

Fall 2021 NUB Instructor Guide for Module 4a: Diversity and Inclusion

Overview and Objectives

We continue to discuss topics related to biases (from Module 3b) and Diversity. The purpose of the NUB diversity and inclusion blocks is to introduce students to diversity and inclusion issues on campus, and to help them appreciate diversity and inclusion as NU values. We hope that the open and welcoming environment of the NUB course will help students feel comfortable discussing what can often be a difficult topic. We encourage instructors to look to the peer mentors to assist as needed during the discussion. Peer mentors will also be leading an in-class activity.

Peer Mentor Moments

- Peer Mentors should come to class prepared with a diversity issue specific to their field of study as well as an example of intersectionality in their own life or discipline.
- Peer Mentors will hang up signs for the Intersectionality activity *before* class starts (make sure to **print signs from NUB website and bring tape**).
- Peer Mentors will lead the Intersectionality activity and debrief. Review the lesson plan below. Talk with the instructor about any questions or concerns.
- Decide whether you will lead or co-lead (with the instructor) the post-activity discussion.

Highlights

- Supplies (tape, signs) for Intersectionality activity.
- In-class: Intersectionality journal (p. 138 of handbook)
- Module 4a PPT: <http://sites.niagara.edu/other/nub/instructor-guides/>
- “NUB Diversity” video: <http://sites.niagara.edu/other/nub/videos/>
- Keep an eye on the time for this class.

Class Outline

There are two approaches for how to teach this material.

- Some people are unfamiliar with these topics and would like all the guidance and help they can get. We recommend Approach One for such people: there’s a detailed lesson plan, lecture notes, and a PowerPoint (provided by our very own Dr. Hope Russell) that cover everything in detail.
- Some people chafe at being told what to do, or are opposed to PowerPoints, or don’t believe in following detailed lecture notes, and are more comfortable with these topics. Approach Two might be an option for such people: it outlines the key elements that should be covered by everyone who doesn’t follow Approach One. Even though Approach Two doesn’t provide a full script to follow, it’s very important—academically (for the students) and in some cases legally (for you)—that you cover the elements in the outline. This approach is outlined on p. 8 below.

Approach One: Lecture Notes, PowerPoint, Videos, and Discussion (Use with Block 4a PPT)

I. Introduction (4 minutes): Before class starts, open the Block 4a PPT to the second slide where the safe space Learning Guidelines (introduced earlier in the semester) are listed. Show the “NUB Diversity and Inclusion” video (3 mins.), linked to below and on the PPT. Tell students that this video features NU students and alumni discussing the importance of studying diversity in NUB and important guidelines (in addition to those on the PPT) for how to do so. You don’t have to go over the Learning Guidelines; just leave the slide up so that students can be reminded of them. The NUB Diversity and Inclusion video, and all others, can be found here: https://www.youtube.com/watch?v=tXF7OJn_rTM&feature=youtu.be or here <http://sites.niagara.edu/other/nub/videos/>

II. Lecture (12 minutes): Go through PPT slides 3-15. These slides provide definitions of the terms “diversity” and “inclusion” and explain the difference between the two. The slides also answer the question “Why Do We Cover Diversity and Inclusion in NUB?” (stop just before the “Intersectionality” exercise). Talking points below and on the PPT.

A. Begin by asking students what they think the terms “diversity” and “inclusion” mean and the difference between the two. After you get a few responses, share the formal definitions of the terms (located below and on the PPT). Next, explain the difference between the two terms (located below and on the PPT).

Diversity “The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”¹

Diversity is a conscious set of practices in our thoughts, actions, and interactions with others in the classroom, workplace, and wider society, including:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.”²

Inclusion “is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.”³

¹ <http://www.qcc.cuny.edu/diversity/definition.html>

² Ibid.

³ <https://www.independentsector.org/resource/why-diversity-equity-and-inclusion-matter/>

One way to think about **the difference** between diversity and inclusion is this quote by Verna Myers, whose TEDTalk we watched in Block 3b: “Diversity is being invited to the party. Inclusion is being asked to dance.”⁴

- For example, let’s say your student club is putting together a panel of speakers to discuss an important issue like sexual violence awareness. Have you included speakers from diverse backgrounds in terms of gender, race, sexual orientation, age, and so forth? What efforts have you taken to ensure that your event is a safe space (e.g. including a skilled moderator, having mental health counselors on hand, etc.)? Is the event accessible to people with physical disabilities? That’s diversity and inclusion in action. (One of our student groups successfully accomplished this a few years ago, putting together a panel that included students, professors, and community members from diverse backgrounds.)

B. Continue by addressing the question **“Why Do We Cover Diversity and Inclusion in NUB?”** (PPT slides 10-15).

1. Because it fits in with our values as a university:

Begin by showing students the NU Student Creed (note that it was written by NU students). Emphasize this part: “We affirm that Niagara’s Catholic and Vincentian values will guide us as we respect the God-given dignity of every person” [this excerpt from the Creed is included in the PPT].

Follow up with comments like: Everything is covered here....Race, ethnicity, gender, sexuality, disability, height, weight, appearance, class (economic standing), religion. In no particular order.

The point is that human beings – all human beings – deserve to be treated with respect and dignity.

The fact that a “cultural diversity” class is one of the General Education requirements at NU is evidence of the value that the university places on this.

2. Because it matters to our academic work and campus culture—we discuss analytical (“critical”) thinking and reading in NUB; this is also about analytical speaking: realizing that the words we use do matter. For example, we all hopefully know that it’s offensive and socially unacceptable to use words and phrases like “retarded,” “colored people,” “that’s gay,” or “that test raped me” (which makes light of rape). You’ll see additional examples of the importance of analytical speaking in our upcoming videos, so pay close attention. Here is a poster that reflects this concept of “analytical speaking.” It really got students talking when it was hung up in O’Shea in 2013. [Show poster on PPT slide; give students a few seconds to silently read it before moving on.]

Given our diverse backgrounds, we recognize that conflicts and misunderstandings *will* occur, and we also think that every student’s actions shape campus culture and the campus environment. There are ways to help the campus community think more critically about diversity and inclusion issues. Two such ideas are right in your handbook.

⁴ https://www.americanbar.org/publications/gpsolo_ereport/2012/june_2012/diversity_invited_party_inclusion_asked_dance.html

- 1) Note the existence of student organizations on campus devoted to diversity issues, such as the Black Student Union, Muslim Student Alliance, NU Alliance, Feminism Today, and many others (pp. 74-82).
- 2) More generally, direct students to the “Dos and Don’ts of Being a Purple Eagle” (pp. 51-72) and “Getting Others to Plans Things For You” (pp. 73-82) tabs in their handbooks. Encourage them to look through the selections on their own time (or at the end of class, time permitting).

3. Because we live in a diverse, globalized world, and students will be entering a workplace that reflects this. *It would be great if you or your peer mentor could share examples of diversity and inclusion issues specific to your NUB section’s field of study.* For example, you can mention any case studies in the media about diversity and inclusion issues in your field, or of people in your field who have failed to appreciate diversity in the workplace. One example would be Paula Deen, who has been accused of racism, in the restaurant industry or Kylie Jenner, who has often been charged with cultural appropriation, in the business and fashion industries. Another example, frequently discussed in the media, is the high percentage of judges, lawyers, and police officers who are white and the potential effects on people of color in the criminal justice system. Then there are studies of hiring bias in the business world—where job applicants with Black or Hispanic names get significantly less callbacks than people with “white-sounding” names (though their qualifications are similar or even identical). The lack of diversity in Hollywood is a popular topic in the media and Communication Studies—especially during Oscar season (recall #OscarsSoWhite). There are growing calls to get more women and people of color behind and in front of the camera, calls for more diverse stories to be told in Hollywood. Specific examples are probably one of the best ways to get at this point!

Key point: This is a *goal*—cultural literacy is an ongoing, unending process.

III. Intersectionality Exercise⁵ Activity and Debrief (16 minutes): The idea here is to have students start by thinking about their own identity. Your peer mentor is going to lead an activity that is designed to get you to think about your multifaceted identity (who you are) and how it has shaped you (what you believe, what you have experienced, and how you respond to those experiences). This concept is known as **intersectionality** and it can be applied to both individual identity and societal institutions. (The term will be reintroduced at the end of this block.)

Instructions: Before class starts, tape signs around the room with various aspects of identity: race, ethnicity, gender, gender identity, sexuality, sexual orientation, age, religion, work experience, educational background, income, geographic location, appearance, personal/recreational habits, family/relationship status, physical and/or mental ability, mental/emotional well-being, etc. The Peer Mentor will explain to the class that they are going to read a series of statements. After each statement is read, students will need to **silently** migrate to the sign they choose as their response to the statement.” Here are the prompts (also on the PPT):

1. This is the aspect of your identity you are MOST comfortable discussing.

⁵ This activity has been slightly modified from the original to fit our needs in NUB. Original activity found at: <http://studentaffairscollective.org/my-favorite-training-resources-for-diversity-workshops/>. For the source of this activity Ireland notes: “Original source unknown; I adapted this exercise from a photocopy I received at a consortium meeting, and the person who shared it also didn’t know the original source. If anyone does recognize where this activity was first created, I’d love to know!”

2. This is the aspect of your identity you are LEAST comfortable discussing.
3. This is the aspect of your identity that you THINK ABOUT the most often.
4. You KNOW THE LEAST about this aspect of your identity.
5. You have experienced the most JOY around this aspect of your identity.
6. You have experienced the most PAIN around this aspect of your identity.
7. This is the aspect of your identity that is the most INVISIBLE.
8. You feel the most JUDGED by this aspect of your identity.
9. This is the aspect of your identity you have to DEFEND the most.”

Alternative: Give each student the worksheet on the last page of this guide. It lists every category and provides a place where students may write their response (race, religion, etc.). Once all the statements have been read, collect the cards and tally the counts for each statement; so, how many students said race or money etc.? After using this anonymous method you can move on to the debrief (see the next section). and talk about the findings.

Debrief (3 minutes): After students sit back down, the Peer Mentor should direct them to pages 138-139 in the handbook. The Peer Mentor will ask students to journal about one or more of the questions (their choice) on these pages (located below and on the PPT slides). Each of these questions carries an implicit “explain” or “why?” Encourage students to think about the other questions. Journaling and silent reflection will give students a chance to think about their responses to some of these questions and make them more willing to discuss this activity with the whole class.

1. What are your initial reactions to this activity?
2. Why do you think this was a silent activity?
3. How did it feel to be in a category all by yourself?
4. How did it feel to be in a category with many others?
5. Did you ever stay in the same category for opposite statements (for e.g. most pain and most joy)?
6. Were there any aspects of this activity that made you uncomfortable?
7. What is one thing you will take away from this activity and apply to your life on campus as a student, a _____ major, an athlete, a student leader, a student club member, or future professional?

Discussion: After students have spent a few minutes journaling, the Peer Mentor should debrief the activity using the above questions. Where most relevant during the discussion, make the point that the intersectionality exercise illustrates this outcome: The fact that it’s often hard to pick ONE aspect of our identity as the answer to a question suggests that different aspects of our identity are working together (*i.e. intersecting*) in different ways in different circumstances. This is the concept of intersectionality in practice.

- Additional questions you might ask: Why would this activity make some people more uncomfortable than others? Like who? What does this tell you about privilege or inequality even in our own classroom?

Tips for leading a successful discussion in which students feel involved and more likely to participate:

- Pause. Be comfortable with silence.
- Don't move on too quickly or accept the first answer you get and be done with it.
- One way to deal with potential silence or reticence is to share your own responses to the questions you're asking. This gives students a chance to formulate their thoughts or just build the courage to share them.
- Gently probe. "What else?" or "Who else?"
- For questions 5 and 6, you can first ask for a "show of hands" from *the whole class* and then ask *a few willing students* to share their thoughts.
- For question 6, you might encourage students to think about whether they hesitated or didn't truthfully migrate to a certain category. Tell them those responses are normal and, more importantly, we can learn from them. Get them to think about why they may have hesitated or resisted association with a certain category: fear of revealing too much about oneself? fear of being looked at differently by one's classmates and/or professor? fear of representing (or not) a certain ideal or stereotype ascribed to one's gender, race, class, etc.?
- **You don't necessarily need to *discuss ALL of these things*, but you can at least encourage students to *think about them*.**

IV. Defining Intersectionality (6 mins.): After the above discussion, the instructor will segue into defining the concept of intersectionality (definition and illustration on PPT slide 19).

Defining Intersectionality (4 minutes): We've spent some time thinking about our own background and identity. We all come from different types of backgrounds and with different experiences, and some parts of our identity might be very visible to others, while other parts aren't. As we've just seen in the "Intersectionality" activity, the concept of diversity applies to a whole spectrum of our multifaceted identities; we are diverse in terms of our gender, race, socioeconomic class, religion, ability, sexual orientation, and other identity markers. As the term "intersectionality" suggests, these aspects of our identity *intersect* in a variety of ways to shape our identity and our experiences. Contrary to popular myth, the term diversity refers to much more than "race" or "gender"—it includes *all* the different and intersecting aspects of our identity that we see in the signs posted around this room. Our identities, and subsequently our lived experiences and movement through various societal institutions, are also much more complex and intersectional than just our sex or our race.

Intersectionality is thus defined as the intersection, or the coming together, of various aspects of a person's identity and the ways in which a person's identity markers shape that person and her or his lived experiences. We can liken the concept of intersectionality to a wheel—at the center of the wheel is YOU (who you are, what you think, believe and have experienced) and each spoke that branches off of the wheel represents a

different aspect of your identity (such as your gender, race, socioeconomic class, sexuality, etc.). All the spokes intersect with one another at the center of the wheel, reminding us to look at ourselves *and other people* through an intersectional lens. [PowerPoint slide 19 (“Defining Intersectionality”) supplies this definition and depicts this concept.]

To further illustrate the concept, the instructor and Peer Mentor should each supply an example of intersectionality from their own life or discipline (e.g. education, criminal justice). (2 mins.)

VI. A concluding point to discuss (2 minutes) (time permitting; if not, leave the slides “Closing Thoughts” and “Putting It All Together” PPT slides up on the screen for students to read before the start of the next block): “Respect others’ is a command that is not easily followed. You can’t press a button and suddenly everybody is treated well. There is no exact blueprint for treating others with respect. It is often a process of trial and error in which people have to work out things for themselves. Mutual respect is a cooperative process that does not come easily. Sometimes the best we can do is to accept in others what we do not understand about them.” (Borrowed from Richard Sennett, *Respect in a World of Inequality*, W.W. Norton & Co., 2003).

VII. Closing thoughts (2 minutes): Our words matter. Our actions matter. Our words and actions help preserve the God-given dignity of every person. We will make mistakes. We won’t be perfect. But we aim for mutual respect and we need to make sure we support any person in the NU community who is mistreated, disrespected, or treated in an unfair or hostile way. Let’s work together to make our campus community a good, safe, and inclusive place for all people!

Approach Two: No Lecture Notes, No PowerPoint, Just Videos and Discussion

- 1) Remind people about the Learning Guidelines, then show the NUB Diversity and Inclusion video, found here: https://www.youtube.com/watch?v=tXFtOJn_fTM&feature=youtu.be or here <http://sites.niagara.edu/other/nub/videos/>
- 2) Discuss the video (10 mins): Make sure your discussion covers the following topics:
 - a. Diversity (See Approach Two for more, but make sure to note that this includes more than race and sex)
 - b. Inclusion (See Approach Two for more, but the key idea is that inclusion is opposed to “tokenism”: it’s one thing to have people from group X on campus, on a committee, etc. It’s another to fully include them in campus life, committee, work, etc.)
 - c. How diversity and inclusion are related to NU’s mission as a liberal arts university but especially as a Catholic and Vincentian university.
 - d. Diversity and Inclusion in the Workplace: Peer Mentors should have come prepared to talk about some diversity or inclusion issue relevant for people with your section’s major.
- 3) Intersectionality Exercise (16 mins): Led by the Peer Mentors, this exercise illustrates the way in which different aspects of our identities interact. PMs, don’t forget about the debrief journaling (pp. 138-139 in the handbook and to have a discussion about the results.
- 4) Intersectionality Discussion (6 mins): Instructor or Peer Mentor should provide a more formal definition of ‘intersectionality’ and discuss an example of intersectionality from their own lives. In order to segue into the following assignment, it might be useful to talk about intersectionality as it connects with gender violence. We often think of “gender violence” as “violence against women”.

But that's not always true, and more importantly, it is violence against women by others, typically men. Even more importantly yet, it leaves out another distinction: by focusing on victims, or even victims and perpetrators, we ignore the distinction between those that are bystanders and those that speak up. Only a small percentage of people commit sexual assault. But a much larger percentage of people fail to actively resist a culture that tolerates, and perhaps encourages, attitudes and behaviors that are correlated with sexual assault (c.f. the Rape Culture triangle on p. 67 of the handbook). Only some of us will face a serious choice about whether to commit sexual assault. But almost all of us will face a serious choice about whether to be a bystander or an "upstander".

Note: If you have any questions, consult the more detailed guidelines above!

Compiled by Dr. Stefanie Wichhart, NUB Faculty Coordinator, 2013-2014 from materials developed by Todd Schoepflin, Department of Sociology, Fall 2013 and materials assembled by Kim Irland <http://studentaffairscollective.org/my-favorite-training-resources-for-diversity-workshops/>. Irland's materials are based on the book *35 Dumb Things Well-Intended People Say* by Dr. Maura Cullen (Morgan James Publishing, 2008). Revised and updated Summers 2015, 2016, and 2017 by Dr. Hope L. Russell, Adjunct Professor of Women's Studies, and Drs. Levin and Keller, NUB Co-Directors, T. Vaughan and L. Williams, 2020, 2021.

**NUB 2021
Intersectionality Worksheet**

This is anonymous and may be collected. You don't need to write your name on this worksheet.

After each statement is read, place an "X" in the box that you choose as your response to that statement. You can choose the same category more than once.

Category	Statement Number								
	1	2	3	4	5	6	7	8	9
Race									
Ethnicity									
Gender									
Sexual Orientation									
Age									
Religion									
Life Experience									
Educational Background									
Family Income Socioeconomic Status									
Hometown									
Appearance									
Personal / Recreational Habits or Hobbies									
Family or Relationship Status									
Physical Abilities or Disabilities									
Mental or emotional well being									