

Dimensions of Diversity and Social Justice

Participant Guide



PRINCIPLES OF ENGAGEMENT >>>>>

SUSPEND

- **Judgement**
- **Denial**
- **Shame**
- **Assumptions**
- **Distractions**
- **Interruptions**

PRACTICE

- Creating a **brave & respectful** space
- Staying present and participating fully
- Listening **open-mindedly**
- Sharing air time
- Learning through **vulnerability**
- Speaking for yourself, not an identity
- Accepting **discomfort**

WHAT'S SAID IN HERE STAYS HERE (*BUT THE LEARNING LEAVES!*)



Learning Goals

Participants will

- Analyze their own social position related to dimensions of diversity
- Apply dimensions of diversity and social justice to their own life
- Create a plan for future action regarding diversity and social justice



You Soup Recipe

Ingredients

Base

- Race
- Ethnicity
- National origin
- Gender
- Sexuality
- Disability status
- Appearance

Early Additions

- Socioeconomic status
- Geographic location
- Religious, spiritual, or secular upbringing
- Education
- Family upbringing

Optional

- Family status (marriage, children?)
- Hobbies, passions, talents
- Career
- Political beliefs
- Belief systems, values, attitudes

Secret Ingredients

- Personal experiences, achievements, and traumas
- Hidden identities
- Changes to or misperceptions of other ingredients

Instructions

1. Combine base ingredients to create broth and bring to a boil.
2. Add early additions and simmer over low heat for 18-25 years.
3. Add optional and secret ingredients to taste.
4. Makes one YOU!

Adapted from Killerman, Sam. "You Soup: Understanding Diversity and the Intersections of Identity."

ACTIVITY #1

1. Form a small group
2. Introduce yourself to your group with your name (and pronouns)
3. Discuss the following question:

What is one identity “ingredient” that significantly influences who you are?

(It doesn't need to be your MOST important identity—just an identifiable ingredient that you would like to share!)

NOTES:

INTERSECTIONALITY

- Term coined by Kimberlé Crenshaw in 1989, draws on a history of Black feminism
- Describes the ways that systems of oppression intersect in real people's lives in ways that can't be captured by only looking at one dimension of oppression (e.g., racism, classism, or sexism)
- Systems of oppression intersect in complex ways to oppress certain groups of people and to give other groups privilege, and people can experience privilege and oppression at the same time

Examples of Oppressive Systems of Privilege and Marginalization (US Context)

Type of Oppression	Privileged Group(s)	Marginalized Group(s)
Patriarchy/Sexism		Women, girls, LGBTQ+ people
Heterosexism	Heterosexual or “straight” people	Lesbian, gay, bisexual, queer people, etc.
Cissexism	Cisgender people	Transgender, genderqueer people, etc.
Fat Oppression/Sizeism	Thin/slender people	Fat/larger people
Ableism	People without disabilities	People with disabilities
White Supremacy/ Racism	White people	
Nativism/Xenophobia	US-born citizens	Immigrants
Ethnocentrism	People of European ancestry	Latinx people, Asian Americans, Indigenous groups, etc.
Linguistic Privilege/ Discrimination		People who speak another language or a marginalized dialect or accent of English
Religious Discrimination/ Christian Privilege	Culturally Christian people (especially Protestant)	Jewish, Muslim, Buddhist, Hindu, Sikh, Pagan, atheist people, etc.
	Middle class, wealthy people	Poor, working class
Educational Privilege/ Discrimination		
Family Status Privilege/ Discrimination	Member of a heterosexual nuclear family	Divorced, single people; LGBTQ+, polyamorous, or single-parent families, etc.
Ageism	Adults	Children/youths, older people

ACTIVITY #2

In your social context, which oppressive systems seem particularly relevant to you?

Which of your identities become relevant because of these systems?

ACTIVITY #3

Diversity, Equity, and Inclusion Terms

bit.ly/divterms

Can you use these words in a sentence?

- Ally
- Bias
- Intersectionality
- Marginalization
- Oppression
- Privilege
- Social Justice



ACTIVITY #4

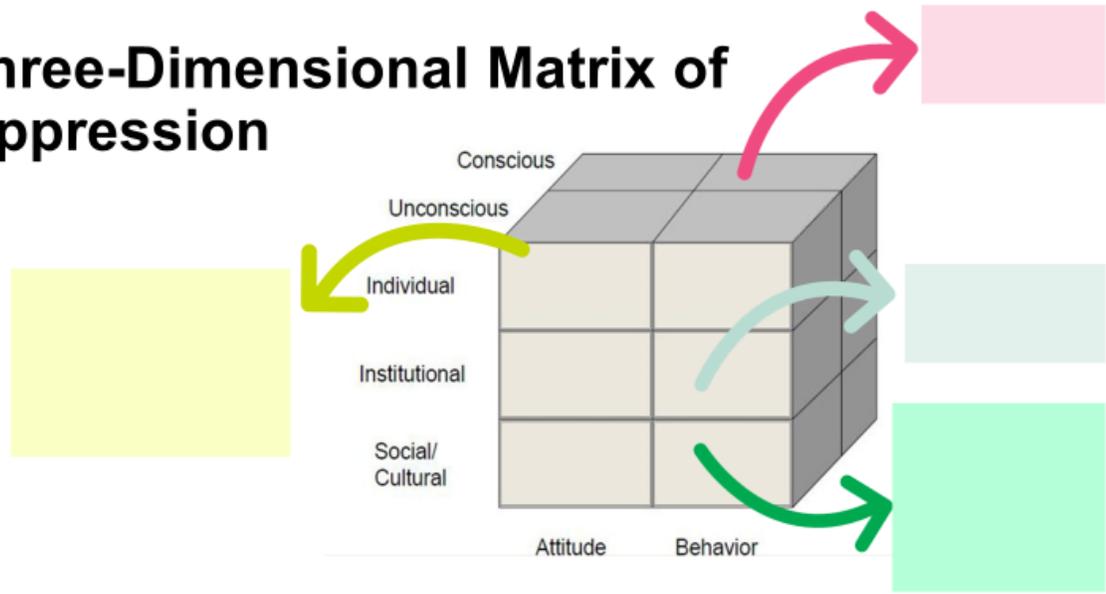
1. Form a small group
2. Your group number will be your assigned scenario number (see below)
3. Appoint a spokesperson who remembers the group's number and will share insights from your group's discussion
4. Answer the following questions for your scenario:
 - a. How does the scenario relate to some of the terms from the IDEA list of Diversity, Equity, and Inclusion Terms?
 - b. What identity did you imagine first? What if the identity in question changed? How would it change the scenario?
 - c. How would you feel in this scenario? How likely is this to happen to you? Why?

SCENARIOS

1. One member of your team is visibly the only person in the group with a particular race/ethnicity/gender/sexuality/national origin. You're not sure why, but the other members of the group are not warm to them or receptive to their ideas.
2. In casual conversation, people are making fun of a hidden identity you have (political affiliation, hobby, religious identity, invisible disability, etc.). They obviously don't know that they're talking about you.
3. You get to know a new friend who has a different racial/ethnic background than you. You realize that you've been making a lot of unconscious assumptions about this group up till this point. You're not sure how to learn more.
4. People who share an important identity characteristic with you are being scapegoated politically and experiencing violence that makes the national news repeatedly. You notice the cumulative effect of these incidents worsens your mental health.
5. You and a friend listen to someone talk about the discriminatory practices towards a certain group that were normal in Denton many years ago. Your colleague comments, "The more things change, the more they stay the same!" You're surprised that your colleague doesn't think there has been much improvement because from your perspective things are much better.
6. A friend has made several offensive comments about members of an identity group that neither of you are a part of. You don't agree, but so far you haven't said anything in response.

NOTES:

Three-Dimensional Matrix of Oppression



Hardiman, R., Jackson, B. W. & Griffin, P. (2013). "Conceptual Foundations for Social Justice Education." *Teaching for Diversity and Social Justice*, 2nd ed.



DIVISION OF INCLUSION,
DIVERSITY, EQUITY & ACCESS
Diversity & Inclusion

ACTIVITY #5

Look at the IDEA website (idea.unt.edu) and think about other diversity, equity, and inclusion resources in your community.

What resources do you see or know about that might be a support for you or a way that you can help support others?

What can you do to contribute to diversity, equity, and inclusion during the next year (including through your own continued education and growth)?

Thank you for participating in today's workshop! Please fill out the evaluation using the following link or QR code:

bit.ly/DimDivQual



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