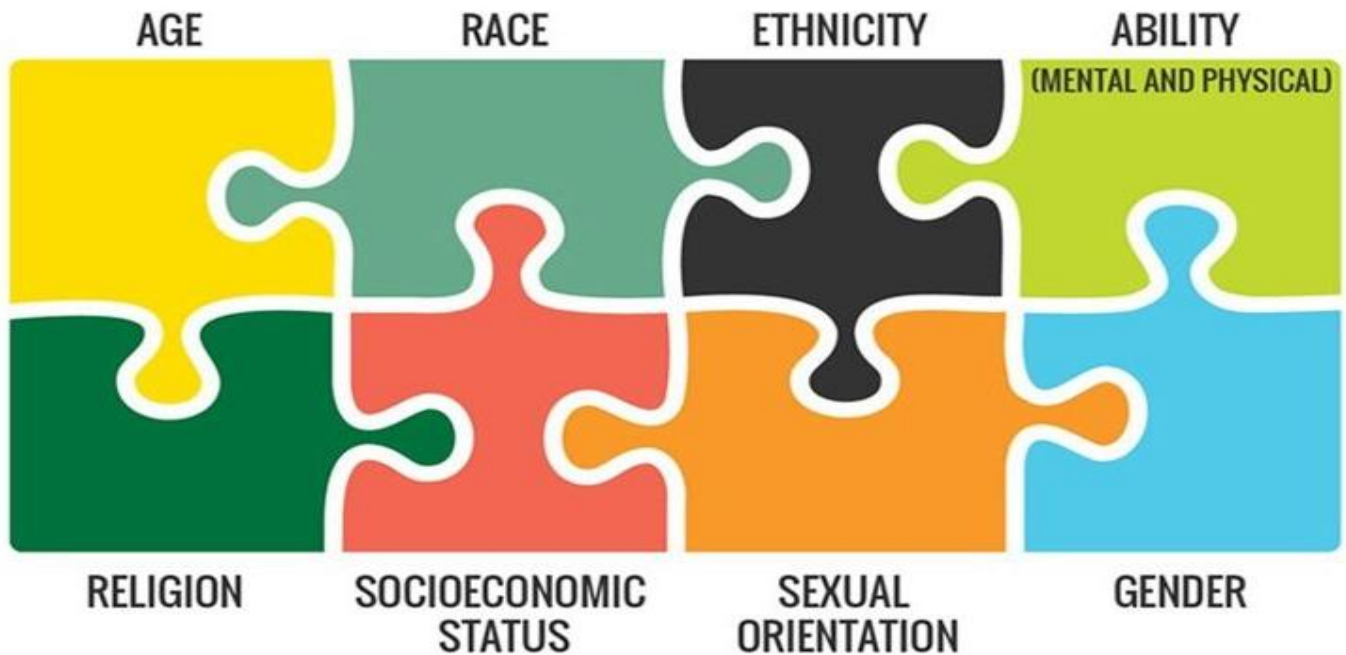




Diversity, Equity, & Inclusion Syllabus

2020-2021



Message from the Dean of Multicultural Education

Governor's is committed to creating and sustaining an inclusive community at all times and in all places – in the classroom, on the stage, on the field, in the dorm, and in the dining hall. Being radical and loving radically are the premise of appreciating our common humanity and seeing others for who they are: Black, White, Asian, Latinx, Gay, Lesbian, Bisexual, Transgender, Muslim, Christian, Agnostic, and Atheist, etc. We must be intentional about our individual and community learning, and embrace opportunities for growth and transformation with a sense of urgency.

The 2020/2021 Diversity, Equity, and Inclusion syllabus offers a range of resources for individual professional growth. You will find a detailed description of DEI Seminars lead by your peers on a variety of topics. Each seminar will start at 6:15 p.m., and run no later than 7:15 p.m. An email will be sent out in advance with the location of each seminar, or the Zoom link.

You will also discover links to a number of talks, lectures, panels, articles and other resources related to DEI matters. While I have viewed each video and read every article, please know that I might not wholly agree with the position of the speaker.

I hope that you embrace this opportunity to learn, grow, and engage together with your fellow colleagues. I am looking forward to a great year, and I hope that you will consider being a DEI seminar instructor in the future.

Edward Carson
Dean of Multicultural Education

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DEI Seminars

The Lack of a Biological Basis of Race

Erika Mitkus | November 12

Description: For centuries, scientists have argued that race in humans is genetically determined, and therefore can be used to classify and even rank humans into different categories. However, recent biological studies have found that there is no scientific basis for the idea of distinct racial groups among humans, and that "race" is instead a purely social construct. Misconceptions about the human genetics persist into modern times and can lead to assumptions that foster racist ideologies and thinking. Come learn about what modern science has to say about race and how a more nuanced understanding of genetic science can lead to a breakdown of these harmful misconceptions.

Why a Need for Trigger Warnings?

Natalie Garcia & Edward Carson | November 17

This session delves into arguments justifying a need for trigger warnings, and why there tends to be a resistance to them. Often people seek to engage in narratives, lessons, or conversations without first thinking about how such might create a heightened sense of anxiety, trauma, or advance a hostile situation for marginalized populations. This becomes increasingly true within the confines of the classroom—a place that should be safe but is not always. Join us for an engaging discussion around the meaning of trigger warnings—and why one should ponder inculcating them into their daily vernacular.

Trauma-Informed Schools: Cultivating a Trauma-Sensitive Approach to Working with Students

Caroline Tebbens | December 1

Whether single incident, relational, or complex in nature, trauma amongst students is often more common than we think. Regardless of whether or not we are aware of such a history, these experiences can significantly impact how students learn, behave in the classroom, and interact with peers and teachers. This seminar will provide participants with a deeper understanding of the manifestations of trauma, tools to support such students, and ways in which we can create a more secure and welcoming community for survivors.

The N-Word: The Language of Oppression

Edward Carson | December 10

The historical roots of a term's genesis have laid a path defined by literature, biography, history, popular culture, ignorance, and white supremacy. Language as oppression is a common notation in the lexicon of daily usage; however—such framing is problematic, not only by how it is used, but by those who use it. Together we will have an honest conversation about this term, and why it is never okay to use it. Content and resources will be shared to help you navigate this language.



Geopolitics and Identity of Asian Students

Jade Qian | January 12

American students and even faculty and staff have a tendency to group Asian students together as a single entity. They look similar, they tend to be on the quiet, studious side, and they tend to stick together. But in fact their geopolitical identities can be quite different from one another both in the way they view themselves and the way they project identities on their Asian classmates. This seminar will give an overview of Asian students' general self-identification profiles and will focus on China and the greater Chinese diaspora.

Words Matter: Using Language to Affirm Trans* and Queer Students

Currie Joya Huntington | January 21

A workshop covering the ever-evolving language describing identities across the spectra of gender and sexuality. We will attempt to uncover nuances (for example, what *is* the difference between genderqueer and nonbinary?). Case studies will give us practice in using new, and sometimes uncomfortable, words in hypothetical situations.

Investigating Socioeconomic Impact on Educational Development

Emily Allen | February 9

As teachers, we know that our students come to us with a diverse range of experiences and backgrounds. What we may not realize, however, is how much socioeconomic factors can alter brain and educational development in children. By the time they reach high school, teenagers' educational development can be greatly affected by these factors, creating extreme challenges in future learning. In this interactive seminar, research on the impacts of socioeconomic factors on brain and educational development will be presented, with discussion around our assumptions, methodologies, and the need for individualized teaching strategies at Govs.

Black Love, Black Care, & Black Joy

Edward Carson | February 23

This seminar pulls from Afro & African American Studies, English, and the social sciences in drawing a sense of empathy from past and present narratives, with the aim of destroying caricatures and patterns of racism that persist in our classrooms, churches, and communities. You will leave this discussion with a greater understanding of the impact racism has on all communities, from a physical, mental, and spiritual perspective.

Title IX 50 years later - what has it changed and what has it not changed Athletic Directors Women

Claudia Barcomb | March 2

Most of my life I have lived in a life surround by boys and men. My job requires me to have knowledge of all sports which is typically a role for men and males in the country. How can we encourage gender roles in the US change and accept women in traditionally male roles?



Examining White Racial Identity and White Privilege

Julia Kobus | April 5

We will do activities related to white racial identity development and have a discussion about white privilege, the challenges and importance of examining one's own white identity, and ways that white people can be effective and supportive. All are welcome to attend, regardless of how you identify.

Embracing Trans Identity, Trans Reality, and Trans Embodiment

Sylvia Swain | April 15

Sylvia...a trans female from Montgomery, Al brings to Govs a lived experience regarding identity, reality, and embodiment. A leader in the LGBTQIA+ community, and a youth advocate for queer young folks—she will discuss issues trans identity among youth, while addressing methodological approaches related to teaching and learning within the classroom.

Helping Faculty, Staff, and Students of Color

Michelle de la Guardia | May 3

Embracing differences and promoting diversity can be a difficult task at Govs if one is unaware of the challenges our students of color face. This seminar will focus on some of the struggles our students (staff and faculty) of color face when entering a predominantly white institution (PWI), and on the importance of having a diverse and welcoming environment so that our students can become future agents of change. We will discuss why some of our students start with elation when accepted into Govs, but spiral downward into sadness, rebelliousness, and disenchantment. We will focus on solutions: What we can do to help remedy this?

Reading Diversely

Paula Kass | May 13

Studies have shown that reading fiction--especially diverse fiction--improves our ability to understand others. In a culture and environment dominated by white, male authors, how can we expand our personal reading choices and potentially bring some of these books to our students? How can we even find time to read for pleasure? Let's explore the canon, our reading lives, and learn how to disrupt our own book biases.



DEI Talks

Intersectionality

[Kimberle Crenshaw](#)

Anti-Racism

[Ibram X. Kendi](#)

[Michael Eric Dyson & Ibram X. Kendi](#)

[White People Responding to Racism](#)

[Robin DiAngelo on “White Fragility”](#)

[Robin DiAngelo on What Does It Mean to be White?](#)

Power & Privilege

[How Structural Racism Works? Tricia Rose](#)

[Power, Privilege, & Difference by Allan Johnson](#)

[Unequal Opportunities Race](#)

Race & Racism

[So You Want to Talk About Race by Ijeoma Oluo](#)

[White Rage by Carol Anderson](#)

[Cornel West on Race Matters](#)

[Cornel West on Race Matters](#)

[Cornel West on Race Matters](#)

[Cornel West on Race Matters](#)

[For Discrimination by Randall Kennedy](#)

[Post Traumatic Slave Syndrome by Joy DeGruy Leary](#)

[The New Jim Crow by Michelle Alexander](#)

[Color Blind or Color Brave by Mellody Hobson](#)

LGBTQ Matters

[Defining LGBTQ+](#)

[Straight Folks Need to Hear](#)

[A Message from High School Students](#)

Microaggression

[In the Classroom](#)

[Socialization and Comfortableness of Microaggressions by Andrea Boyles](#)

Ableism

[Unboxing Ableism](#)

[Social Justice Project—Ableism](#)

[Modern Ableism & Disability Prejudice](#)

Ethnicity

[What is Ethnicity?](#)

[Race & Ethnicity](#)



Socioeconomic Status (SES)

[The Reality of Economic Inequality](#)

[How Economic Inequality Harms Society by Richard Wilkinson](#)

[SES on Academic Success](#)

[The Culture of Educational Inequality by Na'ilah Suad Nasir](#)

Gender

[The Origin of Gender](#)

[Gender Fluid](#)

[Understanding the Complexities of Gender](#)

[What Non-binary Means?](#)

DEI Readings

Anti-Racism

[The Anti-Racist Revelations of Ibram X. Kendi, *Washington Post*](#)

[The New York Times' Wrongheaded Anti-Racism Agenda](#)

[For Our White Friends Desiring To Be Allies](#)

[Confederate Monuments and American Citizenship](#)

Racism

[Racism Hurts](#)

[Exposing Bias: Race and Racism in America](#)

[What the Believers Are Denying](#)

[The Myth of Reverse Racism](#)

White Privilege

[The Greatest White Privilege is Life Itself](#)

[The White Privilege of Chad Kelly](#)

Gender

[Gender Inequality in the World](#)

[What is Toxic Masculinity?](#)

[Men on the Edge of Panic](#)

[Why Using the term "Strong Woman" Undermines the Feminist Platform](#)

Socioeconomic Status (SES)

[How Income Affects the Brain](#)

[Elite Colleges Constantly tell Low-Income Students They Do Not Belong](#)

[Why So Many Americans are Trapped in Deep Poverty](#)

Homophobia & Transphobia

[How the Mind Rationalizes Homophobia](#)

[Beyond the Coming Out Narrative: The Transphobia the Media does not Represent](#)

[Being a Gay Christian](#)

Intersectionality

[#MeToo and Black Women](#)



DEI Resources

[Teaching Tolerance](#)

[NAIS People of Color Conference](#)

[White Privilege Conference](#)

[SEED](#)

[Anti-Defamation League](#)

[Southern Poverty Law Center](#)

[GLSEN](#)

[Anti-racist Research & Policy Center](#)

