

BRINGING IN/BRINGING OUT DIVERSITY: by Jody Lisberger



A FEW SMALL SUGGESTIONS

SEEING IS BELIEVING: Explicitly represent diversity in Poly Learn Sites:

(Photos also help us make sure we represent diversity in the first place)

- Author diversity
- Geographic diversity
- Pictures and maps
- Photos of students at work

Author diversity



- Mohanty, Chandra Talpade. "Under Western Eyes': Revisited Feminist Solidarity through Anticapitalist Struggles" PDF
- Downs, Laura Lee. *Writing Gender History*, Introduction and Chapter 1



CLASS PREP: As you read these essays, circle words that you don't know or don't tend to use in your daily vocabulary. Come to class with your list (hand-

Geographic diversity of sources



- Handlarski, Denise.
"Women's Speech and
Silence at South Africa's
Truth and Reconciliation
Commission" PDF



Global images

*Violence and
the Sacred,
"Sacrifice,"
excerpts
PDF*

- Jay, Nancy.
"Sacrifice as
Remedy for
Having Been
Born of
Woman,"
excerpts PDF



CLASS PREP: Choose 8-10 quotes from Girard, and 4-5 quotes from Jay, that you think address his/her key ideas and argument points. Type them up with

Global maps



READ:

- Kazi, Seema, In Kashmir, Introduction PDF
- Kazi, Seema, "Gender and Militarisation in Kashmir" PDF

CLASS PREP: Come to class prepared 1) to share an important Kazi idea/quote that you hadn't thought about before or that startles or concerns you, and 2) to explain why you hadn't thought about this idea/concern before or why this idea startles/startled you.

Photos of students at work



ANOTHER SMALL SUGGESTION

Shuffle groups often and always have them introduce themselves with diverse prompts:

- What is something we wouldn't know by looking at you?
- What is your middle name/last name and what is the story behind it?
- Why did you pick the clothes you're wearing today?
- Etc.

A FUN CLASS EXERCISE: SET-UP for UNPACKING IDEAS VIA SPEED DATING

- ① Present class with list of quotes that need unpacking: have only as many quotes as pairs of students
- ② Ask them to find a partner to work with, preferably someone they haven't worked with before
- ③ Ask the pair to choose the quote they want to work with, then tell you their choice: first come, first served
- ④ Give them the four steps for "unpacking"
- ⑤ Hand out a power chart and tell them they need to fill it out (one chart per pair) before they begin unpacking their quote
- ⑥ Before the pairs begin the actually unpacking, as a class debrief the power chart (see forthcoming slide)

ASSESS YOUR POWER POSITION in society: i.e. Contextualize yourself

FIRST: Complete the chart: Which of the following categories tend to give you automatic power (+)? Tend to reduce your power? (-)

SECOND: Discuss your power chart with your partner. What are your differences? Similarities? Why do you think it's important to do this exercise before we start unpacking?

THIRD: Debrief as a class: What did you notice about your similarities and differences? Why do this exercise before we start unpacking someone else's ideas?

POWER CHART

| CATEGORY | NAME 1 | NAME 2 |
|---------------------|--------|--------|
| Gender | | |
| Sexuality | | |
| Race | | |
| Ethnicity | | |
| Nationality | | |
| Age | | |
| Class | | |
| Religion | | |
| Professional Status | | |
| Able-bodiedness | | |
| Labor politics | | |
| Family | | |

SAMPLE QUOTES

***Disposable Women and Other Myths of Global Capitalism,*
by Melissa Wright. New York: Routledge. 2006**

- “a woman worker whose disposability is naturally and culturally scripted” (1)
- “discourses are ‘sociospatial circuits through which cultural and personal stories are circulated, legitimated, and given meaning’ within the production of the material realm” (definition by Geraldine Pratt) (3)
- “Myths, to use [Barthes’] words, ‘empty [reality] of history’ by cloaking political situations with narratives of human essence and naturalized tautologies” (3)
- “As a result, says the myth, the third world woman’s path of destruction also leads the way to the capitalist development that heralds progress..... the tale repeats a popular mythic theme that suffering and sacrifice, particularly on the part of women, are often required to move society in its proper direction” (6)
- “to sabotage the myth is to strike a blow at the numerous hierarchies that rely upon its constant repetition” (15)

DIRECTIONS FOR UNPACKING

Your job as an unpacker: With your partner, brainstorm and take notes as you do the following:

- 1) Figure out what the quote means, literally and conceptually, including defining terms.
- 2) Come up with two specific examples from historical or contemporary life as you've observed it or could imagine it (not examples author already uses).
- 3) Come up with a statement about why this issue or idea matters in a bigger way.
- 4) Decide: If you had to argue something that relates to your quote, what might you want to argue?

Directions for class exercise: Give each step after the previous step is done

- ① Find another pair and share your unpacking: first one pair tells the other pair their answers to #1-4, then the other pair does the same. (15 minutes total)
- ② Pause: Take a moment in your pair to assess your “pitch,” and decide how you could have done it better and ALSO add one thing you wish you’d also said and/or now sense it would be useful to say.
- ③ Rotate to a new pair and repeat the exercise, this time perfecting your “pitch” and adding something you wish you’d said the first time. ONLY THIS TIME you need to listen especially carefully to the other pair’s pitch because in the next rotation you will be giving not your pitch but their pitch to the next pair.

Final steps for class exercise: Give each step after the previous step is done

- ① **Rotation #1:** Pairs exchange pitches
- ② **Rotation #2:** Pairs exchange pitches with a different pair, but with something added and listening carefully and taking notes, because this becomes their new pitch
- ③ **PAUSE:** Each pair considers one thing they will add to someone else's pitch using #1-4 questions as guide
- ④ **Rotation #3:** Pairs present someone else's pitch to another pair
- ⑤ **Debrief as a pair, then a class:** What did you learn that most interested you? Surprised you? Why? What was easiest/hardest about this exercise? Why? What is clearer to you about Wright's ideas/argument now?

A FUN CLASS EXERCISE: UNPACKING IDEAS VIA PAIR SPEED DATING

PURPOSE AND IMPACT:

- Brings in and so brings out their differences: reminds them of the need for context, including their own, and the benefits of listening to others
- Exposes them to different thought processes and applications to real life and literally enacts their having to take on and espouse someone else's viewpoint
- Builds trust and knowledge that depend on pooling their differences
- Decenters the learning process; takes the teacher out of the center
- Makes learning difficult ideas fun

Thank you!

