Inclusion, Worldview, & Building Our Intercultural Communication Skills

Ross Wantland, Diversity & Social Justice Education
Emma Healy, Diversity & Social Justice Education Grad Asst

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Introductions
From Diversity to Transformation

Diversity asks, “Who’s in the room?” Equity responds: “Who is trying to get in the room but can’t? Whose presence in the room is under constant threat of erasure?”

Inclusion asks, “Has everyone’s ideas been heard?” Justice responds, “Whose ideas won’t be taken as seriously because they aren’t in the majority?”

-Dr. D-L Stewart, Bowling Green State University
NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL COMMITTED CITIZENS CAN CHANGE THE WORLD; INDEED, IT'S THE ONLY THING THAT EVER HAS.

Margaret Mead
Physicist Stereotype
Stereotype Enforcement

• Where do these stereotypes come from?
• What’s the impact of these stereotypes?
Danger of a Single Story

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

— Chinamanda Adichie
Social Group Membership

• Stereotyping can occur along a variety of identities/characteristics, including:
  • Gender identity
  • Race/Ethnicity
  • Sexuality
  • Social Class
  • Age
  • Nationality
  • Disability
  • Religious identity
  • Appearance
Microaggression Defined

• Commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial [and/or other identities] slights and insults (Sue, et al., 2007)
What Are you?
Microaggressions...

- Are often interpersonal – exchanges between people
- Can be intentional, but are often “unintentional”
- Happen constantly to students (and staff) of color, women, people with disabilities, etc.
- Are part of a larger pattern of differential treatment and stereotyping
Do Microaggressions Make Any Difference?
Racial Microaggressions on Campus

- Report written by Harwood, et al., in 2015
- Surveyed over 4,800 students (45%) of color in the 2011-2012 school year
Racial Microaggressions Results
(Harwood, et al., 2015)

- 39% of students of color reported feeling uncomfortable on campus because of their race
- 51% reported experiences of stereotyping in the classroom
- 27% felt that their contributions were minimized
- 25% believed they were not taken seriously because of race
Racial Microaggression Quotes

• I didn’t understand one of the concepts [the instructor] was talking about and asked him to slow down. He made fun of me and said, ‘Hey everyone, I guess I have to slow down for the Chinese girl.’ The entire class did not react very well with it; no one thought it was funny. (Asian, Female)
Racial Microaggression Quotes

• A Caucasian professor was talking about how to encourage children to accomplish goals. At some point he said, ‘Imagine a Latino boy who wants to work at Burger King to contribute to his family. How would you encourage him?’ But before this example, he mentioned encouraging a White kid [to go to] college... It made me feel offended. But it wasn’t the first time he did this and he did it with all minorities. (Latino, Male)
Racial Microaggression Quotes

• An in-class group-mate accidentally sent me an email about not trusting the assignment ‘the Black girl’ in the group had completed. (African American, Female)
Impact of Microaggressions

- Fear
- Anger
- Frustration
- Disbelief
- Awkward
- Uncomfortable
- Unwelcome
- Isolated
- Invisible
Continuum of Community (Schlossberg)

Marginality → Mattering

- Separateness
- Ignorance
- Fear
- Shunning/Avoidance
- Unknown

- (Inter)Dependence
- Attention
- Importance
- Appreciation
- Known
Scenarios

• In small groups, determine how you might respond to the given scenario.
• Be realistic, and think about your responsibilities in the moment.
Scenario One

• You are working in the lab when you overhear fellow students talking about an international student in your group. “I don’t trust them with the work if they can’t speak English,” one of them says.
Scenario Two

• You are TA’ing an upper-level undergraduate physics course. A man in the class says that he is pretty sure that women are being let into the department who aren’t as intelligent just to “fill a quota.”
Scenario Three

• A Latinx classmate tells you that they worry that their advisor is treating them unfairly. Although many of your cohort are struggling with a particular course, this student’s advisor is encouraging them to consider dropping out or changing their major, rather than offering resources or support.
Real-Time Strategies

- Ask clarifying questions
- Ask open ended questions to connect ideas, dig deeper
- Invite whole group participation
- Use silence
- Address specific behavior
- Engage with humility
- Stay present
Ways to Start the Conversation

• I just felt something shift in the room. I’m wondering if anyone else did.
• It seems as though some people may have had a reaction to that. Can you help me understand why?
• Can you help me understand whether what I’m thinking right now might be problematic?
• This is what I understand you to be saying: ... Is that accurate?

(DiAngelo & Sensoy, 2014)
Developing Our Intercultural Communication Skills

“The ability to function in a manner that is perceived to be relatively consistent with the needs, capacities, goals, and expectations of the individuals in one’s environment while satisfying one’s own needs, capacities, goals, and expectations”

- Ruben quoted in Osua & Irvin, p. 39
Campus Resources

• Diversity & Social Justice Education (oiir.Illinois.edu/DiversityEd)
• Office of Diversity, Equity, & Access (diversity.Illinois.edu)
• Disability Resources and Educational Services (disability.Illinois.edu)
• Bias Assessment Response Team (bart.Illinois.edu)
Departmental Resources

• Society of Underrepresented Physics Students (SUPS)
• Faculty Support
Re-Thinking Teaching

Oh God, Teacher Arranged Desks In Giant Circle
Setting the Stage

• Collectively develop community guidelines
• Utilize low-risk activities to build risk taking
• Discuss the expectations and value of dialogue, critical thinking, listening
During the Class

• Encourage synthesis of material/insights
• Build upon & validate student ideas
• Attend to group dynamics
• Be aware of your own assumptions/challenges
• Value risk-taking
Resources

• Adams, Bell, & Griffin (2016). *Teaching for Diversity & Social Justice Education 3rd edition*
• The Danger of a Single Story
  www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
Contact Us!

• Diversity & Social Justice Education
  In Person: University YMCA Bldg, 1001 S. Wright St.
  On Facebook: UIUC.DiversityEd
  On Web: oiir.illinois.edu/DiversityEd
  On Twitter: @DiversityEd

• Emma elhealy2@Illinois.edu

• Ross wantland@Illinois.edu