DIVERSI-TEA WITH PACE
(PROGRAMS FOR CROSS-CULTURAL AWARENESS)

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SESSION GOALS

- How we facilitate difficult conversations with students in PACE
- Learn how you might anticipate and respond to breakdowns in communication with students concerning sensitive topics
- Encourage critical self-reflection on one’s own biases when interacting with students
PACE: PROGRAM FOR AWARENESS IN CULTURAL EDUCATION

- Centers on issues of diversity and oppression
- Explores the social construction and intersections of race, ethnicity, language, social class, gender, and sexuality
- Discussion-based and experiential learning sessions facilitated by students
- Course-long project to promote social change around issues of oppression
PACE OBJECTIVES

- Deepen self-knowledge about the impact of oppression on our own multifaceted identities
- Develop awareness and sensitivity about the lived experiences of others
- Develop facilitation skills around issues of diversity and oppression
- Acquire skills beyond facilitation to engage in discussions about oppression outside of the classroom
- Examine one’s own level of influence in working for social change
CREATING A COMMUNITY OF TRUST

- **Course disclaimers (top-down)**

Your grade for this course will not be based on whether or not you agree with the position of the authors we will be reading, nor will it be affected by whether or not you agree with the positions of the instructors or the other students in the course. Therefore, you should feel free to express your opinion on issues regardless of whether or not you think they might be controversial or in disagreement with mainstream thinking.

- **Group norms (bottom-up)**

Developed in collaboration and dialogue with students early on in course.
Knowing Your Students

- Cultural autobiography (students & instructors)

The autobiography is an analysis of how you came to be who you are. Before we can fully understand others as cultural beings, it is important to understand ourselves. As you reflect, consider what attitudes and beliefs have influenced who you are. You should describe how your demographic location (your ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc.) interacted with your social, cultural, and geographic location to help shape your identity.

- Student information sheet

1. Name in Penn system / Preferred name
2. School / year / major
3. Gender pronouns
4. Hometown(s)
5. Why did you choose to take this class?
6. Anything else about you that you’d like to share?
Knowing Yourself

- Personal biases
- Use colleagues as a sounding board for student issues
- Take advantage of campus resources
HOT MOMENTS

- When people's—often conflictual—feelings rise to a point that threatens teaching and learning.
  - Can occur during the discussion of issues people feel deeply about, or as a result of interactional dynamics in any field.
- How can we make use of these moments to facilitate learning and understanding?
- How can we care for and protect all participants in a discussion, including the student(s) who has generated the hot moment?
Students were discussing a poll on race relations in the U.S. It found over half of young white Americans support the Black Lives Matter [BLM] movement, but also that over 60% of young white respondents believed BLM incites violence against the police.

After several responses from students, one said, “Well, they [the respondents] probably think this because BLM is violent. I mean, look at what happened in Dallas. And the rioting. If you don’t agree with them, they get violent.” The instructor did not respond to the comment, allowing another student to chime in, “I strongly disagree with that statement. The movement is not violent and it’s that racist mentality that keeps us from progressing.” The instructor quickly moved onto the next task in class. A minute later, the first student walked out of the room, visibly upset.

**WITH A PARTNER, DISCUSS:**

- What could/should the instructor have done in the moment? After?
- How would you respond if one of these two students came to talk to you about this incident?
- How might your own biases affect how you would respond?
RESPONDING TO STUDENTS IN HOT MOMENTS

- How we think about the moment
- Helping the students think about the moment
- Not avoiding the issue
- Having a fallback position
- Managing ourselves

Modified from: [http://bokcenter.harvard.edu/managing-hot-moments-classroom](http://bokcenter.harvard.edu/managing-hot-moments-classroom)
THANK YOU!

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