safety
 - Psychological safety
- If I do not react, what are the consequences?

What are some ways that you could react?

P.O.P

Pile on Principle

(Cullen, M., 2008)

Negative Effects of Microaggressions

Acute
emotional
reactions

Belittlement

Alienation

Anxiety

Anger

Rage

Chronic
Mental Issues

Depression

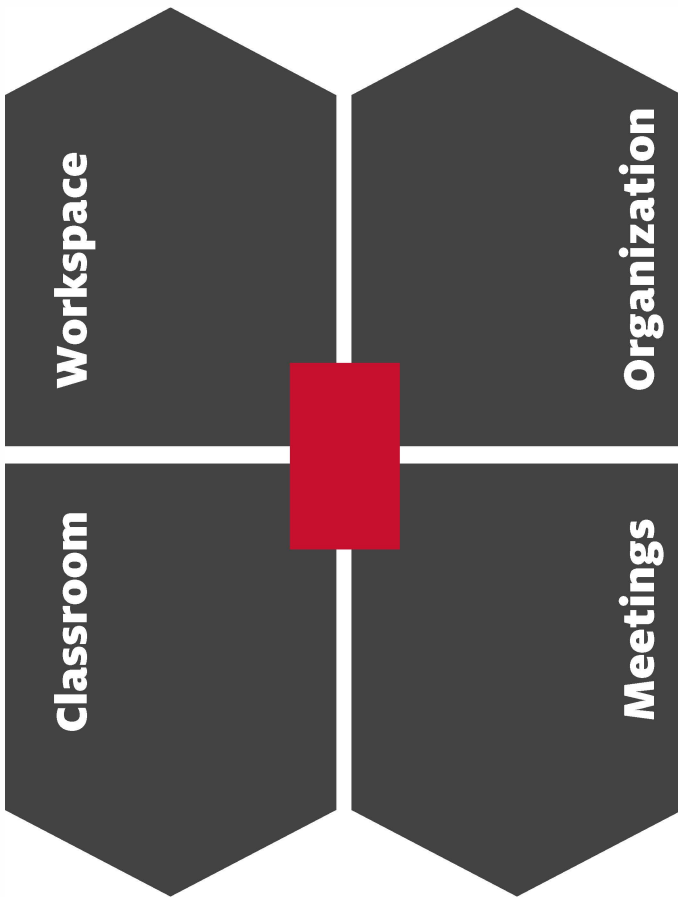
Frustration

Sadness

Trauma

Others?

Examples of Microaggressions in everyday life



TOOL: INTERRUPTING RACIAL AND INTERPERSONAL MICROAGGRESSIONS

RIMA THEME AND EXAMPLE	THIRD PARTY INTERVENTION EXAMPLE	COMMUNICATION APPROACHES
Alien in One's Own Land		INQUIRY:
To Latinos or AAPI folks from U.S.: "Where are you <i>really</i> from?"	"I'm just curious. What makes you ask that? I already told you that I am from Colorado."	Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.
Ascription of Innate Ability versus Hard Work:		KEY PHRASES:
To an AAPI person, "Of course you got an 'A', you are Asian!"	"It sounds like you think I get As because I am AAPI and not because I studied. What makes you believe that?"	"Say more about that." "Can you elaborate on your point?" "It sounds like you have a strong opinion about this. Tell me why." "What is it about this that concerns you the most?"
Color-Evasive Racism:		PARAPHRASE & REFLECT:
"I don't see race."	"When you say that, it does not acknowledge my experiences, culture, and language."	Reflecting on essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and reduces defensiveness. Reflect with speaker on both content and feelings as appropriate.
Myth of Meritocracy:		KEY PHRASES:
"Everyone can succeed in this society, if they work hard enough."	"So, you feel that everyone can succeed if they work hard enough. Can you share examples?"	"So, it sounds like you think..." "You're saying..." "You believe..."
Pathologizing Expression & Communication Styles:		REFRAME:
To Black student, "Why do you have to be so loud/animated? Just calm down."	"It appears you were uncomfortable when ___ said that. I'm thinking that there are many styles to express ourselves. Let's talk about how can we honor all styles of expression?"	Create a different way to look at a situation. KEY PHRASES: "What would happen if?" "Could there be another way to look at this....?" "Let's reframe this..."
Second-Class Citizen		"How would you feel if this happened to your ___?"
You notice that your female colleague is frequently interrupted during a committee meeting	"Responder addressing the group: ___ brings up a good point. I didn't get a chance to hear all of it. Can we ask ___ repeat it?"	
Assumptions about intelligence and academic success		INQUIRY & ACCURATE INFO:
To a BIPOC woman: "I would've never guessed that you are a scientist." Or: "You read well!"	"I'm wondering what message this is sending her. Do you think you would have said this to a white male?"	KEY PHASES: "What does a scientist look like?" "She has a Ph.D.; she should be able to read well!"
Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBaron (2008); Peavey (2003); Sue (2010).		

Creating an Inclusive Campus is everyone's responsibility

Lead by Example

What can YOU do differently?

Admit when you make mistakes.

No need to defend yourself; just apologize and reflect

Have conversations with people different than you

And listen

Creating an Inclusive Campus is everyone's responsibility

**Acknowledge your
privilege**

We all have it. How might yours be getting in the way of your relationships

**Validate others'
experience**

You dont have to agree.
You can ask questions if you dont understand.

**Provide a safe
space**

Speak up; be an ally

Diversity Related Campus Resources

A.D. Bruce Religious Center

Counseling and Psychological Services (CAPS)- Let's Talk

[Center for Students with Disabilities](#)

Coogs Get Consent

Cougars in Recovery

Center for Diversity and Inclusion

Equal Opportunity Services (EOS)

International Student and Scholar Services (ISSO)

LGBTQ Resource Center

SMART Coogs

Student Advocacy and Support Services

[Urban Experience Program \(UEP\) Center for Student Empowerment](#)

Veteran Services

Women and Gender Resource Center

CENTER FOR DIVERSITY AND INCLUSION

MISSION

To foster an inclusive university community by providing services, programs, and support that engage, empower, and educate our highly diverse student population, and faculty and staff partners.

WHAT WE DO ?

- Student Leadership Opportunities
- Diversity Workshops
- Cultural Programs

CONNECT WITH US!

 @UHCDI  @UH_CDI

 Student Center South - Suite B 12

UNIVERSITY of HOUSTON | CDI



This worksheet is part of a curated selection of Diversity, Equity and Inclusion exercises maintained by the UH Center for Diversity and Inclusion. It is intended to provide an engaging, hands-on activity that allows participants to gain a greater understanding of Diversity, Equity and Inclusion topics.

The Person I Least Want To Be

Purpose:

To stimulate small and large group discussion about what it means to be in a minority group. It helps get “stereotypes” out into the open so that they can be discussed. Also, to consider what mitigating factors might lessen the impact of being in that group. This lesson can build empathy for students who may be seen as at a disadvantage academically, socially or otherwise. Further, it can highlight the importance of support systems for all students.

Directions:

- 1 Post signs with the statements in different areas of the room (see pages following these directions)
- 2 Ask participants to walk around and read the signs-then stand beside the person they would least want to be.
- 3 Get each group to discuss their choice with each other.
- 4 Then go around and ask members of each group to explain their choice.
- 5 Repeat this process with a new task-get people to stand beside the person they would most want to be.

Also for discussion: Ask each group to discuss the emotional components of their choice. Ask them to discuss the relationship between their choice and stereotypes. What categories might be useful?

(Print the next 5 pages to post in the classroom for this lesson).

**Single Mom In
Mid30's (w/2
small children
and a full
scholarship)**

**New Student
From South
America (who
doesn't know
anyone @
Cortland or in
the area)**

**African-
American
Student (who
went to a
predominately
black high
school)**

**Wheelchair
Bound
Student (senior,
Computer
Science Major
who already
has a great job)**

Gay Student

w/a

good Support

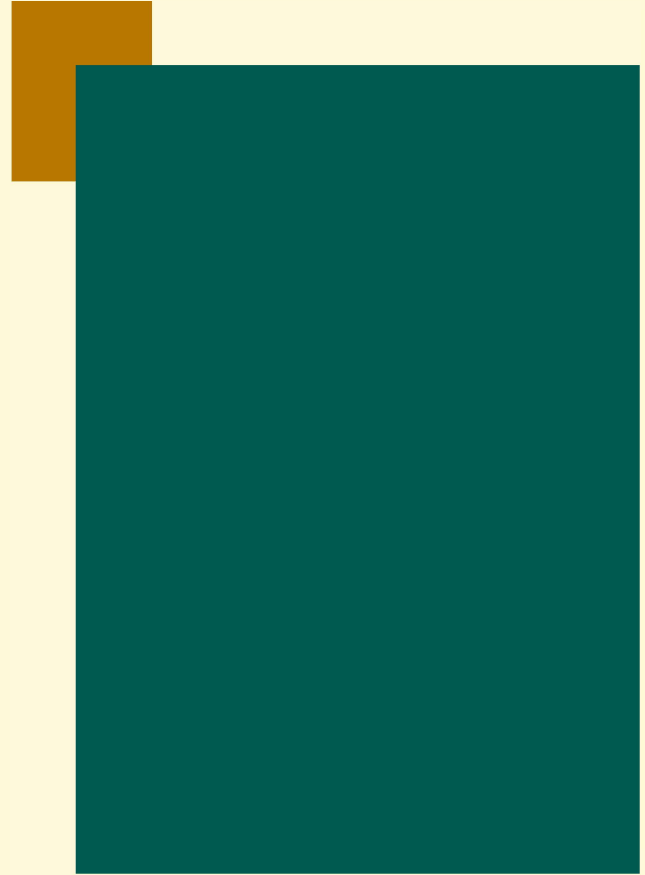
System on

Campus



Power & Privilege

Kendall M. Wright, M.A.





Learning Outcomes



Explore

the concepts of power and privilege



Identify

strategies to promote equity in society



Create

an awareness of the advantages and disadvantages of power and privilege



Describe

inclusive personal practices that promote ally behavior

Agreements

Welcome multiple viewpoints/experiences
Own your intentions and your impacts
Work to recognize your privileges
Take risks: lean into discomfort
Step back
Actively listen
Challenge with care
Confidentiality

You may feel...

- Anxious
- Nervous
- Curious
- Guilt
- Defensive
- Confused

...but stick with us!

Who has the most power?


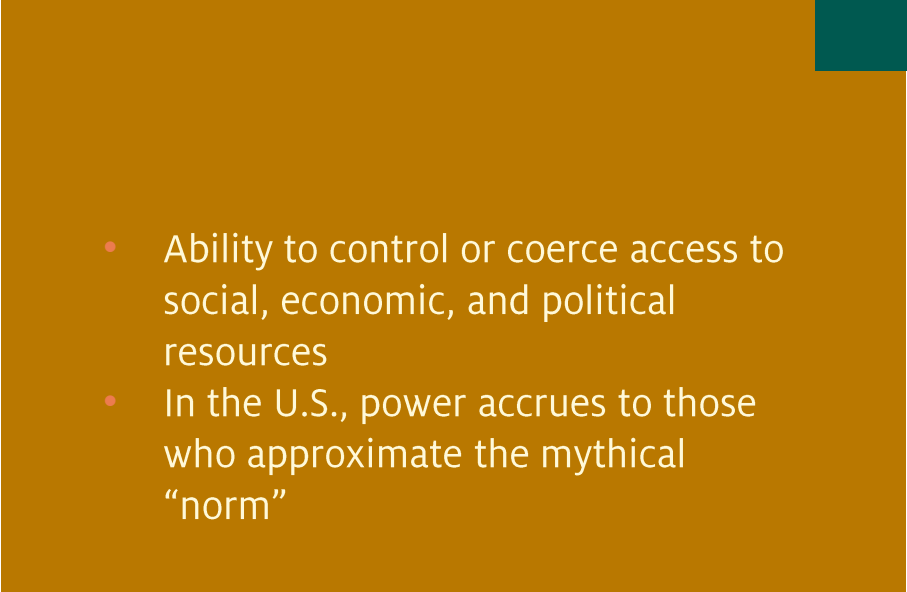
- Age
- Gender
- Race/Ethnicity
- Nationality
- Citizenship
- Sexual Orientation
- Educational Background

Identity and Social Positioning

- Because of how society is organized, some identities carry more power than others
- Our identities are related to social positioning – how we are ranked in society
 - These differences are ‘socially constructed’. They are not a social reality, but have real consequences
- Our society is organized to use different categories to:
 - Devalue/Empower
 - Oppress/Privilege
 - Exclude/Include
 - Difference positioning confers different opportunities – unequal access to resources



What is Power?

- 
- 
- Ability to control or coerce access to social, economic, and political resources
 - In the U.S., power accrues to those who approximate the mythical “norm”

Forms of Power

Power – over:

power that is used in discriminatory and oppressive ways. Having power over others and therefore domination and control over others (e.g. through coercion and violence.)

Power - with

power that is shared with all people in struggles for liberation and equality. Using or exercising one's power to work with others equitably (e.g. a social movement).

What is Power?

Perceived Identity	Power	Limited Power
Gender	Male	Female/Transgender
Race/Ethnicity	White/Caucasian	People of Color
Sexuality	Heterosexual	LGBQ
Physical Ability	Able-bodied	Differently Abled
Age	35-55	Under 35, Over 55
Job Title	CEO/President	Entry Level
Religion	Christian	Non-Christian, Non-Religious
Socioeconomic Status	Upper Class	Working Class

Top 9 Ways People Give Away Their Power



The use of minimizing language



Unnecessary apologies



Letting others take credit for ideas



The hesitancy to self-promote



Not understanding or using our influence

Top 9 Ways People Give Away Their Power



A lack of allies and
champions



A desire to be liked



Being reactive, not
proactive



Not leveraging
relationships

What is Privilege?

Privilege: “an invisible
package of unearned assets”
– Peggy McIntosh

Any unearned benefit or
advantage one receives in
society by nature of their
social identities

Privilege is relative. Can
seem invisible, natural, and
taken for granted

Why Does Privilege Make Some People Angry?

- Because of how society is organized, some identities carry more power than others
- Our identities are related to social positioning – how we are ranked in society
 - These differences are ‘socially constructed’. They are not a social reality, but have real consequences
- Our society is organized to use different categories to:
 - Devalue/Empower
 - Oppress/Privilege
 - Exclude/Include
 - Difference positioning confers different opportunities – unequal access to resources



Power and Privilege

- Privilege and power are closely related; privilege often gives a person or group belonging to a particular identity group power over other identity groups
- At other times, the benefits are more subtle and invisible and involve certain pressures being taken off the privileged groups and focused on others, such as people from a minority groups being much more likely to be targeted and harassed by police.

Privileges

01. I have never had an addiction.

02. I can hear what's going on around me without using an assistive device.

03. I have never been told that my sexuality is just a phase.

04. If I have children and a successful career, few people will ask me how I balance my professional and private lives.

05. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.



Privileges

- 06. When I ask to see the “person in charge,” odds are I will face a person of my sex.
- 07. In general, I am not under any pressure to be thin or to worry about how people will respond to me if I’m overweight

- 08. I can do well in a challenging situation without being called a credit to my race.
- 09. Places to worship or practice my religion are numerous in my community.
- 10. I do not need to worry about the ramifications of disclosing my religious identity to others.



Privileges

11. I have never been called a terrorist.

12. I have taken a vacation outside of the country within the past three years.

13. I have never been homeless.

14. I have never been cyberbullied for any of my identities.

15. I have a savings account with at least a month's rent and bills set aside in case of emergency.



Privileges

16. When I apply for jobs, my legal right to work in this country will probably not be questioned.

17. The history of my country is an integrated part of the basic U.S. education curriculum.

18. I am able to express my affection to my significant other in most social situations and without expecting hostile or violent reactions from others

Types of Privileges that came up



Class Privilege



White Privilege



Heterosexual Privilege



Able-bodied Privilege




Religious Privilege



Citizenship Privilege

Inclusive Personal Practices

- Challenge yourself to be honest and open and take risks to address racism, sexism, and homophobia
- Challenge the behavior, not the person
- Be open and promote open dialogue
- Don't generalize feelings, thoughts, behaviors, etc., to a whole group
- Try not to “throw away” people who mess up because you don't want to be associated with them.
- Give people the benefit of the doubt and don't make assumptions.



“Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather an opportunity to learn and be responsible so that we may work toward a more just and inclusive world”

— University of San Francisco – Check your privilege campaign





Remember



Awareness

leads to action



Action

leads to change



Change

leads to being more
INCLUSIVE

THANK YOU!

Upcoming Programs



Stay Connected with CDI!

This worksheet is part of a curated selection of Diversity, Equity and Inclusion exercises maintained by the UH Center for Diversity and Inclusion. It is intended to provide an engaging, hands-on activity that allows participants to gain a greater understanding of Diversity, Equity and Inclusion topics.

PRIVILEGE WALK ACTIVITY

BACKGROUND ON THE DIVERSITY EDUCATION TASK FORCE:

This activity was adapted for Lake Land College by the Diversity Education Task Force. The purpose of Diversity Education Task Force (DETF) is to educate, advocate, and celebrate diversity including making recommendations to the college administration to create a more inclusive campus environment. The DETF works to fulfill this purpose in many ways; such as, offering period staff training on diversity-related issues; offering diversity-focused student events, including the nationally-recognized celebration months; and implementing new campus diversity initiatives, such as the Safe Zone training for faculty and staff who wish to be identified as an ally to the LGBT community.

PURPOSE OF THE ACTIVITY:

This workshop has been designed to provide college students with an opportunity to understand the intricacies of privilege and to explore the ways that we enjoy privileges based on being members of social identity groups in the United States. Please note that this exercise is not meant to make anyone feel guilty or ashamed of her or his privilege or lack of privilege related to any social identity categories. Rather, the exercise seeks to highlight the fact that everyone has SOME privilege, even as some people have more privilege than others. By illuminating our various privileges as individuals, we can recognize ways that we can use our privileges individually and collectively to work for social justice. The purpose is not to blame anyone for having more power or privilege or for receiving more help in achieving goals, but to have an opportunity to identify both obstacles and benefits experienced in our life.

****NOTE: This is a very “high risk” activity that requires trust building and safety for participants; introducing this activity too early in the training or before building trust risks creating resentment and hurt that can inhibit further sharing and openness.***

SUPPLIES AND SPACE NEEDED:

- List of statements related to privilege or obstacles
- Slide with instructions for the privilege walk
- Space large enough for participants to form a straight line with an arm’s length between them and the person on their left; there should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps.

DIRECTIONS FOR THE ACTIVITY:

1) Have participants form a straight line across the room about an arm’s length apart, leaving space in front and behind.

2) Read the Purpose from above, to help provide context for the exercise.

3) State the following: Listen to the following statements, and follow the instructions given. For example, when I read “If you have blue eyes, take one step forward,” only people with blue eyes will move and everyone else will stand still. Each step should be an average length step. This activity should be done in silence and if anyone feels uncomfortable stepping forward and backward on any statement I read, then please stay where you are, but remember the statement read. This is an introspective exercise and it’s important for you to understand how privilege affects your life, but it is not designed to make you share things which you don’t wish to share.

4) Read the statements one at a time allowing time for participants to take a step.

4) When all the statements have been read process the activity using the following questions:

- a. Start the question, answer session by going around the room, and have each student share one word that capture how they are feeling right now. If they do not want to share, have them say, “pass”.
- b. Would anyone like to share more about their feelings?
- c. How did it feel to be one of the students on the “back” side of the line?
- d. How did it feel to be one of the students on the “front” side of the line?
- e. Did anyone think they had experienced an average amount of privilege, but it turned out to be more or less than they thought?
- f. If anyone was alone on one side, how did that feel?
- g. Was anyone always on one side of the line? If yes, how did that feel?
- h. Were there certain sentences that were more impactful than others?

PRIVILEGE WALK STATEMENTS

- If English is your first language take one step forward.
- If either of your parents graduated from college take one step forward.
- If you have been divorced or impacted by divorce take one step backward.
- If there have been times in your life when you skipped a meal because there was no food in the house take one step backward.
- If you have visible or invisible disabilities take one step backward.
- If you were encouraged to attend college by your parents and family members take one step forward.
- If you grew up in an urban setting take one step backward.
- If your family had health insurance take one step forward.
- If your work and school holidays coincide with religious holidays that you celebrate take one step forward.
- If you studied the culture or the history of your ancestors in elementary school take one step forward.
- If you have been bullied or made fun of based on something you cannot change (ie. your gender, ethnicity, age or sexual orientation) take one step backward.
- If you have ever felt passed over for an employment position based on your gender, ethnicity, age or sexual orientation take one step backward.
- If you were ever offered a job because of your association with a friend of family member take one step forward.
- If you were ever stopped or questioned by the police because they felt you were suspicious, take one step backward.
- If you or your family ever inherited money or property take one step forward.
- If you came from a supportive family environment take one step forward.
- If one of your parents was ever laid off or unemployed not by choice take one step backward.
- If you are a citizen of the United States take one step forward.

Privilege Walk Workshop 4

- If you were ever uncomfortable about a joke or statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe to confront the situation take one step backward.
- If your ancestors were forced to come to the United States not by choice take one step backward.
- If you took out loans for your education take one step backward.
- If there were more than 50 books in your house growing up take one step forward.
- If you have ever felt unsafe walking alone at night take one step backward.
- If you are a white male take one step forward.

Evaluation

Students: Please rate the following questions

1. I learned more about myself in relation to the issue of privilege and race.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

2. The Privilege Walk Workshop challenged me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

3. The Privilege Walk Workshop provided me with some insight about the different privileges people had growing up.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

4. I was comfortable sharing my opinion and experiences about privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

5. The Privilege Walk Workshop helped me to realize the effects of privilege.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

6. I am not ashamed about the privileges I had or did not have growing up.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

7. I am more likely to appreciate the different types of privileges granted to me because of my experience in this exercise.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

8. Any Additional Comments:

Sources:

N.A. Module 5: Privilege Walk Activity.

http://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf

Young, Tira J. *The Privilege Walk Workshop: Learning More about Privilege in Today's Society.*

www.collegesuccess1.com

Race & Racism

Presented by:
Michael Crook (he/him/his)
Interim Director, Center for Diversity and Inclusion



Where is CDI located?



CDI Team

4 CORE WORKSHOPS. 1 ELECTIVE. 1 CAPSTONE PROJECT.

Learn together, Rise together

RISE

DIVERSITY LEADERSHIP PROGRAM

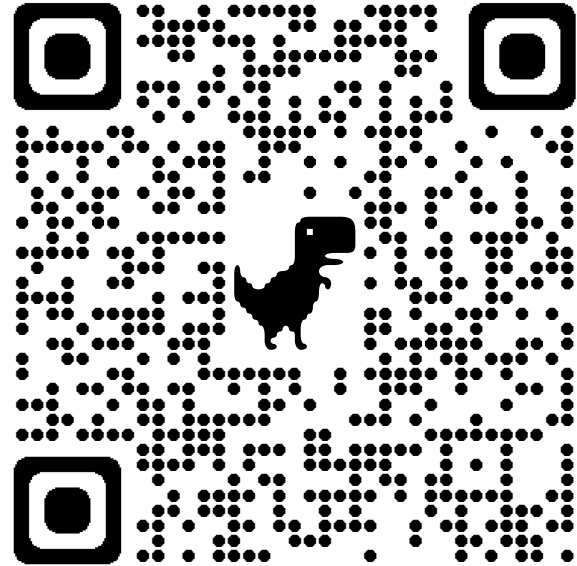
LEADUH
LEADERSHIP EXPLORATION AND DEVELOPMENT

Visit
www.uh.edu/csi/leadership
to learn more!

Student Leadership Opportunities

Achievement Initiative for
Marginalized Males (AIMM)

REACH Diversity Peer Educators



Visit our website to learn more!
uh.edu/CDI

Community Agreements

- Welcome multiple viewpoints & experiences
- Own your intentions *and* your impacts
- Take risks: Lean into discomfort
- Step up or step back
- Actively listen
- Challenge yourself!
- Confidentiality

Learning Outcomes

1

Discuss the history of race and racism in the United States

2

Identify the impacts of racism in social institutions.

3

Identify the different types of racism

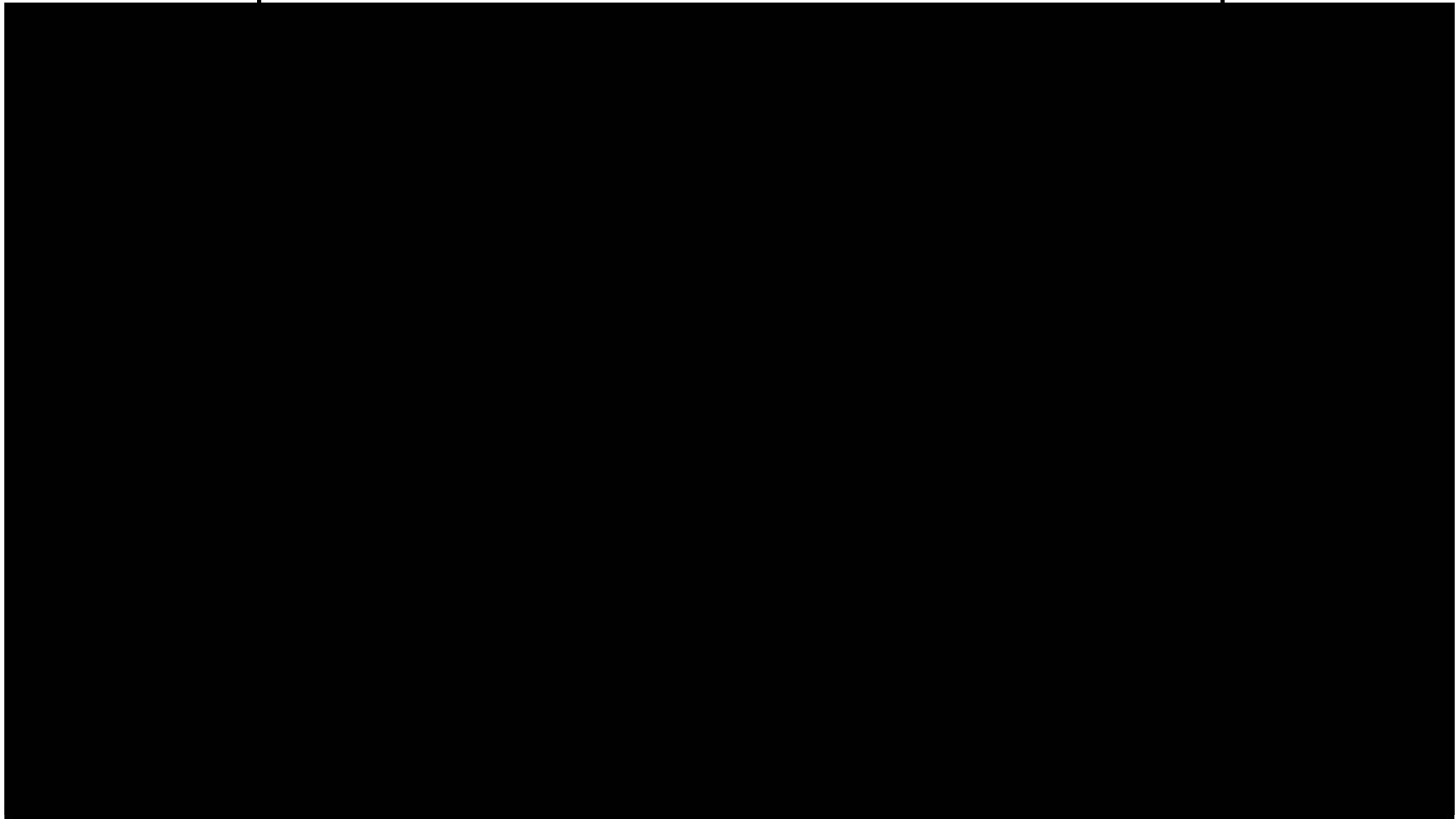
4

Describe inclusive personal practices that promote anti-racist behaviors

Earliest Messages (Think – Pair - Share)

Think back to your childhood. What are some of the first things-whether they are positive, negative, or neutral- you ever learned about people of a different race than your own? How and by whom were those ideas and beliefs transmitted?

Origins of Race in the US





THOUGHTS ON VIDEO

How do you define, “Race?”

Race - a social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the political needs of a society at a given period of time.

Example:

Mexican birth or Ancestry

1929 – White

1930 – Census changed to “non-white” to limit immigration.

1942 – need to increase the labor force in world war II, changed to white

Black in America

$\frac{1}{4} \rightarrow \frac{1}{16} \rightarrow$ one drop of African Ancestry

Race would change by crossing state lines.

How do you
define, “Racism?”

to be best in any r
point of view.

Racism [

unfair treatment
different race fro
better than othe
for what is thou

rac·ism:

the systemic oppression of a racial group to the social, economic, and political advantage of another



THOUGHTS ON VIDEO

Racism =

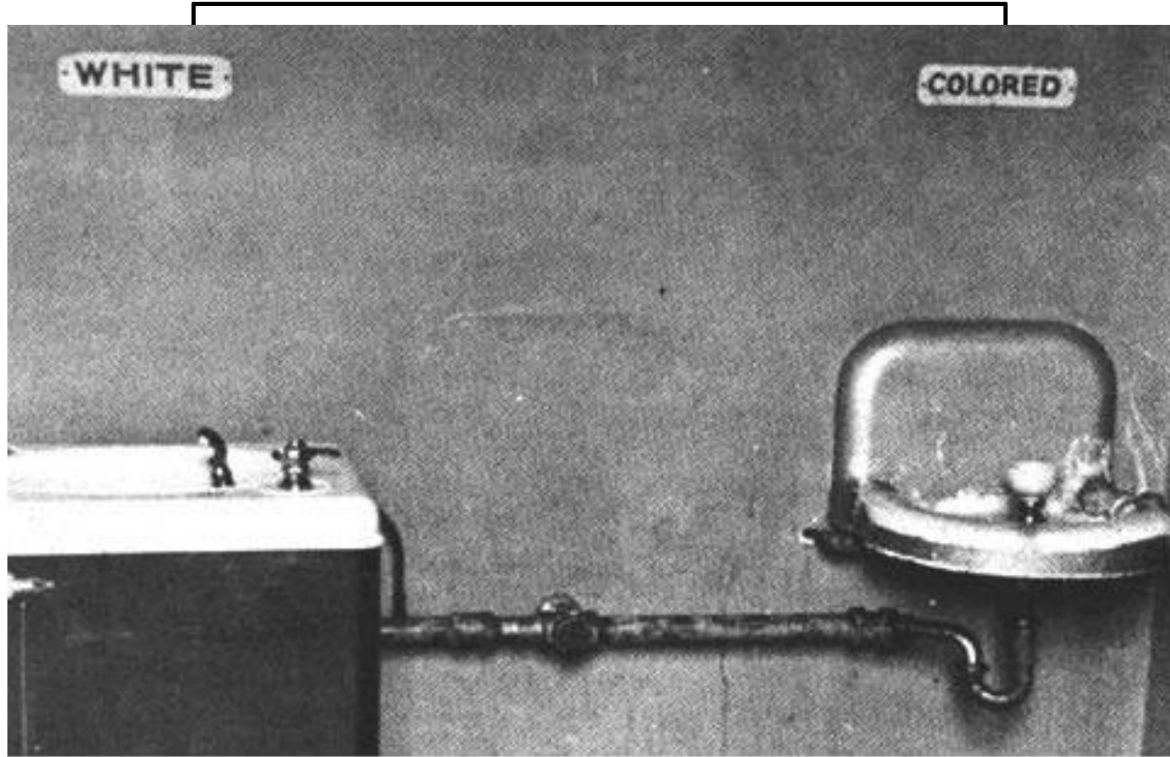
Race Prejudice + Social & Institutional Power

A System of Advantage Based on Race

A System of Oppression Based on Race

A White Supremacy System





**Race is not biologically real
Race was constructed for
political and cultural (social) purposes.**



9th of *July*, 1640.

Whereas Hugh Gwyn hath by order from this Board Brought back from Maryland three servants formerly run away from the said Gwyn, the court doth therefore order that the said three servants shall receive the punishment of whipping and to have thirty stripes apiece one called Victor, a dutchman, the other a Scotchman called James Gregory, shall first serve out their times with their master according to their Indentures, and one whole year apiece after the time of their service is Expired. By their said Indentures in recompense of his Loss sustained by their absence and after that service to their said master is Expired to serve the colony for three whole years apiece, and that the third being a negro named John Punch shall serve his said master or his assigns for the time of his natural Life here or elsewhere."

Earliest examples of white privilege.

Captured and returned to Jamestown, Maryland

Farmer named Hugh Gwyn.

Judge sentenced all three to 30 lashings

3 servants attempted to runaway to Maryland.
(Dutchman, Scotchman, 3rd described as a Negro)

Dutchman and Scotchman → 4 more years of servitude;
John Punch → serve his said master or his assigns for the
time of his natural Life here or elsewhere."

“Only one fear was greater than the fear of black rebellion in the new American colonies. That was the fear that discontented whites would join black slaves to overthrow the existing order.”

Historian Edmund Morgan



“Nation of Immigrants”



IRISH

NEED

NOT

APPLY

BILL WOULD KNOCK OUT GERMAN NAMES

Washington, D. C., May 3.—Cities, towns or hamlets bearing the name "Berlin" or "Germany," or cities or towns having streets so named, would be required to change them to "Liberty," "Victory," or other names, under a bill introduced in the house yesterday by Representative Smith of Michigan.

The Line in the Sand...

...was and continues to be about race.

Immigrants of color, immigrants from south of our US border

from the Middle East, from India, Japan, China....

Have never been invited into citizenship in the same way as their European counterparts.

Excluding and exploiting and racializing POC as “dangerous” or “untrustworthy” other.

The Line in the Sand...

...was and continues to be

Immigrants of color

Immigrants from

From the Middle East

From India,

Japan,

China

Have never been granted citizenship in the same way as the European countries.

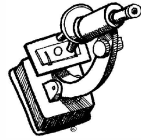
Excluding and exploiting a class of people as “dangerous” or “untrustworthy”



It's Systemic



Healthcare



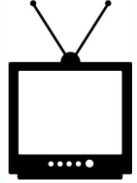
Science



Education



Government



Media



Banking/Business



Religion



Social Services



Government

We just covered a lot of history in a few slides. Any questions, comments, or feelings about what you just heard?

Interpersonal Racism (occurs between individuals)

- **Unintentional or intentional**
- **Often time socially acceptable until confronted.**
- **Could manifest as racial slurs, public expressions of hate, bias, and bigotry.**

Internalized Racism (lies within individuals)

- **Private beliefs and biases about race**
- **Influenced by our culture**
- **Internalized oppression (negative beliefs about oneself by people of color)**
- **Internalized privilege (beliefs about superiority or entitlement by white people)**

Institutional Racism (within institutions and systems of power)

- **Policies and practices that create different outcomes for different racial groups**
- **Create advantages for whites**
- **Create disadvantages/oppression for people of color**

Structural Racism (racial bias among institutions across society)

- **Pervasive**
- **Normalizes and legitimizes racial bias and inequity**
- **All other forms of racism emerge from structural racism**

INDIVIDUAL-LEVEL RACISM

INTERNALIZED RACISM lies within individuals. These are our private beliefs and biases about race and racism, influenced by our culture. Internalized racism can take many different forms including racial prejudice toward other people of a different race; internalized oppression, the negative beliefs about oneself by people of color; or internalized privilege, beliefs about superiority or entitlement by white people. An example is a belief that you or others are more or less intelligent, or beautiful, because of your race.

INTERPERSONAL RACISM occurs between individuals. These are biases that occur when individuals interact with others and their private racial beliefs affect their public interactions. Examples include racial slurs, bigotry, hate crimes, and racial violence.

SYSTEMIC-LEVEL RACISM

INSTITUTIONAL RACISM occurs within institutions and systems of power. It is the unfair policies and discriminatory practices of particular institutions (schools, workplaces, etc.) that routinely produce racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities. An example is a school system that concentrates people of color in the most overcrowded schools, the least-challenging classes, and the least-qualified teachers, resulting in higher dropout rates and disciplinary rates compared with that of white students.

STRUCTURAL RACISM is racial bias among institutions and across society. It involves the cumulative and compounding effects of an array of societal factors including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. An example is the overwhelming number of depictions of people of color as criminals in mainstream media, which can influence how various institutions and individuals treat people of color with suspicion when they are shopping, traveling, or seeking housing and employment – all of which can result in discriminatory treatment and unequal outcomes.

***The trauma of racism:* the cumulative adverse emotional, psychological, health, economic and social effects of racism on the lives of people of color**

**SO WHAT
NOW?**

Ibram X. Kendi

Author of *How to Be An Anti-Racist*

To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.

Ibram X. Kendi



BEING ANTI-RACIST

Racial Justice:

The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the **presence of deliberate systems and supports** to achieve and sustain racial equity through proactive and preventative measures.

-Race Forward

Books

So You Want to Talk About Race – Ijeoma Oluo
The Racial Contract – Charles Mills
How to Be an Antiracist – Ibram X. Kendi
The Fire Next Time – James Baldwin
Post Traumatic Slave Syndrome – Dr. Joy DeGruy
Just Mercy – Bryan Stevenson
The New Jim Crow: Mass Incarceration in the Age of
Colorblindness – Michelle Alexander
White Fragility – Dr. Robin DiAngelo

Films/Documentaries

I Am Not Your Negro – Amazon Prime
Trail by Media: 41 Shots/Amadou Diallo (Episode 4)
– Netflix
13th – Netflix
Just Mercy – Hulu
Black Power Mixtape: 1967-1975 – Netflix
Dear White People – Netflix
King in the Wilderness – HBO
When They See Us – Netflix

Podcasts

1619 (New York Times)
About Race
Code Switch (NPR)
Intersectionality Matters! hosted by Kimberlé
Crenshaw
Momentum: A Race Forward Podcast
Pod For The Cause (from The Leadership Conference
on Civil & Human Rights)
Pod Save the People (Crooked Media)
Seeing White

Resources

Articles/Misc Resources

Racial Equity Tools Glossary

<https://www.racialequitytools.org/glossary>

Anti-Racism Packet

https://docs.google.com/document/d/16tuiRYmXO7-04A52AooUBy3l5TBgbLifj7TZIhEJHqY/preview?pru=AAABcqM5j9M*97CsDjz6Y3pKUQThLpserg

Anti-Racism Resources

bit.ly/ANTIRACISMRESOURCES

Civil-Rights Protests Have Never Been Popular – Ta-Nehisi Coates

<https://www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/>

Letter from Birmingham Jail – Dr. Martin Luther King, Jr.

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

The pandemic has exposed the bitter terms of our racial contract

<https://amp.theatlantic.com/amp/article/611389/>

A Timeline of Events That Led to the 2020 'Fed Up'-rising

<https://www.theroot.com/a-timeline-of-events-that-led-to-the-2020-fed-up-rising-1843780800>

How White Managers Can Respond to Anti-Black Violence

<https://insights.som.yale.edu/insights/how-white-managers-can-respond-to-anti-black-violence>

UH Center for Diversity and Inclusion – Resources

THANK YOU

QUESTIONS?

macrook@uh.edu

713-743-6699

www.uh.edu/cdi

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Thursday, Feb 9 | 6:00pm - 7:30 PM

Student Center Downtown Room