

University of Delaware
Office of Residence Life
Whole New World Diversity Training
August 26, 2007

Schedule-at-a-Glance for Sessions 1 & 2

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|--------------------------|--|
| 12:00-12:15 or 3:15-3:30 | Introduction and Ground Rules |
| 12:15-12:45 or 3:30-4:00 | Stereotypes Exercise |
| 12:45-12:55 or 4:00-4:10 | Definitions |
| 12:55-1:45 or 4:10-5:00 | Day In, Day Out Deluge |
| 1:45-2:15 or 5:00-5:30 | Fishbowl Discussion |
| 2:15-2:45 or 5:30-6:00 | Campus Connection & Commitment to Diversity and Conclusion |

Outline for Sessions 1 & 2

Session 1: 12:00-2:45
Session 2: 3:15-6:00

Preparation and materials needed:

- 1- Make sure that you have all the materials needed for the session before arrival. All needed materials will be handed out on August 22, 2007 during the facilitators training session.
- 2- Please arrive 15 minutes early to make sure the room is open. If the room isn't open or you have any needs please call Ivet Ziegelbauer at [REDACTED]
- 3- One of the RA facilitators will be responsible for bringing students to the room.

Purpose:

Diversity-related conversations can often generate anxiety for participants. For this reason, it is important to establish ground rules among participants before beginning and to clearly articulate the goals for the day. The "Introduction" is the time to set the tone for the day and share with the participants the learning goals. The "Ground Rules" activity is important for establishing norms for behavior.

Introduction

- 1- Please start the exercise by introducing yourself, and your co-facilitators.

2- After the introduction, welcome students to the University of Delaware. Let them know that this freshman class is the most diverse class we have ever had at the University of Delaware. Inform them that because of that, we are expecting a lot from their class, and we hold them to a high standard. They were introduced to issues of diversity when they were on campus earlier in the summer and they learned about UD's commitment to creating a diverse and inclusive environment. The campus should be a place where diversity is celebrated and appreciated. We benefit from having diverse perspectives and cultures to enrich the learning environment. Today is an opportunity to learn more about ourselves and others. This learning is essential to UD's commitment diversity.

3- Share with the students the intended goals for the day. The goals are:

- ❖ To explore the ways in which race, ethnicity, class, sexual orientation, and other social identities affect the lives of members of the University of Delaware community.
- ❖ To identify common stereotypes that amplify these effects.
- ❖ To discuss ways in which community members can combat these injustices through their individual actions.
- ❖ To identify expected behaviors from this incoming class of future leaders.
- ❖ To provide a better understanding of the instances of prejudice and oppression that occur on college campuses in general and specifically at the University of Delaware.

Ground Rules

This is a chance to establish a group understanding of how all participants wish to be treated - and agree to treat one another. The ground rules list should be developed by the participants - with some involvement by facilitators to make sure key ground rules are included on the list.

Make sure the students know that if an item stays on the list, it's because everyone agrees to it. If they have questions about a ground rule or don't think they can agree to it, they should feel free to speak up throughout the process.

Start with a blank piece of paper (or chalk/white board), posted where all participants can see it, with the heading "Ground Rules." One facilitator should serve as the "recorder," another as the "facilitator." Provide an example of a ground rule, "Respect different opinions." Write this on the list and ask participants if there are any questions about this ground rule. If not, or after questions have been answered, ask if anyone has any objections to the ground rule. If no one objects, ask the group for another suggested ground rule to add to the list. Discuss and agree upon each ground rule. Those that students object to should be reworded or removed. Continue the discussion until all ideas have been exhausted - be mindful though of the time allotted for this exercise.

Some important Ground Rules that the facilitator should look for, or interject, if necessary:

- Speak from experience, don't over generalize.
- Use "I" statements to represent your opinion.
- Challenge ideas, not the person.
- Participate and contribute.

- Listen carefully to others.
- Maintain an open mind.
- Try hard to understand the point of view of those with whom you disagree.
- Help keep the discussion on track.
- Try not to interrupt while others are talking.
- Think before you speak.
- No personal attacks – or “ouches.”

make it clear what a clarification is (roleplay)

Purpose:

Stereotyping is a springboard for prejudice. Based on our background—the way in which we grew up, experiences we have, people we associate with—we create perceptions about other people. We make generalizations about groups of people and use these generalizations as we see and meet new people. But, stereotypes are unfair and harmful. They generalize about a group that is really made up of individuals. In order to recognize – and eliminate the stereotypes, we must first identify what they are. We all hold stereotypes. Some we are conscious of, and some we don't even realize we have - they are subconscious. It is important that our students recognize that they have conscious and subconscious stereotypes. These stereotypes can and will affect the relationships they build with people, and will also prevent them from opening their minds to culturally-enriching experiences.

Session Objectives:

- ❖ Students will learn about the concept of stereotypes.
- ❖ Students will recognize that they have stereotypes and they will begin questioning which stereotypes they have.
- ❖ Students will become more aware of how their stereotypes affect the way they view other people.

Materials needed:

- (13) sheets of paper with the following titles written on each of them:
Latino/Latina, African American, Obese, Poor, Jewish, Christian, Muslim, Female, Male, Asian, White, and Lesbian/Gay, Physically challenged (Included in the facilitator package)
- Thirteen (13) markers (Included in the facilitators packet)
- Watch to track the time (Please provide your own)

Preparation:

- 1- Before beginning the exercise, make sure that the (13) pieces of paper provided in the facilitator packet are hung around the room. The social identities listed below should be written clearly at the top of each paper: Latino/Latina/Hispanic, African American/Black, Obese, Poor, Jewish, Christian, Muslim, Female, Male, Asian, White, Lesbian/Gay, Physically challenged.
- 2- Have the provided markers ready to hand to the students before they begin writing on the (13) sheets.

Activity:

1. Begin by explaining to the students the purpose of the activity. The facilitator should mention the objectives below:
 - i. Provide students with an understanding that stereotypes exist
 - ii. Help students realize the role stereotypes play in the way that we interact with different people
 - iii. Help students understand the role that the media plays in confirming stereotypes
2. After explaining the purposes of the activity please share with them the following definition of stereotypes.
 - i. A **stereotype** is a generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group.
3. Make sure to stress why it is important for them as students and citizens to be aware of stereotypes and the effects of stereotypes.
4. Explain that there are twelve (12) sheets of paper around the room and each is assigned with one specific social identity group. Ask participants to circulate around the room and write down as many assumptions (negative or positive) about each group as they can in the time span you give them (10 minutes total)—whatever comes to mind initially when hearing that social identity. If students really cannot think of one, tell them to write a zero on that sheet. Stress to students that these assumptions may come from a variety of sources such as the media, family members and peer groups. Ask students to focus specially on the stereotypes in the media. This way they will be able to talk more freely about stereotypes without the fear of being judged by others.

Facilitator Note: Students are asked to focus on stereotypes in the media to encourage them to share "real" stereotypes that actually exist without the fear that they will be judged by their peers.
5. This activity needs to be done rapidly. Pressure is to be put on the participants as the goal is to have them write down the first thing that comes to their mind. Participants should be told not to read what is already written on the paper as it is acceptable for stereotypes to be written multiple times on a single sheet.
6. Ask people to move around until each person has had the opportunity to write on each sheet of paper.
7. End the activity and give participants a few minutes to take a look at what was written about each group.
8. Have everyone sit down to debrief the activity using the *suggested* debriefing questions below, (please feel free to include your own):
 - Take two stereotypes from the wall—one positive and one negative—and ask the group: "If you were that person, how would this stereotype affect your interactions with people? How would this stereotype affect people's interactions with you?"
 - Is it possible to un-learn stereotypes?
 - If your identity was listed and had an attribute which was positive (e.g., "good at math"), how did you feel?
 - If your identity was listed and had an attribute which was negative (e.g., "Lazy", "terrorist"), how did you feel?
 - How do we challenge each other when we judge others based on stereotypes? (e.g. You're driving and someone in front of you is a bad driver and you assume they are a woman. If I'm in the car with you and hear you make that assumption, do I say anything?)
 - Did it surprise you that these assumptions and generalizations came to you so quickly?
 - How do these stereotypes become so widely known, accepted, and processed as actual characteristics of these social identities?

Conclusion: Tying it all together:

Draw conclusions that no stereotypes are positive ("All Asians are smart in school" is a seemingly positive stereotype—but it frustrates those who have difficulty learning). Explore the possibility that stereotypes are also connected to our assumptions or first impressions and judgments.

The facilitators will share a number of the diversity- related definitions with the participants.

Preparation and materials needed:

- 1- Read the definition page in advance and become familiar with the definitions listed on it.

Session Objectives:

- ❖ Students will learn commonly utilized diversity related terms.

Activity:

Read aloud each of the definitions to the group. After each one, ask if the group has any questions or if they would define the term differently. Also consider providing an example of the term.

Definitions**Bias**

A subjective point of view. The collection of learning and experiences that shape our perceptions and gives us a subjective point of view of our own personal understanding of ourselves and others.

Prejudice

Unfavorable opinion or feelings formed before hand or without knowledge, thought, or reason. preconceived opinion or attitude, especially of a hostile nature toward a particular group or groups.

Stereotyping

A preconceived or oversimplified generalization involving negative beliefs about a particular group. Negative stereotypes are frequently at the base of prejudice. The danger of stereotyping is that it no longer considers people as individuals, but rather categorizes them as members of a group who all think and behave in the same way. We may pick up these stereotypes from what we hear other people say, what we read, and what people around us believe.

Discrimination

Differential treatment based on unfair categorization. It is denial of justice prompted by prejudice. When we act on our prejudices, we engage in discrimination. Discrimination often involves keeping people out of activities or places because of the group to which they belong.

Diversity — *areas around social identity generally*
Race, gender, age, language, physical characteristics, disability, sexual orientation, economic status, parental status, education, geographical origin, profession, lifestyle, religion, positioning in the company hierarchy, and any other difference.

Multicultural

Multicultural refers to many cultures. In diversity work it means valuing the differences of others and creating an environment that does not require changing one's own culture to be part of another.

Social Power

Social Power is the access and availability to resources needed to get what you want and influence others

Oppression

Oppression refers to systemic constraints on groups that are not necessarily the result of the intentions of a tyrant. Its causes are embedded in unquestioned norms, habits, and symbols and in the assumptions underlying institutional rules and the collective consequences of following those rules. Oppression refers to the vast and deep injustices some groups suffer as a consequence of often unconscious assumptions and reactions of well meaning people in ordinary interactions, media and cultural stereotypes, and structural features of bureaucratic hierarchies and market mechanisms.

Generalized
forms

Prejudice + Power = Oppression or "ism"

Special Note

It is important that residents understand that each level of prejudiced behavior feeds the next. Extreme forms develop only when the more subtle forms are permitted to flourish.

Sources: Young, I.M. (2000). *Readings for Diversity and Social Justice: Five Faces of Oppression*. New York: Central Michigan University RA/MA Resource Page; Random House Dictionary; and Wikipedia.com

Purpose:

groups

- To explore the ways in which race, ethnicity, class, color, sexual orientation, and other characteristics affect the lives of all of us.
- To identify common stereotypes that amplify these effects.
- To identify the ways in which the structure of dominant culture privilege can influence institutional policies and procedures and lead to patterns of discrimination.
- To discuss ways in which students as community leaders can develop and improve systems that increase the likelihood that all community members will thrive.
- To identify behaviors that should be expected of culturally competent leaders.

Session Objectives:

- Students will recognize and understand that social identities shape world-views and experience.
- Students will understand and identify how their attitudes, beliefs, and behaviors affect others.
- Students will learn about the forms of oppression associated with different social identities.
- Students will understand social identities from the perspective of others.

Materials needed:

- 8 envelopes, each containing one of the family descriptions clipped on the top of the envelope and 6 scenarios pertaining to that family placed inside each of the envelopes. Also an initial 2 newspaper articles related to each family included with the envelope. (included in the facilitator packet)
- 8 copies of eight different newspaper articles placed in specific order to be handed out one article at a time to all families during the exercise. (included in the facilitator packet)
- A watch to track the time.(please bring your own)

Preparation:

1. Examine the room layout and furniture before you start the exercise in order to determine how to best break down the families.
2. Become very familiar with each family and their related scenarios and newspaper articles so you can challenge the discussion during the exercise.
3. Discuss with your co-facilitators before the start of the exercise who will be responsible for handing out the newspaper articles and making announcements when it is time to pick more scenarios. In addition, identify who will be responsible for going around and challenging the families' discussions.

Activity:

Please note that items 1-8 should be completed within 15 minutes

1. At the conclusion of the definitions discussion, ask the students to go around and count from 1 to 8. After the students finish counting, ask them to join their prospective groups (ones in a group, twos in a group, etc.). Let the students know that each group will represent a family throughout the rest of the exercise.
2. Ask each group to choose a table to sit around. Inform the students that the table will serve as their family dinner table for the rest of the exercise. Depending on the room set up, some of the rooms will not have tables and will only have chairs; please ask students to bring their chairs together so they could serve as the family dinner table.
3. After the groups are seated by numbers, give them their family name and description and let them know that they will be that specific family for the rest of the exercise.
4. Ask each family to read their family description to the large group. During that time you will transition from using numbers to using family names when identifying each group.
5. The listing of stereotypes from the previous exercise should be given to the respective families. (See Summary of Families on the front page of the family guide for which identity is attached to a family). Families are then reminded that from this moment on they have inherited all the stereotypes that have been matched with that specific social identity group.
6. Inform the students that within their family they individually need to become one of the family roles (ex. The father, the mother, the UD student, the brother....) and to be that member for the

rest of the exercise. Let the students know that it is important for them to be that member and live in their shoes in order to be able to experience the daily experiences.

7. Inform them that the person who chooses to be the University of Delaware student in each family will represent their family in front of the large group later during the day.
8. Each family group is given two sets of newspaper articles and an envelope with 6 different scenarios that have impact on the various members of the family. Inform the families that they shouldn't open the envelope until they are told to do so.
9. Ask the families to read and discuss the two newspaper articles that were handed to them as they gather at their dinner table. Give them five (5) minutes to do so. During that time, the facilitator should be going around, listening to the families' discussions and participating in the discussions when they see fit.
10. After five (5) minutes, inform the families that they need to open the envelope and randomly pick one scenario, read it, and discuss it within their family. Give them 2.5 minutes to do that.
11. During that time facilitators should be going around the families, listening to the families' discussions, and participating in the discussions when they see fit.
12. Next, start alternating every 2.5 minutes between passing a newspaper article to discuss and asking them to pull out another scenario to discuss from the envelope.
13. The "deluge" will go on for 40 minutes, with at least six (6) scenarios and eight (8) newspapers articles revealed and discussed. If families complain that there is too much to pay attention to, remind them that this is what it is often like in real life, particularly for families whose members are of non-dominant groups.

Conclusion: Tying it all together:

At the ^{beginning} ~~conclusion~~ of the exercise, ask the students who chose to be the University of Delaware student in each family to come to the middle of the room in order to join a fishbowl discussion.

Purpose:

This is the debriefing exercise associated with the Day In, Day Out Deluge. You'll have students left with a spectrum of feelings and learning experiences. Many may get excited, while others may feel frustrated or even confused. Some players wonder, what's the point? To provide for maximum learning from the simulation, you have to follow up with a debriefing session.

Debriefing is undertaken at the end of a simulation to help the players reflect on their experiences, relate them to the real world, discover useful insights, and share them with one another. Debriefing helps you bring the simulation to a close, reduce negative reactions, and increase positive insights (Adapted from Debriefing: Six Phases, Thirty Questions, and Eight Approaches).

Session Objectives:

- ❖ Each student will reflect on their initial reaction to the Deluge experience.
- ❖ Each student will be able to connect the incidents that occurred during the Deluge exercise to the UD community.

Materials Needed:

- 1, 3x5 index card for "Fishbowl Debriefing" per student. (included in the facilitators packet)
- Newsprint sheet with the questions below. (included in the facilitators packet)
- Writing utensils. (included in the facilitators packet)

Activity:

1. Immediately at the conclusion of the Deluge activity, distribute a 3x5 card to each student. Please ask the students **NOT** to write their names on the card. Write the following on the card:
 - a. Family Name: the name of the family they represented during the simulation.
 - b. In 1-2 sentences describe your reaction to "living life" as a member of your assigned family?
 - c. In 1-2 sentences describe the most disturbing/unsettling thing that happened to you or a member of your family
2. Collect the cards from the students

Facilitator Note: Explain to students that we want to provide every person with the opportunity to reflect and express how they are feeling at the conclusion of this portion of the exercise. We will collect the cards but the information will remain anonymous so encourage them to be as candid as possible.
3. Ask each family to send a representative to the center of the room. This person should be the family member who is the University of Delaware student. The students in the center are said to be "in the fishbowl." Remind ALL students that they are representing their family and that they need to stay "in character."

Facilitator Note: Depending on your room set up, please have all members of the fishbowl in the center of the room, with their respective family members sitting behind them or close by so they can "tap in," (exchange seats with the person in the fishbowl seat) if necessary. Once you have the room set up and the students situated you may begin with the fishbowl discussion.
4. The facilitator will lead the members of the fishbowl in a discussion to debrief and reflect on their experience during the deluge using the following questions as a guide:
 - a. Please describe your feelings at this point as a result of the incidents you have encountered and newspaper articles you have read. Did you feel pressure as a result of the Deluge?

Facilitator Note: Many students may report a sense of isolation, anger, frustration or other negative feelings. It is important as the family representative is talking that the facilitator pay attention to body language and cues from the rest of the family to ensure that they are all fully engaged and that their reactions are along the same lines as the family member who is speaking. If you sense that a family member may be experiencing a different

reaction, it may be necessary, as appropriate to ask follow up questions to determine whether an individual is connecting other reactions with the experience.

- b. Please briefly describe one situation that you felt had the most significant impact on your family.

Facilitator note: the family members may identify a range of responses to this question, as necessary and appropriate, ask family members to reflect on why the incident they chose had the most impact.

- c. From where did your family receive support? Where were some places that you were disappointed not to receive support?

Facilitator Notes: the intended response for this question should be along the lines of police officers, school officials, medical professionals, family members, etc. It is important for the students to begin to reflect on the allies and support systems present in their lives and consider how they would feel if these allies were not in place.

- d. As you have gone through your day to day experiences, did you have a chance to read the articles having to do with the other families present at the forum today? Why or why not?

Facilitator Notes: Students will probably respond that there was a timing issue and the articles came to fast for them to read all of them. It is paramount that the facilitators help students connect the fact that one group problem is a problem for the entire community. Another point to highlight at this point for students is that individuals with "minority" status do not have a choice to ignore some parts of these incidents in their day to day life - these types of situations come at them all the time regardless of whether or not they want to deal with them.

5. After about 25 minutes of discussion, ask students to come out of character and participate for the remainder of the activity as a first year student. Prompt students to reflect on the following question.

Facilitator Note: Choose whether you want students to vote through a show of hands or ask them to silently self reflect on the following question:

"Given the choice, would you have attended this diversity workshop or would you have perceived this as an issue that did not pertain to you?"

Conclusion: Tying it all together:

As the debriefing process comes to an end, remind students that all members of the campus community are negatively impacted when acts of intolerance, prejudice or hate are committed. It is important that they begin to think about what role they intend to play as they become the newest members of the UD community.

Purpose:

The purpose of this final activity is to help the students examine all of the previous activities within the context of the UD community and their day-to-day lives. It is very important that the students realize that the issues from the Deluge have been taken directly from current events and campus specific scenarios.

Students will brainstorm ways that they can combat these injustices through their individual actions as well as through concerted efforts within the communities to which they claim membership.

Session Objectives:

- ❖ Each student will understand the instances of prejudice and oppression that occur on college campuses.
- ❖ Each student will reflect on the contributions they can make to eradicate prejudice in their community.
- ❖ Each student will understand that they are part of a community with the power to impact the future of prejudice and oppression.

Materials Needed:

- 2 Posters for "30 ways to Eradicate Prejudice and Dismantle Oppression"
- Sticky tack
- 1 (one) 8 ½ x 11 copy of "Today's Problems, Tomorrow's Opportunities" for each group of students (~10)
- 1 (one) half sheet of paper with 3,2,1 information and Commitment to Diversity statement for each student

Activity:

1. At the conclusion of the Fishbowl exercise, have the students count off in groups of four. They should be in a different grouping than that of their families.
2. Ask the students to shift around the room so that they are now sitting with their new group.
Facilitator Note: It may be beneficial to provide the students a couple of minutes to acquaint themselves with their new group members.
3. Distribute 1 copy of "Today's Problems, Tomorrow's Opportunities" to each group
4. Begin the exercise by asking the students focus on the side of the sheet titled, "Today's problems."
5. Pick a couple of the photos and ask the students to take turns guessing the location of the incident (where) and the approximate timing (when). Then read the photos descriptions. *Facilitator Note: The incidents on the sheet titled today's problems are as follows:*

A. Party pictures raise questions of racism-

Picture Description: UD Students from an academic fraternity threw a Cinco de Mayo party in the spring of 2007. The members wore stereotypical clothing, such as sombreros, and shirts with racial slurs. The pictures were featured on Facebook.

Picture Source:

<http://media.www.udrcview.com/media/storage/paper781/news/2007/05/15/News/Party.Pictures.Raise.Questions.Of.Racism-2903541.shtml>

B. Hate crimes on the rise -

Picture Description: At UD, in the fall 2005, after only two months into the semester, already eight hate crimes had been reported. These included acts of vandalism, such as swastikas drawn on walls and elevators; an incident in which a person wrote "You suck cock, fag" on a victim's message board in Dickinson Hall A; and another in which a person wrote the victim's name and "She is a gay nigga" on a female's message board in George Read Hall.

Picture Source:

<http://mcmedia.www.udreview.com/media/storage/paper781/news/2005/10/25/News/Hate-Crimes.On.The.Rise-1032224.shtml>

C. Anti-Semitism on rise -

Picture Description: According to the national Anti-Defamation League's 2005 annual audit, anti-Semitic crimes are on the decline throughout the country. The audit, however, shows an increase of incidents on college campuses. The study also finds that the hate crime rate is increasing in the Pennsylvania and Delaware region.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2006/04/25/News/AntiSemitism.On.Rise-1875510.shtml>

D. Unjust policies at the university are sparking controversy over gay rights-

Picture Description: Partners of gay and lesbian faculty and staff at UD, and many other colleges and universities around the country, do not receive partner benefits.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2006/10/03/Editorial/University.Equal.Rights.For.some-2327157.shtml>

E. UD raises tuition: Delaware State hike only affects out-of-state -

Picture Description: Tuition at UD will rise 5.1% this fall, a slightly lower increase than last year. University officials said the increase is necessary to pay for higher energy costs, rising employee health insurance fees, and salary increases.

Picture Source:

<http://www.delmarvaheadlines.com/apps/pbcs.dll/article?AID=/20070706/NEWS01/707060321/1002>

F. DePauw University's Delta Zeta sorority was instructed by its national chapter to remove 23 of its members for not fitting the sorority's image -

Picture Description: Delta Zeta sorority was worried that a negative stereotype of the sorority was contributing to a decline in membership; therefore, Delta Zeta's national officers interviewed 35 DePauw members in November 2006, quizzing them about their dedication to recruitment. The 35 members included every woman who was overweight. They also included

the only Korean and Vietnamese members. They judged 23 of the women insufficiently committed and later told them to vacate the sorority house. The dozen students allowed to stay were slender and popular with fraternity men — conventionally pretty women the sorority hoped could attract new recruits.

Picture Source:

<http://www.nytimes.com/2007/02/25/education/25sorority.html?ex=1330059600&en=586cb157d02771f3&ei=5088>

G. Women a minority in computer science -

Picture Description: The number of women receiving computer science bachelor's degrees dropped from 38 percent in 1985 to 28 percent in 2003.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2007/05/01/News/Women.A.Minority.In.Computer.Science-2889516.shtml>

H. Student sues Emory for discrimination, failure to comply with disabilities act -

Picture Description: A Law School student and Business School alumna has filed suit against Emory University claiming the University failed to comply with the ADA, the Fair Housing Act, and the Rehabilitation Act, by not providing adequate housing for the disabled.

Picture Source:

<http://media.www.emorywheel.com/media/storage/paper919/news/2002/09/09/News/Student.Sues.Emory.For.Discrimination.Failure.To.Comply.With.Disabilities.Act-1643483.shtml>

Facilitator Note:

Emphasize to the students that all of these incidents occurred on college campuses in the last few years.

6. After sharing a few incidents, flip the sheet and observe the situations highlighted on the "Tomorrow's Opportunities" side. Spend a few minutes discussing the scenarios highlighted here.
Facilitator Note: The incidents on this sheet are as follows:

A. A Day of Unity -

Picture Description: More than 500 students gathered to celebrate diversity and encourage tolerance at the UD's inaugural Unity Day held in April of 2006. It began with a march then was followed by various diverse performances.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2006/04/25/News/A.Day.Of.Unity-1875503.shtml>

B. The Day of Silence protests the silence lesbian, gay, bisexual and transgender people face on a daily basis -

Picture Description: In 2005, UD students supported and participated in the Day of Silence, a nationwide silent protest organized by students to promote safer schools for everyone, regardless of sexual orientation, gender preference or gender identity.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2005/04/15/News/Students.Join.In.Silence.For.Protest-925836.shtml>

C. Residence Life wins national awards for social justice -

Picture Description: The Office of Residence Life is the 2006 winner of two of the four annual awards given by the American College Personnel Association's Commission for Social Justice Educators. The two awards are a general award for overall commitment to social justice issues and an award for a specific, innovative response to an issue that may have occurred on campus.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2006/02/21/News/Res-Life.Wins.National.Awards.For.Social.Justice-1621414.shtml>

D. Former fraternity house opens doors to international students -

Picture Description: The former Alpha Tau Omega fraternity building at UD will house both international students, American students and scholars and will also contain The World Conference Center and The World Cafe. The entire facility was given as a gift to the University on Jan. 26, 2007.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2007/01/19/News/Former.Fraternity.House.Opens.Doors.To.International.Students-2653769.shtml>

E. MARS promotes rape awareness -

Picture Description: UD's M.A.R.S., Men Against Rape Society, held a concert in the Trabant University Center in November of 2006. The concert's aim was to raise awareness among men about violence against women.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2006/11/21/News/Mars-Promotes.Rape.Awareness-2505024.shtml>

F. Annual step show promotes unity among campus -

Picture Description: UD's National Pan-Hellenic Council, a national organization that unifies African American greek organizations at the university, held its annual Richard Dick Wilson Step Show in April 2007. The step show promoted unity by unifying diverse student groups - which is exactly what Dick Wilson stood for as an individual.

Picture Source:

<http://media.www.udreview.com/media/storage/paper781/news/2007/04/20/Mosaic/Stepping.OutOf.Together-2869388.shtml>

Facilitator Note:

Emphasize to the students that all of these incidents occurred on college campuses in the last few years. There is really a great deal of positive action that can occur when this is a priority for the members of the college community.

7. Point out to the students the blank space on the "Tomorrow's Opportunities" side of the sheet. This space is intended for students to write the "headline" they will work to accomplish at UD during their time as a student here.
Facilitator Note: During this time, the co-facilitator should post the "30 ways to Eradicate Prejudice and Dismantle Oppression" posters around the room. Items included in the poster are listed below.
8. Ask the students to circulate around the room individually and identify one of the statements/actions that is particularly appealing to them and connects with their level of activism.
Facilitator Note: Students may feel free to create their own.
9. Once the students have identified their individual statement/action ask them to go back to their group. Instruct them to engage in a group discussion about which of the 4 statements/actions that the individuals have identified they can tackle as a group and will have the strongest impact on shaping the campus culture.
Facilitator Note: circulate around the room to ensure that students are truly discussing with one another the actions that they feel are the most important so that the discussion goes beyond blind agreement with the first suggestion that is put forward. Emphasize to students that creating a safe and inclusive campus culture is hard work that is most effective when approached from a community perspective.
10. Using the markers, colored pencils, or other writing utensils, ask the groups to create a headline in the blank space provided on the document. This headline should describe one thing (there may be several) they will help to accomplish while they are a student at UD.
11. Ask students to briefly go around the room and share their group's headline.
12. Have the group determine who will be the "keeper of the headline" so the group can reference it later during the year.
Facilitator Note: Encourage students to think of ways that they can use or post this information on their floor community by working with their RA.

Conclusion: Tying it all together:

Remind students that individual actions and decisions have a significant impact on prejudice and oppression. The first step is recognizing the habits and behaviors we may exhibit that make a socially just world difficult to achieve. Moving forward it is important that we continue to be conscious of and work towards the goals expressed today.

Facilitator Note: Distribute to each student the Commitment to Diversity card with 3, 2, 1 information on the reverse side.

1. As part of this final exercise, ask them to write down their answers to the following in the appropriate space:
 - 3 things they learned today as a result of the day's exercise.
 - 2 questions they have as a result of the day's exercise
 - 1 commitment they plan to make as a result of the day's exercise.
2. These cards will not be collected but their RA will be asking them questions related to their responses during their first one on one meeting.
3. The final element of the day's activities is the Commitment to Diversity Statement. Express to students that they can choose to sign the commitment to diversity statement. They may also opt to post this information on their floor as well.
4. End the meeting by reminding students of the strong connection between having an awareness of social identities, working towards an inclusive campus climate and the Office of Residence Life educational priority of citizenship.

30 ways to Eradicate Prejudice and Dismantle Oppression

1. Create an anti-prejudice slogan for your floor, such as "I Don't Put Up With Put-Downs."
2. Work with student groups that you join to hold a fundraising event and donate the proceeds to pay for diversity training and programs
3. As part of any student group or organization that you join membership, insist that T-shirts do not demean or belittle any social identity group.
4. Sit next to and have a conversation with someone who looks different than you during the first day of class.
5. Confront friends/family members/co-workers who forward you joke emails that perpetuate stereotypes or have bigoted messages. At the very least, refuse to forward it to people in your network.
6. Challenge in-group stereotypes the same way would cross-group stereotypes by asking simple questions such as "what do you mean by that," "I don't understand, please explain it to me."
7. Look for positive slogans and tack them onto a designated bulletin board in a central gathering area.
8. Host a Poetry Slam in which students read aloud original poems/raps that break down stereotypes and promote respect for diversity.
9. Create opportunities for RSOs that you join to partner with RSOs whose members have differing social identities than your own.
10. Organize a No-Ethnic-Humor Open-Mike Night featuring stand-up comedy by students.
11. Ask Dining Services to highlight a variety of ethnic cuisines on a regular basis
12. Consider developing a multimedia display that examines how today's media perpetuates stereotypes. Consider current films, television sitcoms, music and advertising campaigns, in addition to newspapers, magazines and books
13. Attend lectures, films and events from a multitude of perspectives.
14. Survey local card and gift shops for product lines geared to diverse groups. Write to greeting card companies and local merchants to advocate for expanding the diversity of selections. Coordinate a contest to create a line of cards/note paper that promotes respect for diversity.
15. Consider interning for groups such as Anti-Defamation League, Human Rights Coalition, and other civic organizations that hire student interns.
16. Advocate for the showing of movies on SLTV that are sensitive to multiculturalism and incorporate a variety of roles and perspectives representing a diverse cast, audience and story.

17. Investigate the cultural diversity of various performers brought to campus
18. Speak up when you witness prejudiced remarks made by family members/friends/co-workers regardless of whether it is targeted at a social identity group to which you claim membership.
19. Learn about classmates/roommates/floor mates/etc. backgrounds and share your own. Ask questions that invite explanation and answer with the same.
20. Create a display area where students can post notices of events and activities happening in their communities.
21. Find a list of ethnic and/or religious holidays and the meaning of the customs associated with celebrating them.
22. Participate in a Big Brother, Big Sister program to mentor students in local middle and elementary schools
23. Attend local cultural events and exhibits.
24. Participate in community events that support the health and welfare of society.
25. Participate in educational opportunities to become a diversity facilitator.
26. Organize a Unity Rally with student organizations from a variety of backgrounds.
27. Ensure that community, civic and political leaders are advocates for equity
28. Eat a meal with someone from a different social identity group than you.
29. Join a listserv or email blog for an organization working towards social equity.
30. Examine your textbooks and course work to determine whether it is equitable, representative and multicultural.

Family Descriptions and Scenarios

Summary of the Families

1. All families have 8 scenarios which can be read in any order.
2. Each family represents a different social identity(ies) and has a certain number of family members involved. Here is the breakdown of each family social identity and the number of members each family has:

| Family number | Family name | Number of family Members | Family social identity |
|---------------|---------------------------|--------------------------|--|
| Family one | The Mahachi Family | 5 | African American/lower socioeconomic status family |
| Family two | The Cunningham Family | 4 | Body image family |
| Family three | The Ali Family | 5 | Muslim family |
| Family four | The Urbina Family | 6 | Latina/Latino family |
| Family five | The Heard-Campbell Family | 4 | Lesbian family |
| Family six | The Jacobson Family | 4 | Jewish family |
| Family seven | The Westfield Family | 3 | Bi-racial; physically Challenged family |
| Family Eight | The Hong Family | 5 | Chinese American family |

The full description of each family and their scenarios are listed on the following pages. Within each family's scenario are listed some possible ways a facilitator may be able to provide challenge by either playing the role of a person they interacted with or by providing additional questions. As you walk around during the activity, ask which scenario the family is working through to see if you can provide them with an opportunity to role play the scenario.

Timing for the activity after they have read their families, shared the description with the group and chosen their roles:

Start - Read the first two articles they received

Minute 5 - Scenario

Minute 7.5 - Distribute article

Minute 10 - Scenario

Minute 12.5 - Distribute article

Minute 15 - Scenario

Minute 17.5 - Distribute article

Minute 20 - Scenario

Minute 22.5 - Distribute article

Minute 25 - Scenario

Minute 27.5 - Distribute article

Minute 30 - Scenario

Minute 32.5 - Distribute article

Family one

The Mahatchi Family

Motsai Mahatchi is a 19 year old African American student. He attends the University of Delaware and lives on Central Campus. Motsai has a part-time job as a student police aide for Public Safety. His parents are Mr. Yaya Mahatchi and Mrs. Runzi Mahatchi. Yaya used to be a custodial manager at MBNA, but was laid off after MBNA merged with Bank of America. Runzi has a part-time job cleaning houses. Motsai has one brother and one sister. His brother Ismail is 15 years old and attends Wilmington High School. His sister, Grace, is 5 years old. His family lives in a two bedroom apartment in Wilmington, Delaware. The family's combined annual income was \$40,000 before the lay off. Currently, the family's income is \$8,000 a year, which comes from Runzi's part-time job.

The Mahatchi Family

Motsai is stopped by a Wilmington police officer while driving home late one evening. The police officer questions whether he owns the car. The officer uses a flashlight to check the back seat. Afterwards, he lets Motsai leave without a citation.

The Mahatchi Family

Grace became really sick while Motsai was home from school. Motsai took his sister to the hospital. The doctors and nurses were able to stabilize Grace, but refused to admit her because the family did not have any health insurance. Several of his friends from the Central Complex, who were training at the hospital, witnessed the incident.

The Mahatchi Family

Every Thursday night Motsai and his floor mates used to go out to eat at a nice restaurant, but they have stopped asking him to go. He has turned them down three weeks in a row because he cannot afford to go.

The Mahatchi Family

Motsai gives every spare dollar he has to his mother to ensure that his siblings have enough food to eat, therefore, he could not buy books this semester. He tried to borrow some books from one of his classmates so that he could finish an assignment, but the classmate answered, "What's wrong with you people? You want everything for free."

The Mahatchi Family

After Mrs. Mahatchi left one of the houses that she cleans a car of teenagers drive by yelling, "Look at that black bitch!" They speed up and are soon out of sight.

The Mahatchi Family

The family has qualified for food stamps. When Mrs. Mahatchi hands the stamps to the cashier he mutters under his breath, "Big f'ing surprise. Another black welfare queen who wants to feed her 12 kids."

Family TwoThe Cunningham Family

George and Suzie Cunningham live in Newark, Delaware, where George is a manager at a local Wawa and Suzie works part-time at a local lunch spot. They have one daughter, Lily, who is 18, and a son, James, who is 8. Lily is currently a freshman at the University of Delaware and lives in the Rodney Complex. She is majoring in nutrition. James attends a local elementary school. Suzie, Lily, and James have always struggled with a genetic disorder that predisposes them to obesity. Frequently, they have to visit their physician who monitors their weight and examines them for possible weight related illnesses. The family's combined annual income is \$42,000.

The Cunningham Family

Lily attends an informational session for a study abroad program. She is excited about the possibility of studying abroad in Australia over the summer. While finishing the paperwork, the advisor says, "Someone like you might not be able to fit in one seat. You should call the airline." When she calls, the airline representative informs her that in order for her to make the trip to Australia with her classmates she will be required to purchase two tickers - both at full-price - because of her weight.

The Cunningham Family

Lily is tired of studying on a Thursday night, so she decides to walk on Main Street. As she passes Iron Hill, she starts to hear some chuckling from those seated outside at the tables. She is relieved as she passes the restaurant, when suddenly someone behind her shouts, "That skirt you're wearing is way too short for a fat bitch like you!"

The Cunningham Family

Lily's roommate, Christy, and other women on her floor in Rodney are interested in pledging a sorority. Lily thinks it would be a fun way to get involved and she decides to attend an interest meeting with her friends. After the meeting, one of the members of the sorority approaches her and says, "It's oute that you're interested, but we care about our image. If you could take better care of yourself, maybe we would consider you next year."

The Cunningham Family

James is excited that a lot of kids at his school are signing up for after-school t-ball teams. He brings an information sheet and consent form home that George and Suzie proudly sign. When he returns the form to his gym instructor, the instructor says, "Hey, Chubs, we can't let you play. You might have a heart attack out there on the field or something."

The Cunningham Family

James staggers in the door one day after school, his nose is bleeding and his face is bruised. Suzie screams and asks who did this to James. Through broken sobs, James says that they took the candy machines out of the cafeteria, so a bunch of kids beat him up because "Fattie here is the reason why we can't have our candy any more."

The Cunningham Family

Suzie is taking a break from moving Lily's things up to the fourth floor of Rodney. She sees a group of parents chatting in the lounge, so she decides to join the conversation. As soon as she approaches, the conversation comes to a halt and the parents quickly disperse. She returns to Lily's room and meets Lily's roommate's parents. They are short with her and mention that they have to leave to get Christy's books. As they leave the room, they can hear Christy's mother say, "God, I can't believe our daughter was put in a room with that cow."

Family threeThe Ali Family

Mohammad Ali and Lilia Ali are a Muslim couple who live in Newark, Delaware. Mohammad owns a pizza store where he and the rest of his family work. Mohammad and Lilia are originally from Saudi Arabia, but moved here 25 years ago before they had their three children: Aysha, 18; Mahmud, 15; and Ahmed, 10. Aysha is a freshman at UD and lives in the Dickinson Complex. She is majoring in international studies. Mahmud attends Newark High School and Ahmed attends a local elementary school. Mohammad also serves as a sheikh at the local mosque. The family's combined annual income is \$70,000.

The Ali Family

Mohammad and Lilia continue to wear traditional dress after immigrating to the United States. Mohammad has a very long beard and Lilia wears a hijab that covers her entire body. They are helping their daughter Aysha move into Dickinson. While on their daughter's floor, they hear the parents across the hall screaming at the RA, "My nephew was killed on 9/11! How dare you put my son across the hall from some damn terrorists?"

The Ali Family

Aysha's floor in Dickinson orders pizza every Thursday night. They know she does not eat pork as part of her religious beliefs. However, they always order only pepperoni pizza, because "it's what most people on the floor like."

The Ali Family

Aysha is studying on her bed when her roommate comes in, closes the door, and asks to talk to her about something. Her roommate says, "You know that you're a really nice person and everything, but I think I need to change rooms. I mean, I can't have my boyfriend over because it makes you uncomfortable, but that's really bringing me down. We can't work this out, so I think I just need to move."

The Ali Family

Lilia is driving Ahmed to school when she is pulled over by the Newark Police. The officer informs her that she has a broken tail light and will need to see her license and registration. Lilia gives the officer the proper documents. The officer looks back and forth between the license and Lilia. Then he states, "Ma'am, I need you to take off that veil so I can verify your identity." Lilia tries to explain that as part of her religion she must remain covered in front of men. The officer abruptly stops her and says, "If you don't cooperate, I'm going to have to arrest you."

The Ali Family

Ahmed has returned from school the past few days very upset. When Lilia asks what is wrong, Ahmed cries and says that no one at school will talk to him or even sit next to him. All of the other students call him "Bin Laden Jr."

The Ali Family

Mahmud is visiting Ayesha in her room in Dickinson for lunch and to watch a movie. Two of Ayesha's floor mates look in, then walk away giggling. Mahmud hears one of them say, "There must be a Taliban convention here today."

Family fourThe Urbina Family

Carlos and Maria Urbina are a Honduran-American couple that live in Elsmere, DE. They have four children: Serena, 12, Jorge 6, and James, 3 years old. Joel, their eldest, is a freshman at the University of Delaware. He is majoring in Human Services, Education and Public Policy and has a minor in Spanish. His goal is to be a social worker. Joel is a very active member of the Latino community. He is a member of La Raza and HOLA. Also, he is a member of Lambda Theta Phi, a Latino fraternity.

Carlos works at UD as an assistant crew chief for the Grounds Maintenance Department. Maria is a teacher's aide at Corpus Christi Elementary School, which the younger children attend. Maria's mother, Mrs. Carmen Norrega, lives with the family and provides childcare for James. Maria and Carlos's combined income is \$45,000 annually. They are renting a three-bedroom house in Elsmere. All of the family members are active in Parish activities and Carlos volunteers as a coach for the Corpus Christi soccer team.

The Urbina Family

Carlos is walking around the campus grounds of UD and he is checking on work done by some of his crew. One of the students walks by and throws a half-full 24 oz. cup of Coke into the bushes near Carlos. Carlos stops the student and asks him to pick up the cup. The student replies, "You should be lucky your illegal ass has a job."

The Urbina Family

A car stops in front of the Urbina's house while Carlos is out in his yard pruning the rose bushes. Jorge is playing next to his father with a plastic lawnmower, pretending he's cutting the grass with his Dad. The driver rolls down his window and asks if he can hire Carlos to work in his yard a few blocks away. He says he will pay Carlos "more than whatever these people can afford." He then looks at Jorge and smiles, saying, "Good - you're starting him young. He'll have a trade when he grows up."

The Urbina Family

Joel was talking to his friends about an article in the Review on the Cinco De Mayo party at the university that degraded Mexicans. The friend stated, "What's the big deal? It was just a joke."

The Urbina Family

Joel and his RA plan a program for his building that addresses issues in the Latino community. He invites his roommate, but his roommate declines and says, "I have much better things to do than to hear people complain. If *they* don't like it here, then *they* can go home!"

The Urbina Family

Serena was told in her History class that the Spanish "discovered" Central and South America and "saved the souls of the heathens living there." She wants to know who the heathens were. She noticed that, in her textbook, they look like members of her family.

The Urbina Family

Joel is talking with a friend of his in his room. He hears two women talking down the hall. They are in front of the RA's bulletin board. "This diversity stuff is such bullshit," one of them says. "Yeah," the other replies, "All this diversity crap is just people looking for an easy handout like that Spanish guy that lives a few doors down. I bet his tuition is free. I'm surprised he doesn't wear a sombrero and eat tacos and shit."

Family fiveThe Heard-Campbell Family

Kristin is an 18 year old first year freshman who attends the University of Delaware and lives in the Dickinson Complex. She is currently majoring in Political Science and plans to attend law school for family law. Kristin's parents, Laura Campbell and Susan Heard-Campbell, are a lesbian couple from Wilmington, DE who have two children, Kristin and her sister Madison, 15. Madison attends Concord High School in Wilmington. Susan Heard-Campbell is an associate professor of philosophy (Bioethics and Social Philosophy) at the University of Delaware. Laura Campbell teaches Mathematics at Brandywine High School. They have a combined income of \$90,000.

The family attends the First Unitarian Church in Wilmington, DE. Kristin plans to be very active at the university. She has already joined as an ally for Haven, a lesbian, gay, bisexual, transgender, queer and allies student group at UD, and she joined the Complex Community Council in Dickinson. Susan is an active member of the Faculty Senate where she serves on the Executive Committee. Laura is the coordinator of a math tutoring program at the local Y.

The Heard-Campbell Family

Kristin was excited to move into her residence hall to experience life "on her own." Kristin and her roommate were getting along great. Her roommate asked "why doesn't your dad call you sometimes?" Kristin had to explain that she grew up with two moms. Her roommate gasped and said, "Oh my God! But you seem so normal, you poor thing!"

The Heard-Campbell Family

While in the shower, Kristin over heard her floor mates talking about Philosophy 202, Contemporary Moral Problems, a class that Kristin's mother teaches at the university. They all were glad it was an elective and decided to drop the class because they did not want to compromise their "Christian beliefs."

The Heard-Campbell Family

Kristin wanted to join a religious organization on campus. She was looking for a group where she felt comfortable and held the same beliefs as her church. Kristin went to UD's RSO website and found a list of organizations. She contacted each religious group to find out time and dates of their meetings and Bible studies. She attended one of the Bible studies and they were studying Leviticus 20:13, which states "If a man lies with a man as one lies with a woman, both of them have done what is detestable. They must be put to death; their blood will be on their own heads."

The Heard-Campbell Family

Kristin walks out of her room to go to class and sees a note on her board outside her door that says "We HATE FAGGOTS!!!" This is not the first time she has been a victim of hate crime. She would tell her parents, but they have been through so much in their lives that she does not want to hurt their feelings, nor does she want them to worry about her.

The Heard-Campbell Family

While standing in line at the Trabant student center, Kristin over hears the conversation of the people standing in line behind her. She hears them commenting on a Haven poster. They said that gay people are freaks that are experimenting sexually and that gay people are nasty. They continued to say that the only reason there are so many gay people now is because it is socially accepted.

The Heard-Cambell Family

Kristin was standing in front of the door to her room and looking for her key. While searching for her key, she overheard her roommate and other people snickering. She wanted to know what was so funny and leaned up against the door to hear what they were saying. She hears them say, "...so abnormal. I'm glad it's not me. She says she isn't gay, but I think she is looking at me when I get dressed in the morning. I am thinking about a room change because I feel really uncomfortable living with her. As gorgeous as I am, what if she tries to get into the bed with me?" Everyone burst into laughter.

Family Six

The Jacobson Family

Leonard and Ester Jacobson are twins who attend the University of Delaware and live in the Christiana Towers on Laird Campus. The twins are currently sophomores at the university. Leonard is majoring in Electrical Engineering and Ester is majoring in English with a concentration in Journalism. Leonard is currently a member Tau Beta Pi (an engineering fraternity) and the Resident Student Association. Ester writes and edits for the Review. Both Ester and Leonard are active members of Hillel.

The Jacobson twins were born and raised in suburbs of Washington, DC where they attended public schools. Their parents are Michael and Sharon. Michael is an associate professor of History (Modern European, Modern Judaism) at the University of Maryland and Sharon is a realtor. Their annual income is \$200,000. The family is active in the Temple Micah congregation.

The Jacobson Family

Ester is approached by a student who says I am glad "We have a 'good' floor." The student continues to say "I want a safe, Christian floor and I'm sure you know what I mean. No Blacks, No Jews. No Trash."

The Jacobson Family

Leonard found the word "Jew" written on the dry-erase board on his door upon leaving for class today. There was a swastika drawn beside it.

The Jacobson Family

A student group on campus approaches Hillel to help with a diversity session about the holidays. The student group wants them to talk about the importance of Chanukah. When Hillel tells the student group that there are several other high holy days that are much more important, they said, "Yes, but we are doing the event near Christmas so would prefer to include Chanukah."

The Jacobson Family

Michael is attending a dinner with Sharon's real estate colleagues to recognize the most successful sales people. The colleagues that they are sitting with have not met Michael before. When he mentions that he works at the University of Maryland, but he does not mention the name of the department. One of the people at the table asks, "Why does the university allow the students to waste their time studying the holocaust and stuff like that. instead of things that will help them get a job?"

The Jacobson Family

Leonard is used to being harassed whenever he wears his yarmulke. He has learned to ignore it, although he uses a lot of energy to do so. Today in class his professor commented that he thought the recent rule in France to bar wearing religious symbols in school made sense, and he singled out Leonard to ask him what he thought. The professor did not ask anyone else's opinion.

The Jacobson Family

Ester has a new boyfriend, Jason. They have been dating for six months. She really likes Jason and she even thinks that he may be "the one." He has been introduced to her parents, but she has not met his parents. They plan to visit them this weekend in New York. Ester has had a great time, but that changed on Sunday. It was tradition to get up Sunday morning and go to St. Patrick's Cathedral as a family, which was followed by brunch. Ester did not feel comfortable going. When Jason told his father that Ester did not want to go, Ester heard the father say, "Those Jewish people are all messed up. They almost had their religion right. How can they not believe in Jesus? What if you marry her? Do you want your children raised Jewish and go to hell?" Jason never knew his dad had such harsh feelings toward Jews.

Family SevenThe Westfield Family

Brandon Westfield Jr., age 18, attends the University of Delaware. He lives in the Independence Complex and is a paraplegic. His parents, Brandon Westfield, a European American and Mara Myeni-Westfield a South African-American are a bi-racial couple who live in Elkton, MD. They both teach at UD. Mara is an assistant professor in the Political Science department (International Relations and comparative Politics) and Brandon is an assistant professor in the School of Business (International Finance). They have a combined annual income of \$90,000. The family attends Victory Christian Fellowship church and Brandon Jr. is a volunteer for Oxfam International.

The Westfield Family

One morning, Brandon Jr. was running late for a class and decided to use the Express Shuttle that stops in front of the Christiana Commons. Several people were anxiously awaiting the shuttle's arrival. When the bus arrived 10 minutes late and Brandon Jr. had to be assisted getting onto the bus due to his wheelchair. Brandon Jr. overheard someone say, "Why doesn't the retard ride a 'retarded bus'. He's making me late more than I already am."

The Westfield Family

Brandon Sr. is conversing with his colleagues from the business school about a potential department hire. One of them jokes that at least the Political Science department doesn't have to worry about "diversity" because Brandon's wife filled that requirement. He then adds that it is too bad that she does not have a degree in business because their diversity problem would be solved.

The Westfield Family

Mara is in a staff meeting and the issue of recruiting graduate students is raised. One of her colleagues notes that Mara's presence could help them attract some minorities and get "some diversity money" for the department.

The Westfield Family

Brandon Jr. is waiting for his class to begin and then realizes that he needs to ask the professor a question before the class begins. When he arrives, he overhears his professor talking to another professor stating to him that he wished Brandon Jr. would move to another section, because the classroom is too small and his wheel chair gets in the way of *everything*."

The Westfield Family

One of Brandon Jr.'s floor mates asks what his race was. When he replies that his is mixed race, he is told that he is black and needs to act like it.

The Westfield Family

Brandon Jr. is finally developing friendships within his floor community in Thomas McKean and enjoys hanging out with his friends on the floor. Brandon often goes with his floor mates to dinner at the Pencader Dining Hall and to other social events hosted by RAs in the community. Brandon Jr.'s RA informed him that they were going to have a Halloween Party and that he should go with some friends to get a costume. His friends decided that they should all go on a road trip and pick out their costumes from the local Halloween party store. Brandon was disappointed when he found out he could not go because no one had a car that would accommodate his wheelchair.

The Westfield Family

Brandon, Jr. goes to the Perkins Student Center between classes to purchase a sandwich from the Scrounge. As Brandon is attempting to get into the building, he pushes the handicap access button and moves into the entry way of the building. He then, attempts to push the handicap access button to get into the Scrounge, and it does not work. Brandon, Jr. becomes so frustrated, because he often sees students use this because it is "easier" than opening the door with their hands.

Family Eight

The Hong Family

Lisa Hong is a senior at the University of Delaware. She is majoring in Exercise Science. Her goal is to be a physical therapist. She is very active in on-campus activities. She is a member of the Chinese Cultural Student Association, ESAU (East and Southeast Asian Union) and the Resident Student Association. Lisa is also considering joining a sorority.

Lisa comes from a two parent household. Her father, Bo, is an Urban Planner for the State of Delaware and her mother, Mee, is an assistant professor of Marketing at UD. Lisa has a brother, Ming, who is 17 years old and a sister, Sun, who is 15 years old. Both attend Wilmington Friends, a private school. Mee is an active member of the Wilmington Friends Parents Guild and Bo is active in the Delaware Chapter of the University of Pennsylvania Alumni Association. Their family income is \$90,000 a year.

The Hong Family

Bo's supervisor tells him that his design for the new commercial area is the best one that has been submitted and that it will be presented at the County Supervisors' meeting next week. He asks Bo to prepare a PowerPoint presentation for the meeting, and then brief him on it. The supervisor says that he will present the design, and Bo doesn't need to attend the meeting.

The Hong Family

Ming wants to be a journalist. However his counselor has recommended that he take more math and science courses so that he can qualify for the computer engineering program at the university. Ming has told the counselor that he hates math, to which his counselor replied, "Don't you want to be successful?"

The Hong Family

Lisa returned to her room crying. She has been visiting with some of her friends and they started to talk about make-up. Her friends asked her when she was going to get her eyes fixed since, "You really can't put on eye make-up when they are all scrunched up like that."

The Hong Family

Lisa was walking through Trabant when she was stopped by a girl who was standing at one of the kiosks. The girl was raising money so that missionaries could go the China. She tells Lisa, "It is important that we civilize the world's largest country by bringing them Christianity and democracy. It will be an honorable endeavor to help your people."

The Hong Family

Lisa was sitting in her room and one of her floor mates asked her, "Can you come to my room to make sure the feng shui is right?"

The Hong Family

Lisa overhears some students complaining about the Marketing course that her mother, Mee, teaches. Her mother has added a new text to the marketing course, *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values* (Yale University Press, 2000). Lisa hears them say that they intended to work in the United States and don't understand why they have to read it.

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