

# **Making Connections: Your Education, the World Community, and You**

Janet Lockhart and Susan M. Shaw

## ***A Guide for Users***

### **Introduction**

“Making Connections” is about helping students see the “big picture”; to understand the web of overlapping causes and effects of attitudes, beliefs, actions, behaviors, and habits that connect people and the natural world in community. With these exercises, we hope students will become more aware of how their decisions affect the lives of others; and how their school or their field of study participates in the world community. We want students to see that they have a choice: they can be effective agents for maintaining the status quo, or for change. Their actions can work for social justice, or not. This interconnectedness involves rights, responsibilities, and most of all, relationships. We hope to help users of this resource better consider the questions, “What does that have to do with me?” and “What can I do about it, anyway?”

### **Directions for Instructors**

The exercises in “Making Connections” are designed to be in-class, 15-minute activities to raise awareness and stimulate discussion on issues of difference, power, and discrimination (also called “DPD,” or social justice). We ask you to remember that as an instructor, you do not have to have all the answers; the goal is to stimulate thought. Although students may produce a written assignment of some sort, in this resource, the conversation is the task, and, ultimately, the product.

The Directions for Instructor section on each Instructors’ Page includes a list of suggestions as to which fields of study (college majors) might be most relevant to that particular exercise. When we refer to “STEM,” we include high school subjects such as biology, physics, chemistry, computer classes, and math. “Social science” includes psychology, sociology, health, home economics, social studies, and the like. “Humanities” refers to English, art, languages or language arts, music, reading, literature, and writing classes. “Business” includes finance, economics, and related courses. (Of course, these are meant as general guidelines, and we invite you to explore all of the exercises.) The Directions for Instructor section also lists the DPD terms addressed in each exercise; you will want to provide the definitions of these terms (found in the Definitions section) to students beforehand so they can keep them in mind during preparation and discussion (see Encouraging Active Learning, below). (Note: Terms that are specialized or specific to a particular discipline, such as “usability,” for instance, will not be included in the Definitions section.) For those of you who may want to delve deeper, or to see the variety of meanings attached to many of these diversity-related words, refer to the section titled “Online Glossaries of Words Relating to Issues of Difference, Power, and Discrimination” near the end of this resource.

At the end of each exercise you will find a section titled either “Challenges,” or “To Dig Deeper.” These are opportunities for you to assign, or for students to choose, out-of-class activities or research for further exploration into the issues raised in the exercises themselves.

## **Encouraging Active Learning**

### *Preparing for the Exercises*

A number of the exercises require students to view online articles, TV shows, or films before doing the in-class exercise. In most cases you will want to have students view these before class so they have time to digest the content and focus on critical issues without getting sidetracked by the entertainment value of the fiction, or emotional responses to content. We suggest you have students take notes on the material, while viewing, as it relates to the terms addressed in the exercise (you will have provided them with the definitions). In some cases you may also want to provide them with one or more of the actual discussion questions, if this helps them prepare more thoroughly for the exercise (for example, the exercise “Law & Order and . . .?” requires them to take note of the amount of screen time devoted to particular characters); in others you will want to save the questions until they get to class. For written material, you may suggest their reading take the form of skim/read/mark/review or other critical thinking strategy.

### *Engaging in the Exercises*

As the instructor, you are free to choose whatever structure points students toward more collaborative, active learning. We suggest that small groups may work best for initial exploration into each exercise, and larger groups to present, summarize, or debrief. In terms of active engagement, you may find that some students will thrive on a straightforward “discussion group” model. Others may become more actively involved if you assign roles to be played (“You are the CEO and you want to assure that your employees. . .”), designate positions to be debated or dialogued (“Argue in favor of the new policy/defend the old policy”), ask them to produce a visual of some sort, or use a reciprocal teaching method in which students explain, describe, or give examples of new concepts to each other.

Some of the exercises could potentially generate a long discussion; feel free to focus on only some of the questions provided, assign different questions to different groups of students, or modify the material for your particular needs. Some material may also be sensitive or evoke strong feelings. To ensure that students feel as comfortable as possible participating in the exercises, they should not be required to reveal their experience or membership in any particular group (relating, for example, to religious affiliation, sexual orientation, etc). You may also want to set some ground rules for respectful discussion (see, for example, the “Safe Classroom” guidelines provided at the end of this resource).

### **“Report Your Findings”**

A number of the Challenges encourage students to report their findings after they’ve completed the out-of-class activity. As the instructor, you can leave the form of this report to your students; or, you may wish to assign a particular method of reporting, such as an essay, a letter to an imagined participant or observer, a research report, memorandum, speech, oral report, slide show or PowerPoint presentation, an action plan, a web site, a collage, diagram, sketch, or other visual product, a performance of some sort, or other of your choice. You may also want to designate a particular audience for this report (for example, their original discussion groups, the whole class, or you, the instructor, only). A few of the Challenges require a longer-term commitment from students that goes beyond the end of the class or term; these may be suitable for Independent Study, or students may want to pursue them for their own growth, community improvement, or other reason.

### **Some Thoughts about “P.C.”**

Finally, a few comments about “P.C.,” or “political correctness.” This term has acquired some negative connotations, and it means (sometimes vastly) different things to different people. In this resource, “politically correct” means developing a more complete awareness of who is involved in a process, organization, or interaction—what they need, what they prefer to be called, how they work, and so on—understanding these factors in ourselves; and making a commitment to engage with each other respectfully. In other words, in these exercises we ask participants to put themselves into the shoes of the people who are the focus of each exercise. For those who may have difficulty thinking this way about the term, it may be helpful to present “P.C.” as it relates to other terms with which they may already be familiar—for example, “audience analysis,” “lay readers,” “end users,” “internal/external customers,” “market analysis,” “stakeholders,” or “user-friendly design”—all of which refer to *people*; those people who will be most intimately involved with the product, service, institution, or idea at hand. This way of looking at “P.C.” is accurate, broadens the usefulness of the exercises (and their potential applications later), and may make the discussion process more successful. The first exercise in this resource is devoted to a discussion of the concept of P.C., as it pertains to a particular situation in a high-tech publication. If this is an area of potential conflict for the participants in these exercises, this may be a good place to start. Ultimately, we’d like participants to come away from their experiences with these exercises with the idea that we are teaching them, not what to think; but how to think in ways that increase understanding and respect, and improve people’s relationships with each other.

We wish you many fruitful discussions with “Making Connections.”

## ***About the Authors***

**Janet Lockhart**, M.S., M.A.I.S., has taught Women Studies classes for Oregon State University. *Making Connections: Your Education, the World Community, and You* is her third collaboration with Susan Shaw. She also co-authored *Writing for Change: Raising Awareness of Difference, Power, and Discrimination* (originally for OSU's Difference, Power, and Discrimination Program) and *The Power of Words: Examining the Language of Ethnic, Gender, and Sexual Orientation Bias* (for the Southern Poverty Law Center's Teaching Tolerance program). She is also a contributor to *Teaching for Change*. During the school year she is a pediatric speech-language pathologist, working with special-needs preschoolers, who always give her something new to think about. She dedicates this work to the memory of Richard Fiske, an unexpected friend; and to the future of Jacqueline, her favorite little feminist.

**Susan M. Shaw** is professor of Women, Gender, and Sexuality Studies and director of the School of Language, Culture, and Society at Oregon State University. She is co-author of *Women's Voices, Feminist Visions: Classic and Contemporary Readings* (with Janet Lee), and *Women Worldwide: Transnational Feminist Perspectives on Women* (also with Janet Lee). She is also co-editor of *Teaching for Change* (with Jun Xing, Larry Roper, and Judith Li). She is the author of *God Speaks to Us, Too: Southern Baptist Women on Church, Home, and Society* and co-author of *Girls Rock! Fifty Years of Women Making Music* (with Mina Carson and Tisa Lewis). She speaks on diversity issues and leads curriculum transformation workshops across the nation. She is an avid reader of Southern women's fiction, murder mysteries, and the *New York Times*. She loves crime dramas, racquetball, 60s girl group music, and her hot tub.

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## ***Definitions***

The definitions included in this section apply to the exercises in “Making Connections.” This list of terms related to issues of difference, power, and discrimination is not comprehensive; and in some cases, alternate or additional meanings for terms have been used or suggested.

Differences in opinion as to the meaning of terms can be grounds for more fruitful discussion; feel free to question, research, and explore. Indented entries are related to the main entry above them.

**Ableism:** Prejudice and/or discrimination against people with mental, emotional, or physical disabilities. Assumptions that every person’s mental, emotional, and physical abilities are the same, which can render people with disabilities invisible. Ableism can manifest in any facet of society, from workplace practices to design of public spaces.

**Abuse:** A misuse of power by one person or group over another; intentional treatment that causes harm, pain, injury, limitations, and/or suffering. In interpersonal relationships, abuse can take the form of emotional/psychological, verbal, physical, or sexual abuse. Verbal and psychological abuse are very common, and are frequent starting points for abuse that later leads to physical or sexual harm. Abuse is the choice of the abuser, and is not caused by the victim or survivor.

**Access, accessible, accessibility:** The extent to which a device, facility, or space is available or able to be used by all people. The term is often used to refer to the right of people with disabilities to use, interact with, or benefit from, public spaces, facilities, and technologies. Accessibility may include design features, availability of assistive technology, or other strategies.

**Affirmative Action:** A policy designed to correct past discrimination against women and minority groups through measures to improve their economic and educational opportunities, resulting in a balance of power and opportunity.

**Ageism or age discrimination:** Discrimination against individuals based on their age, especially of the elderly, based on the idea that they are less mentally or physically capable than younger people. Ageism can manifest in any facet of society, from workplace practices to entertainment.

**Allies:** Members of non-target (“in”) groups who work to end oppression by educating others about target (“out”) groups, by supporting members of target groups, and by interrupting oppressive behaviors.

**Assimilation:** The process wherein a minority group absorbs, often under duress, the customs and attitudes of the dominant culture, rendering them more similar to the dominant group. Also, being stripped of one's identity, language, or cultural beliefs in order to conform to the dominant system. Assimilation may be seen to have benefits (for example, greater access to well paying jobs) as well as drawbacks (such as losing one's cultural heritage). Each individual's experience will differ depending on ethnicity, sex, age, socioeconomic status, geographical location, etc.

**Cooptation or tokenism:** The means by which the dominant culture assimilates certain members of target groups, rewards them, and then holds them up as "examples" for other members of the target group.

**Bisexual:** *See Sexual Orientation.*

**Blaming the victim or victim-blaming:** Holding the victims or survivors of a discrete incident, or an ongoing experience, of oppression accountable or responsible for the oppression perpetrated against them. It may take racist, sexist, heterosexist, and other forms. Blaming the victim serves to excuse or deflect attention from those perpetrating oppression from responsibility for what they have done or continue to do.

**Christian privilege:** A type of privilege accruing to those who are members of the dominant religious group, Christians. In the case of Christian privilege, Christianity is assumed as the norm and its values as the litmus test for good behavior. Christians as a group have access to rights or resources that other religious groups—Muslims, Jews, Buddhists, Hindus, Pagans, and others—cannot count on having. Because Christianity is considered the normative religion, Christian privilege may be invisible to those who benefit from it. Christian privilege can manifest in any facet of society, from government to workplace practices.

**Classism:** Discriminatory beliefs and behaviors based on ranking differences in people's social status, with wealthier groups considered superior to poorer groups. "Class" is sometimes used synonymously with socioeconomic status or SES, which includes the ideas of social class as well as economic standing. Classism involves an economic system that contributes to and perpetuates inequality. Classism can manifest in any facet of society, from marketing practices to educational access.

**Complicit:** Choosing to be involved, participate in, or associated with an act of discrimination or ongoing oppressive behavior or attitude. Doing nothing when one is aware of oppression is a form of being complicit.

**Compulsory or obligatory heterosexuality:** *See Heterosexism*

**Consumer culture or consumerism:** The system or practice of constant and expanding production and consumption of material goods. The idea that this system is economically sustainable, beneficial, or advantageous to all.

**Digital divide:** The differences between people with full access to information technology, and those with little or no access. Differences can be in actual hands-on access to computers and other digital technology; as well as in the skills needed to utilize the technology, and in resources such as training or leisure time to acquire those skills. It has been suggested that the digital divide also includes differences in the ways the needs of certain socioeconomic groups are or are not included in the process of developing and marketing technology. Differences in access to information technology can be related to class or socioeconomic status, race, gender, age, physical ability, and geographical location.

**Disability, disabled:** A physical or mental challenge or limitation that interferes with a person's ability to perform activities of daily living; especially one that prevents a person from living the full, fulfilling life they would choose for themselves, from holding a gainful job, or from being as independent as they would choose. A subjective term; "disability" may be perceived differently by different people.

**Discrimination:** A prejudice or bias against any group, coupled with the institutional power or backing of the corresponding "in" or non-target group. Behavior that denies equal treatment to people—opportunities, privileges, resources, etc.—because of their membership in some group. Discrimination is often related to the in-group holding a stereotype about the out-group. Discrimination manifests in all aspects of society, and includes biases based on race, gender, age, sexual orientation, body size or appearance, physical or mental ability, religion, class, geographic location, etc.

**Diversity:** The existence of, or desire for movement toward, a varied group composition. Often, but not always, used to refer to the valuing of greater inclusion in institutions such as government, education, workplaces, etc. Diversity can refer to a mix in racial or ethnic backgrounds, sex and sexual orientation, age, socioeconomic status, religion, and other factors that affect people's identity.

**Environmentalism, environmentalist:** Advocacy for or work toward protecting the natural environment from destruction, pollution, species extinction, climate change, etc. A person who advocates or works to protect the air, water, animals, plants, and other natural resources from the above.

**Equality:** Sameness of worth, value, access, opportunity, benefits, etc., of all people in all facets of society.

**Ethnic or cultural group:** Any group of people within a larger society with distinctive social or cultural traits, shared history or origin (racial, religious, tribal or cultural, or linguistic), and a sense of commonness or group identity. Ethnic or cultural identity is shaped by what each individual has absorbed or internalized from the ethnic or cultural group(s) they belong to. People may define themselves as belonging to more than one group, or others may identify them in this way.

**Ethnocentrism:** The tendency of people to see their own group as being at the center or norm, their values and beliefs as the standard; generally, a belief in the superiority of one's own ethnic group. At the extreme, ethnocentrism can lead to bias and prejudice against people of other ethnic groups, or a belief in their inferiority; this may be used to justify oppression and the maintenance of the status quo.

**Feminism, feminist:** A belief in the full equality of women and men. Also, a movement advocating equal economic, social, religious, political, and legal status for women. Both terms have acquired negative connotations, and considerable misinformation exists as to what the words actually mean.

**Gay:** *See Sexual Orientation.*

**Gender, gender identity:** Culturally produced and constructed ideas about the characteristics, thoughts, feelings, and behaviors that constitute (in Western cultures) "feminine" or "masculine." Many, but not all, cultures presume the existence of two genders that corresponds with two physical sexes (that is, they presume that all bodies are physically either male or female: this is not necessarily so). Gender identity reflects a person's feeling or understanding about whether behaviorally and biologically he or she is a man, woman, transgendered, or other identity category.

**Heterosexism (also called compulsory or obligatory heterosexuality):** The assumption that everyone is heterosexual, or should be. Also, the belief that male-female sexual attraction and love are inherently superior; the belief that being heterosexual is better than being lesbian, gay, or bisexual (see *Homophobia*). This belief leads to pervasive discrimination against people who are homosexual, bisexual, or transgender. Because heterosexuality is considered the normative sexual orientation, heterosexual privilege may be invisible to those who benefit from it. Heterosexism can manifest in any facet of society, from education to the law.

**Heterosexual:** *See Sexual Orientation.*

**Homophobia:** Conscious or unconscious fear, dislike, hatred, or aversion to homosexual (also bisexual or transgendered) people. Also, fear of homosexual feelings within oneself.

**Homosexual:** *See Sexual Orientation.*

**Interlocking, intersection(s):** *See interlocking oppressions under Oppression.*

**Invisible, invisibility:** In reference to minorities, target groups, or out-groups; the lack of presence, recognition, validation, or appreciation of their traits, efforts, contributions, needs, or opinions, in all facets of society, from education to business to government. In reference to the majority, dominant group, or in-group; the tacit acceptance and approval of their traits, efforts, contributions, needs, and opinions as normal or central in all facets of society, from marriage to marketing to entertainment.

**Lesbian:** *See Sexual Orientation.*

**LGBT:** *See Sexual Orientation.*

**Lookism or looksism:** Prejudice or discrimination toward others based on physical appearance, including size (see *Sizeism*), and especially physical appearance that does not conform to established ideas of physical beauty. Attributing other negative traits—such as laziness or stupidity—to people perceived as unattractive. Also, the preferential treatment of those considered or perceived to be physically attractive. Looksism manifests in all facets of society, from the workplace to the courts.

**Meritocracy:** A system in which advancement or success is based solely on individual effort and ability. In this belief system, factors that systematically advantage or disadvantage certain groups—such as racism, classism, sexism, etc.—are not recognized as affecting any given person’s chances for success.

**Misogyny:** Hatred, dislike, or violence against women, as women. A manifestation of sexism. (See *Sexism*)

**Omnisexual:** Expressing or involving sexuality in many different forms or with a variety of sexual outlets.

**Oppression:** The systematic and institutional discrimination against one or more out-groups by a dominant or in-group. Oppression is more than individual attitude or prejudice; it involves the backing of societal institutions in acting on that prejudice. Common elements related to oppression can include: Institutional or economic power of an in-group, violence or threat of violence against the out-group, invisibility of the in-group’s privileges and of the out-groups’ disadvantages, blaming the victims for the oppression they experience, isolation of the out-group, and assimilation and tokenism. Oppression tends to be self-perpetuating, since the original discrimination against a target group leads to stereotypes and misinformation about that group; which then become socially engrained into attitudes, feelings, beliefs, and

assumptions that lead to further discrimination. Oppression can manifest in any facet of society, and can include racism, sexism, heterosexism, classism, ageism, ableism, anti-Semitism, sizeism, etc.

**Interlocking oppressions or intersection of oppressions** refers to the fact that more than one system of oppression may overlap, intertwine, or reinforce other system(s), differently affecting how individuals experience oppression(s). For example, women of color may be affected by both racism and sexism; and the experiences of any two women of color will be different depending on their individual circumstances.

**Others, Othering:** The conscious or unconscious process by an in-group of applying stereotypes or other definitions of their own creating to target groups, which leads to the mental distance and dehumanization that perpetuates oppression. Othering allows members of an in-group to see members of target groups as different or inferior; or not to see them at all (invisibility). “Others” are then marginalized or excluded from full participation. Othering can manifest in any facet of society, from religious institutions to government.

**P.C./politically correct/political correctness:** An attitude or set of behaviors that emphasizes inclusiveness, respect for diversity, and sensitivity to the ways diverse groups of people define themselves. The terms “political correctness” and “politically correct” have been used differently over time and by different groups. One current interpretation of the term is that it is an attempt by liberal groups to stifle the freedom of speech of more conservative groups; to imply by using the word “correct” that there is only one acceptable way of talking about people. However, anyone who is attentive to using inoffensive language, avoiding stereotypes, and thinking about how people different from themselves wish to be named—in short, to showing what Robin Morgan terms “plain courtesy”—can be said to be politically correct.

**Prejudice:** An attitude, feeling, or opinion, usually negative, directed toward a group of people (e.g. women, Black people, or lesbians) as defined by their membership within that group. A prejudgment, bias, or preconceived notion about such a group. Suspicion, intolerance, fear, or hatred directed against members of a certain racial, religious, socioeconomic, or gender group; or, individuals *perceived* to be members of that group. (See *Stereotype*)

**Privilege (also called “invisible benefits”):** A set of rights or resources that an in-group has access to, that other groups are denied. The more in-groups to which a person belongs (for example, White people, males, heterosexual people), the more power and privilege he or she has. Privilege is not necessarily earned; it is conferred upon people by virtue of their membership in a socially dominant group. Privilege is usually unasked for and assumed as the norm; therefore it is often invisible to the person or group possessing it (they may think of themselves as “lucky” or “blessed,” whereas groups without such privilege are “less fortunate”

or “underprivileged”). Peggy McIntosh uses the phrase “invisible knapsack” to refer to any such set of unearned rights or resources.

**Racism:** Discrimination against individuals based on their race or ethnicity, with White people considered superior to people of color. It embodies and perpetuates institutionalized imbalances in economic, social, and political power. Racism can manifest in any facet of society, from education to workplace practices to entertainment.

**Rape, sexual assault:** Sexual contact by anyone, with anyone who cannot or does not give informed, willing consent. Although legal definitions distinguish between degrees of rape, and between rape and other forms of sexual assault, the important issue for social justice is *consent*. Regardless of who attacked the victim/survivor, the amount of violence or coercion of the assault, how the law might categorize what was done to the victim/survivor; the pain of sexual assault remains. Sex without consent is rape.

**Reconciliation:** A process wherein individuals or groups that have been in a dispute or conflict (verbally, physically, violently, economically, etc.) resolve or end the conflict, and establish or reestablish an equal relationship. A true reconciliation is voluntary, and involves remorse or apology on the part of the aggressor(s), as well as acceptance and forgiveness on the part of the oppressed party(ies). An interaction in which the victim, survivor, or oppressed group(s) is forced or pressured into contact with the aggressor or perpetrator (in other words, when unequal power is brought to bear) is a further oppression rather than a reconciliation.

**Reverse discrimination:** (The belief in) discrimination against members of a dominant or majority group, especially when such discrimination seems to result from policies established to correct discrimination against members of a minority or disadvantaged group. (See *Affirmative Action, Discrimination, and Oppression*.) The idea of reverse discrimination does not recognize that majority groups inherently have more institutional power than minority groups.

**Sexism:** Discriminatory beliefs and behaviors directed toward women, as women; the belief that men are superior to, and have the right to have power over women. Sexism includes the assumption that there are inherent differences between men and women due to their sex. Sexism includes prejudice and discrimination at the individual and institutional levels. Sexism can manifest in any facet of society, from workplace practices to education to the media.

**Sexual Orientation:** A person’s romantic, emotional, physical, or erotic attraction to people of the same sex (called homosexual), people of the opposite sex (called heterosexual), or both sexes (called bisexual). Related terms are *lesbian* (a woman attracted to women), *gay* (a man attracted to men), and *LGBT* (an acronym used to refer to groups that may include people who are lesbian, gay, bisexual, or transgender). According to the American Psychological Association, in spite of these commonly-used categories or labels, sexual orientation is actually a continuum.

**Sizeism or size discrimination:** Prejudice or discrimination toward others, especially women, based on the physical size of their bodies, and especially those considered overweight, obese, or “fat.” Attributing other negative traits—such as laziness or stupidity—to people perceived as fat. Also, preferential treatment of those considered or perceived to be of ideal or “normal” size. Sizeism manifests in all facets of society, from transportation to entertainment.

**Stereotype:** A set of preconceived ideas or beliefs, usually negative, over-generalized to all or most members of a group based on their membership in that group. Stereotypes can be based on race or ethnicity, gender, sexual orientation, age, ability, physical appearance, class or socioeconomic status, occupation, etc.

**Target Group (out-group):** For each type of oppression, these are the people without institutional power in that oppression. People who are members of the target group are socialized into the role of being oppressed. Each target group may internalize, to different degrees, the mistreatment and misinformation about itself. However, each target group also has a history of resistance, which may or may not be recognized.

**Non-Target Group (in-group):** For each type of oppression, these are the people in power in that oppression. People who are members of the non-target group are socialized into the role of being oppressive. They become perpetrators, either in a direct and active form or in an indirect and passive form. The non-target group retains its power through force, the threat of force, and misinformation about the target group. Non-target groups also have a history of resistance which usually is not recognized.

**Unintended consequences:** The set of results, outcomes, benefits, etc., that come along with an individual’s membership in a privileged or in-group. The effects, perhaps unconscious or passive, of a person’s use of or access to these benefits while others have less or no use or access to them. Related to the “invisible benefits” of privilege.



## ***Exercise 1: “No Place for Political Correctness in Science”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways technical professions are affected by gender, ethnicity, and privilege. They will consider the definition of “politically correct.”

#### **Summary of Activity:**

Students will read a provided scenario regarding political correctness in a high-tech field, and respond to discussion questions about it.

#### **Terms, Issues, or Concepts Addressed:**

Privilege

Invisibility

P.C., or political correctness

Ethnocentrism

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, social science, humanities, business, law, health care, DPD.

## ***Exercise 1: “No Place for Political Correctness in Science”***

### **Students’ Handout**

#### **Instructions:**

Consider the scenario below and answer the discussion questions in your group.

#### **Scenario:**

The editorial staff for the members’ journal of a high-tech profession has received several letters from members criticizing the magazine’s poor use of art (on the cover and in the interior), saying it is too abstract and does little to illustrate the contents of each issue (which usually relate to the development of new processes and products in the field). In response, the staff has run an editorial asking for suggestions from members as to appropriate types of art. One member submits a letter suggesting that the editors create a library of photographs showing the diversity of association members and of the end users of their products. She comments that this would be a concrete way to illustrate the contents of the journal, which deal with people creating products and processes for other people to use. She attaches her own photo to get the library started.

A flurry of letters to the editor follows. In addition to the member who made the suggestion (a White woman), two other members (a White woman and a man originally from India) send photos of themselves for the library. Another member, a White male, sends a photo of a group of people using a product, a proprietary data-entry system, he helped develop (the photo includes six Hispanic women, five White women, and one African-American man). However, most of the letter-writers oppose the idea, saying that the photographs have nothing to do with the journal’s content, which is about products and processes. One member who criticizes the idea comments, “This P.C. stuff really makes my skin crawl. There is no place for political correctness in science.” The editors also oppose the idea, and formally reject it in the next issue’s editorial column, concluding that “political correctness is ultimately an illusion, anyway.” Since no other suggestions have been made to improve the journal’s art, the issue remains unresolved and the editors continue to use the type of art they have been using in the past.

**Discussion:**

1. Members of the two opposing groups are focusing on different aspects of the high-tech development process. What is the fundamental issue of disagreement between them?
2. What advantages are there for the members to refuse to consider the impact of diversity both within their own membership and among the end users of their products and processes? Why do you think some of them reacted so negatively to the suggestion?
3. Could there be differences in the ways women and men are able to access, understand, and use a piece of technology? If so, what might they be? Could there be differences in the ways people from different socioeconomic backgrounds can access, understand and use the technology? Could there be differences in the ways people from different ethnic groups are able to access, understand, and use it?
4. If “political correctness” includes being aware and planning for, the variety of end users of a product or process, what is gained by making a “place for political correctness in science”? (Or, how would the members of the profession benefit by expanding their awareness of the needs of different end users?)
5. If you were a member of the journal’s editorial staff, how would you have solved the art dilemma? How would you have responded to the member’s suggestion for a photo library?
6. In your opinion, is “political correctness an illusion”? Why or why not? How could you explore this concept in your own discipline?

**To Dig Deeper:**

What is “politically correct,” anyway? The writer of the letter to the editor was using the term differently from the way it is explained in the Definitions section of this workbook. To her, it meant being dictated to about how she should think; bringing an irrelevant sensitivity to an area that has “nothing to do with” people. To the writer who originally proposed the photo library, “politically correct” meant having a more complete awareness of who is involved in a process or organization, and what their needs, preferences, and ways of thinking are. With which definition are you more familiar? What does the term mean to you? Has this exercise given you anything to think about? Write up your thoughts and share with your instructor, or the class.

## ***Exercise 2: The Story of Stuff***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an understanding of the process of production of consumer goods. They will begin to identify some of the effects of this process on the environment and on various groups of people. They will be able to identify the origin of consumer culture in the United States, and consider some alternatives or modifications to that culture.

#### **Summary of Activity:**

Students will view an online movie about the effects of consumer culture, and answer discussion questions about the processes and effects described in the movie.

#### **Terms, Issues, or Concepts Addressed:**

Consumer culture

Extraction, production, distribution, consumption, and disposal

Exploitation, inequality

#### **Materials or Preparation Needed:**

Students will view the 21-minute movie [The Story of Stuff](http://www.storyofstuff.com) ([www.storyofstuff.com](http://www.storyofstuff.com)) before class, taking notes with respect to the concepts addressed in the exercise; or the instructor may choose to show the movie during class time.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, business, law, social science, humanities, health care, DPD.

## ***Exercise 2: The Story of Stuff***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have watched the online movie [The Story of Stuff](http://www.storyofstuff.com) ([www.storyofstuff.com](http://www.storyofstuff.com)) by Annie Leonard.

#### **Discussion**

1. Where and when did the idea of “consumer culture” begin? Why was it created?
2. What is one environmental effect consumerism has at the “extraction” phase of the process? What is one environmental effect at the “disposal” phase?
3. How does socioeconomic status come in to play in the “production” and “consumption” phases of the process? In other words, who produces commercial goods? Who buys them?
4. Using Annie Leonard’s description of “perceived obsolescence,” come up with a list of common items that are frequently replaced while still functional (anything from clothing to electronics). How are “new and improved” products essential to perceived obsolescence?
5. Now examine the list you created. Categorize the items by: a) the gender of the targeted buyer or end user; then b) by cost, and c) by the impact of the manufacturing process (from low to high) on the environment. Can you identify any patterns?
6. Leonard comments that the mainstream media often depict the consumption phase of the consumer process, but rarely show the other phases (extraction, production, distribution, and disposal). In addition to this movie, what are some other sources of information about the phases of consumer culture?

## **Challenges**

As Annie Leonard says in the movie, “Things really start moving when we see the connections.” Here are some challenges for you:

1. Choose one manufactured item you own, and track down its movement through the consumer process, from extraction to disposal (or expected disposal). What are the hidden costs involved (in other words, who “pays” in one way or another) in your ownership of this item? If you were going to recommend one or two Extended Producer Responsibility (EPR) laws, what would they be? (As explained in “The Story of Stuff,” EPR is a policy which holds producers responsible for the entire lifecycle of their products, so that electronics companies who use toxics in their products, have to take them back.) Report on your findings.

### ***Exercise 3: Rate Your Behaviors: Environmentalism***

#### **Instructor's Page**

##### **Teaching Goal:**

Students will develop an understanding of the effects their individual actions can have on the environment. They will consider their definition of the term “environmentalist.”

##### **Summary of Activity:**

Students will respond to a behavior-rating scale and answer questions about it in their groups.

##### **Terms, Issues, or Concepts Addressed:**

Environmentalism, environmentalist

Climate change, carbon footprint, “green” products

##### **Materials or Preparation Needed:**

The rating scale is provided.

##### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, social science, humanities, business, law, health care, DPD.

### ***Exercise 3: Rate Your Behaviors: Environmentalism***

#### **Students' Handout**

##### **Instructions:**

Read the statements below and indicate with an "X" approximately where on the continuum your own behavior, attitude, knowledge, or belief falls (N = "Doesn't apply to me" or "No, I don't do that"; Y = "Does apply to me" or "Yes, I do that"). Then, answer the discussion questions in your groups.

##### **Rating Scale:**

1. I think about the living conditions of meat and dairy animals.	N _____ Y
2. I donate money to organizations that promote stewardship of the Earth's natural resources.	N _____ Y
3. I have contact with non-food animals on a regular basis.	N _____ Y
4. I understand the connection between hamburger and habitat destruction.	N _____ Y
5. I encourage my community to plan for future generations.	N _____ Y
6. I am concerned about the extinction of species.	N _____ Y
7. I lobby my elected officials to pass legislation that protects our air and water.	N _____ Y
8. I use alternative sources of energy whenever they are available.	N _____ Y
9. I am concerned about reducing my carbon footprint.	N _____ Y
10. I follow news and developments on the issue of climate change.	N _____ Y
11. I buy "green" products whenever possible.	N _____ Y
12. I reduce, reuse, and recycle as much as I can.	N _____ Y



### **Discussion**

1. What patterns did you see in your responses? Were there any that surprised you?
2. Will you make any changes in your attitudes or habits as a result of doing this exercise?
3. Did you discover any attitudes or habits in yourself that you appreciate and want to reinforce or enhance?
4. Based on this exercise, do you consider yourself to be an environmentalist? Why or why not? What does this term mean to you?

### **Challenge:**

Choose one or two ways you think your group living situation, academic department, or workplace could reduce their carbon footprint, and work to get them implemented. Report back on your experiences.

### **To Dig Deeper:**

1. Visit the [Sierra Club](http://www.sierraclub.org/) website (<http://www.sierraclub.org/>) to learn about some of their programs and find some simple ways to make your life greener.
2. Visit <http://www.myfootprint.org/> and take the Ecological Footprint quiz.

## ***Exercise 4: Designing for Accessibility***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of ways in which technology may not be, or may be differently, accessible to individuals who have disabilities (such as differences in sensory acuity, or limitations in motor abilities).

#### **Summary of Activity:**

Students will read the interview about usability engineering, and apply the principles described to scenarios about individuals with disabilities accessing everyday technology.

#### **Terms, Issues, or Concepts Addressed:**

Technology, usability

Ableism

#### **Materials or Preparation Needed:**

Students will need to read the interview "[Cherri M. Pancake on Usability Engineering,](http://ubiquity.acm.org/article.cfm?id=544734)" (<http://ubiquity.acm.org/article.cfm?id=544734>) taking notes with respect to the concepts addressed in the exercise, before class. Scenarios for applying the principles discussed in the interview are provided.

#### **Directions to Instructor:**

Assign scenarios to small groups, or let them choose one, and present their solutions to the larger group.

This exercise may be useful for classes in: STEM, health care, business, social science, humanities, DPD.

## ***Exercise 4: Designing for Accessibility***

### **Students' Handout**

#### **Instructions:**

Using the principles of usability engineering, respond to the design questions/challenges given about people with disabilities (such as differences in sensory acuity, or limitations in motor (movement) abilities) accessing technology. Answer the discussion questions in your groups.

#### **Prep Material and Scenarios:**

You will need to have read the interview ["Cherri M. Pancake on Usability Engineering"](http://ubiquity.acm.org/article.cfm?id=544734) (<http://ubiquity.acm.org/article.cfm?id=544734>) before class.

When accessing everyday technology, people with motor or sensory differences may face challenges, since they are not typical end users. The usability approach is suited to these groups of people since it focuses on involving users in the development process. Together, the user-developer team should determine: a) what the user perceives the access challenge or problem to be, b) how he or she thinks and solves problems, and c) what his or her requirements for the tool are. Then they can develop the tool that will fulfill those requirements for that user or group of users.

Address the design challenges below. Remember that people with a particular disability will not all have exactly the same characteristics (in other words, there is a range in the type and severity of hearing loss, visual impairment, strength and motor limitations, etc). For this exercise, you will not have first-hand information about the user's specific needs (since he or she will not be present). Try to avoid assumptions: in other words, do *not* start with a working hypothesis. Generate some open-ended questions that might elicit the answers to a) through c) above, and help you determine what kinds of observations, interviews, or measurements you will need to do.

**Scenario 1:** M.B. is a woman of typical intelligence and mobility who has a tremor in her right hand (her dominant hand), which makes it difficult for her to make precise finger movements or to apply much pressure. She has a busy schedule and an active social life; she relies on her mobile device to help stay organized. What do you need to find out from her so you can design a mobile device that she can use easily?

**Scenario 2:** A.J. is an excellent licensed pilot who loves flying his single-engine aircraft. He happens to be deaf, which means he cannot communicate with ground control via radio. You want him to be able to keep flying: What questions do you need to ask him in order to design a tool that will allow him to communicate while in the air?

**Scenario 3:** Young L.N. spends a lot of time watching television and playing movies on his DVD player. He wants to be able to channel surf and change the disks independently. Since he has very low muscle tone, and uses a power wheel chair to get around, you'll need to know some things about him before you create a TV/DVD setup he can use. Where do you start?

## **Discussion**

1. This exercise assumes that you and your end user are developing a new product. Look at the technology as it currently exists and identify some of the issues your user might have with accessing it.
2. What are some inexpensive, low-tech, or user-controlled ways you could suggest to offset your user's access limitation and increase usability of the technology?
3. What is one front-end or designer-controlled feature that could be easily modified to increase access for other people who have similar characteristics as your user?
4. A reader of the interview with Dr. Pancake commented that in the real world of business and industry, usable software ultimately doesn't pay. There is a perception that to be "good," software has to be difficult. If this perception applies to hardware as well, how could this contribute to the scarcity of everyday technology made to be usable by people with disabilities? What are one or two ways you could think of to overcome this perception?
5. What are some other real-world barriers to the type of development process we explored in this exercise (include societal, financial, logistical, attitudinal, and any other factors you can think of)? What are some suggestions you can make to minimize or eliminate these barriers?

**Challenges:**

1. For your next design project, consider all of the users described in this exercise (and any others you can think of who might have limited access). Design your deliverable to accommodate all of their needs. Include people with one or more of these design needs in the development process.
2. If you are aware of a device or product that has already incorporated multiple access considerations into its design, report on it to the class. What recommendations can you make to improve the design process for future devices or products?

**To Dig Deeper:**

1. For a look at the use of “biomimicry” in industrial design, go to [AskNature.org](https://www.asknature.org).

## ***Exercise 5: Twilight: Isn't It Romantic?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of the prevalence of verbal and psychological violence against women which is portrayed as normal in mainstream entertainment.

#### **Summary of Activity:**

Students will watch the popular movie *Twilight*, and answer questions about the language used by the main characters.

#### **Terms, Issues, or Concepts Addressed:**

Violence against women

Verbal abuse

Psychological abuse

Romantic/romance

#### **Materials or Preparation Needed:**

Students should view the movie *Twilight*, taking notes with respect to the concepts addressed in the exercise, before class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, education, health care, DPD.

## ***Exercise 5: Twilight: Isn't It Romantic?***

### **Students' Handout**

#### **Instructions:**

View the movie *Twilight* before class. Answer the discussion questions below in your class groups.

#### **Material:**

Consider the following dialogue from the movie, taken out of context:

"If you were smart, you'd stay away from me."

"I'm designed to kill."

"Be quiet and stay behind me."

"You can't go home."

"You don't know what you're saying. You don't want this."

"I want to kill you. I've never wanted a human's blood so much."

#### **Discussion**

1. Under what conditions would it be acceptable for one male to say these things to another male? Under what conditions would it be acceptable for a female to say them to another female? A man to a woman? A woman to a man?
2. Under what conditions would it be acceptable for you to say these things to your loved one? Would it be okay for your loved one to say these things to you? Why or why not?
3. Which character makes the above statements, and to whom? What are the responses?
4. What does Edward mean when he says, "I'm stronger than I thought?" What would have happened if he wasn't? To him? To Bella? Was the risk for him the same as for Bella?

5. At face value, the words above are verbally abusive (they demean the intelligence of the person to whom they are directed, threaten or imply violence, and control her freedom of movement). How does the context of the story alter, or appear to alter them?
6. Who is strong or active in this movie? Who is weak or passive? Who needs rescuing? Who is the rescuer? Who is the temptation, and who is the guardian of the characters' virginity? What lessons does this teach?
7. *Twilight* is "romantic" in the traditional sense of a heroic or supernatural adventure. Is it also romantic in the sense of ideal, passionate love? If so, what does "romantic" mean for Edward? For Bella?

**Challenge:**

Review the movie, and note or transcribe some of Edward's dialogue. How often does he say things that emphasize his own power? How often does he say things that support or empower Bella? How often does he criticize her or tell her what to do? Now note or transcribe some of Bella's dialogue. How often does she say things that emphasize her own power or that of other women? How often does she say things that diminish her self-worth or turn her power over to Edward? What lessons does this teach? Report your findings.

**To Dig Deeper:**

See also the original novel *Twilight* by Stephenie Meyer (2005). Are there any major differences between the language and behaviors of each of the two main characters in the book and in the movie? If so, what are they? Does the book teach substantially different lessons than the movie? Report your findings.



## ***Exercise 6: Torchwood: Omnisexual***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the variations in human sexual expression. They will examine the concept of sexual identity.

#### **Summary of Activity:**

Students will view one or more episodes of the TV show *Torchwood* (2008) and answer discussion questions about the characters' sexuality in their groups. You may wish to have them identify the title and/or number of the episode(s) they watch.

#### **Terms, Issues, or Concepts Addressed:**

Omnisexual

Fluidity

Sexual identity

#### **Materials or Preparation Needed:**

Students will need to have watched one or more episodes of the TV show *Torchwood*, taking notes with respect to the concepts addressed in the exercise, before class.

#### **Directions to Instructor:**

Note: Please do not ask students to identify their own sexual orientation or level of sexual activity.

This exercise may be useful for classes in: Social science, humanities, education, health care, DPD.

## ***Exercise 6: Torchwood: Omnisexual***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have watched one or more episodes of the TV series *Torchwood* (2008) before class.

#### **Discussion**

1. During the course of the series, each of the Torchwood team members (Jack, Gwen, Owen, Toshiko, and Ianto) has sexual contact with both women and men (and a few aliens). What, for the mortal characters in the show, are the advantages and disadvantages (or, consequences) of fluid sexual identities?
2. Are the consequences the same for all the mortal characters? Why or why not? What makes their situations different? Is different behavior expected from each of them? If so, what is it? Why do you think this is so?
3. What, for immortal Captain Jack Harkness, are the advantages and disadvantages (or, consequences) of a fluid sexual identity? What rewards does he reap? Does he pay a price of any kind?
4. What are Jack's attitudes toward sex? How do you know? What characterizes his multiple relationships with his various partners? Are they emotionally and physically healthy? Are they sustainable over time? What changes are likely?
5. What are the consequences, costs, and/or rewards, for Jack's mortal partners of sexual involvement with him?
6. With whom does Jack abstain from sexual contact? Why? How does this affect their relationship?

7. Gwen and Toshiko both have sexual contact with females while under the influence of an alien of some sort. Does this mean they are lesbians? Are they bisexual? Do you see their sexual identity differently if they make the choice of sexual partner consciously? Why or why not?
8. When Ianto's sister finds out he is having a relationship with Jack, she asks Ianto if he is gay. He responds, "No, it's not men; it's just . . . him." Are a person's sexual behaviors the same as their sexual identity? If not, what defines "sexual identity"?

**To Dig Deeper:**

For more on *Torchwood*, visit <http://www.bbcamerica.com>.

## ***Exercise 7: Twilight and Torchwood: Sex, Death, and Immortality***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the different beliefs about, and attitudes toward, human sexuality.

#### **Summary of Activity:**

Students will view the movie *Twilight* and one or more episodes of the TV show *Torchwood* and answer questions about the different ways sexuality is treated in the two. You may wish to have them identify the title and/or number of the episode(s) they watch.

#### **Terms, Issues, or Concepts Addressed:**

Abstinence

Sexual identity

Fluidity

Immortality

#### **Materials or Preparation Needed:**

Students will need to have viewed both *Twilight* and *Torchwood*, taking notes with respect to the concepts addressed in the exercise, before class.

#### **Directions to Instructor:**

Note: Please do not ask students to identify their own sexual orientation or level of sexual activity.

This exercise may be useful for classes in: Humanities, social science, education, health care, DPD.

## ***Exercise 7: Twilight and Torchwood: Sex, Death, and Immortality***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have watched both the movie *Twilight* and one or more episodes of the TV series *Torchwood* before class.

#### **Discussion**

1. For Bella, sex with Edward literally equals death. The consequences for Edward are quite different. What rewards does Bella gain by being in a relationship with him? Or, why is the risk to her life “worth it”?
2. What, for ordinary mortals, are the advantages and disadvantages of abstinence? Are they the same for males and females? How, and why?
3. What is the nature of Edward and Bella’s relationship at the end of *Twilight*? Is it emotionally and physically healthy? Is it sustainable over time? What changes are likely?
4. For Edward and Jack, the two immortal characters, what are the consequences of having relationships with mortals? How does the knowledge of the certainty of their partners’ deaths affect them? How do they each respond? What do they gain? What do they lose?
5. How does the knowledge of the certainty of death affect Jack and Edward’s mortal partners? What are the consequences for them of a relationship with an immortal? How do they each respond? What do they lose? What do they gain?
6. As immortal beings, Jack and Edward each have the greater power, influence, or “say” in their relationships. What factors influence the relative amount of power or say over things in relationships between ordinary mortals? What does this say about the value society places on different types of people? Why do you think this is so?

7. Jack's attitude toward sex is lighthearted and he is very sexually active. Edward's attitude toward sex is very serious and he is sexually abstinent. How is the immortality of the two characters used to highlight their attitudes toward sexuality? Why do you think the idea of immortality is so "sexy" (appealing)?
8. What is the writers' treatment of, or attitude toward, sexuality in *Torchwood*? In *Twilight*? With which are you most familiar? In your opinion, what are the advantages and disadvantages to each?

**Challenge/To Dig Deeper:**

For a disturbing and thought-provoking look into the consequences of rating people's value, see *Torchwood: Children of Earth* (BBC, 2009).

## ***Exercise 8: Assorted Examples: Racism?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which racism operates within all social institutions. They will consider some sources of resistance to racism.

#### **Summary of Activity:**

Students will read examples, determine if they represent racism, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Racism

Ally, resistance

Equality

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, education, STEM, DPD.

## ***Exercise 8: Assorted Examples: Racism?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Material:**

Read each of the examples below, and discuss whether each represents racism.

- In computer terminology, the primary processing component is referred to as the “master,” and dependent components are referred to as “slaves.”
- Critics, both Black and White, have challenged President Barack Obama’s stated place of birth, his birth certificate, and thus, his eligibility for the office of President.
- Private militias patrol to stop illegal immigrants from crossing the southern border of the U.S., but not the northern one.
- A store carries a line of cosmetics designed for a range of dark to light skin tones.
- An urban high school usually has twice as many African-American students in detention as White students.
- A standardized achievement test has norms developed using White children, and includes test items based primarily on European and European-American history, literature, philosophy, and the like.
- A college sports team has a mascot with a Native American name and a costume that incorporates Native American spiritual symbols, such as an eagle feather.
- A White adult reaches out to touch a Black child’s hair. “It’s so nubby,” she says.
- Two Muslim Americans are forbidden to board an airplane after they “say something in a foreign language,” and then laugh.
- A White homeowner hopes the house next door is not sold to “any of those Hispanic troublemakers.”



## **Discussion**

1. For those examples that do represent racism, identify:
  - a. The source of the oppression
  - b. A proactive response to the situation
  - c. A possible source of education on that particular topic
  - d. A person or group that potentially could be an ally on the issue
2. What assumptions or unspoken beliefs exist in each example?
3. Were there any differences in opinion in your group? If so, on what basis did you disagree? Were there some ways to resolve your differences?
4. Some attitudes or acts of racism done by White people are intentional, while others are unintentional or passive. What are some of the “unintended consequences” of being a member of a dominant group?
5. Who is hurt or left out by racism? Who benefits? What opportunities are lost?

## **Challenge:**

Identify one dominant group of which you are a member. What is one unintended consequence of your membership in this group? (In other word, what is one benefit you have, that others don't, that you have just by being a member of that group?) If you choose, is there a small step you could take to redress that consequence today? Write up your findings, and share them with your instructor.

## ***Exercise 9: Valued Customers, or “The Dummies Downstairs”?***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an understanding of some of the ways privilege—related to ethnicity, class, educational level, and gender—affect a person’s experiences in a corporate hierarchy.

#### **Summary of Activity:**

Students will read a provided scenario about ranking of groups within a corporation and answer questions about the scenario.

#### **Terms, Issues, or Concepts Addressed:**

Sexism

Class, educational differences

Ethnic differences, racism

Privilege

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, business, STEM, education, DPD.

## ***Exercise 9: Valued Customers, or “The Dummies Downstairs”?***

### **Students’ Handout**

#### **Instructions:**

Consider the scenario below and answer the discussion questions in your group.

#### **Scenario:**

A medium-sized corporation provides a cutting-edge high-tech service to residential and corporate customers. Most of the employees in the Information Technology Department are software developers (seven young White men and one young White woman) who serve “internal customers” (other departments within the company), creating computer programs for the Billing and Customer Service Departments. The developers are all college-educated, and most are enthusiastic about their work (one of them refers to the programs he creates as “pretty cool”). They get frustrated if their products aren’t well received and they are asked to make changes to them.

The internal customers, the Billing and Customer Service Departments, each consist of about 20 employees, mostly White or Hispanic females, who are mostly high school graduates. They use the programs created by the developers to generate customer bills and provide customer service. They are usually working against time (to generate bills on time each month, and to handle customer requests or complaints within 24 hours), so they need tools that are quick and easy to use. When the software they receive isn’t user-friendly, or easy to understand, they sometimes get frustrated, or anxious that they won’t get their work done on time.

At upper and middle management, the stated corporate philosophy is that the IT group are service providers and the Billing and Customer Service Departments are their valued customers. In theory, at least, the developers are responsive to their customers’ needs, and develop their programs based on input and feedback about what will work best for their end users.

The reality is a bit different. The flow of work follows this standard procedure: middle management presents the IT staff a development task; they develop a program that will perform that task, and then move on to their next project. A software trainer (a middle-aged White woman, college-educated), independent of the IT Department, comes in to the Billing and Customer Service Departments to train the staff on how to use the new software package. The technical writers (there are two young White men, one young White woman, and one

middle-aged White woman, all college-educated) write manuals for the new programs for the Billing and Customer Service Departments' reference. The IT, Billing, and Customer Service staff do not interact much at all. The trainer and technical writers are supposed to interact with the developers to learn how the programs work so they can pass the information on to the Billing and Customer Service Departments; however, this task is not usually a priority for the developers, and interaction may be minimal.

When Billing or Customer Service report problems (via a help request or trouble slip), IT creates a "fix" and the trainer or technical writer teaches the end users how to use it. Most of the Billing and Customer Service staff don't really know who the developers are; they think of them as "those guys upstairs," and most are rather intimidated by them. The IT Department heads refer to the Billing and Customer Service Departments as "our customers," and the IT Department staff uses the term in staff meetings; but in daily conversation among themselves, the developers often refer to the Billing and Customer Service staff as "the dummies downstairs." They don't generally consider that the needs of those downstairs have much to do with their own task of creating good software.

## **Discussion**

1. Of the three departments, which group has more authority, power, or respect? Why? (Or, on what basis is the authority conferred?)
2. How is the term "customer" being used in this context? In what ways is the IT Department fulfilling the needs of its customers? In what ways is the department not fulfilling their needs?
3. Is this the most effective way for the IT group to operate? If not, what is one change the IT Department could make to ease the Billing or Customer Service Department's task?
4. Is this the most effective way for the Billing and Customer Service departments to operate? If not, what is one change the Billing or Customer Service Department could make to ease the IT group's task?
5. What would motivate each group to make such changes?
6. How would the company benefit from increased cooperation among the departments?
7. Are there any advantages for the IT Department not to change its interactions with the Customer Service and Billing Departments? If so, what are they?
8. Whose needs, in this arrangement, are the most highly valued? Why do you think so?

9. Finally, the model described above is a fairly common corporate setup. What are some of the assumptions that go into this arrangement? Who benefits most from this arrangement? In what ways?

**Challenges:**

1. Suggest some ways in which the current model could be modified to be more interactive. Who would need to change, and in what ways? How could the management layers be modified to support a more interactive model? What would be some advantages and disadvantages of doing so?
2. Do some research into alternative corporate models. What are their characteristics? Can you find any that incorporate more cooperation or interaction between departments? Are there any models based on a non-hierarchical setup? Report your findings.

## ***Exercise 10: Law & Order and . . . ?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which race and gender affect people's experiences in a (fictional) criminal justice system.

#### **Summary of Activity:**

Students will view one or more episodes of *Law & Order: Special Victims Unit* and respond to discussion questions in their groups. You may wish to have them identify the title and/or number of the episode(s) they watch.

#### **Terms, Issues, or Concepts Addressed:**

Violence against women and children (rape, exploitation, sexual assault, murder)

Male-centrism/sexism

Reconciliation, recovery, healing

Justice

#### **Materials or Preparation Needed:**

Students should have watched one or more episodes of *Law & Order: Special Victims Unit*, taking notes with respect to the concepts addressed in the exercise, before class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Law, social science, humanities, education, DPD.

## ***Exercise 10: Law & Order and . . . ?***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have watched one or more episodes of *Law & Order: Special Victims Unit* before class.

#### **Discussion**

1. Analyze one of the episodes you watched, segment by segment. Approximately how much screen time (either in minutes, or as a proportion of the whole show) is devoted to the recovery of the survivor(s) or the family of the victim(s) of the crime? How much to the perpetrator or defendant? How much time is devoted to the activities of the detectives? The attorneys and courtroom action?
2. What are the race or ethnicity and gender of the survivor(s)/victim(s)? What are the race or ethnicity and gender of the perpetrator(s)/defendant(s)? What are the race and gender of the detectives, attorneys, and other characters in the show?
3. When a survivor/victim is a female, what type of crime has been committed on her? How is she treated or characterized? When the perpetrator/defendant is a male, what type of crime has he committed? How is he treated or characterized?
4. When a perpetrator/defendant is a woman, what type of crime has she committed? How is she treated or characterized? When the survivor/victim is a male, what type of crime has been committed on him? How is he treated or characterized?
5. Similarly, when the survivor/victim is White, how is she or he treated or characterized? When the perpetrator/defendant is a person of color, how is he or she treated or characterized?

6. When the survivor/victim is a person of color, how is she or he treated or characterized? When the perpetrator/defendant is White, how is he or she treated or characterized?
7. How much focus—resources such as money, personnel, state services, etc—are expended on each facet of the criminal justice system (prevention, detection, trial, punishment, recovery, rehabilitation, etc.), as portrayed in this show?
8. Judging from this, what is the most important function of the criminal justice system?
9. In your opinion, what, if anything, is missing from the “law & order” framework? What effects does this omission have?

**Challenge:**

1. Are *Law & Order* and similar shows accurate reflections of our society’s criminal justice system? If so, would you suggest any changes?
2. What, in your opinion, is “justice”? Who gets “justice”? Who doesn’t? What factors affect our perceptions of what gives a criminal case “closure” (in other words, how do we know when justice has been served)? Develop your thoughts and create a report or essay on the subject. Share with your instructor, or with the class.



## ***Exercise 11: “The Words of God do not Justify Cruelty to Women”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which the oppression of women is reinforced by religion and other societal forces.

#### **Summary of Activity:**

Students will read Former President Jimmy Carter’s statement resigning from the Southern Baptist Convention, and answer questions about his description of the way women are treated in many religious traditions.

#### **Terms, Issues, or Concepts Addressed:**

Sexism

Religion

Oppression

Equality

#### **Materials or Preparation Needed:**

Students will need to read Former President Carter’s statement [“The Words of God do not Justify Cruelty to Women,”](http://www.cartercenter.org/news/editorials_speeches/observer_071209.html) taking notes with respect to the concepts addressed in the exercise, either before or during class ([http://www.cartercenter.org/news/editorials\\_speeches/observer\\_071209.html](http://www.cartercenter.org/news/editorials_speeches/observer_071209.html)).

#### **Directions to Instructor:**

Note: Students need not identify their religious affiliation for this exercise.

This exercise may be useful for classes in: Humanities, social science, religious studies, law, education, DPD.

## ***Exercise 11: “The Words of God do not Justify Cruelty to Women”***

### **Students’ Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to read Former President Carter’s statement, [“The Words of God do not Justify Cruelty to Women,”](http://www.cartercenter.org/news/editorials_speeches/observer_071209.html)  
([http://www.cartercenter.org/news/editorials\\_speeches/observer\\_071209.html](http://www.cartercenter.org/news/editorials_speeches/observer_071209.html)).

#### **Discussion**

1. Former President Carter is a well respected Elder with many years of commitment to God and to his church. What caused him to sever his ties with the Southern Baptist Convention?
2. What are some of the examples Carter cites of the more extreme mistreatment of women? What are some of the more subtle examples? How do these affect women worldwide?
3. What sources does Carter cite to provide support for his position? What do they say?
4. Carter claims that oppression of women is not limited to religious institutions; that, in fact, it is pervasive. What other examples does he mention?
5. Can you think of any examples in your own religion or denomination in which women are treated less justly than men? If so, what are some suggestions you can make to help resolve these issues?
6. In his statement, Carter says, “It is simply self-defeating for any community to discriminate against half its population.” What does he mean? What are one or two changes that would occur if women were no longer oppressed?

7. In your opinion, when a person is sincerely struggling with a conflict between his or her religious beliefs and the dictates of their own conscience (over human rights, for example), which source of authority should take precedence? Why? What are some options you can suggest for reconciliation?

**Challenge:**

Research your own religion's or denomination's position on women. Compare it with that of another religion or denomination that is significantly more conservative, or significantly more liberal, than your own. If you are not religious or are not affiliated with a particular denomination, choose one to research and compare with your own beliefs, with another religion, denomination, or spiritual path; or with a non-religious stance such as humanism. Report your findings.

## ***Exercise 12: Understanding Privilege in Your Discipline***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which privilege operates in their discipline.

#### **Summary of Activity:**

Students will read the provided material about identifying ideological factors in their field, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Privilege (class, male, White, heterosexual, able, etc)

Power

Ideology

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, social science, humanities, education, law, health care, DPD.

## ***Exercise 12: Understanding Privilege in Your Discipline***

### **Students' Handout**

#### **Instructions:**

Read the material below, and answer the discussion questions in your groups.

#### **Material:**

Identify the main assumptions or dominant ideology (that is, the ideals, values, and best practices) of your discipline. Consider factors such as: how research is conducted, the relative importance of the team and the individual, what types of thinking are encouraged, what personal traits are helpful to someone in your field, what is the ultimate goal, service, or product for someone in your field, etc.

**Example 1:** In the field of special education, the highest ideal is to improve the lives of special needs students. To provide the most effective teaching techniques, educators rely on “evidence-based practice” and lifelong continuing education. Special educators generally respect the diversity of students and their families they serve. Special educators very often also *sacrifice*—they put the needs of their students above their own, and may spend their own money and devote unpaid time to improve the students’ chances of success. A special educator’s success may be marked by professional recognition, but is mostly defined by the progress made by the students.

**Example 2:** In English, individual scholarship is important. Students must be able to perform critical analysis of others’ works, and articulate their own ideas. For novelists, essayists, and poets, publication is the ultimate goal. Fame and money may be attractive, but most don’t expect them. Academic integrity mandates that students know how to cite or attribute the work of others, and do so scrupulously. Certain styles of writing may be considered more acceptable, scholarly, or valuable than others.

As a student of \_\_\_\_\_, I understand the following are important in my field (list at least three items):

## Discussion

1. What makes it most likely for someone to succeed in your field? (Go beyond “hard work.”) How does a person have to think, behave, interact, and produce in order to be excellent in your discipline? What is “quality” in your field?
2. List some of the characteristics of one or more individuals who have been outstanding or highly regarded in your discipline. What about them contributed to their success?
3. Does this package of characteristics *advantage* some over others? What sorts of people would find it easier to get involved in the discipline, and to feel comfortable and accepted in the field? Who might find it more difficult, and why? In other words, who has access to participation in your field? Are these factors inherent to the field itself; or are they influenced by factors such as historical exclusions of some groups of people, access to necessary preparatory education, resources needed to enter and study in the discipline, etc?
4. What are your sources of understanding about what is valued or important in your field (examples might include entry-level textbooks, your professional society’s Code of Ethics or vision statement, associations with others in the field, theory and methodology classes, professional journals, oversight boards such as an Institutional Review Board for research on human subjects, etc)? What have you learned from these?
5. Who decides what research or products get funded? What research, products, or ideas are important or worthy of development? What ideas would not fit in or not be worthy of development?
6. Which voices or opinions are prominent? Who has a life such that research and writing are possible? Who reviews, modifies, or edits the research or products? Who has the final word on whether they measure up to standards?
7. Who decides how language is used to describe, characterize, or examine the research or the product (and thus, to some extent, how people think about it)?
8. Who benefits by what you are building, developing, or creating? (*Don’t* say “everyone”!) Who pays, suffers, or misses out? How? Be specific.
9. How do you benefit? How do others in your group benefit?
10. In short, who is privileged within your discipline? Why?

**Challenge:**

Interview someone in a different discipline or college than yours (for example, if your major is within Science, Technology, Engineering, or Mathematics, talk with someone in a social science or humanities major). Compare your understanding about the values, important methodologies, and dominant ideologies in each; and identify how these shape privilege and power within your two fields. Identify some similarities (for example, perhaps both disciplines value the protection of human subjects), so that if you were to work on a project together you would have some common ground. Report on your findings.

## ***Exercise 13: “We Don’t Speak that Gibberish Here”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways Native American people were and still are affected by attempts to eradicate their languages and cultures, and assimilate them into White society. Students will begin to examine the issue as it applies to other ethnic groups at present.

#### **Summary of Activity:**

Students will read an article about historical efforts to eradicate the language of the Northern Arapaho Nation and current attempts to keep it alive, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Assimilation

Oppression

Ethnocentrism

Monolingualism

#### **Materials or Preparation Needed:**

1. Students will read the article [“Northwest Tribe Struggles to Revive Its Language”](http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20(washingtonpost.com).htm) ([http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20\(washingtonpost.com\).htm](http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20(washingtonpost.com).htm)), taking notes with respect to the concepts addressed in the exercise, either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, education, DPD.



## ***Exercise 13: “We Don’t Speak that Gibberish Here”***

### **Students’ Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

1. You will need to read the article [“Northwest Tribe Struggles to Revive Its Language”](http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20(washingtonpost.com).htm) ([http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20\(washingtonpost.com\).htm](http://www.lingtechcomm.unt.edu/~montler/Klallam/Northwest%20Tribe%20Struggles%20to%20Revive%20Its%20Language%20(washingtonpost.com).htm)) before class.

#### **Discussion**

1. What are some immediate, obvious effects of being forbidden to use your birth language? What were some of the effects on the people in this article?
2. Can one generation effectively transmit their culture to the next if it must be done in a language other than their birth language? Why or why not?
3. What are some of the effects on older generations when their language is revived or reclaimed? What are some of the effects when a younger generation regains their ancestors’ heritage language?
4. One 19<sup>th</sup>-century federal commissioner wrote that “Through the sameness of language is produced sameness of . . . thought.” Do you agree with this opinion? Why or why not? If true, do you think it is a good idea?
5. Can you think of any current examples of people being pressured to give up their birth language and assimilate into English-speaking cultures? If so, who are some of these people? How are they being affected?
6. What are some of the pressures that push people toward assimilating into a dominant culture? What are some of the advantages and disadvantages for them of doing so?

7. What are some of the forces that enable people to resist assimilating and maintain a strong cultural identity? What are some of the advantages and disadvantages for them of doing this?

**To Dig Deeper:**

1. ["Tribe Members Breathe New Life into Language"](http://www.nathpo.org/News/Language/News_Native-Languages19.htm)  
([http://www.nathpo.org/News/Language/News\\_Native-Languages19.htm](http://www.nathpo.org/News/Language/News_Native-Languages19.htm))

**Challenge:**

In your opinion, what are some of the advantages and disadvantages of a nation having more than one official language? Use the ideas generated in your group discussion and develop your thoughts about some of the effects of bilingualism or multilingualism. Write up your summary and share with your instructor, or with the class.

## ***Exercise 14: “The Invisible Knapsack” 1: Heterosexual Privilege***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which heterosexual privilege, or compulsory heterosexuality, is assumed as normal, and LGBT persons are rendered invisible or “other.”

#### **Summary of Activity:**

Students will generate items on a checklist of heterosexual privileges and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Homophobia

Heterosexual privilege

Compulsory or obligatory heterosexuality

Privilege

Invisibility

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

Note: Please do not ask students to identify their own sexual orientation.

This exercise may be useful for classes in: Humanities, social science, education, health care, DPD .

## ***Exercise 14: “The Invisible Knapsack” 1: Heterosexual Privilege***

### **Students’ Handout**

#### **Instructions:**

Read the list below, generate additional items for the list, and answer the discussion questions in your groups.

#### **Material:**

In 1989, professor Peggy McIntosh published an essay called, “White Privilege: Unpacking the Invisible Knapsack,” in which she listed a number of the “invisible” advantages or privileges that commonly apply to White people but do not necessarily apply to people of color. Since then, the exercise has been adapted to examine the privileges of other in-groups, such as males. In this exercise, we will examine privileges that apply to heterosexual (straight) people and which don’t or may not apply to LGBT people.

Here is a sampling of heterosexual privileges:

A heterosexual (straight) person could confidently say that:

- I can legally marry the love of my life.
- I can flirt with potential partners without fear of criticism or violence.
- My partner will be welcome at social events I attend.
- My spouse and I can live where we choose without fear of criticism or violence because of our relationship.
- I can see my family structure reflected readily in fiction, commercials, and political rhetoric.
- My church and congregation support and encourage my relationship.
- My spouse can inherit my property upon my death.
- I can show affection to my partner in public without fear of criticism or violence because of our relationship.

- I can easily buy a greeting card that reflects my relationship.
- I am able to make vital health care decisions for my spouse if he or she is incapacitated.
- If we choose, my spouse and I can legally adopt children in any state in the country.

Now, generate five or 10 more items in your group.

### **Discussion**

1. Were you surprised by any of the items on the list provided or the list that your group generated? If so, why do you think that was?
2. How do institutions like the government, media, education system, etc., support and perpetuate heterosexual privilege? Why do you think this happens?
3. How do these institutions support and perpetuate the invisibility or “otherness” of LGBT people?
4. What are one or two ways you could educate yourself or others about issues affecting the visibility and inclusion of LGBT people?
5. What are one or two ways you could advocate for, or support, change within these institutions to increase the visibility and inclusion of LGBT people?

### **To Dig Deeper:**

1. Visit the Gay and Lesbian Association against Defamation ([GLAAD](http://www.glaad.org)) website (<http://www.glaad.org>) for advocacy news and information.
2. Visit the Gay, Lesbian and Straight Education Network ([GLSEN](http://www.glsen.org)) website (<http://www.glsen.org>) for ways to address anti-LGBT behavior and bias in schools.
3. For the original essay, visit any of the numerous websites that feature “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh, or order it from Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181 Ph: 781-283-2520 Fax: 781-283-2504.

## ***Exercise 15: “The Invisible Knapsack” 2: Christian Privilege***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which Christian privilege, or normative Christianity, is assumed as normal, and persons of other religions and non-religious persons are rendered invisible or “other.”

#### **Summary of Activity:**

Students will generate items on a checklist of Christian privileges and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Normative Christianity, Christian privilege

Privilege

Invisibility

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

Note: Please do not ask students to identify their own religious affiliation.

This exercise may be useful for classes in: Humanities, social science, religious studies, education, law, DPD.

## ***Exercise 15: “The Invisible Knapsack” 2: Christian Privilege***

### **Students’ Handout**

#### **Instructions:**

Read the list below, generate additional items for the list, and answer the discussion questions in your groups.

#### **Material:**

In 1989, professor Peggy McIntosh published an essay called, “White Privilege: Unpacking the Invisible Knapsack,” in which she listed a number of the “invisible” advantages or privileges that commonly apply to White people but do not necessarily apply to people of color. Since then, the exercise has been adapted to examine the privileges of other in-groups, such as males. In this exercise, we will examine privileges that apply to Christians and which don’t or may not apply to people who are of other religions or who are not religious.

Here is a sampling of Christian privileges:

A Christian could confidently say that:

- My major religious holidays will be work holidays as well.
- I will hear my deity invoked or referred to in public discourse such as political speeches.
- I will not hear the name of my religion used as an insult or epithet.
- My holy book, the Bible, is widely used as the basis for judging right and wrong belief and action.
- I know that federal faith-based programs advance the values of my religion.
- Food choices in the cafeteria at work will be acceptable for people of my faith.
- My religious holidays are already printed on calendars and day planners when I buy them.
- I can expect to see holiday decorations that represent my religion on display in state and federal buildings and facilities.

- The public schools recognize and respect the symbols and tenets of my religion.
- My church is a federal tax-exempt organization.

Now, generate five or 10 more items in your group.

### **Discussion**

1. Were you surprised by any of the items on the list provided or the list that your group generated? If so, why do you think that was?
2. How do institutions like the government, media, education system, etc., support and perpetuate Christian privilege? Why do you think this happens?
3. How do these institutions support and perpetuate the invisibility or “otherness” of people of other religious backgrounds?
4. What are one or two ways you could educate yourself or others about issues affecting the visibility and inclusion of Jews, Muslims, Pagans, Buddhists, and people of other faith traditions?
5. What are one or two ways you could advocate for, or support, change within these institutions to increase the visibility and inclusion of Jews, Muslims, Pagans, Buddhists, and people of other faith traditions?

### **To Dig Deeper:**

1. For information on the fight against Anti-Semitism, visit the [Simon Wiesenthal Center](http://www.wiesenthal.com/site/pp.asp?c=lsKWlbPJLnF&b=6212365) (<http://www.wiesenthal.com/site/pp.asp?c=lsKWlbPJLnF&b=6212365>).
2. For answers to questions about Paganism/Wicca, visit [Myths and Misconceptions—The Truth About Wicca and Paganism](http://paganwiccan.about.com/od/wiccaandpaganismbasics/a/MythsMisconcept.htm) (<http://paganwiccan.about.com/od/wiccaandpaganismbasics/a/MythsMisconcept.htm>).
3. For the original essay, visit any of the numerous websites that feature “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh, or order it from Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181 Ph: 781 283-2520 Fax: 781-283-2504.



## ***Exercise 16: Disability, or Difference?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which people with disabilities may be intentionally or unintentionally stigmatized.

#### **Summary of Activity:**

Students will complete a provided activity about individuals with various conditions and respond to discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Ableism

Amputee, autism, cerebral palsy (CP), hearing impairment, Down Syndrome, obsessive-compulsive disorder (OCD)

Difference

Disability

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

Note: Students need not identify whether they are affected by a disability.

This exercise may be useful for classes in: Humanities, social science, health care, education, law, DPD.

## ***Exercise 16: Disability, or Difference?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below and answer the discussion questions in your groups.

#### **Material:**

Match the people described in Column A (some are famous and some are private citizens) with their associated disabilities, in Column B.

Column A	Column B
1. Record-setting sprinter, college graduate, model, and speaker/activist.	a) Has autism
2. Teen basketball player; scored 20 points in the last four minutes of his only high school ball game.	b) Has severe hearing loss; wears bilateral hearing aids and lip reads to see and hear communication cues
3. 17-year-old student; plays Little League baseball, takes dance classes, and speaks on behalf of two local advocacy groups.	c) Has cerebral palsy (CP)
4. Skilled and well-liked instructional assistant; takes excellent data on her students' goals.	d) Has Down Syndrome
5. Five-year-old went to "horse camp" over the summer.	e) Receives treatment for obsessive-compulsive disorder (OCD)
6. Health-care professional who provides compassionate and effective service to her patients; spends time talking with them.	f) Had both legs amputated below the knee as a baby; uses prosthetic legs

## **Discussion**

1. Did you have a hard time connecting the people in Column A with the conditions listed in Column B? If so, that was the point! Very often, people with mental or physical disabilities have areas of strength as well as challenge; just as people without these conditions do.
2. Imagine that you have the same condition as one of the individuals listed above, and go through your day: What things would be more difficult for you? What accommodations (coping strategies, or modifications to your environment) might you need to continue your regular activities? What things would be unaffected by your condition?
3. Would your relationships change at all? If so, how?
4. Would you consider yourself “disabled”? Why, or why not? Would you need more than willpower in order to maximize your potential and lead the life you wish?
5. How do financial resources differently affect people’s experiences of “disability”?
6. Do factors like race, gender, sexual orientation, and religion also differently affect people’s experiences of “disability”? If so, what are some ways in which this is so?
7. Who decides what is healthy, normal, or “whole”? How and why? Who decides whether a person is disabled? How and why?
8. Who is responsible for ensuring that people with disabilities have access to all the resources they need to maximize their potential and function in the least restrictive environment possible? Why do you think so?
9. Do you feel any different about the concept of “disability” after completing this exercise? If so, how?

Answers: 1) f, 2) a, 3) d, 4) e, 5) c, 6) b.

**To Dig Deeper:**

1. For more on Aimee Mullins, the athlete and activist who uses prosthetic legs, go to [Aimee Mullins and her 12 pairs of Legs](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html) ([http://www.ted.com/talks/aimee\\_mullins\\_prosthetic\\_aesthetics.html](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html)).
2. For more on Jason McElwain, the teenage basketball player who has autism, go to [J Mac: A Hoop Dream](http://www.youtube.com/watch?v=ngzyhmkT_iY) ([http://www.youtube.com/watch?v=ngzyhmkT\\_iY](http://www.youtube.com/watch?v=ngzyhmkT_iY)).
3. For information about Down Syndrome, visit the [National Down Syndrome Society](http://www.ndss.org/) (<http://www.ndss.org/>).
4. For information about cerebral palsy (CP), visit [United Cerebral Palsy](http://www.ucp.org/) (<http://www.ucp.org/>).
5. For information about obsessive-compulsive disorder (OCD), see the [APA video](http://www.apa.org/VIDEOS/4310711.html) on this topic (<http://www.apa.org/VIDEOS/4310711.html>).
6. For information about hearing loss, visit the [American Speech-Language-Hearing Association](http://www.asha.org/public/) (<http://www.asha.org/public/>).

## ***Exercise 17: “How Can She Teach my Child? She Doesn’t Even Speak Good English”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an understanding of some of the effects of racism or ethnocentrism on perceptions of people’s competence and intelligence.

#### **Summary of Activity:**

Students will read a provided scenario about English as a second language and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Ethnocentrism, racism

Bilingualism

Competence

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, education, law, DPD.

## ***Exercise 17: “How Can She Teach my Child? She Doesn’t Even Speak Good English”***

### **Students’ Handout**

#### **Instructions:**

Read the scenario provided and answer the discussion questions in your groups.

#### **Scenario:**

Mrs. Avila is a fifth-grade teacher at a public school in a medium-sized Midwestern town. She was born and educated in Ecuador, earning a degree in elementary education from a respected university, and obtaining a valid credential to teach in the United States when she became a citizen. Mrs. Avila’s first language is Spanish. She had many years of schooling in English and has spoken it for 20 years or more; her sentences are fluent and, for the most part, grammatically correct. She speaks English with an “accent”; that is, her prosody (rhythm and emphasis) and some of her vowel sounds different from the way these are produced in the Midwest of the United States. The 27 children in her class are making academic progress in accord with established guidelines, and similarly to the children in the other two fifth-grade classes in the school (with teachers who speak English as their first language). Most of the children understand Mrs. Avila’s speech most of the time; occasionally, a child will misunderstand a sentence, ask for clarification, or need a repetition of one of her directions; which, along with gestures and the context of the current lesson, are usually more than adequate for all of the children to comprehend. Her class is orderly and most of the students seem to like her.

Mrs. Wilson is the mother of a boy in Mrs. Avila’s class. She was born in a Midwestern city about 100 miles away, and has lived in this neighborhood for about 14 years; her son was born here and has attended school here since kindergarten. At a mid-year conference for Mrs. Wilson’s son, Mrs. Avila explains that the boy is making good progress in class, and goes on to describe some of the projects he has been involved in. Mrs. Wilson has a great deal of trouble understanding Mrs. Avila’s speech; but she is embarrassed to admit she isn’t following the conversation, and doesn’t ask for clarification. She worries that her child may be having similar difficulties. A few days after the conference, she contacts the school principal to express her concerns. She doesn’t want her child to fall behind, and asks that he be transferred to another of the fifth-grade classrooms. The principal is reluctant to make such a change mid-year; and reminds Mrs. Wilson that Mrs. Avila is qualified, her son is doing well, and he seems to be

happy with his placement. In exasperation, Mrs. Wilson says, “My son is not enrolled in a Spanish class! How can she teach him when she doesn’t even speak good English?” When the principal persists in reassuring her that her son is learning adequately, Mrs. Wilson becomes adamant that she wants him to have “an American teacher,” and threatens to go before the school board and ask for action to be taken to replace the teacher.

### **Discussion**

1. Does Mrs. Avila “speak good English?” If not, what constitutes “good English?”
2. What is the mother’s primary concern? Is it valid? Why or why not?
3. If her concern is valid, what are some steps that could have been taken to address it, before going to the principal?
4. Is this an example of racism? Why or why not?
5. If you were in the principal’s position, how would you have handled the situation to achieve a “win-win” outcome?
6. If you were Mrs. Wilson, how would you have handled the situation to achieve a “win-win” outcome?
7. Should Mrs. Avila have been involved at any point in the discussion? If so, how?
8. Should the child have been involved at any point in the discussion? If so, how?
9. What are some examples of ways in which this situation could have been prevented in the first place? Who is responsible for doing so?

### **Challenge:**

Over the next week, take note of the occasions in which news programs or documentaries provide subtitles, for people who are speaking English as well as other languages. (Note: subtitles, not closed captioning.) If the person whose words are subtitled is speaking English, are the subtitles necessary? What factors influence the decision to include subtitles (e.g. the person’s rate of speech, presence of an “accent” or variation in vowels or other pronunciation, use of unfamiliar vocabulary, or something else)? Are there any patterns in the makeup of the people having subtitles assigned to them? What is implied by the inclusion of subtitles? Is it a service or an insult? Why do you think so?

## ***Exercise 18: “My Best Friend is the Guy Who Bombed Me”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the power of forgiveness and reconciliation.

#### **Summary of Activity:**

Students will read a provided scenario about a war veteran reconciling with his former enemy, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Reconciliation, forgiveness

Hate, war, intolerance

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, religious studies, education, DPD.



## ***Exercise 18: “My Best Friend is the Guy Who Bombed Me”***

### **Students’ Handout**

#### **Instructions:**

Read the scenario below, and answer the discussion questions in your groups.

#### **Scenario:**

In October, 2000, a visitor to the USS Arizona Memorial in Honolulu, Hawaii, had the chance to talk with one of the volunteers at the Memorial; Richard I. Fiske, Msgt. USAF Retd. She intended to have a brief exchange thanking him for his service to his country, but what ensued went well beyond that.

Mr. Fiske, a survivor both of the attack on Pearl Harbor and of the siege of Iwo Jima, had an interesting story to tell. On the day of the attack on Pearl Harbor, 19-year-old Richard Fiske was on deck on the USS West Virginia, and during the attack, to his horror he saw close-up the grinning face of a Japanese pilot as he skimmed low and torpedoed his ship. This memory fueled his anger and hatred for years, to the point that he developed bleeding ulcers that required surgery. “I was eaten up with hate,” he says. It wasn’t until the surgeon who had operated on his stomach asked him how he was doing—not in his stomach: “In your head; you’re not right”—that he began to talk about his feelings and begin the healing process.

Something made him go beyond his own personal well being. He began to locate and contact Japanese and American veterans of the combat in the Pacific and their families, and bring them together for forgiveness and reconciliation. He said many of the Japanese veterans were understandably hesitant to come. “Let’s say you bomb my house. Then I invite you to dinner. What am I going to feed you?” he said, laughing. But some of them did come. “These guys are just people. We’re the same,” he said, over and over. “If you cut us, we bleed red blood. They’re not evil. They’re no different than we are.” Mr. Fiske met and extended his hand in friendship to Mr. Zenji Abe, a Japanese pilot who had participated in the attack on Pearl Harbor. The two became close friends. Mr. Abe arranged for two roses to be placed monthly on the USS Arizona Memorial, a token of his remorse for his part in the attack, and Mr. Fiske agreed to play Taps on his bugle each time the flowers were placed. “My best friend is the guy who bombed me,” he said.

The visitor expressed surprise and admiration at Mr. Fiske's extraordinary willingness to forgive and reconcile, but he insisted he was nothing special. "Anybody can do it," he declared, and said it was a shame that not everyone did. The visitor continued to wonder if she herself could ever be as forgiving, but then Mr. Fiske said something that would stick with her forever. He had become convinced, he told her, that forgiveness is really the only way to live. To survive, and to have healthy lives, he said, he had three words for everyone: "Friendship, love, and truth. That's it—I'll say it again. Friendship, love, and truth are the ultimate destiny of all mankind. I believe that with all my heart."

### **Discussion**

1. Is Richard Fiske unique, or is he correct that, "anybody can do it" (forgive someone who has wronged them)?
2. What do you think made him move from rage and hatred to forgiveness and friendship?
3. What effects have his actions had on others?
4. We can't change the past: Is there any good in awakening old memories and asking people to relive them? If so, what?
5. What is the value of forgiveness and reconciliation for parties who have wronged and/or been wronged?
6. What are some effects you might see if you embraced Mr. Fiske's concept of "friendship, love, and truth"? What changes might you see if many others embraced the idea?
7. Consider this statement by John Takeshita, who was interned in an American "relocation camp" for Japanese Americans during WWII: "One can't really change [the big forces]. But individuals can make decisions based on their own morality or religion, and reach out to other individuals." Do you agree that this is so? Why or why not? What difference can one person make?
8. If you choose, what is one action you could take toward reconciliation with others today?

**To Dig Deeper:**

1. For more on Richard Fiske, go to [Bonds of War: A former pilot who bombed Pearl Harbor honors the memory of a U.S. survivor](http://archives.starbulletin.com/2004/12/06/news/story4.html) (<http://archives.starbulletin.com/2004/12/06/news/story4.html>).
2. For more about John Takeshita, view the movie [On Paper Wings](http://www.onpaperwingsthemovie.com) (<http://www.onpaperwingsthemovie.com>).

## ***Exercise 19: Packing Them in the Seats***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which size discrimination/hatred, and assumptions about size, are manifested in business and technology.

#### **Summary of Activity:**

Students will read a provided scenario about an airline's "two tickets" policy and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Size discrimination, sizeism

Fairness

Invisibility

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, law, health care, business, economics, social science, education, humanities, DPD.

## ***Exercise 19: Packing Them in the Seats***

### **Students' Handout**

#### **Instructions:**

Read the scenario below, and answer the discussion questions in your groups.

#### **Scenario:**

An online news service runs an article describing an airline's new stricter enforcement of its "two tickets" policy. According to the airline's press release, "the agents at the check-in counter will now be required to charge any passenger for an additional ticket who appears not to be able to fit into the standard coach-class seat, with the seat belt securely buckled and the seat arm down, without protruding into the adjoining passengers' allotted seating area."

The airline explains that, for safety reasons, it is important not to have larger-than-average passengers blocking the quick and efficient evacuation of other passengers in the event of an emergency. They also cite the "unfairness of one passenger encroaching into the paid space of another ticketed passenger. In this event, the encroaching party will be asked to purchase an additional seat, and will be re-seated to another empty seat if space allows. If not, they will not be permitted to board, and will be requested to wait for a subsequent flight when an additional seat is available. Coach passengers will also be given the option to upgrade their ticket to first class, if any such seats remain available."

At the end of the article, the news service has posted a poll asking readers if they approve or disapprove of the airline's policy. 90% of the respondents chose "approve," 7% chose "disapprove," and 3% had "no opinion." The comment section following the poll drew several hundred postings. The vast majority supported the airline's decision, with most commenters mentioning an occasion when they themselves had been in a situation where another passenger had crowded their space. In addition, the majority of the commenters also expressed negative feelings about "larger than average" people, assumed that these passengers were all overweight or obese, and believed that they were to blame if they couldn't fit into the "normal size" seat. Sentiments ranged from distaste to outright hatred, punctuated with references to "fat pigs" and "lazy slobs."

A few expressed that such unfortunate oversize people deserved sympathy, but should still pay more. One commenter suggested that the seat width (just under 19 inches) should be modified

because “people are getting bigger all the time,” but that such modifications would be “too expensive.” One other commenter, who identified himself as an engineer, stated that such upgrades could be done fairly easily, but that airlines would not consider doing so because it would affect their bottom line. “They’re trying everything to stay in the air,” he concluded.

## **Discussion**

1. Are people “getting bigger all the time”? If so, in what ways other than the already-discussed obesity? Are people also becoming taller, bigger-boned, etc. (for example, from better nutrition and hormones in food)? If so, what does this mean for public or semi-public accommodations such as seating?
2. Why do first class passengers get wider seats? Are they all obese? How can the airline manage to accommodate larger-than-average passengers in first class, but not in coach?
3. In short, is the passenger too big, or is the seat too small?
4. If the issue really is one person taking up another person’s space, why do airline seat backs recline far enough to encroach on the space of the passenger in the row behind them? (Is it worse to have a person’s elbow poking you in the side, or someone pushing your tray table down onto your knees?) Passengers with very long legs also block “quick and efficient evacuation of other passengers in the event of an emergency.” Why don’t the airlines charge these people extra?
5. If safety is the main issue, why pack people in so tightly in the first place? Why not make wider seats, fewer rows, or wider airplanes? What are some other design options that would allow for safety, the comfort of all passengers, and the airline’s ability to be financially stable?
6. What is the source of the disrespect behind the online postings? What is the issue with a person’s width? Where do we get our ideas about what size is acceptable? Why don’t we feel similar hatred for people who are taller than average?
7. Why do we hate fat? Why do we “blame” fat people?
8. Have airline seats always been 19 inches wide? Why is this width the “standard” now? Do airline seats have to be 19 inches wide? Why or why not? Could there be more space between them (for example, such as car seats have)?

9. Is this an example of size discrimination? Why or why not?
10. If so, what are some remedies you could suggest that don't single out one group of passengers?

**Challenges:**

1. Spend some time in another form of public or semi-public transport (such as a city bus, light rail, subway, or train), and identify any ways in which the transport is not user-friendly, or not safe, for people who are of smaller or larger than average width or girth, shorter or taller than average stature, unable to sit for extended periods of time, or mobility impaired. Make some recommendations to increase their access: 1) modifications the users could make themselves, 2) modifications that could be made by the transport manufacturer or transport provider. Report on your findings.
2. Do some research into societal attitudes about fat, fat phobia, and body image. How do these attitudes affect people differently based on their sex, ethnicity, socioeconomic status, age, etc? How are these attitudes communicated to us (e.g. through the media, our community, advertising, etc.)? Visit the [“Love Your Body”](http://loveyourbody.nowfoundation.org/) website (<http://loveyourbody.nowfoundation.org/>) for an example of a campaign to help develop healthier body image. Report on your findings; or, develop your own positive body image campaign, and share with your instructor, or with the class.



## ***Exercise 20: “Not in My Back Yard”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which race, class and socioeconomic status differently impact people’s ability to influence the structure of their community. They will consider some alternatives to direct conflict over placement of businesses or facilities.

#### **Summary of Activity:**

Students will complete a provided activity about the placement of various businesses or facilities within their neighborhood, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Race, ethnicity

Class, classism, socioeconomic status

Power

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, economics, law, business, education, DPD.

## ***Exercise 20: “Not in My Back Yard”***

### **Students’ Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

Would you be willing to have the following in your neighborhood, or your town? Indicate “yes” or “no” for each.

- |  |       |  |       |
|--|-------|--|-------|
| • A prison                                     | _____ | • A women’s shelter  | _____ |
| • A big box store                              | _____ | • A halfway house for felons                                 | _____ |
| • A mosque                                     | _____ | • A recycling center   | _____ |
| • A nuclear waste storage facility             | _____ | • An Asian grocery store                                     | _____ |
| • A Native American-run casino                 | _____ | • A cell phone tower   | _____ |
| • An electric power station                    | _____ | • A Christian mega-church                                    | _____ |
| • A waste incinerator                          | _____ | • An outpatient drug treatment center                        | _____ |
| • A registered sex offender                    | _____ | • An “adult shop”  | _____ |
| • A state mental hospital                      | _____ | • A cult ranch   | _____ |
| • A polygamous compound                        | _____ | • A synagogue  | _____ |
| • A strip club                                 | _____ | • A family planning clinic                                   | _____ |
| • A meat packing plant                         | _____ | • A Mexican bakery   | _____ |
| • A solid waste transfer station, or<br>“dump” | _____ | • A group home for people with<br>developmental disabilities | _____ |

#### **Discussion**

1. If not, why not? On what basis would you object to each?
2. Whether you supported or opposed the presence of one of the above, what power would you have to influence the outcome? Why?
3. What power would you have over the outcome if you were: significantly wealthier than you are? Significantly less wealthy? Of a different race or ethnic background than you are? Significantly older or younger than you are? Significantly more or less educated than you are?
4. If not in your neighborhood, where is the facility likely to end up? Why?

5. Where should the facility go? What would be the fairest solution?
6. If people in every town had equal power to influence the placement of one of the facilities on the list, what would be some alternatives to battling over which community would be home to it? What would be some other ways to address the underlying need it serves, the problem it poses or seems to pose, or the attitudes that make it unwelcome?

**Challenge:**

Assume the conditions in question 6, above. Identify such a facility in your own town or neighborhood. Identify all the affected parties, and determine their priorities and values. Work together for a solution, recognizing it may take much time and effort. Aim for a “win-win” outcome.

## ***Exercise 21: The Electric Bill, or my Teeth?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the socioeconomic factors that make health care unequally accessible.

#### **Summary of Activity:**

Students will read a provided scenario about access to dental care, and answer the discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Health care

Access

Class, socioeconomic status

Race

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Business, health care, education, economics, law, social science, humanities, DPD.

## ***Exercise 21: The Electric Bill, or my Teeth?***

### **Students' Handout**

#### **Instructions:**

Read the scenario below and answer the discussion questions in your groups.

#### **Scenario:**

A local TV news channel runs the following story about a poor, rural region of the state: A recent study showed that people in this region have a much higher than average incidence of dental problems such as gum disease, cavities, and disorders that lead to tooth extractions. In response to this, three area dentists have organized a monthly free clinic to perform cleanings, root canals, extractions, and other needed services. In the four months they have been doing this, word has gotten around and people have flocked to the clinic; there are usually people filling the waiting room and spilling out into the hall. The dentists can no longer accommodate all the patients who show up in the one free day per month. They are discussing the possibility of providing a free “cleaning only” day once a month (they will cover the cost for dental hygienists to perform the cleanings).

A reporter interviews one of the dentists, who reveals that in the six months prior to opening the free clinic, she had performed more extractions than routine cleanings. The reporter wondered what was responsible for the poor state of dental health in the region, and interviewed a number of community members on the subject.

The dentists' office manager comments that many of their patients, both unemployed and employed, do not have dental insurance coverage, so they don't always schedule routine cleanings. Only about 10 percent of their patients pay cash out of pocket for regular dental services; these patients tend to have healthier teeth and fewer dental problems overall than those who don't schedule routine cleanings. A representative for the biggest company in the area explains that the tough economy has caused them to lay off some employees and to cut benefits for all; dental insurance is considered a “luxury.” A convenience store manager complains that “those people spend all their money on soda and junk food, so it's no wonder they have cavities.” The public relations director at a local nonprofit organization suggests that “they need to be educated about oral hygiene.” A single, employed mother explains that her salary doesn't cover all her monthly expenses, so she chooses to pay her utility bills rather than get preventive medical care such as dental cleanings. A passerby on the street says that “they

should quit bleeding the government dry and go get jobs.” Another family says that they live far out in the country and can’t make it into town on a regular basis. When they can, they try to do all their errands on the same day, and sometimes they can’t make it to town when a dentist is available.

## **Discussion**

1. What are some of the factors that affect people’s ability to access adequate dental (and other) health care?
2. What assumptions are the grocery store manager, the public relations director, and the passerby on the street making about the people with poor dental health? Do you think the assumptions are accurate? Why or why not?
3. Are there any factors affecting dental health that the reporter didn’t uncover? If so, what are they?
4. You are in the position of having to allocate limited resources to cover your expenses: What factors will influence your decisions? What forces will help you make ends meet? What forces will prohibit you from doing so? What kind of help, if any, would you really appreciate?
5. Who is responsible for ensuring that adults have equal access to dental (and other) health care: Individuals? Employers? Nonprofit organizations? State governments? The federal government? Other? Who is responsible for ensuring that children have equal access to health care? Why do you think so?

**Challenges:**

1. If you were the governor of the state in question, what are some steps you might take to alleviate the health care problems in the affected area? With whom would you work, and what, specifically, would you do (e.g. educate school children on dental care, raise a “teeth tax,” create a new program, apply for a federal grant, ask for volunteer hygienists to perform cleanings, recruit more dentists, etc.)? Put together a plan, and share with your group, or with the class.
2. If you were the CFO of a large employer in the area, what are some creative ways you could assist your employees in accessing health care? With whom would you work, and what, specifically, would you do (e.g. start a “risk pool,” negotiate rates with other health insurance carriers, contract for in-house dental care, etc.)? Put together a plan, and share with your group, or with the class.

## ***Exercise 22: “So You Think You Can Judge?”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which homophobia and compulsory heterosexuality operate in mainstream entertainment.

#### **Summary of Activity:**

Students will read an article about remarks made by a judge on a reality show to a same-sex competing couple, and respond to discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Homophobia

Heterosexual privilege

Compulsory or obligatory heterosexuality

#### **Materials or Preparation Needed:**

Students will need to view the [“Call to Action”](http://www.glaad.org/2009/05/22/call-to-action-fox-entertainment-and-so-you-think-you-can-dance-judge-need-to-apologize-for-homophobic-remarks) on the GLAAD (Gay & Lesbian Alliance Against Defamation) website (<http://www.glaad.org/2009/05/22/call-to-action-fox-entertainment-and-so-you-think-you-can-dance-judge-need-to-apologize-for-homophobic-remarks>), taking notes with respect to the concepts addressed in the exercise, about remarks made by a judge on *So You Think You Can Dance?* after a same-sex couple performed (note: the original video of the show has been made unavailable).

#### **Directions to Instructor:**

Note: Students need not reveal their sexual orientation for this exercise.

This exercise may be useful for classes in: Humanities, social science, education, law, DPD.



## ***Exercise 22: “So You Think You Can Judge?”***

### **Students’ Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

Before class, you will need to have viewed the sections titled “Take Action” and “Call to Action Update” in the article [Call to Action](http://www.glaad.org/2009/05/22/call-to-action-fox-entertainment-and-so-you-think-you-can-dance-judge-need-to-apologize-for-homophobic-remarks) (<http://www.glaad.org/2009/05/22/call-to-action-fox-entertainment-and-so-you-think-you-can-dance-judge-need-to-apologize-for-homophobic-remarks>) on the GLAAD (Gay & Lesbian Alliance Against Defamation) website about comments made by a judge on *So You Think You Can Dance?* after a same-sex (male) couple performed.

#### **Discussion**

1. In addition to his on-air remarks, the judge made comments about the dancers online, comparing them to *Blades of Glory* and *Brokeback Mountain*. After people objected to his comments, the judge characterized his remarks as humor, and poor word choices. Others characterized them as homophobic. What is your interpretation?
2. Judges of dance competitions frequently comment on the creative and aesthetic aspects of the performers’ presentations as well as their technical skill. Is the gender of the partners a part of the aesthetic appeal of the performance (in other words, is it an appropriate area for comment)? Why or why not?
3. What was the responsibility of the other two judges to respond to the first judge’s comments? Did their behavior support or interrupt his discriminatory behavior? Was it their job to interrupt his remarks?
4. The judges are hired to evaluate the competitors: Shouldn’t they say what they think?
5. Is a remark homophobic only if it is overtly rude? Is the statement, “I would prefer that you each danced with a woman” a homophobic comment? Why or why not?

6. Is it homophobic just to feel more comfortable seeing male-female couples performing instead of same-sex couples? Why or why not?
7. What are some factors that influence people's ideas about what is normal, aesthetically pleasing, or appropriate in public entertainment? Where do these ideas come from?

**Challenge:**

Study the definition of “compulsory heterosexuality” and then do some research into the world of ballroom dancing. Does the term apply here? If so, what are some of the ways in which dancers' roles are gendered? In other words, how are women and men supposed to emote, dress, present themselves, move, etc? How are they referred to, looked at, and treated? What are their roles in traditional dances like the Paso Doble? Report on your findings.

## ***Exercise 23: Acting as an Ally: Religion in the Workplace***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which Christian privilege, anti-Semitism, and other religion biases are embedded in all aspects of society, such as the workplace. They will consider some means of resistance to this type of oppression.

#### **Summary of Activity:**

Students will read scenarios about some intersections between religious practices and workplace issues and respond to the scenarios in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Ally

Anti-Semitism

Christian privilege

Religion

#### **Materials or Preparation Needed:**

Scenarios are provided.

#### **Directions to Instructor:**

Note: Students need not identify their own religious affiliation for this exercise.

This exercise may be useful for classes in: Humanities, social science, religious studies, business, law, education, DPD.

## ***Exercise 23: Acting as an Ally: Religion in the Workplace***

### **Students' Handout**

#### **Instructions:**

Read the brief scenarios below and answer the questions in your groups. For this exercise, assume that the individual described is either a member of the in-group, or else is in a position to act as an ally in the particular situation given. Suggest ways the individual could act as an ally by: a) educating others about the target group, b) supporting a member of the target group, or c) interrupting oppressive behaviors by others against the target group.

#### **Scenarios:**

1. A volunteer is on duty in the Visitors' Center of a popular state park. A woman wearing a head scarf comes in to the center and tells the volunteer that it is time for her to pray, and she needs a private space in which to do so. Suggest three ways the volunteer could help her out with this need.
2. A small company offers a specialized service, which often requires employees to work more than a 40-hour work week in order to complete contracted projects. One day one of the specialists comes to the personnel manager for input: as a Seventh-day Adventist, she observes the Sabbath beginning at sunset on Fridays (ending at sunset on Saturdays), and should refrain from working during that time. She has a major project underway that is expected to last well into the winter months (when sunset comes earlier), and will require a great deal of her time and energy during the week. She wishes to be available as she is needed for this project. What are a couple of ideas that will respect her religious obligation, allow the company to access her expertise and get the work done, and be fair to her and the other employees of the company?
3. The board of directors of a medium-sized professional organization is in the middle of their quarterly meeting, and hears a report from the subcommittee assigned to handle the organization's annual conference, which occurs on roughly the same weekend each year. After the subcommittee member, who is the only Jewish member of the board, makes his report, he explains that in spite of his input, the rest of the subcommittee decided to go ahead and schedule this year's conference for the days on which Rosh Hashanah falls (since "we always have it this weekend"), and that therefore, he will not be attending the conference he helped to organize. There is an uncomfortable silence.

- a) What could any given member of the board do right now to help reconcile the situation?
  - b) What could the board as a group do right now? What might they have done previous to this point?
  - c) What could the subcommittee do right now? What might they have done previous to this point?
  - d) What could each individual member of the board do to prevent similar situations in the future? What could the board as a whole do?
4. A large company is organizing their annual barbecue. The organizing committee knows that at least one of the company's employees is a Hindu, and doesn't eat meat. What are some ways they could accommodate his dietary needs (besides reminding him that he could eat salad!), without making him feel singled out or "different" from the other employees?

**To Dig Deeper:**

See the U.S. Equal Employment Opportunity Commission's statement on [Religious Discrimination](http://www.eeoc.gov/laws/types/religion.cfm) (<http://www.eeoc.gov/laws/types/religion.cfm>).

## ***Exercise 24: Is Fat the Opposite of Beautiful?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which size discrimination is manifested in all aspects of society.

#### **Summary of Activity:**

Students will consider examples of sizeism, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Sizeism, size discrimination

Standards of beauty

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, health care, education, DPD.

## ***Exercise 24: Is Fat the Opposite of Beautiful?***

### **Students' Handout**

#### **Instructions:**

Consider the examples of sizeism (size discrimination) below, and answer the discussion questions in your groups.

#### **Examples:**

- “What a shame she gained all that weight. She used to be so pretty.”
- In regard to the expression, “She has such a pretty face,” comedian Roseanne Barr commented “That means, as a head, you’d be good-looking.”
- “If I looked like that, I’d kill myself.”
- “You’re not fat, honey; you’re beautiful.”
- In the movie *Shallow Hal*, a fat woman is referred to as having great “inner beauty,” meaning that because she is fat, she cannot have outer beauty.
- “She’s way too heavy to be wearing a skirt that short.”
- “I wish she’d take care of herself. She’d look so much better if she lost a few pounds.”
- The women modeling the clothing in “plus-size” clothing catalogs (sizes 16 and up) usually wear sizes 12 and under.
- “She was a little butterball in middle school, but she sure grew up gorgeous.”
- You/he/she is just a big fat \_\_\_\_ (liar, idiot, cheater, loser, etc).

#### **Discussion**

1. What constitutes “beauty”? Who decides what “beautiful” is? How do we learn what is beautiful?
2. Are the standards of beauty different for women and men? If so, how?

3. Is physical beauty more important for women than for men? If so, why do you think this is?
4. What harm is done to women by emphasizing narrow definitions of what is acceptable appearance? What harm is done to girls? What are the effects on men and boys? Name just two or three of the consequences of judging women's (or men's) bodies by the proportion of fat on their frames.
5. What size is desirable for men's bodies? What size is desirable for women's bodies? Why? Is this a healthy ideal?
6. Is "fat" the opposite of "beautiful"? Why judge a person's appearance at all?

**To Dig Deeper:**

1. Research standards of beauty from other times and/or other cultures. Are they the same as American standards of beauty today? Do standards of beauty remain constant, or are they changeable? What affects them? Does the importance of physical beauty change over time or across cultures? If so, how? If not, why do you think this is so?
2. Write about a culture in which people are judged for something other than their physical appearance (in other words, where standards of beauty are unimportant or nonexistent). What is it, or what would it be, like? What attributes would be the most valued? What would change?



## ***Exercise 25: Assorted Examples: Blaming the Victim?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which victims or survivors are put at fault for their own oppression. They will consider some sources of resistance to victim-blaming.

#### **Summary of Activity:**

Students will read examples and determine if they represent victim-blaming, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Victim blaming

Oppression

Sexism, violence against women

Racism

Classism

Homophobia

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, health care, law, education, DPD.

## ***Exercise 25: Assorted Examples: Blaming the Victim?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Examples:**

Determine whether each example below represents blaming the victim(s).

- Police responding to a vandalism complaint at a same-sex couples' house: "What did you do to make them mad?"
- "Why were they living in a flood plain? They should have known better. If they chose to live there, that is their problem."
- A relative admonishing a sexual assault survivor: "Why did you report him [the rapist]? You've ruined his life."
- A family counselor: "Mothers should raise their daughters with enough self-respect not to get involved with men who will verbally abuse them."
- "Everyone knows that part of town isn't safe at night. He's got no one but himself to blame."
- "Our shelter has provided over 200 nights of safety to survivors of domestic violence."
- "They had it coming; they were flaunting it."
- "So, he doesn't fit the description of the suspect? Those Black kids are always up to something."
- "Don't mouth off to me. I'm not responsible for what happens if you make me mad."
- "If they can't feed the kids they have, they should quit having so many babies."
- "We are not responsible for users who violate the rules of use policy. Members are urged to use caution."

## **Discussion**

1. For those examples that do represent victim-blaming, identify:
  - a. The perpetrator of the crime, or the source of the oppression
  - b. A proactive response to the situation
  - c. A possible source of education on that particular topic
  - d. A person or group that potentially could be an ally on the issue
2. What assumptions or unspoken beliefs exist in each example?
3. In your opinion, why is it so common to focus on the victim(s)' behavior rather than the perpetrator(s)'?
4. Who has greater power in a given situation, the perpetrator(s) or the victim(s)? Might it be easier to identify with a powerful group rather than a disempowered group? Does putting the focus on the victims make it easier to blame them? Might it make you feel safer if you thought something similar could not happen to you?
5. Were there any differences in opinion in your group? If so, on what basis did you disagree? Were there some ways to resolve your differences?
6. Who is hurt by blaming the victim(s)? Who benefits? What opportunities are lost?

## **Challenge:**

Identify one example of victim-blaming you yourself have engaged in (either passively, by watching or agreeing; or actively, by participating). How did you become aware of this attitude in yourself? What have you, or what will you, do to educate yourself further on the issue? Write up your thoughts, and share with your instructor, or with the class.

## ***Exercise 26: Doing Gender***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an understanding of some of the ways in which gender is culturally assigned.

#### **Summary of Activity:**

Students will complete an activity on gender-associated characteristics, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Gender

Social construction

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, health care, education, law, DPD.

## Exercise 26: Doing Gender

### Students' Handout

#### Instructions:

Complete the activity below, and answer the discussion questions in your groups.

#### Activity:

For each behavior given, check the box to indicate if it is most often typical of, or done by, a female or a male.

Behavior		Female	Male
Wears lipstick			
Wears a tie			
Carries a purse			
Shaves:	• Face		
	• Legs		
	• Armpits		
	• Other (e.g. head, chest, pubic region)		
Wears high-heeled shoes			
Wears a three-piece suit			
Wears panty hose			
Dyes/changes hair color			
Crosses legs:	• At the ankle		
	• At the knees		
	• With ankle on knee		
Carries a briefcase			
Wears a dress or skirt			
Wears comfortable shoes			

Plucks eyebrows			
Wears a brassiere			
Waxes:	• Pubic region		
	• Upper lip		
	• Legs		
	• Back		

## Discussion

1. Realistically, any of the above could probably apply to a person of any gender. However, in American culture, certain items seem to more “naturally” belong to females, and some to males. What are some of the factors that tell us how to be male or female? (In other words, name three or four sources of your understanding of how gender is “done.”) How did you learn what it means to be female, or to be male?
2. Why do you think these behaviors are assigned to women or to men? What patterns, values, or beliefs do they reflect?
3. Are these traits or behaviors limiting to women in any way(s)? To men?
4. What would happen if women and men both did the same behaviors?
5. What are some of the ways in which people “do” gender differently across cultures? How has gender been done differently in the past?
6. How does this dual paradigm affect people who are transgender? What does that term mean?

## Challenge:

Are there any traits or behaviors assigned to members of the “opposite” gender that you would like to claim, or to do? If so, what are they? What would be the pros and cons of doing so? If you choose, what is one step you could take in that direction today? Write up your thoughts, and share with others if you choose.

## ***Exercise 27: “The Omnivore’s Dilemma”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which modern food production separates people from the sources of their foods, and continues to divide people based on their socioeconomic status, age, location, and other factors.

#### **Summary of Activity:**

Students will read an excerpt about industrial food and the reliance on corn from *The Omnivore’s Dilemma*, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Industrial food

Class or socioeconomic status

Race

Consumers

Monoculture

#### **Materials or Preparation Needed:**

Students will need to read Chapter 1 (pages 15-31) of the excerpt from Michael Pollan’s book *The Omnivore’s Dilemma* ([http://michaelpollan.com/wordpress/wp-content/uploads/2010/05/omnivore\\_excerpt.pdf](http://michaelpollan.com/wordpress/wp-content/uploads/2010/05/omnivore_excerpt.pdf)), taking notes with respect to the concepts addressed in the exercise, either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, business, economics, social science, education, humanities, DPD.

## ***Exercise 27: “The Omnivore’s Dilemma”***

### **Students’ Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have read Chapter 1 (pages 15-31) of the excerpt from Michael Pollan’s book *The Omnivore’s Dilemma* ([http://michaelpollan.com/wordpress/wp-content/uploads/2010/05/omnivore\\_excerpt.pdf](http://michaelpollan.com/wordpress/wp-content/uploads/2010/05/omnivore_excerpt.pdf)) before class.

#### **Discussion**

1. Consider the author’s definition of “industrial food: any food whose provenance [source or origin] is so complex or obscure that it requires expert help to ascertain” (example: cheese crackers). With that in mind, what proportion of your daily intake is “industrial food”?
2. What is the primary ingredient or plant source of most industrial foods? Who owns or controls this resource? How does this affect participation in the agricultural process?
3. What are some of the advantages and disadvantages for consumers of not knowing the origin of food products? What are some of the advantages for the food industry of consumers not knowing the origin of food products? Are there any disadvantages?
4. What are some of the pressures for consumers to buy and consume industrial foods?
5. How is access to whole, organic, and/or fresh foods affected by factors like class or socioeconomic status, geographical location, race, gender, and age? How does differential access to food choices affect people’s health (nutrition, weight, cognitive and physical development, resistance to disease, lifespan, etc.)?
6. What are some of the benefits and drawbacks of a corn monoculture? Or, what are some of the dangers of heavy dependence on one crop or source?



**Challenge:**

Inventory your pantry or food cabinet. Read labels: how many of the items contain one or more of the corn-based ingredients listed in *The Omnivore's Dilemma*? Go a bit further: how many items in your home or other living space contain ingredients derived from corn? If you were allergic to these substances or otherwise needed to avoid them, what substitutions could you make? How much effort would it take to do so? Report on your findings.

## ***Exercise 28: Whose Prescription is It?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an understanding of some ways in which women's health care is affected by sexism, religious and ethical issues, and differences in power.

#### **Summary of Activity:**

Students will read an article about pharmacists withholding emergency contraception prescriptions, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Plan B, Emergency contraception

Sexism

Power, control

Conscience, ethics

Privacy, health

Religion

#### **Materials or Preparation Needed:**

Students should read the article "[Appeals Court Rules Pharmacists Can't Refuse Plan B](http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11812)" (<http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11812>), taking notes with respect to the concepts addressed in the exercise, either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, health care, law, education, DPD.

## ***Exercise 28: Whose Prescription is It?***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have read the online news article "[Appeals Court Rules Pharmacists Can't Refuse Plan B](http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11812)" (<http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11812>) before class.

#### **Discussion**

1. How are patients' experiences in accessing prescription drugs differently affected by their gender, class or socioeconomic status, race or ethnicity, and geographic location? For example, is it possible that a pharmacist (whether male or female), would be more likely to question a woman's prescription for birth control, but would be less likely to question a man's prescription for erectile dysfunction drugs? Similarly, might a person with low income be less likely to have access to the complete range of pharmaceuticals he or she needs for health care than would a person with a very high income? In what ways do the above factors overlap?
2. The emergency contraception issue relates specifically to females. If pharmacists are able to refuse women their legally prescribed birth control, does this mean that men have more right to privacy (or to make their own health decisions) than women? Are there differences between the legal or theoretical access and the actual access to health care? If so, what are they?
3. If a health care practitioner refuses to provide a service which she or he finds unethical, what obligations does she or he have to inform patients about all existing options? What obligations does she or he have to assist patients in gaining access to such procedures or services? Why?

4. If pharmacists can refuse to dispense one type of drug, emergency contraception, that they object to, which other types of drugs should they be able to refuse to dispense if they object? Why?
  - a. Drugs prescribed for the purpose of aiding a patient in ending his or her life
  - b. Anti-psychotic drugs
  - c. Narcotic painkillers such as Vicodin (acetaminophen-hydrocodone) and oxycodone
  - d. Drugs to increase men's erectile function
  - e. Antibiotics
  - f. Any type of drug the pharmacist feels is inappropriate for the patient
  - g. No legally prescribed drug
  - h. Any type of drug the pharmacist objects to on religious or ethical grounds
5. Which should take precedence: a) the religion or ethics of the individual health care provider, b) the privacy and prescribed health care of the patient? Why? In other words, who "owns" a prescription; the patient or the pharmacist?
6. If you, as a dispensing pharmacist, had serious moral reservations about the prescribing of a certain drug; what types of action would you consider? Why?
  - a. I would wait until a patient came in with such a prescription and inform them that I would not fill it.
  - b. I would make sure I worked for a pharmacy that didn't stock that drug at all.
  - c. I would ask my employer to excuse me from dispensing that drug and make sure someone else would be available to fill those prescriptions whenever I am on duty, just in case it ever came up.
  - d. I would tell doctors not to refer such prescriptions to me.
  - e. I would take the issue to my state's pharmacy board and try to get the drug banned or recalled.
  - f. I would do something else. (Please specify.)

7. Who should decide pharmacists' obligations for filling prescriptions (e.g. each individual pharmacist, the employer, each state's professional board for pharmacists, each state government, the federal government, other)? Why?
8. Does refusing a woman her prescription because the pharmacist doesn't believe a woman should be able to prevent pregnancy represent sexism? Why or why not?

**Challenge:**

Investigate the rules and regulations governing pharmacists in your state. Who decides whether pharmacists are required to dispense every legally prescribed drug? Have there been cases where pharmacists have objected to dispensing emergency contraception? Have there been cases of pharmacists refusing to dispense other medications? If so, what were the circumstances? What were the outcomes? Report your findings.

## ***Exercise 29: Assorted Examples: Sexism?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which sexism operates within all social institutions. They will consider some sources of resistance to sexism.

#### **Summary of Activity:**

Students will read examples and determine if they represent sexism, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Sexism

Male privilege

Ally, resistance

Equality

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, education, health care, STEM, DPD.

## ***Exercise 29: Assorted Examples: Sexism?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

Read each of the examples below, and discuss whether each represents sexism.

- A reporter asks a prominent politician, a woman, her husband's solution to a current issue with which she is involved.
- A woman finds out on her 20-year anniversary with a company that she has been making a lower salary than male employees in similar positions who have been with the company fewer years than she has.
- A man holds open a door for a woman whose arms are full of packages. She says "Thank you," and he says, "You're welcome."
- A study shows that women perceived as attractive by men are hired, promoted, and paid more than women not perceived as attractive.
- A radio personality refers to a group he dislikes as "girly men."
- Many more men work in engineering fields than women.
- A woman whistle-blower was said to have *cojones*; the men who did not report the misdeed were "wusses."
- Women's reproductive rights are the subject of national debate.
- Early research on a deadly disease affecting mostly women focused on the disease in men, and used male test subjects. The results were assumed to generalize to women.
- A private school's dress code calls for boys to wear slacks, shirts, and ties; and for girls to wear dresses or skirts and blouses.

## **Discussion**

1. For those examples that do represent sexism, identify:
  - a. The source of the oppression
  - b. A proactive response to the situation
  - c. A possible source of education on that particular topic
  - d. A person or group that potentially could be an ally on the issue
2. What assumptions or unspoken beliefs exist in each example?
3. Were there any differences in opinion in your group? If so, on what basis did you disagree? Were there some ways to resolve your differences?
4. Some attitudes or acts of sexism done by males are intentional, while others are unintentional or passive. What are some of the “unintended consequences” of being a member of a dominant group?
5. Who is hurt or left out by sexism? Who benefits? What opportunities are lost?

## **Challenge:**

Identify one dominant group of which you are a member. What is one unintended consequence of your membership in this group? If you choose, is there a small step you could take to redress that consequence today? Write up your thoughts and share with your instructor, or with the class.



## ***Exercise 30: Whose Work Makes Your Work Possible?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which the labors of a privileged group(s) are supported by the labors of others.

#### **Summary of Activity:**

Students will complete a provided activity about running a business, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Invisibility

Privilege

Success

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, business, economics, law, STEM, health care, education, DPD.

## ***Exercise 30: Whose Work Makes Your Work Possible?***

### **Students' Handout**

#### **Instructions:**

Read the scenario below and answer the discussion questions in your groups.

#### **Scenario:**

David is the well-liked and respected owner of a small business. On the 20-year anniversary of its founding, his sons throw him a party to celebrate. The office manager, Laura, books the party venue and arranges for the menu and drink offerings. Amanda, David's wife, buys gifts, arranges for flowers to be delivered to the venue, and selects music for the evening. The office's administrative assistant, Kathleen, creates and mails out the invitations to the guests.

At the party, David's eldest son lovingly toasts him and congratulates him on his success, which he attributes to his hard work, business sense, and great determination, through good years and bad. Laura, an employee of 12 years, smiles and looks on from where she is helping the venue's employees restock the food buffet. His sons and the rest of the guests, who include the administrative assistant, the business' three salespeople of many years, and the accountant with whom David contracts to keep the firm's books; stand and applaud David.

David's response speech appreciates his sons for throwing the party for him, and he thanks Amanda for her emotional support over the years (she has also been the primary caregiver to their two sons as well as the cook for most of the family's meals and manager of the household; but everyone knows that). Not invited to the party is the family's housekeeper, Amelia, because her work is not related to the business; and the custodial staff for the office building, since they are not part of the company. Although the administrative staff is present, their work is not acknowledged, since that will happen on Administrative Professionals' Day. The salespeople don't need to be acknowledged since they get bonuses for productivity; and of course, the accountant bills by the hour for his work, so he doesn't need to be mentioned, either. David's son closes his toast by reminding the employees that they owe so much to this man, and they should be grateful for everything he has done for them. Most of the employees later approach David, congratulate him, and thank him for the positive work experience he has given them.

## **Discussion**

1. What work did David do? What work did he pay others to do?
2. What unpaid work was done for him? Who did it?
3. Who made contributions that were not acknowledged, or not recognized as related to his success?
4. Why do you think that is? (In other words, why are some people's efforts invisible, or "don't count," while others are publicly acknowledged? Why are some types of work, or workers, valued more highly than others?)
5. Does anyone work "in a vacuum"? What kinds of efforts are needed for one individual to be successful?

## **Challenge:**

As a student, who makes your work (learning) possible? Go through your day and analyze what you do, and what you don't have to do. Do you work a paid job in addition to your schooling? Do you have student loans or financial aid (including aid from family) to pay tuition? Do you prepare your own meals? Do the cleaning of your living space? Do you have family obligations? Do you have to police the campus, clean the classrooms, fix the heaters, or maintain the grounds?

What supportive services are available? Think about financial aid, counseling or psychological services, academic support, social support, physical/health-related services, information services, transportation, etc. What value does each of these have to you? How would your experience as a student be different without them? Do some students have more access to these services than others? If so, who, and why? If you choose, what is one small step you could take to advocate for increased access to one or more of these services? Write up your thoughts and share with your instructor, or the class.

## ***Exercise 31: Six Degrees of Bacon***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the complex ways in which consumers' food choices affect the environment, the exploitation of human beings for labor, and human health.

#### **Summary of Activity:**

Students will complete a provided activity connecting the effects of production of several common foods, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Interconnectedness

Complexity

Food production

Racism

Classism

Environmentalism, pollution

Exploitation

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, social science, humanities, business, economics, law, health care, education, DPD.

## Exercise 31: Six Degrees of Bacon

### Students' Handout

#### Instructions:

Complete the activity below, and answer the discussion questions in your groups.

#### Activity:

Adapting the concept of “six degrees of separation” (the idea that each person in the world is connected to each other person by no more than six steps, or links from one individual to another), make the connections between the food item listed in the first column of the table below; and the chain of effects, sometimes unintended or obscure, that occur as this food is produced, in the second to sixth columns. Note: in reality the connections between all phenomena are not this linear; they interconnect in a complex web. For this exercise, we are looking at single strands.

1. Bacon	a) West African plantation	Manual harvesting, child labor	Overseas shipping for refinement	Processing factory	Distribution to Western countries
2. Fish	b) Cattle	Deforestation for grazing area	Large-scale meat production	Cheap, fast food availability	Increased obesity
3. Chocolate	c) Poultry farm	Overcrowding of stock	Prophylactic antibiotics	Drug-resistant germs	Human infections
4. Bagged lettuce	d) Pig farm	Manure	Methane gas	Greenhouse effect	Climate change
5. Hamburger	e) Plastic products	Industrial and consumer waste in waterways	Plastic accumulates in the ocean	Toxins in the water, such as PCBs, absorbed by plastic waste	Toxic plastic accumulates in sea life
6. Eggs	f) E. coli outbreak in humans	Supermetrics: Poisoned wildlife and cleared underbrush	Dry soil	Contaminated dust from cow manure	Crops contaminated with E. coli

## Discussion

1. Following the chain of connections for just one of the food items, what can you discern about what resources and what people were affected? Who benefits from the way this food is produced? How? Who, or what, suffers or pays? How?
2. Again looking at just one of the chain of connections, what can you identify as a possible unintended consequence of the production of this food item (for example, the preventive use of antibiotics in poultry farming is probably not intended to decrease the effectiveness of antibiotics in human beings)? How could the process be modified to reduce or eliminate the unintended consequence?
3. What are some other connections can you see among these phenomena? (In other words, what are one or two other effects that happen, or could happen, at each step in the process?)
4. The connections between our food choices and the effects of food production are not always easy to follow. What are some ways we could begin to find out about the connections between (for example) our choice to drink coffee, and the effects our choice has on workers in another part of the world?
5. Consider this quote from K.C. Cole, author of *Mind over Matter: Conversations with the Cosmos*: “The energy you use to read this sentence is powered, ultimately, by sunlight—perhaps first soaked up by some grass that got digested by a cow before it turned into the milk that made the cheese that topped the pizza. But sunlight, just the same.” What does this say about the complexity of the connections between seemingly disparate phenomena such as we’ve been discussing? Why is it important to understand them?
6. Did this exercise give you anything to think about? Will you make any changes as a result of doing this exercise? If so, what? When?

Answers: 1. d), 2. e), 3. a), 4. f), 5. b), 6. c).

**To Dig Deeper:**

1. Ferris, David. "Message in a Bottle." *Sierra: The Magazine of the Sierra Club*, May/June 2009, pp. 44+.
2. [Leaf and Let Die: The price of bagged spinach](http://www.sierraclub.org/sierra/200903/grapple.aspx)  
(<http://www.sierraclub.org/sierra/200903/grapple.aspx>) (scroll down the page)
3. [The World Atlas of Chocolate](http://www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html) (<http://www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html>)

## ***Exercise 32: Where Does Impartiality Sit?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which the judiciary is centered on a viewpoint that is male, White, heterosexual, middle- to upper-class, and other “invisible” factors. They will examine the concept of “impartiality.”

#### **Summary of Activity:**

Students will read an article about Supreme Court Justice Sonia Sotomayor, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Impartiality

Invisibility

Racism, ethnocentrism

Sexism

Male privilege

#### **Materials or Preparation Needed:**

Students will need to read the article [“What a Difference a Latina Makes: Gender and ethnicity can’t help but inform a judge’s sensibilities”](http://msmagazine.com/summer2009/sotomayor.asp) (<http://msmagazine.com/summer2009/sotomayor.asp>), taking notes with respect to the concepts addressed in the exercise, either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, law, social science, business, humanities, education, DPD.



## ***Exercise 32: Where Does Impartiality Sit?***

### **Students' Handout**

#### **Instructions:**

Refer to the assigned article, and answer the discussion questions below in your groups.

#### **Prep Material:**

You will need to have read the article ["What a Difference a Latina Makes: Gender and ethnicity can't help but inform a judge's sensibilities"](http://msmagazine.com/summer2009/sotomayor.asp) (<http://msmagazine.com/summer2009/sotomayor.asp>).

#### **Discussion**

1. After Sonia Sotomayor's "wise Latina" remark hit the news, an argument against her confirmation as a Supreme Court Justice was that she couldn't be impartial because she is a woman of color; and that this would make her partial (favorable) to issues affecting women of color (for example, immigration). The converse of this argument—which was not often pointed out—is that a White man cannot be impartial because he favors issues affecting White men. Name four or five of these issues. Do they seem as apparent to you as issues affecting women of color? Why or why not?
2. Have there been any openly homosexual Supreme Court Justices? Is it likely that there have been any homosexual Supreme Court Justices who were not "out"? Is it fair to assume that these judges would have been partial to issues that favored gays and lesbians? Conversely, would every heterosexual Supreme Court Justice be partial to issues that favor straight people, and marginalize LGBT people? If so, how could this be amended?
3. Can a judge be loyal to the law and still believe it could benefit from changes? Does the very act of interpreting the law reflect one's identity and experiences? If so, how? Can *anyone* be truly impartial? What does "impartial" mean?
4. Can any single perspective be the "norm"? Why or why not?

5. If the perspective of males (as 108 of 111 who have sat on the Supreme Court have been), or White people (109 of 111) is the norm; then, to be fair, shouldn't the "norm" change to accommodate all the variety of perspectives in our country? How could that be achieved?
6. If no one is impartial, who should be in charge? Whose perspective is best? Whose values should be the "ground zero" for the justice system? What would a judiciary look like that embraced all ethnicities, genders, sexual orientations, socioeconomic classes, etc?

**To Dig Deeper:**

1. ["Sotomayor Hearings Commence"](http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11814)  
(<http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11814>)
2. ["Sotomayor takes oath, becomes Supreme Court justice"](http://www.cnn.com/2009/POLITICS/08/08/sotomayor/index.html?eref=rss_topstories#cn-STCVideo)  
([http://www.cnn.com/2009/POLITICS/08/08/sotomayor/index.html?eref=rss\\_topstories#cn-STCVideo](http://www.cnn.com/2009/POLITICS/08/08/sotomayor/index.html?eref=rss_topstories#cn-STCVideo))

### ***Exercise 33: Hero 1: “Giant Statues Framed Against a Red Sky”***

#### **Instructor’s Page**

##### **Teaching Goal:**

Students will develop an awareness of some of the ways in which the term “hero” is gendered. They will examine the definition of hero and begin to consider heroic attributes exhibited by women and men.

##### **Summary of Activity:**

Students will complete an activity about the characteristics of a hero, and answer discussion questions in their groups.

##### **Terms, Issues, or Concepts Addressed:**

Hero

Sexism

##### **Materials or Preparation Needed:**

An activity is provided.

##### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, education, law, DPD.

## ***Exercise 33: Hero 1: “Giant Statues Framed Against a Red Sky”***

### **Students’ Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

1. Consider the following definitions of the word “hero”:
  - a. A man of distinguished courage or ability, admired for his brave deeds and noble qualities.
  - b. One noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed life or limb.
  - c. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
2. Now, decide which of the individuals below behaved like heroes.

	Hero?
1. Rescued a child from a burning building.	
2. Donated a kidney to a stranger.	
3. Donated \$5.00 to a local food bank every week for 20 years.	
4. Wrestled an intruder to the ground and held him until the police arrived.	
5. Donated a million dollars to a university library.	
6. Used “spare time” to lobby the city government until a crosswalk was installed at an unsafe neighborhood intersection.	
7. Donated a pint of blood every Thanksgiving.	

8. Drove a house-bound neighbor to the grocery store every week for a year.	
9. Shielded a wounded fellow soldier with his own body from hostile fire.	
10. Volunteered over 200 hours in a year to a kids' reading program.	
11. Led the search for a pair of hikers who had disappeared on a dangerous mountainside.	
12. Helped pull seven other people from a crashed and sinking airplane before being pulled under the water.	
13. Quietly cared for two children and an elderly parent every day.	
14. Performed life-saving surgery in a hospital emergency room after a multi-car accident.	
15. Piloted a helicopter that rescued people stranded after a tsunami.	
16. Spent personal money on school supplies every year so students could have what they needed.	
17. Provided daily care to a grandchild while the parents were working.	
18. Stood unarmed in front of a tank that was bearing down upon fellow protesters.	
19. Organized a yearly drive to collect food and supplies for refugees.	
20. At age 40, adopted a friend's child when the friend died suddenly.	

3. Now consider some slightly different definitions of "hero":

- a. A person who undertakes actions to help others, despite the possibility that they may result in the helper's death or injury. These actions involve taking risks, but they also involve giving of oneself to others.
- b. A person who makes long-term sacrifices to help another in need.
- c. "Heroes are not giant statues framed against a red sky. They are people who say: 'This is my community, and it's my responsibility to make it better'." –Former Oregon Governor Tom McCall

4. By these definitions, which of the listed individuals behaved like heroes?

**Discussion:**

1. Compare the second set of definitions to the more traditional definitions given first. With which of the two sets of definitions are you most familiar? Are any of these different from your understanding of what a hero is? Do they make you think about the word any differently? Do they honor more people?
2. Is heroism always dramatic? Does the sacrifice of heroism have to happen in intense, distinct episodes, or can it happen in small ongoing acts as well?
3. Which sex is usually associated with heroic acts that are more dramatic, episodic, and public? Which sex is usually associated with heroic acts that are more low-profile, ongoing, and private? Why do you think this is?
4. Would girls and women see themselves differently if their “brand” of heroism was more widely recognized? Would boys and men see them differently? Would females and/or males behave any differently if both brands of heroism were celebrated? Why or why not?
5. Using both sets of definitions, name a few heroes in your life. What makes them heroic to you?
6. In your opinion, is “hero” a gender-neutral term? Why or why not?

**To Dig Deeper:**

Visit [“The Heroine with 1,000 Faces”](#)

([http://greatergood.berkeley.edu/article/item/heroine\\_1000\\_faces](http://greatergood.berkeley.edu/article/item/heroine_1000_faces))

## ***Exercise 34: Hero 2: “He Had No Choice”***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which popular action/drama entertainment elevates (primarily White) men over women and others seen as powerless, who are harmed or sacrificed to motivate them.

#### **Summary of Activity:**

Students will complete an activity about how fictional heroes are motivated, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Hero

Innocent

Sacrifice

Sexism

Ethnocentrism

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, education, DPD.

## Exercise 34: Hero 2: “He Had No Choice”

### Students’ Handout

#### Instructions:

Complete the activity below, and answer the discussion questions in your groups.

#### Activity:

Think about all the action, drama, and science fiction movies you’ve seen. Then, complete the entries in the table below.

Action Hero	Who was endangered or killed to motivate him?	Action Hero	Who was endangered or killed to motivate him?
Aragorn, <i>The Lord of the Rings</i>	Arwen The Hobbits All the “Men of the West”	Indiana Jones, the <i>Indiana Jones</i> movies	
Harry Potter, the <i>Harry Potter</i> movies	His parents Ron, Hermione, and Dumbledore Everyone at Hogwarts	Luke Skywalker and Han Solo, the <i>Star Wars</i> movies	
Captain Kirk, the <i>Star Trek</i> TV show and movies	Any “red shirt” The Starship Enterprise Everyone on Earth The whole Galaxy	Wolverine, <i>X-Men: Origins</i>	
The Doctor, <i>Dr. Who</i>	Any of his companions Everyone on Earth The whole Galaxy	Superman, the <i>Superman</i> movies	
Sam, <i>Transformers</i>		Batman, the <i>Batman</i> movies	
Jason Bourne, the <i>Bourne</i> movies		Spiderman, the <i>Spiderman</i> movies	



## Discussion

1. Who has to be endangered, hurt, or sacrificed in order to motivate the hero? What is usually his response to this threat? Why is it important than someone be threatened?
2. Who is the focus of the action? What *is* the action? What function do the innocent and vulnerable (mainly women, but also children and elderly, disabled, helpless, or inexperienced people) serve?
3. Why do we value such literary or plot devices to motivate the main character? Why is the personal development of the main male character, the hero, more important than the lives or well being of the innocent and vulnerable?
4. What does this say about how we value various types of people? What does it say about appropriate emotional and physical responses to harm or danger?
5. Why, as a culture, are we fascinated with the idea of the lone, violent, hero? Why is it riveting entertainment?
6. In fiction, circumstances are often set up so that violence and death are inevitable. The hero may literally have “no choice” but to fight and kill—but writers do. Why do they so often choose this storyline?
7. Consider female action heroes, such as Xena, Warrior Princess; Buffy the Vampire Slayer; Ripley in *Aliens*, Black Widow in *Avengers*, and Starbuck in *Battlestar Galactica*. What situations do they get into? What are their traits, or how do they behave? Is the scenario significantly different than when men are the action heroes? Why or why not?
8. Are real-life situations usually as cut-and-dried as the contrived situations in drama? If not, how does cultural immersion in such dramatic storylines affect our responses to real-life situations? Are these responses healthy? Why or why not?
9. A critic commented, “Ultimately, this concept of ‘hero’ puts the individual male above all ‘Others’.” Does this represent sexism? Does it represent racism? Why or why not?

## Challenges:

1. Does the “missing mommy” plot device (in which the wife/mother figure is missing from the story because of having died, been killed, or otherwise taken away from the main character and his child) appear in fiction genres other than action/drama? (Or, as one child asked, “Why does the mommy always die?”) If so, in which types of books, movies,

or TV shows does it appear? What is the purpose of this plot device? What cultural values does it convey? Write up your findings, and share with your instructor, or with the class.

2. Find examples of other storylines, in which the values, action, and standard characters are different from the “hero” storyline. What values are expressed? Who, or what, is elevated? Are these storylines more “realistic,” or not? Is the “hero” storyline universal, to other cultures and in other times? If not, where did it originate? How do we use it today?

## ***Exercise 35: “Special Rights,” or a Specialized Service?***

### **Instructor’s Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the issues facing people working with diverse populations in “helping” professions. They will consider the concepts of “special rights” and “equal rights.”

#### **Summary of Activity:**

Students will read background information about therapy to alter the vocal quality of transgender individuals as part of their transition from (usually) male to female, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Transgender

Special rights, equal rights

Homophobia

Treatment or therapy, special service

#### **Materials or Preparation Needed:**

A link to the article [Voice Program Assists Transgender Community](http://www.asha.org/publications/leader/2009/090303/090303c.htm) (<http://www.asha.org/publications/leader/2009/090303/090303c.htm>) and a summary/scenario are provided.

#### **Directions to Instructor:**

Note: Students need not reveal their own sexual orientation or political affiliation to participate in this exercise.

This exercise may be useful for classes in: Social science, humanities, health care, law, education, DPD.

## ***Exercise 35: “Special Rights,” or a Specialized Service?***

### **Students’ Handout**

#### **Instructions:**

Read the material and the linked article below, and answer the discussion questions in your groups.

#### **Material:**

Within the profession of speech-language pathology (also called speech therapy), speech therapists serve people with all variety of communication needs; such as helping school children pronounce certain sounds, helping survivors of stroke to recover word-finding ability, helping speakers of English as a second language who want to modify an accent, and much more. A small percentage of the patients served by speech therapists have disorders or differences of the voice, that can be caused by a variety of things (vocal nodules is one example); and within the population of voice patients is a subpopulation of transgender individuals (usually males transitioning to females), who wish to change their vocal quality to coincide with their new gender identity.

The American Speech-Language-Hearing Association, the national association for the profession, includes this elective service within the profession’s scope of practice. An article entitled [Voice Program Assists Transgender Community](http://www.asha.org/publications/leader/2009/090303/090303c.htm) (<http://www.asha.org/publications/leader/2009/090303/090303c.htm>), describing one such program for training new therapists to treat this population, appeared in the association’s news magazine.

Some members of the profession objected to the article and wrote letters to the editor of the magazine, claiming that the article showed a political bias in favor of “special rights for gay people” on the part of the association. As members, they felt that the association should be neutral on controversial issues (such as acceptance of transgender people) and not elevate any group of patients over another. Other members considered the program to be an example of one of the many specialized services therapists provide that meet the needs of a specific population.

## Discussion

1. Does the voice treatment program for male-to-female transgender individuals constitute “special rights,” or is it simply providing well-tailored services to a particular group’s needs? Why do you think so?
2. The national association has included the service in the scope of practice (the statement of what services their members are qualified to provide) for the profession. Does this mean the association is advocating for “gay rights”? Should they be advocating for or against anything? Why?
3. Do members’ objections to the news coverage of the voice treatment program constitute homophobia? (Not all transgender individuals are gay; however, some of the critics of the article expressed a perception that this is so. Are they homophobic?)
4. The organization’s [vision statement](#) says: “Making effective communication, a human right, accessible and achievable for all.” Does the voice therapy program conform to this statement?
5. Members of any “helping profession” will probably be in the position of serving people with a wide range of backgrounds and characteristics. In your opinion:
  - a. Should a service provider (such as a therapist, counselor, dentist, etc) be able to choose with what populations she or he will work? If so, what rules should govern their choice? If not, who should make that decision?
  - b. What is the difference between specializing in treating a particular patient population, and giving them “special rights”?
  - c. What are the responsibilities of an individual practitioner who has sincere objections to serving a particular group of patients?
  - d. What is the responsibility of the profession’s governing body to make policy about the treatment of such populations?
  - e. In addition to the letters to the editor in the association magazine, what are some other arenas for dealing with these potential conflicts within the profession so that patients are not affected by them?

**To Dig Deeper:**

1. [Voice and Communication Therapy for Transgender/Transsexual Clients](http://www.asha.org/public/speech/disorders/TGTS.htm)  
(<http://www.asha.org/public/speech/disorders/TGTS.htm>)
2. [Voice Therapy for Transgender Clients](http://speech-language-pathology-audiology.advanceweb.com/Article/Voice-Therapy-for-Transgender-Clients.aspx) (<http://speech-language-pathology-audiology.advanceweb.com/Article/Voice-Therapy-for-Transgender-Clients.aspx>)

## ***Exercise 36: Acting as an Ally: Disability out in Public***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which individuals who have disabilities with a behavioral component may not have full and equal access to public spaces. They will consider some means of resistance to this type of oppression.

#### **Summary of Activity:**

Students will read a provided scenario about a child with autism and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Disability, ableism

Autism

Ally, cooperation

#### **Materials or Preparation Needed:**

A scenario is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, humanities, social science, education, health care, law, business, DPD.



## ***Exercise 36: Acting as an Ally: Disability out in Public***

### **Students' Handout**

#### **Instructions:**

Read the scenario below and answer the discussion questions in your groups. For this exercise, assume that each of the individuals described are either members of the in-group, or else are in a position to act as an ally in the particular situation given. Suggest ways the individuals could act as allies by: a) educating others about the target group, b) supporting a member of the target group, or c) interrupting oppressive behaviors by others against the target group.

#### **Scenario:**

A theater is filling up with people who have come to an afternoon showing of a children's movie. They mill around, finding seats, getting settled down with their snacks, turning off their cell phones, chatting, etc. Some of the kids are excited about the movie, and they are moving around and being a bit noisy, but as the previews begin most of them sit still and become quiet.

As the previews continue, one of the children, a boy about eight years old, just seems to keep on talking, as though he doesn't know it's time to be quiet. When the movie begins, his voice actually gets louder; and worse, he keeps repeating the same line of dialogue from the movie's advertisement over and over again. His parent is talking quietly to him and handing him various items from a bag, but he doesn't seem to notice; every few seconds he repeats this favorite line, and occasionally he giggles or squeals with enjoyment. He stays in his seat but is rocking back and forth, slightly but continuously.

People react in different ways to this disruption of their concentration. Some audience members simply try to tune him out, and lean forward or tip their heads to try to hear the movie better. A few clear their throats or say "shh," trying to quiet him. One or two turn around and glare at him. The person sitting behind him gets up and moves to the other side of the theater. The person sitting next to the parent smiles sympathetically and keeps trying to follow the movie. A couple of the other children whisper and laugh at his behavior; one calls him "weird," and is shushed by his own parent. A father of some of the other kids mutters loudly, "Control your kid!" One adult leaves to complain to the manager. At one point, the boy's parent hands him a rubber ball which he begins to squeeze with both hands; gradually, the volume of his voice diminishes a little bit, he repeats the dialogue less frequently, and he stops rocking, but he never becomes completely silent and still.

## **Discussion**

1. This boy has autism spectrum disorder (a condition that affects, among other things, a person's ability, to varying degrees and in different ways, to communicate and interact with others). His parent wants him to have the chance to see the movie, which he has been dying to see, in a theater; and they have paid for your tickets, just like everyone else. His parent has used the strategies that calm him and help him focus, but he is very excited and they don't work as well today as they usually do. His parent knows that if he or she tries to take him out of the theater while the movie is playing, he will have a "meltdown" (that is, scream, cry, kick, throw himself on the floor, and possibly hit himself). What are the parent's rights and responsibilities (to the child, and to the other audience members) in this situation? If you were in this situation, what kind of help, if any, would you really appreciate right now? What would it help if people knew?
2. Another patron is sitting nearby, trying to watch the movie with his or her kids. The other viewer doesn't really know what is going on with the child, but feels sympathy for his parent and wants to show support. Is there anything this person can do to help smooth the situation out?
3. The theater manager is sensitive to this issue, having a relative with a developmental disability. He or she wants to behave proactively: Now that this situation has already gotten started, how can she or he respond to the other patron's complaint and still be supportive of the boy's right to see the movie? In the future, what are one or two actions the manager could take to try to minimize this kind of occurrence before they happen? Is there anything he or she can provide (infrared headphones?), or any way to arrange things (designate a "quiet zone"?), so that all the customers can enjoy their theater experience? Be creative.
4. Do some brainstorming: You are the designer of a new theater, and you know that this child with autism is not the only one to talk loudly in movies! What are one or two innovative features you could build into the system to help minimize sound from the seating area and focus sound from the movie? Are there some other ways to design the theater so that one person talking doesn't interfere with the rest of the audience being able to hear the show? Be creative.
5. Whose responsibility is it to make sure that people who have disabilities that affect their behavior have equal access to public spaces? Why do you think so?

**Challenges:**

1. Research the Americans with Disabilities Act. What, if any, of the material in the ADA pertains to individuals with disabilities that affect their verbal and/or physical behaviors? Report on your findings.
2. Spend some time in another public or semi-public facility (such as a swimming pool, grocery store, mall, public library, restaurant, or church), and identify any ways in which the facility is not user-friendly, or not safe, for people who have disabilities that affect their behavior. Make some recommendations to increase their access: 1) modifications the users could make themselves, 2) modifications that could be made by the management of the facility. Report on your findings.

## ***Exercise 37: Reverse Discrimination?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will examine the term “reverse discrimination” in light of the presence or absence of institutional power or systematic dominance of some kind in each example provided.

#### **Summary of Activity:**

Students will complete a provided activity, evaluating the relative power of participants in several examples, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Discrimination, oppression

Reverse discrimination

Dominance, institutional power, privilege

Target group, out-group

Non-target group, in-group

Invisible benefits

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, education, DPD.

## ***Exercise 37: Reverse Discrimination?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

Affirmative Action and other efforts to work toward social justice sometimes incur negative reactions, such as this belief expressed in one White male student's statement: "White men are just as discriminated against now as Black people were back then. It [discrimination] was in the past. I didn't have anything to do with it. It's not my fault; I didn't do anything."

His sentiment is genuine. However, he is not seeing the "invisible benefits" conferred on him by his membership in two in-groups; males and White people. And it is not uncommon. Peggy McIntosh explains, "I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group." A helpful way to think about discrimination might be in this formula: discrimination (or oppression) equals prejudice plus *power*. "Individual acts of meanness," or conflict, or competition, can occur between people of any background or description; but the balance of power in major social institutions has not reversed.

In the following examples, identify each of the participant's membership in a target ("out") group or non-target ("in") group, and the "invisible benefit" attached to being a member of the in-group:

- A man calls in to a radio talk show in which a woman is talking about a book she wrote on a social justice topic. She has a university education; he does not. He disagrees with her opinion on the issue, and because he perceives her to have more power than himself in this situation, he says, "You're oppressing me right now!"
- A White voter critical of the performance of the new president states, "Obama hates White people: he is a racist."
- A candidate for an academic opening sees another woman promoted instead of herself: "Looks like you've gotta be a lesbian to get anywhere in this school."

- A man includes in his online dating profile that he is only interested in dating women who will not impose their “misandry” upon him.
- A computer programmer with a degenerative muscle disease is allowed to work from home, where she has a ceiling-mounted computer screen and a special bed that lets her recline while she works. A few of her colleagues, who have full mobility, grumble that the company should have hired an able-bodied programmer, who would actually come into the office instead of laying around at home when they needed him.

### **Discussion**

1. In your opinion, what are some reasons that, on the surface, people might see a particular situation or event as “reverse discrimination”?
2. Is Affirmative Action an example of reverse discrimination, or an attempt to create a balance? Why do you think so? When will Affirmative Action be “done”?
3. What conditions would have to be present for “reverse discrimination” to exist? Would it then be “reverse” discrimination?
4. Refer to the definitions of “privilege” and “invisible benefits.” How do these relate to the idea of reverse discrimination?

### **To Dig Deeper:**

Visit [“Understanding Prejudice: Ten Myths about Affirmative Action”](http://www.understandingprejudice.org/readroom/articles/affirm.htm)  
(<http://www.understandingprejudice.org/readroom/articles/affirm.htm>).

## ***Exercise 38: A Woman's Worth***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which the perpetrator's (usually male) responsibility in rape and sexual assault is minimized or excused. They will also develop an awareness of some of the ways in which sexism or misogyny limits the ways in which women are valued.

#### **Summary of Activity:**

Students will read a scenario about an acquaintance rape, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Male privilege, sexism

Rape, violence against women

Blaming the victim

Power

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, education, law, health care, DPD.

## ***Exercise 38: A Woman's Worth***

### **Students' Handout**

#### **Instructions:**

Read the scenario below, and answer the discussion questions in your groups.

#### **Scenario:**

A pre-teen girl is lured into a vacant lot, with the promise of seeing a newborn puppy, by three teenage males who gang rape her and leave her bleeding in the field. When she is found by a neighbor and tells what happened, a few things happen immediately: The neighbor calls 911 and then the girl's family. An ambulance arrives and paramedics begin to treat her for shock. Her father pulls up in the family car, takes her away from the paramedics, drives home, and locks her in the bathroom, telling her to clean herself up. A police car arrives, and the neighbor explains what the girl told her. The police track down the boys fairly quickly, all of whom admit to their involvement. They are arrested, under protest by their families.

Later, the girl's father refuses to press charges against the youth, claiming that they did nothing wrong. A social worker visits the family to interview the girl and arrange for counseling and other help, which her family refuses until a local television station picks up the story and viewers react in protest. They then consent to having her taken to a hospital, treated, and observed overnight; the mother is heard to lament that the girl is "ruined now."

The girl returns home and tries to resume her life from before the attack, but she has ongoing psychological and physical trauma from the rapes, and her family does not want to talk about it, other than to rebuke her for being careless and bringing shame to their household. Two of the boys receive only a reprimand since they are under age, and the oldest, who is 18, receives probation and community service. They are soon back in their homes and roaming around the neighborhood as before. The media attention dies down, and the neighbors soon forget about the incident, except that they whisper and shake their heads whenever they see the girl who was the cause of so much unpleasantness.

As she grows older, her family urges her to look for a husband, if anyone will take her, since they don't have enough money to send both her and her brother to college, and she doesn't really have any marketable job skills. Eventually she marries a man somewhat older than she is, who already has grown children and doesn't mind that she is infertile. She moves out of her



family's house and into his, and spends the remainder of her life keeping house and dealing with her ongoing health problems and recurrent nightmares. Her family thinks her lucky to have found someone who didn't mind marrying damaged goods.

## **Discussion**

1. What, or who, determines a woman's worth? Why?
2. Could a prepubescent girl "invite," or be responsible for, what the teens did to her? What is the basis for the blame against her?
3. Even though she was powerless to prevent the rapes, she still lost her worth in her family's eyes. Why?
4. What is the basis for excusing the rapist teenagers? Why aren't their actions blame-worthy? Who made the decision about how they would behave?
5. What were the short- and long-term effects on the girl of being raped? What were the short- and long-term effects on the teens of being rapists? Who suffered? Who paid? Why?
6. Is this scenario unrealistic? Is it an isolated, extreme incident? Are there places in the world where women endure these things? Are there places in the United States where women endure them? Aren't women equally valued with men these days?
7. Why is a woman's value based on her sexual experience or inexperience? Why is she worth less if she can't bear children? What does this say about the value of other aspects of her being (e.g. her good heart, her intelligence, her skills or talents, her work ethic, etc.)?
8. Why are males and females valued differently? Is this healthy? Why or why not?
9. Why put a "value" on a human being at all?

**To Dig Deeper:**

For an extensive look at definitions, myths, and facts about sexual assault and rape, see the [Mid-Valley Women's Crisis Service](http://www.mvwcs.com/definingrape.html) website (<http://www.mvwcs.com/definingrape.html>).

## ***Exercise 39: Rate Your Behaviors: Interrupting Oppression***

### **Instructor's Page**

#### **Teaching Goal:**

Students will use Mary McClintock's continuum of responses to oppressive behaviors to develop an awareness of some of the ways their own behaviors support or interrupt oppression.

#### **Summary of Activity:**

Students will complete a behavior rating scale and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Oppression

Ally, advocate

Proactive, passive

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, business, health care, education, STEM, DPD.

## Exercise 39: Rating Your Behaviors: Interrupting Oppression

### Students' Handout

#### Instructions:

Complete the activity below, and answer the discussion questions in your groups.

#### Background and Activity:

In 1990, Mary McClintock published a continuum of responses entitled “How to Interrupt Oppressive Behavior.” Behaviors that work toward increased social justice include: 1) educating yourself or others about a social justice issue, 2) interrupting oppressive behaviors as they are happening, and 3) initiating or supporting someone else’s proactive (“win-win”) response to oppressive behavior. (Ignoring, walking away, or not responding at all actually work *against* social justice.)

Read each statement below and indicate with an “X” approximately where on the continuum your own behavior, attitude, knowledge, or belief falls (N = “Doesn’t apply to me” or “No, I don’t do that”; Y = “Does apply to me” or “Yes, I do that”). Then, identify in what way each statement works toward social justice (number 1, 2, or 3 above).

1. I use, and ask that others use, the word “woman” rather than “girl” when referring to an adult female.	N _____ Y
2. When my neighbors, coworkers, or classmates speak a language different from my own, I make an effort to learn some of that language so I can communicate with them better.	N _____ Y
3. When I hear someone making a homophobic joke, I interrupt and politely ask them to stop.	N _____ Y
4. I donate money to organizations that work for the reproductive rights of women.	N _____ Y
5. I advocate for the right of LGBT citizens to marry.	N _____ Y
6. I attend cultural events that broaden my understanding of people of different ethnicities than me.	N _____ Y

7. I object when I hear the words “gay,” “dyke,” or “queer” being used in a derogatory way.	N _____ Y
8. I write or call elected officials to ask that prayers offered on state occasions represent the religious diversity of my state.	N _____ Y
9. I encourage my local school district to teach children in the language of their birth.	N _____ Y
10. When I see women being criticized for their size or shape in the media, I write letters or send emails asking that this practice change.	N _____ Y
11. I boycott businesses that discriminate against their employees, their customers, or others based on sex, age, sexual orientation, race, or religion.	N _____ Y
12. I support the right of soldiers who have died in the service of their country to have an appropriate symbol, whatever their religion, on their headstones.	N _____ Y

### **Discussion**

1. Do you consider all or most of these issues to be issues of equality, or social justice? Why or why not?
2. What patterns did you see in your responses? Were there any that surprised you? Were you more likely to respond in one way (for example, educate) than the others? Why do you think that is?
3. Will you make any changes in your attitudes or habits as a result of doing this exercise?
4. Did you discover any attitudes or habits in yourself that you appreciate and want to reinforce or enhance?
5. Based on this exercise, do you consider that you actively work toward social justice? Are you an ally to oppressed groups of people? What does this term mean to you?

### **To Dig Deeper:**

For legal and activist information on social justice issues, visit the [American Civil Liberties Union](http://www.aclu.org) (ACLU) website (<http://www.aclu.org>).

## ***Exercise 40: Acting as an Ally: Respecting Sexual Orientation***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which heterosexism or homophobia is embedded in all aspects of society. They will consider some means of resistance to this type of oppression.

#### **Summary of Activity:**

Students will read scenarios and determine if they represent heterosexism or homophobia, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Ally

Sexual orientation

Heterosexism, homophobia

#### **Materials or Preparation Needed:**

Scenarios are provided

#### **Directions to Instructor:**

Note: Please do not ask students to identify their sexual orientation for this exercise.

This exercise may be useful for classes in: Social science, humanities, law, health care, education, business, DPD.

## ***Exercise 40: Acting as an Ally: Respecting Sexual Orientation***

### **Students' Handout**

#### **Instructions:**

Read the scenarios below, and answer the questions in your groups. For this exercise, assume that the individual described is either a member of the in-group, or else is in a position to act as an ally in the particular situation given. Suggest ways the individual could act as an ally by: a) educating others about the target group, b) supporting a member of the target group, or c) interrupting oppressive behaviors by others against the target group.

#### **Scenarios and Discussion:**

1. A young woman, who is straight, tells her best friend that her dorm roommate has recently come out to her as a lesbian. She says, "I don't have anything against it, but I feel kind of weird sleeping in the same room as her. What if she wakes up in the middle of the night and something happens?" What are a couple of things the young woman could tell her friend that would educate her, make her feel more comfortable, and respect her roommate's privacy and dignity?
2. An extended family has just found out that one of their family members is gay. They have conferred, and decided that they would like to "help bring him back to a healthy lifestyle," and they ask a counselor they know if he can "cure" him. The counselor wants to acknowledge the family's concern, but also recognizes the assumptions they are making, and the bias in their plan. What are one or two things the counselor could do proactively to support the gay family member, as well as help the rest of the family understand his sexual orientation?
3. Two women have been invited to the wedding of a lesbian couple in their circle of friends. When one of the women calls the other to discuss going to the event together, she tells her that she is thinking of not going because she is not sure how to behave at a "gay function." She has some questions: "What should I wear? What kind of gift should I bring? Should I not mention about them being gay? Are there some people I shouldn't talk to? How should I act? What if my boyfriend wants to hold my hand, or kiss me; will that be okay? Basically, is the service going to be the same as at a regular wedding?" What are some suggestions her friend could make to help her feel more comfortable, and make their friends' wedding as smooth and happy as possible?

4. The house across the street from where you live has just been sold. Curious neighbors watching the realtor showing the place have noticed her escorting around two adult men, and a little girl. When a moving van pulls up and the two men start bringing things into the house, the neighbors realize the men must be a couple. Some of them seem unconcerned with the fact that they are gay, but a few of them are a little worried. This neighborhood has always been a nice place to live; the people on the block are close, have block parties and barbecues, and generally look out for each other. Will this change things? One of your neighbors asks you what you think: What should they do? Should they be worried about their kids? Is it okay for them to play with the new little girl? Is it better if they play only out in the yard, where they can keep an eye on them? What if the new couple wants to join the neighborhood watch? Will the property values in the neighborhood change now? What if “more of them” want to move into the area? You know that a few of the neighbors are going to have a meeting in the living room of your neighbor’s house this evening. You want to hold on to the nice feeling in the neighborhood, and you also want your new neighbors to feel welcome. You have some options: Should you go to the meeting? If so, what should you do, or say? Should you just mind your own business? Should you go across the street and introduce yourself to the new family? Or do you have another idea that would help?

**To Dig Deeper:**

1. Visit the American Psychological Association’s online topic [“Answers to Your Questions For a Better Understanding of Sexual Orientation & Homosexuality”](http://www.apa.org/topics/orientation.html) (<http://www.apa.org/topics/orientation.html>)
2. Read the American Psychological Association’s findings about psychotherapy and sexual orientation in [“APA Says Gay-to-Straight Therapy Does Not Work”](http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11864) (<http://www.feminist.org/news/newsbyte/uswirestory.asp?id=11864>).



## ***Exercise 41: Out with the Old?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which ageism or age discrimination manifests within organizations.

#### **Summary of Activity:**

Students will complete a provided activity about age discrimination in pay and promotion, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Ageism, age discrimination

Complicit

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, law, health care, education, business, DPD.

## ***Exercise 41: Out with the Old?***

### **Students' Handout**

#### **Instructions:**

Read the scenario below, and answer the discussion questions in your groups.

#### **Scenario:**

A popular restaurant chain promotes its “family friendly” image in part by employing over-age-55 people as seating hosts, who greet customers as they come into the restaurant, take them to their table, and make sure they are comfortable. One of their advertising slogans is, “Our family welcomes your family.”

Sandra, one of the over-age-55 seating hosts, has been working at the restaurant for about a year and a half. When she first accepted the job, she had agreed to work part-time, even though she preferred to work full-time, as she needed the money and benefits. So far, her working hours have never topped 30 per week, and she continues to pay a large proportion of her monthly salary so she can participate in a group health insurance plan. She has also applied for positions in the restaurant as a cashier and as a server, since both of those jobs earn higher wages; but so far, she has not been asked to interview for either position.

Jorge is in a similar position. He has worked at the restaurant as a seating host for longer than Sandra, and although he often works up to 35 hours per week, his working hours have not yet reached full-time, either. He also pays into the group health insurance plan, and has tried to start a “sick leave bank,” in which employees who want to participate can contribute a day of sick leave to be used by employees who are not eligible for sick leave because of their part-time status; but the management has not yet responded to his request for a meeting on the issue. He recently applied for a position as a cashier, but was told there were no openings at the moment. He later saw a man in his mid- to late twenties working the cash register; he’d never seen him before, and presumed he was a new employee.

As the months go by, both Jorge and Sandra begin to notice that the only employees with wrinkles and gray hair are the ones working as seating hosts. They also notice that their shift supervisor Dennis, a man in his 30s, seems to make a lot of comments about “senior moments,” “afternoon naps,” and the fact that they aren’t “as spry as they used to be.” Finally, Sandra approaches the restaurant manager and complains about Dennis’ comments. The manager

responds by explaining that Sandra was misunderstanding Dennis' behavior, and advises her to "try to blend in better" and "humor Dennis; he doesn't mean any harm." The manager also suggests that Sandra should be grateful for the job she has—not everyone is so lucky these days—and implies she would have a hard time finding a better position "if something unfortunate happened."

Both Sandra and Jorge continue working, but also continue speaking to other employees, applying for higher-paying positions, and working to improve the benefits available to them. Dennis laughs at their efforts, suggesting they are "Stuck in the good old days." Once, when Susan snaps at him, he tells her "not to have an aneurysm." On a day when Jorge is moving too slowly to suit him, Dennis suggests that he might need a "less taxing" assignment. Rumors from other employees say that Dennis has been involved in forcing out a couple of other over-age-55 employees, for no reason they could see. At that time, an employee heard him comment, "I just want the sharpest, most with-it team possible." Although one or two of the other employees sympathize with Jorge and Sandra, most of them just go about their business and try not to get involved; they all need their jobs, too.

## **Discussion**

1. Is this an example of ageism or age discrimination? Why or why not?
2. If so, what biases or preconceived notions is the shift supervisor Dennis exhibiting? Are they accurate? Why or why not?
3. You are a younger employee of the restaurant, and want to support Sandra and Jorge. Identify:
  - a. A proactive response to the situation
  - b. A possible source of education on that particular topic
  - c. A person or group that potentially could be an ally on the issue
4. The manager's behavior suggests that he or she is unable to improve conditions for the over-age-55 employees, and might even "have no choice" but to fire them if they keep making trouble. What are the effects on the organization of this complicit behavior?
5. What is the source of Dennis' disrespect for the over-age-55 employees? Why does he have such a low opinion of their skills and abilities?

6. Where do we get our ideas about the value of older people? Why do we value youth over age?

**To Dig Deeper:**

See the U.S. Equal Employment Opportunity Commission's statement on [Age Discrimination](http://www.eeoc.gov/laws/types/age.cfm) (<http://www.eeoc.gov/laws/types/age.cfm>)

## ***Exercise 42: A Test of Fairness***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which racism is embedded in educational institutions. They will consider the meaning of “standard” or “standardized” tests. They will consider how knowledge is valued by being either emphasized or rendered invisible.

#### **Summary of Activity:**

Students will complete an activity about bias in standardized tests and answer discussion question in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Racism

Standardized tests, fairness

Invisible, invisibility

#### **Materials or Preparation Needed:**

Students will need to read the article [“Failing the Test of Fairness: Institutional Racism and the SAT”](http://www.alternet.org/story/13826/) (<http://www.alternet.org/story/13826/>), taking notes with respect to the concepts addressed in the exercise, before class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, business, education, STEM, DPD.

## ***Exercise 42: A Test of Fairness***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have read the online article [“Failing the Test of Fairness: Institutional Racism and the SAT”](http://www.alternet.org/story/13826/) (<http://www.alternet.org/story/13826/>) before class.

#### **Discussion**

1. The author states that the SAT does not accurately predict academic ability, grades, or graduation rates. Is it being used to predict these things? If so, why? Does it have any other predictive value? If so, what?
2. What are the two main issues of bias the author identifies in standardized tests' development and admission? How does he suggest these be overcome? What suggestions do you have?
3. If some people are “in” and some are “out,” fairness is incomplete at best. How does “fairness” encompass difference and diversity, *and* treat everyone equally? Who gets to decide what is fair or not? Who is able to make changes? Why?
4. What would a truly “fair” test look like? What would it measure, or what would it predict?
5. What are the reasons for using standardized tests? Are these reasons valid? If not, why? If so, how could the tests be used more objectively?
6. Do standardized tests such as the SAT meet criteria for reliability and validity? If so, what, specifically, are they measuring?
7. Do all people have equal chance to learn the types of information and skills sampled on the test? If not, why?

8. What is implied by the inclusion of particular types of cultural information on standardized tests? Or, who decides what is important for test-takers to know?
9. By the same token, what is implied by the omission of particular types of cultural information on standardized tests? Or, what types of information and skills are not considered important for test-takers to know?
10. What types of knowledge are omitted or overlooked on standardized tests? What is lost? Who is left out? What do students miss out on?
11. Can you think of any other ways in which standardized tests might be biased (that is, that they make use of pre-conceived notions about what is important to know or who is important to know about, who should learn the information, how it should be taught, etc)? How would you suggest remedying such biases?

**To Dig Deeper:**

Apply the idea of a standard of fairness (or, inclusion) to the curriculum you were taught as you were growing up. Answer the following questions: What was taught? What did you not learn about (what material was excluded)? (For example, did you learn that the U.S. government forced Japanese Americans into “relocation camps” during World War II?) Whose ideas or opinions were included? Whose were disregarded by omission?

How were you graded? Did the grades accurately reflect your abilities? Why or why not? Whose activities and accomplishments were reflected in your textbooks and other material? Whose were invisible? Report on your findings and share with your instructor, or with the class.

## ***Exercise 43: Border or Barrier?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an understanding of some of the ways in which socioeconomic status and ethnic practices are used to question the perception of certain-groups as legal citizens.

#### **Summary of Activity:**

Students will view a video about some Mexican Americans being denied passports, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Racism, ethnocentrism

Classism

#### **Materials or Preparation Needed:**

Students will need to view the seven-minute video "[Mexican Americans Born by Midwife Denied Passports](http://www.time.com/time/video/player/0,32068,32326197001_1914854,00.html)," taking notes with respect to the concepts addressed in the exercise, ([http://www.time.com/time/video/player/0,32068,32326197001\\_1914854,00.html](http://www.time.com/time/video/player/0,32068,32326197001_1914854,00.html)), either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, law, health care, education, DPD.



## ***Exercise 43: Border or Barrier?***

### **Students' Handout**

#### **Instructions:**

Refer to the video below, and answer the discussion questions in your groups.

#### **Prep Material:**

You will need to view the *TIME* video entitled "[Mexican Americans Born by Midwife Denied Passports](http://www.time.com/time/video/player/0,32068,32326197001_1914854,00.html)" ([http://www.time.com/time/video/player/0,32068,32326197001\\_1914854,00.html](http://www.time.com/time/video/player/0,32068,32326197001_1914854,00.html)) before class.

#### **Discussion**

1. Is this an example of racism? Why or why not?
2. Is there more than one kind of discrimination at work here? Midwives' signatures used to be as valid as doctors', but aren't any longer because some of them perpetrated fraud in documenting births. Are midwives more likely than physicians to falsify birth documents? Why or why not?
3. Are there differences in the race, class, or socioeconomic status of the majority of the people born to and documented by midwives, as opposed to the majority of the people born to and documented by physicians in a hospital? If so, what are they?
4. In your opinion, is the denial of passports to a group of residents based on their birth documentation an overgeneralization (a bias or preconceived notion), or is it a good way to identify people who are not actually citizens? Why or why not?
5. To your knowledge, has the denial of passports to this group of people made the southern U.S. border more secure from terrorists? Why or why not?
6. Lupita Sanchez, who was denied a passport, asks if "we are all being treated the same? All the things around will tell you 'no'; we are treated differently." What does she mean? Do you agree with her assessment? Why or why not?

7. In your opinion, is this a form of racial profiling? Why or why not?
8. Are the people denied passports on the basis of their birth documentation also excluded from other interactions with the federal government, such as serving in the military, working for the government, or paying taxes? Why do you think this is so?
9. Brenda Sprague, the Deputy Assistant Secretary for Passport Services, explains in the video, “This is not a moral judgment; this is a legal judgment.” What does she mean; or, what is the difference between the two? Do you agree with her assessment? Why or why not?
10. She also says that people get passports, “not because they are good people, not because they love America, but because they are U.S. citizens.” What unstated assumption or implication is being made? Is the burden of proof different for people born with the assistance of a midwife than for people delivered in a hospital? Why or why not?

**To Dig Deeper:**

Research the original incident in which midwives were discovered to have documented thousands of babies as born in the United States who were actually born elsewhere. What was their motivation for doing so? What are some of the consequences of this type of fraud? Who has benefitted, and who has suffered, as a result? What were some of the unintended consequences? Who is invisible in this situation? Whose power or privilege is invisible? Report on your findings.

## ***Exercise 44: Who Did What to Whom?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which media use of language minimizes or covers up men's agency in violence against women. They will examine the idea of misogyny as a pattern rather than individual bad acts.

#### **Summary of Activity:**

Students will read samples of indirect or passive language used to describe violence done by men against women, and respond to discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Violence against women, misogyny

Media

Passive language

#### **Materials or Preparation Needed:**

Samples are provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, law, media, education, DPD.

## ***Exercise 44: Who Did What to Whom?***

### **Students' Handout**

#### **Instructions:**

Read the examples below, and answer the discussion questions in your groups.

#### **Examples:**

Consider the following excerpts of news reports from online, television, or print media:

- Residents have been shocked by the killings of four women in the complex in the past six months, allegedly by their husbands. Two of the women were shot, one was beaten with a blunt object, and one was stabbed to death. The cause of the attacks is unknown.
- Last year, a woman was assaulted every nine seconds in this city. A quarter of these assaults resulted in serious injury or death.
- John Smith, 30, and his wife, Lisa, were shot to death in their bedroom in an apparent murder-suicide.
- A student was brought into the emergency room after being raped last night. Her boyfriend was arrested in connection with the incident.
- The TV celebrity was treated for cuts and bruises following a report of couples' violence in her Hollywood home.
- Maria Gomez, wife of Jose Gomez, died of wounds sustained during a knife attack Wednesday night. Gomez apparently fled the scene after his wife was killed.
- The popular self-defense instructor always ends his class with a reminder to "Be on the alert; don't get yourself hurt. There's a lot of crazies out there."
- Three women were gunned down in the waiting room of a women's clinic. The shooter, who shot himself in the aftermath of this unfortunate occurrence, was said to have a grudge against women.

## **Discussion**

1. Who committed the above crimes? Who committed murder? Who committed suicide? How could you tell?
2. What kinds of vocabulary and sentence construction are used in these examples? How does this language minimize or cover up the responsibility for violence against women?
3. Perhaps the reports are written using indirect language to save the feelings of the news readers, the news viewers, and the victims' families. What other effects does this indirect language have?
4. Is violence against women a matter of individual acts of cruelty, or part of an often-unseen pattern? If it is a pattern, what is it called? Why do you think it is so often invisible?
5. How does focusing on the individual pathology or "craziness" of the offender deflect attention away from the underlying frequency of violence against women?
6. The focus in these stories is on the female victims. What does this attention imply about their responsibility in the incidents?

## **To Dig Deeper:**

Do some research, and report on the characteristics of those who primarily write, own, and distribute news in the mainstream media. What is their "standpoint" (that is, what is their race, gender, socioeconomic status or class, etc)? How does this influence their view of the facts? Be specific.

## ***Exercise 45: I'm Not a Feminist, But . . .***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the principles of, and misconceptions about, feminism. They will examine their understanding of the term “feminist.”

#### **Summary of Activity:**

Students will complete a checklist of beliefs and attitudes about women, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Feminist, feminism

Equal opportunity, equality

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Humanities, social science, law, education, health care, STEM, DPD.

## ***Exercise 45: I'm Not a Feminist, But . . .***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

The words “feminist” and “feminism” have taken on some negative connotations in mainstream culture. As a result, many women and men may be reluctant to identify themselves using those terms.

With that in mind, read the items in the table below, and put a check mark next to the statements that you strongly or mostly agree with.

1. I agree that men and women should receive equal pay for equal work.	
2. I think women deserve as much respect as men.	
3. I think it is healthy for a woman to be strong and self-confident.	
4. I believe that women and men should be equal under the law.	
5. I think girls should have the same opportunities to play sports as boys do.	
6. I believe daughters should have the same educational and economic opportunities as sons.	
7. I think girls should value their bodies for what they can do, not how they look.	
8. I believe women should be able to do whatever work they want and are qualified to do.	
9. I believe women should be free to decide whether, when, and how they want to have children.	
10. I think women should be portrayed in the media with the full range of sizes, colors, shapes, abilities, talents, preferences, attitudes, lifestyles, personalities, roles, behaviors, beliefs, etc., that they have in real life.	
11. I believe girls should be allowed to explore, get dirty, make messes, and get involved in whatever activities interest them.	
12. I believe that when women are empowered, children, families, and communities benefit as well.	

## **Discussion**

1. Tally up your check marks. How many of the items did you mark? Which ones, if any, did you agree with? With which, if any, did you disagree?
2. Would it surprise you to know that all of the items above represent feminist principles and beliefs? If you were aware of these, do you call yourself a feminist? If you were not aware of them, are you now more likely to call yourself a feminist? Why or why not?
3. What is a feminist? Who can be one?
4. Does feminism mean that women want power over men?
5. Are we living in a post-feminist America? (In other words, has feminism met all its goals?)
6. Why do you think the word “feminist” has a negative connotation? If you choose, what are some ways you could work to change this perception?
7. Respond to the following comment from a feminist (who is either a man or a woman):  
“In my opinion, all women should be feminists. Actually, all *people* should be. Basically, feminists are people who believe in equality.”
8. Has your idea of what “feminist” means changed at all as a result of this exercise? If so, how?

## **Challenge:**

Do some research into the original “bra-burning” incident. Did any bras actually get burned? What happened? Report on your findings.

*This exercise is partly adapted from a 2005 Oregon State University student panel entitled, “Feminism Is . . .” by Gail Bjorkman, Katie Atwood, Heather Dunning, Stefanie Zier Wilson, and Marieke Steuben.*



## ***Exercise 46: Assorted Examples: Heterosexism?***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which heterosexism operates within all social institutions. They will consider some sources of resistance to heterosexism.

#### **Summary of Activity:**

Students will read examples and determine if they represent heterosexism, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Heterosexism, homophobia

Ally, resistance

Equality

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, health care, law, STEM, education, DPD.

## ***Exercise 46: Assorted Examples: Heterosexism?***

### **Students' Handout**

#### **Instructions:**

Complete the activity below, and answer the discussion questions in your groups.

#### **Activity:**

Read each of the examples below, and discuss whether each represents heterosexism.

- In many states, legal marriage is defined as being a union between “one man and one woman.”
- The monthly fee to live in a large retirement community is set at a base rate for married couples. For people living together who are not married—whether siblings, friends, unmarried partners, or anything else—the monthly fee is the base amount plus a “second person” charge.\*
- A high school teacher explains to students that “masculinity” and “femininity” vary from culture to culture, but “maleness” and “femaleness” are biological universals.
- The pastor of a Christian mega-church, who opposed gay marriage, was invited to offer a prayer at a Presidential inauguration.
- A recruiter for a small college’s women’s basketball team assures the potential recruits’ families that their daughters will be in good hands at the school because their team is “lesbian-free.”
- Many high schools elect a Homecoming Queen and King, and hold a prom for male-female couples.
- Certain Bible verses are cited as condemnation of homosexuality.
- Domestic partner benefits are federally taxable.
- New users of an online dating site have options to sign up as “I am a man looking for a woman,” or “I am a woman looking for a man.”

- During the summer between the end of one school year and the beginning of the next, a high school math teacher transitions from male to female. When she comes back to school, a parent wants to know if she will be “teaching transgender to my son.”

## **Discussion**

1. For those examples that do represent heterosexism, identify:
  - a. The source of the oppression
  - b. A proactive response to the situation
  - c. A possible source of education on that particular topic
  - d. A person or group that potentially could be an ally on the issue
2. What assumptions or unspoken beliefs exist in each example?
3. Were there any differences in opinion in your group? If so, on what basis did you disagree? Were there some ways to resolve your differences?
4. Some attitudes or acts of heterosexism done by straight people are intentional, while others are unintentional or passive. What are some of the “unintended consequences” of being a member of a dominant group?
5. Who is hurt or left out by heterosexism? Who benefits? What opportunities are lost?

## **\* Bonus Questions:**

1. In the retirement community example, what is implied by the “second person” charge? Does that mean married couples are one person? If not, who is the “first person”?
2. In the “Drag Queen” article below, what does it say about the news agency’s attitudes, assumptions, or beliefs, that this story was filed under “Weird News”?

**To Dig Deeper:**

1. Visit [“Drag queen becomes homecoming queen”](http://www.nbcnews.com/id/29303880/)  
(<http://www.nbcnews.com/id/29303880/>)\*
2. Visit [“West Linn Teacher Returns as Woman”](http://www.oregonlive.com/clackamascounty/index.ssf/2009/09/west_linn_teacher_returns_as_w.html)  
([http://www.oregonlive.com/clackamascounty/index.ssf/2009/09/west\\_linn\\_teacher\\_returns\\_as\\_w.html](http://www.oregonlive.com/clackamascounty/index.ssf/2009/09/west_linn_teacher_returns_as_w.html))

## ***Exercise 47: Hard Work: The Key to Success***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which work done by different types of people is differently valued. They will examine the concept of meritocracy.

#### **Summary of Activity:**

Students will complete a provided activity about the value attached to various types of work and respond to discuss questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Meritocracy

Success, work

Racism, sexism, classism, ageism, sizeism

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, business, health care, law, education, STEM, DPD.

## ***Exercise 47: Hard Work: The Key to Success***

### **Students' Handout**

#### **Instructions:**

Read the material and complete the activity below, and answer the discussion questions in your groups.

#### **Prep Material and Activity:**

The main way society shows the value placed on any type of work is how well it pays. (Prestige, reputation, recognition, and appreciation are also indicators of value; but the factor that most fundamentally affects a person's attainment of "success" is money.) Add to this the widely-held idea that people succeed by virtue of hard work; those who don't succeed, do so because of a lack of hard work (or determination, discipline, virtue, etc). This gives us the concept of "meritocracy": in other words, those who succeed are those who deserve to succeed.

Hard work is a good starting point. But it doesn't go far enough. The raw number of hours a person puts in does not accurately predict the amount of money she or he will receive for a day's work.

Why? Unfortunately, the idea of meritocracy doesn't acknowledge the fact that some kinds of work are more highly valued than others. How is this so? In general, work that requires a great deal of skill, expertise, or specialization is more highly valued than work that requires more general or common skills. Similarly, work that requires many years of preparatory education or training will probably be valued more highly than work that requires only a short training period or general education.

This may seem fairly logical—but bear in mind that not everyone has equal access to the training or education required to prepare for highly-paid work. And what other factors contribute to the way we value different kinds of work?

For each of the occupations listed below, indicate:

1. Whether the work is relatively more highly compensated (e.g. by salary, benefits, and/or tangible "perks" such as bonuses, gifts, travel, etc.) or lower compensated (e.g. by hourly wage, or pay-by-the-piece or unit)

2. Whether the work receives other markers of value; such as prestige, respect, and public recognition or appreciation.
3. Whether the work involves tasks that take a physical toll (such as bending, lifting, carrying, making repetitive movements, or sitting or standing for long periods of time).
4. Whether it involves tasks that take a high mental or emotional toll (e.g. that are dull or tedious, that involve dealing with negative emotions or behaviors; or that are violent, dangerous, or gory). And, as far as you know, indicate:
5. The gender of the majority of workers in this occupation, and
6. The ethnicity or ethnicities of the majority of workers in this occupation.

Recognize that these factors vary in different places and under different conditions, and there is variability within each occupation, so there will not be one “right answer.” Think about patterns, and look for factors that might influence people of a particular background to go into that occupation.

Occupation	Pay & perks	Prestige, recognition?	Physical toll?	Mental/emotional toll?	Gender?	Ethnicity(ies)?
1. Child care provider	H/L	Y/N	Y/N	Y/N		
2. Software developer	H/L	Y/N	Y/N	Y/N		
3. Meat packing plant line worker	H/L	Y/N	Y/N	Y/N		
4. Packing plant owner	H/L	Y/N	Y/N	Y/N		
5. Nurse	H/L	Y/N	Y/N	Y/N		
6. Engineering professor	H/L	Y/N	Y/N	Y/N		
7. Customer service representative	H/L	Y/N	Y/N	Y/N		
8. Investment counselor	H/L	Y/N	Y/N	Y/N		
9. Surgeon	H/L	Y/N	Y/N	Y/N		
10. Hotel housekeeper	H/L	Y/N	Y/N	Y/N		

11. Special education teacher	H/L	Y/N	Y/N	Y/N		
12. Professional figure skater	H/L	Y/N	Y/N	Y/N		
13. Hollywood movie director	H/L	Y/N	Y/N	Y/N		
14. Interior designer	H/L	Y/N	Y/N	Y/N		
15. Maintenance worker	H/L	Y/N	Y/N	Y/N		
16. Office manager	H/L	Y/N	Y/N	Y/N		
17. Corporate attorney	H/L	Y/N	Y/N	Y/N		
18. Priest	H/L	Y/N	Y/N	Y/N		
19. Fire fighter	H/L	Y/N	Y/N	Y/N		
20. Cab driver	H/L	Y/N	Y/N	Y/N		

### Discussion

1. What factors did many of the lower-paid jobs have in common? Which ones did many of the higher-paid jobs share?
2. Did you see any patterns in regard to gender, ethnicity, or both?
3. If so, why do you think these patterns exist? Why are some occupations more frequently done by women, men, White, Hispanic, Black, Middle Eastern, or Asian people?
4. Based on this exercise, what types of work does society value? Why do you think this is so? Who has access to valued work? Why?
5. What types of *workers* are valued? What are the connections between the two?
6. Using the definition of “success = money,” who works hard and *doesn’t* succeed?
7. Now, think about your own discipline or field of study. What kinds of work are students in your field preparing for? Fill out the above checklist for your own major. What patterns can you find? If you see any that bother you, what suggestions can you make for ways to change the problematic conditions?



**Challenge:**

Do some research, and report on the history of labor unions. What effects, positive or negative, have various unions had on the struggles of marginalized, devalued, or invisible classes of workers over the years? Report on your findings.

## ***Exercise 48: Crash: Intersections***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an awareness of some of the ways in which people are differently affected by the intersection or overlap of oppressions, such as racism, sexual assault, classism, etc.

#### **Summary of Activity:**

Students will watch the movie *Crash*, taking notes with respect to the concepts addressed in the exercise, before class, and answer discussion questions about the various oppressions depicted.

#### **Terms, Issues, or Concepts Addressed:**

Racism

Sexism, sexual assault

Classism

Oppression, interlocking oppressions, intersection

#### **Materials or Preparation Needed:**

Students will need to view the movie *Crash* before class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: Social science, humanities, education, law, business, DPD.

## ***Exercise 48: Crash: Intersections***

### **Students' Handout**

#### **Instructions:**

Answer the discussion questions in your groups.

#### **Prep Material:**

You will need to have watched the movie *Crash* before class.

#### **Discussion**

1. Can racism between minority groups exist (for example, between Latinos and Asian people? Between Black people and Latinos)? Why or why not?
2. What examples were there of racism and classism? What examples were there of sexism and/or violence against women?
3. How were the characters differently affected by their membership(s) in various out-groups? Give some examples of the interlocking oppressions shown in the movie.
4. Is anyone completely free from stereotypes, biases, or preconceived notions? Why or why not?
5. Were there any attempts at reconciliation or forgiveness? What acts of grace or redemption occurred?
6. Most of the characters have deep flaws as well as strengths. How does this humanness shed light on the complexity of oppression(s) that each character experienced and performed?
7. How could such complicated intersections of oppression(s) be resolved?

**Challenge:**

For more on the intersections of race, socioeconomic status, and geographical location, see Spike Lee's *When the Levees Broke* (2006). Who said, "When you see the levees breaking, know what really broke along with them"? What did she mean? Report your findings.

## ***Exercise 49: Digitally Divided***

### **Instructor's Page**

#### **Teaching Goal:**

Students will develop an understanding of the term “digital divide.” They will become aware of some of the ways in which differences in race, socioeconomic status or class, gender, and age affect people’s access to technology; and how this perpetuates the advantage of some over others.

#### **Summary of Activity:**

Students will complete an activity about differential access to information technology, and answer the discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Digital divide

Socioeconomic status, classism

Sexism

Ageism

#### **Materials or Preparation Needed:**

An activity is provided.

#### **Directions to Instructor:**

This exercise may be useful for classes in: STEM, social science, humanities, education, health care, law, business, DPD.

## Exercise 49: Digitally Divided

### Students' Handout

#### Instructions:

Read the material below, and answer the discussion questions in your groups.

#### Prep Material:

Consider the following definitions (found online, at Wikipedia and dictionary.com):

1. *Digital divide*: The term digital divide refers to the gap between people with effective access to digital and information technology and those with very limited or no access at all. It includes the imbalances in physical access to technology as well as the imbalances in resources and skills needed to effectively participate as a digital citizen. In other words, it is the unequal access by some members of society to information and communication technology, and the unequal acquisition of related skills.
2. *Digital divide*: A term that describes the division of the world into two camps, those who have access to the Internet and other advanced information technologies and those who don't. The term highlights the issue that those who do not have access to such technology are potentially destined to futures where they will be at an economic disadvantage.

*Note:* In domestic political terms in the United States, the divide is between educated, well-off members of society and those who are less well-off.

#### Discussion

1. What do you need in order to have access to digital technology? Add two more items to each row:

<b>Resources:</b>	Electricity or battery, a wireless network/phone service	A computer with internet access, or a way to get to a computer with Internet access		
<b>Knowledge:</b>	Familiarity with standard keyboard,	Familiarity with common terms (e.g.		

	special keys, operation of a touch screen	FAQ, url, Google), how to navigate a webpage		
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- Who does have access to these things? Who has less access, or no access, and why? How does this advantage some over others? Analyze in terms of age, race, geographical location, level of education, socioeconomic status, and gender.
- What do you get once you have access? How do these things benefit you? Add two more items to each row:

<b>Resources:</b>	Ability to communicate over long distances	Access to information, via search engines		
<b>Knowledge:</b>	Immediate access to news, weather	Information about job openings		

- So, if everyone could get a free laptop with Internet access, a cell phone, or other mobile device; would the digital divide be closed? Why or why not?
- Public libraries and Internet cafes provide Internet access. Can't people just go there and browse any site they want? Why or why not?
- The second definition mentions that those without access to information technology may be "destined to futures where they will be at an economic disadvantage." How so? Won't the digital divide just go away as computers get more affordable? Why or why not?

#### To Dig Deeper:

- To learn more about the use of blocking software in public libraries, visit ["Blocking Programs on Trial: Why CIPA is Unconstitutional"](http://www.aclu.org/privacy/speech/15614res20020420.html) (<http://www.aclu.org/privacy/speech/15614res20020420.html>).

## ***Exercise 50: Tastes Good, Does Good***

### **Instructor's Page**

#### **Teaching Goal:**

Students will examine a case study of a popular regional business that employs extensive “sustainability” and employee development initiatives. They will develop a business model of their own that reflects their own values and priorities.

#### **Summary of Activity:**

Students will read about Burgerville, a Pacific Northwest chain of fast-food restaurants, and answer discussion questions in their groups.

#### **Terms, Issues, or Concepts Addressed:**

Sustainability, environmentalism, “green” business

Community

#### **Materials or Preparation Needed:**

Students will need to read all four pages of the Burgerville [“Sustainable Business”](http://burgerville.com/sustainable-business/) section (<http://burgerville.com/sustainable-business/>), taking notes with respect to the concepts addressed in the exercise, either before or during class.

#### **Directions to Instructor:**

This exercise may be useful for classes in: business, economics, STEM, humanities, social science, DPD.



## ***Exercise 50: Tastes Good, Does Good***

### **Students' Handout**

#### **Instructions:**

You will need to read all four pages of the Burgerville [“Sustainable Business”](http://burgerville.com/sustainable-business/) section (<http://burgerville.com/sustainable-business/>), and answer the discussion questions in your groups.

#### **Case Study:**

Burgerville is a popular regional (Pacific Northwest) business that employs extensive “sustainability” and employee development initiatives. Their food tastes good, they benefit their communities, and they make a profit! What could other businesses gain from studying them?

#### **Discussion**

1. Build your own business on the sustainability model exemplified by Burgerville. What type of business will it be? What are the products or services offered? Who are the customers, and who are the suppliers? What are the values and priorities of your business? How will you fit into your community?
2. Which of the sustainability initiatives employed by Burgerville would work, as is, in your geographic location? Which would need some revising to work well? What would that entail?
3. What are some local resources, suppliers, or business partners you could collaborate with to create local jobs, reduce waste and pollution, benefit employees, and so on? What regional factors will you need to take into consideration (e.g. seasonal crops, availability of services like recycling, etc)?
4. What types of employee development initiatives would you value? Which, if any, of the Burgerville programs appeals to you as part of a healthy ongoing business?

5. Describe the organizational structure of your business. How are decisions made? Who is involved, and at what level? What strategies will you employ to ensure employee satisfaction and longevity?
6. Aren't "green" businesses too good to be true? Can they really be sustainable *and* profitable? Is Burgerville a fluke, or can their model be successfully emulated in different parts of the country and in different industries? Why or why not?
7. If you choose, what are one or two sustainability or employee development initiatives you can employ in your next business venture? How will they benefit the company? How will they benefit the community? How will they benefit you?

**Challenge/To Dig Deeper:**

For more about Burgerville, visit "[Green burgers help Burgerville carve sustainable niche](http://www.reuters.com/article/2009/08/05/us-column-cohen-burgerville-idUSTRE5743KJ20090805)" (<http://www.reuters.com/article/2009/08/05/us-column-cohen-burgerville-idUSTRE5743KJ20090805>).

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## ***Online Glossaries of Words Relating to Difference, Power, and Discrimination***

1. [Bowling Green State University Queer Glossary:](http://www.bgsu.edu/downloads/sa/file29621.pdf)  
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## ***Guidelines for Creating a Safe Space in the Classroom***

1. Assume the best of others in the class and expect the best from them.
2. Recognize the experiences, abilities, and knowledge each person brings to the class. Value the diversity of the class.
3. Be prepared to participate in the discussions, having completed the assignments and thought about the issues.
4. “Listen” actively. Pay close attention to what each contributor says without mentally composing your response at the same time. You may also want to ask clarifying questions. (These should probe and shed new light, not minimize or devalue someone else’s comments.)
5. Think through your comments before you make them.
6. Disagree with *ideas*, but do not make personal attacks. Never make derogatory comments toward another person in the class.
7. Be open to be challenged on your own ideas, prejudices, or preconceived notions.
8. Challenge others with the intention of facilitating growth, not to demean or embarrass anyone.
9. Encourage others to speak up. Be especially encouraging of those who may be shy about communicating in a group environment, or those who may be working hard to deal with a prejudice or preconceived notion and see another side of an issue.
10. Be willing to change.