



**Northern Illinois  
University**

**Self-Awareness and Others**

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# Learning Outcomes



- To learn about the various dimensions of individual and group cultural identity
- To analyze how these identities impact your approach to creating inclusive spaces
- To continue your personal growth and development in the areas of social justice education

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**Northern Illinois  
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**Diversity**

# What Exactly is Diversity?



# What Is Diversity?



**Individual differences** (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Source: American Association of Colleges and Universities



# Big 8 Identities



**Ability**

**Race**

**Age**

**Ethnicity**

**Socio-Economic  
Status/Class**

**Religion**

**Sexual  
Orientation**

**Gender**

**Other Identities/Cultural  
Identifiers**

# How Are YOU Diverse?



Instructions: Place your name in the center circle, then fill out each bubble with a descriptive word or phrase that finishes the following sentence:

I am...

Mother of  
four

Puerto Rican  
Honduran

Christian

World-  
traveler

Jocelyn

Middle Class

Student

Cisgender

Bi-literate

# How Has Diversity Affected YOU?



- Discuss with a partner:
  - Have you had positive and/or challenging experiences involving diversity?
  - Discuss with your partner one positive or challenging personal experience?
- Explain your personal stance on your own acceptance of different aspects of diversity?



# You Can Get More Out of Relationships



- Be open about differences
- Don't assume anything
- Encourage questions
- Make a point to make friends with people different from you
- Don't make someone a spokesperson
- Avoid telling ethnic or other inappropriate jokes
- Make your feeling known
- Remember that mistakes happen

USCG Auxiliary National Diversity Department



# Questions?



**Northern Illinois  
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**Exploring Culture**

# Cultural Autobiography



|  |  |
|--|--|
| <b>Cultural Autobiography</b><br>(Terrell and Lindsey, 2009)               |  |
| <b>My cultural identity: Race, ethnicity, and gender</b>                   |  |
| Describe when you first became aware of your race and/or ethnicity         | Describe when you first became aware of your gender  |
| <b>My cultural identity: Sexual orientation and social class</b>           |  |
| Describe when you first became aware of your sexual orientation            | Describe when you first became aware of your social class  |
| <b>My cultural Identity: Ableness and faith</b>                            |  |
| Describe when you first became aware of your mental and physical ableness  | Describe when you first became aware of your faith, religion, spirituality, or the absence thereof |
| <b>Cultural identity</b>   |  |
| Describe when you first became aware of your cultural identity as<br><hr/> | Describe when you first became aware of your cultural identity as<br><hr/>                         |
| What is your value for people different from you or like you?              | What is your view of the language you speak, and the languages spoken by others?                   |

# Cultural Autobiography



What beliefs do you have about those who are like or different from you?

What customs are emerging in how you respond to those different from or like you?

How do you view the world—as the small space around you; or larger and more encompassing? Or somewhere in between those extremes?

What assumptions do you make about those that are different from you?

# Socialization: What is it?

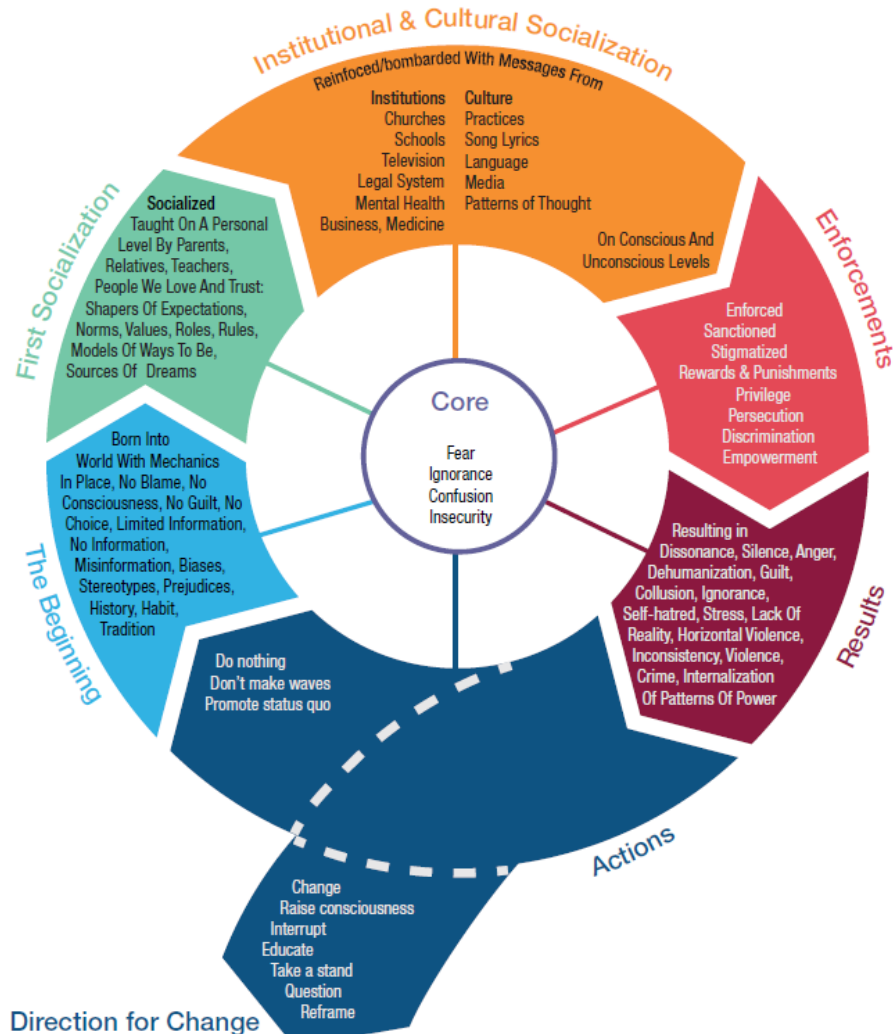


# Cycle of Socialization



## CYCLE OF SOCIALIZATION

*Cycle of Socialization developed by Bobbie Harro*



# Messages Activities - Race



- What messages have I learned about this identity?
- From where did I learn messages about this identity?
- Describe a time when I consciously or unconsciously passed judgments on myself or others because of this identity
- How does this identity impact the way you see the world and/or impact the choices that you make

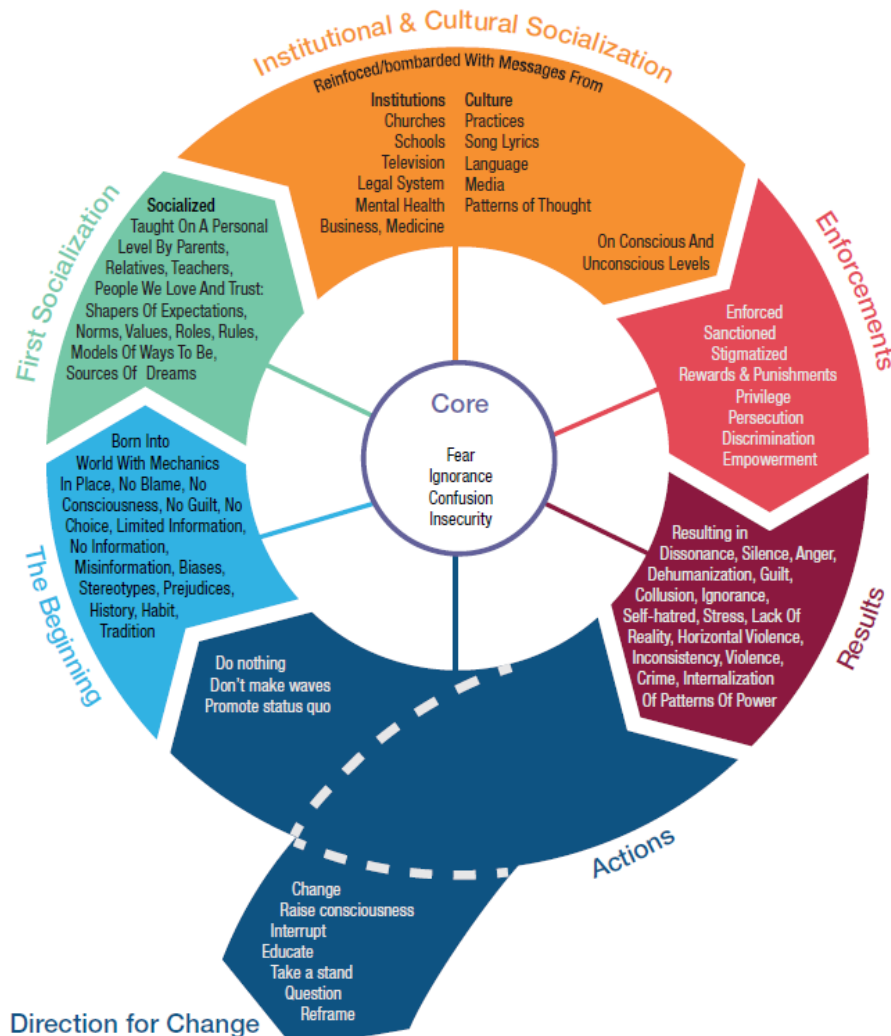


# Cycle of Socialization



## CYCLE OF SOCIALIZATION

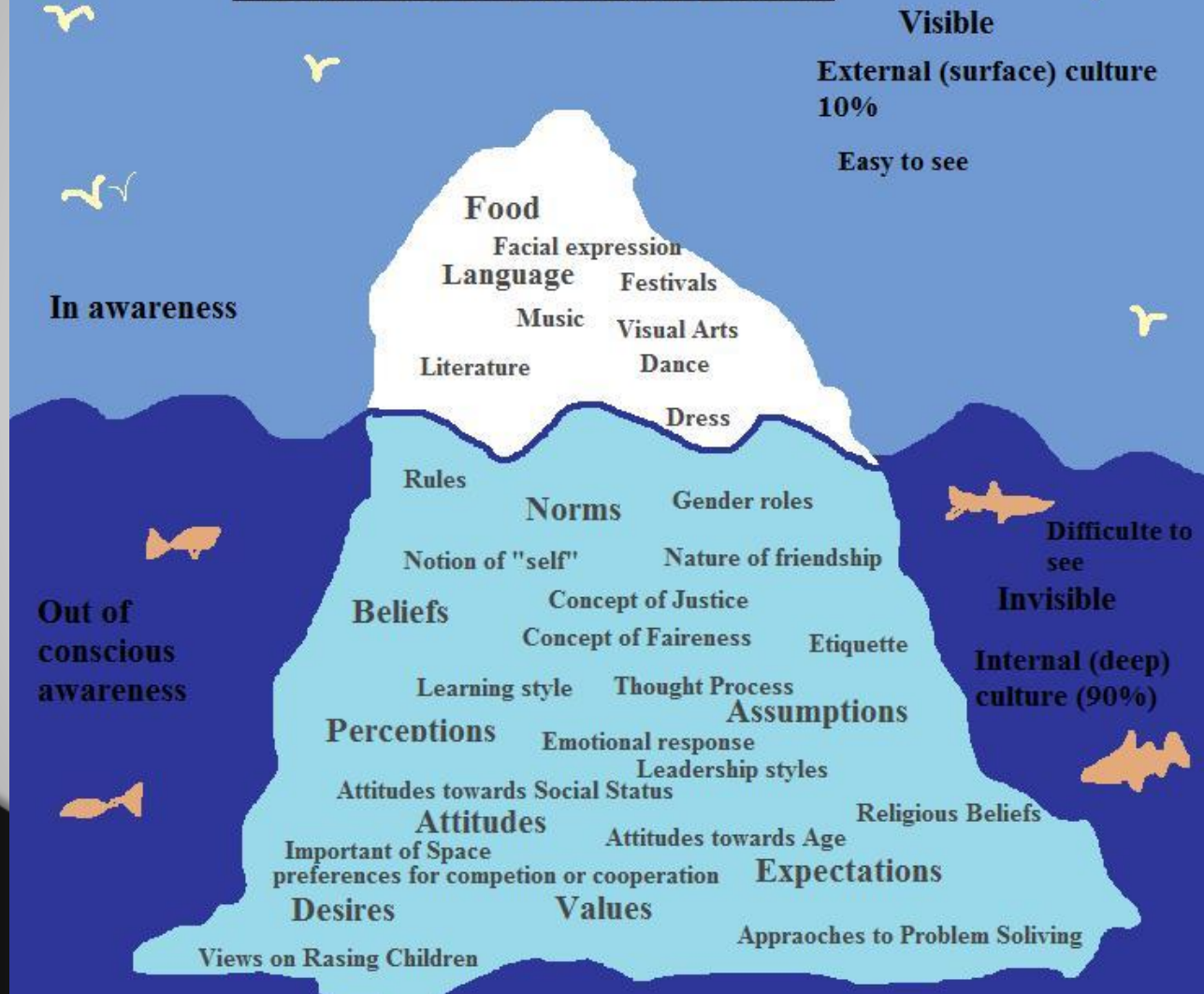
*Cycle of Socialization developed by Bobbie Harro*



# Cultural Iceberg



## Iceberg Model: Surface and Deep Culture



Source:  
Wordpress 2013 –  
Cultural Conflict

# Being Included/Excluded



# Inclusion



- Everyone is accepted, welcomed, and has a sense of belonging.
- It means that we offer equal opportunities and respect to each individual on campus, regardless of their race, ethnicity, economic status, nationality, gender, gender expression, age, sexual orientation, or religion.

Source: Senior Director of Inclusion, James W. Freeman, University of Nebraska, Omaha



**Northern Illinois  
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**Microaggression**

# Microaggressions



Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward subordinate/target groups.

Sue, D. W. 2010

# Microaggressions - Video



# Different Forms of Microaggressions



- **Microassault** is an explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.
- **Microinsult** is characterized by communications that convey rudeness and insensitivity and demean a person's racial heritage or identity. Microinsults represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient of color (We should hire the most qualified person, regardless of race)
- **Microinvalidations** communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color (Are you from the US?, Are you sure that he was discriminating against you?)



# Responding to Microaggressions



- Emotion is not always your friend
- Don't assume the worse
- Focus on “what they did” vs. “what they are”
- Understand the who, what, why, how often
- Practice and customize your response based on the context and relationship (Ouch!!)

# Microaggression activities



## MICROAGGRESSIONS CHART

| MICROAGGRESSION  | POSSIBLE INTENT | PROBABLE MESSAGE SENT/IMPACT<br>ON MARGINALIZED GROUP(S) |
|--|-----------------|--|
| 1. Asking a person who is multiracial or biracial, "What are you?"   |                 |  |
| 2. Standing talking to a colleague at the desk of the administrative assistant while s/he is there trying to get work done.                        |                 |  |
| 3. Assigning a gift exchange for office staff.   |                 |  |
| 4. A professor who says, "You all will understand when you have a wife or a husband!"  |                 |  |
| 5. Introducing the male presenter as Dr. and the female presenter with a doctorate as Ms.  |                 |  |
| 6. One colleague says to another colleague "I don't think of you as Mexican."  |                 |  |
| 7. When a person in a wheelchair is buying textbooks someone says "you are so courageous."   |                 |  |
| 8. A manager assumes all staff are Christian, "We all want to be off to get ready for Christmas, we'll have to discuss who will cover the office." |                 |  |
| 9. Someone coaching a friend, "You shouldn't act so gay!"  |                 |  |
| 10. A supervisor tells a new staff member of color "you are so well spoken!"   |                 |  |
| 11. Saying to a student with a disability, "I'm not sure you're up to this type of service learning experience."                                   |                 |  |
| 12. Younger people being ignored or talked over in group discussions.  |                 |  |
| 13. Newer employees being told to "keep quiet and learn the ropes."  |                 |  |

Source: University of  
North Carolina 2016



# Questions & Thank you