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Session 18: Diversity

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Session 18: Diversity

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1. **Session Title: Diversity**
2. **Session Date: Thursday, November 2, 2017**
3. **Plenary or Small Group? Small Group**
4. **Learning Outcomes**
 - a. Demonstrate an appreciation for cultural diversity and grow in cultural competence.
 - i. Demonstrate knowledge of at least two cultures different from their own.
 - ii. Recognize and effectively respond to bias-related incidents.
5. **Other Goals**, if applicable (these are goals not directly connected to student learning – e.g. forming group cohesion or identifying which students may be struggling to transition.)
6. **Brief Narrative** Students will learn about cultural diversity and privilege through video and discussion. You will also lead a conversation about the cycle of socialization and how we learn bias, oppression, etc. and contribute to it.
7. **Materials Needed** (handouts, markers, any materials needed for experiential elements, etc.)
 - a. Cycle of Socialization handout
 - b. Google Slides presentation
 - c. Instructions for the Privilege activity
Enough copies of the Privilege walk participant descriptions - one for each class member. Print out the descriptions and then cut them up so each student has an individual description to participate in the activity with.

Gateway Seminar Lesson Plan

Lesson Outline - Google Slides for entire discussion

- 5 min. Intro by saying something along the lines of “Today our discussion is going to be about Diversity. When we refer to Diversity we are talking about our uniqueness within our community. Specifically around race, gender, ability, socio economic status, sexual orientation, religion. We want to begin by having each of you think about your own experience. Think about your childhood and the people you grew up with? Your friends? Your teachers? Your family? Each of us are born into a Cycle of Socialization. The Cycle of Socialization helps us understand the way in which we are socialized to play certain roles, how we are affected by issues of oppression, and how we help maintain an oppressive system based upon power. **Note: this is also a good time to set ground rules & expectations.** *You could say something like, Today we’re going to discuss diversity, the Cycle of Socialization, and cultural competency. I know this is a hot topic for a lot of people. We are going to set some ground rules so that we can all leave here today having meaningfully participated but without causing injury to each other.*
 - *1st - speak for yourself! Tell your story - not someone else’s. This includes using “I” statements.*
 - *2nd - there is no use of derogatory language PERIOD. Yes, even within the context of a story.*
 - *3rd - give others grace and try to be vulnerable. I know this is a big ask but this is a big topic and if we want our discussion to be meaningful vulnerability is going to be a necessity. Giving grace means: not attacking others whose opinions you disagree with, allowing people to finish speaking, and engaging in civil dialogue around these sensitive topics.*
- 25 min. Cycle of Socialization
 - Slide 2 - We’re going to start today by talking about the Cycle of Socialization. We are all socialized from the time we are born. Some of the socialization is good and necessary for us to live together as members of society. Socialization can also be harmful. We can be socialized into constricting and unnecessary gender-norms, rigid economic classes, racist societies/systems. In order to break out of harmful cycles, we first need to have basic self-awareness.
 - Slide 3 - Here is an image of the Cycle of Socialization. We will talk about each piece of the process in further detail. As you can see the cycle is comprised of 3 arrows, 3 circles, and a core center. **(NEXT slide)**
 - Slide 4 - the beginning of the cycle is where you are born who you are with no knowledge of difference. No stereotypes, no prejudices, no habits. We are then shaped by the people we love and trust - our family, teachers, close friends. They shape our beliefs, values, rules. The socialization process begins immediately.

We are given a pink blanket if we are a girl or a blue one if we are boy. The rules and norms are already in place and we subtly (and in many cases not so subtly) are made aware of the rewards of conforming and the consequences of rebelling. Can you think of when you were younger and you first realized that there was difference? I.e. Maybe something you saw on tv, or within your family? Ask the group if anyone wants to share? If nobody wants to share that is ok for now because we will revisit this again.

- Slide 5 - Then as we grow our belief, values and rules are reinforced/bombarded with messages from: Institutions (churches, schools, tv, legal system, medicine, business,...) Culture (lyrics, language, media, patterns of thought) on **conscious and unconscious level**. We watch tv and see only men as Doctors and women as nurses. The norms, rules, and roles we are taught continue to be reinforced by the institutions and the culture we are a part of. We are constantly being bombarded by messages but depending on our background these messages may be different. For example, if you come from a rural town in Wisconsin with a predominantly Christian population the messages you receive may vary greatly from someone who was raised in the heart of New York City. There are also messages that most of us hear. For those international students with us in class, you all may have received different messages from the culture/nation you were raised in. We are receiving these messages on both a conscious and unconscious level.
- Slide 6 - We learn that if you don't follow the norms and behave differently you will be treated differently. We are rewarded for good behavior – conforming to the norms and standards. By the same token, we are punished for not conforming to the norms – questioning or rebelling against oppressive societal norms. Can anyone think of an example of how social norms are enforced? (If nobody has an example you could use - Men can't wear skirts or dresses. Pink is for girls and blue is for boys.
- Slide 7 - The results of the cycle can be any one or more of these things. When we become aware of the cycle we are forced to make a decision, even if that decision is to do nothing. Doing nothing is the easier choice, especially for those who benefit from the perpetuation of the cycle: we are all victims of the cycle and we are all hurt by it. Oppression hurts the oppressed and the oppressor. So if you are a white male you are born with no biases or prejudices. Your family helps mold your values and beliefs. As you get older you realize that your color of skin is different than others, but not bad. You watch tv or go to the movies and all of the Black men are depicted as gangsters or bad men. What do you think about Black men? You begin to believe the stereotypes that all black men are bad, even though you actually don't know any black men. For example, we are all socialized to white standards of beauty: light skin, straight hair, thin and/or toned frames. What if you don't fit that narrow definition of beauty. This is how so many young people grow up hating their bodies, stressed that they won't fit in.
*Feel free to enter other examples here.

- Slide 8 - At the core of the cycle is fear, ignorance, insecurity, and confusion. It is a human tendency to fear the unknown. What is unknown is uncomfortable and often scary. The phrase goes “ignorance is bliss” but ignorance inhibits us from living in a whole, vibrant society. People can also become confused by the messages they are bombarded with on a daily basis.
- Slide 9 - Once we are aware of the cycle we are forced to make a decision, even if that decision is to do nothing. Doing nothing is the easier choice, especially for those who benefit from the perpetuation of the cycle: we are all victims of the cycle and we are all hurt by it. Oppression hurts the oppressed and the oppressor. The decision you have to make is that now you are an adult. Will you continue to do nothing or will you make a change and take a stand?
- Slide 10 - show video
- Slide 11 - **Discussion** - Students can pair up or break into small groups for this discussion.
- Slide 12- Bias goes hand in hand with the cycle of socialization. We end up with biases because of how we are socialized. **Show Video - Peanut Butter and Jelly**. We are showing you this video to give you more food for thought.
- Slide 13 -Here is the time to mention that at St. Norbert College our Catholic tradition calls us to “Uphold the sacred dignity of all persons.” In our last class we discussed Catholic Social Teaching and the principles, which included the “Life and Dignity of the Human Person. And our Liberal Arts tradition calls us to “Dialogue with diverse cultures, perspectives and beliefs.” To be able to do both of these things central to our mission, we need to have an understanding of where we come from - of how our values, religious beliefs, biases, etc. were formed. Education is a journey not a destination. While you’re here at St. Norbert we will continue to push you to grow and part of this growth will come from self-awareness and reflection.
- Slide 14 - I know that all of this information can feel overwhelming. Our intention is not to overwhelm you or to make you feel bad or guilty in any way. Our intention is to educate and empower you. But some of you may still feel like “but what can I do about all of this?” Well, there are three components or steps towards cultural competency. The first is awareness. Awareness of your own culture, bias, and frameworks through which you view the world. The second is knowledge. Take the time to learn about what you are unfamiliar with. Choose to participate in activities where you will be exposed to new ideas, ways of thinking, and perspectives. There are so many free lectures, activities, and other opportunities available to you all right here on campus. Take advantage of them! There will likely never be a time in your life again where you are surrounded by so many others from different backgrounds with different values, beliefs, customs, etc. The last component is skills. An example of this would be feeling comfortable talking to people from different backgrounds that you are unfamiliar with. Don’t think of this model as a ladder but more like a circle.

- **Slide 15 - Short activity** (make sure you print out the Privilege walk participant descriptions - enough for one description per student in your class. Cut them up so each student can have one description)
 1. Have the group line up with space in front of and behind them, but all facing front.. Hand them each a participant description. (Maybe have them choose one from the stack upside down or anonymously so it is totally random. Tell them the directions of the activity is to Listen to the statements, and follow the instructions given according to the participants description they chose.
 2. ie. White Privilege Walk activity- Do the activity first with a card with someone else's information. Then if you have time to do the activity again do it as themselves. Have the students reflect on where they stood at the end of the first round and then again as themselves.
 3. Discussion on privilege - Ask the discussion questions on the activity sheet.
 4. Please say at some point - Many people think that having privilege means you have had an easy life. (As such, they feel personally attacked when people point out their privilege. To them, it feels as if someone is saying that they haven't worked hard or endured any difficulties. But this is not what privilege means). You can be privileged and still have a difficult life. Privilege doesn't mean that your life is easy, but rather that it's *easier* than others.
- 5 min. End with any of these three options: 1)Do a quick "Whip Around" asking the class to give you one word describing what you learned, felt, or thought during this activity; 2)Have students say 3 words to describe the class; 3) have the students write a short reflection and turn it in.

Background Information for facilitators, if applicable (short readings, links to relevant websites, videos, etc.)

<https://everydayfeminism.com/2014/09/what-is-privilege/>