The "-isms" of Netflix: Series 1, Master of None Curriculum Plan

An Honors Thesis (HONR 499)

by

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Abstract

The following is a curriculum plan for a proposed dialogue-based educational experience as a response to the 2015 Beneficence Dialogue Report at Ball State University. This curriculum guide follows the Netflix series, *Master of None*, season one. The guide covers seven episodes, uses several weeks of the course to set a foundation on how to engage respectfully with peers and staff, and challenges students to write critically, think creatively, and embrace discomfort for the sake of learning. Within each episode of the show, there are themes presented that are enhanced by the inclusion of additional pop culture materials and historical references. This is created for a face-to-face discussion as to immerse students in open, respectful communication, and will challenge pre-existing knowledge and beliefs placing students in, at times, uncomfortable places. This curriculum is proposed for all incoming first-year students attending Ball State University.

Acknowledgments

I would like to thank Dr. Beth Messner for advising me through this project. Her help during this long journey was only a small fraction of the work she has done at Ball State University, and only a small fraction of the impact she has made on my collegiate career.

I would also like to thank Haley and Shelby for encouraging me to keep going during our final semester at Ball State University.
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Process Analysis Statement

Creating the “-isms” of Netflix, Series 1: Master of None took several steps of research and formatting. Before creating the content for this curriculum plan, I first had to create a template that would be clear for all kinds of instructors to use. I chose a simple template that has labels for lesson objectives, notes for those lesson objectives, what days and learning objectives the particular plan served, a summary of tasks and time allotted for each, a place to assign homework, and finally, a resources section. I thought that it would be important to label each of these, especially time allotted and resources, as this proposed curriculum plan could serve in a variety of class times or other universities. The resources section of each curriculum plan not only has citations for each resource used throughout the plan, but additional resources as well, in the form of video and text.

Once I created a template, I had to create an outline of episodes to follow. I chose not to follow Master of None from the beginning to end. Rather, I chose episodes that varied, as some of them repeat the same lessons, and ones that over time dove into deeper topics of diversity and multiculturalism. For example, the first episode that is covered in the curriculum guide is episode seven, which discusses sexism and feminism in American culture. While not all students may have experienced sexism or understand feminism in their first year, many have seen this particular type of bias in the media, in their own lives, or seen it happen to others in their life. Later in the curriculum plan, I chose to discuss racial and ethnic representations in the media through episodes four. This lesson comes later because the bigger ideas behind representation in the media come from the everyday impact of sexism and feminism, and other “-isms” that students discover over the course.
After completing an outline of the course and choosing when students would be exposed to different episodes of *Master of None*, I created lesson objectives and focused on content in the course that would meet those objectives. This course focuses on initiating conversations surrounding diversity and inclusion, so I chose to include several definitions in each lesson, as well as objectives to execute the conversations surrounding those definitions and their impact in our lives and others. Some lesson objectives also include discussing means to reduce personal and community perpetuation of microaggressions, sexual assault, stereotyping, and discrimination. This way, students not only learn about diversity, but they can also become change agents to make their communities more inclusive.

To meet each lesson objective, I watched every episode before creating the content. Luckily as a fan of *Master of None*, I have seen the show in its entirety a few times, but before I would work on the content of the lesson plans, I would watch the corresponding episode, take notes of what surface level messages were being sent, and then dive deeper into issues the characters faced. For example, in episode two, "Parents," the episode focuses on the immigration story of the parents of the main characters. With that in mind, I connected their stories to what is going on in the United States today. In February of 2017, President Trump enacted several executive orders that impacted immigration in exponential ways. I included the history and content of these events in the lesson plan, and related it back to the stories of *Master of None*. For every episode, I included past history, recent events, and episode material into their corresponding lesson plans.

In each lesson plan, there are also several quizzes to test students on their insights of many of the episodes, and to hold them accountable to watch the episodes. For several weeks,
students are also asked to complete reflection essays that probe them to think about several topics of discussion even further on their own, in writing. They are also asked to complete a final project, titled the "Aha" Moment Final Project. This idea was inspired by Andrea Wolfe-Powell's honors sequence that I took. It challenges students to write critically and think creatively by requiring students to create a project or presentation not in the form of a Power Point. It also requires an accompanying reflective paper, and a formal presentation to the class. This challenges students to strengthen all areas of their skills that they will use throughout their collegiate career.

There are two lesson plans that do not cover episodes of Master of None. When thinking about this project before beginning it, a mentor of mine and I discussed the requirement of laying the foundation for how to engage with other students and staff respectfully about diversity and inclusion. Many of the topics covered in this curriculum plan can be sensitive, can be divisive, but the first two weeks of lessons plans discuss just that. They are set up to cover how to be empathetic, how to engage with other students respectfully using a helpful acronym, and are backed up by research and professionals who talk about diversity and inclusion for a living.

Finally, throughout the spring semester, I added content to each lesson plan and pieced together each week to build a curriculum plan. Once I created the content, I would send that week's material to my advisor, make edits, and move onto the next lesson plan. Before meeting with my advisor one last time, I made final edits to each plan, made sure they cohesively worked together (homework was assigned on the correct plans, references were made to past or future weeks), and added a few more resources for future instructors
to use. I then made sure everything was formatted correctly, and ended my project by using the Honors College Senior Thesis Guide to make final adjustments.

While creating this project, I learned a lot throughout the process. I learned that the content I focused on generally interested me, as I am passionate about these areas of diversity and inclusion. I found that several topics of history, including immigration, feminism, American dating culture, and ageism, were challenges for me. I had to read several research articles, watch videos relating to the history of those topics, and read many news articles to fully grasp those concepts. I enjoyed the challenge of learning more about all topics covered in this curriculum plan. It was fun to think about the perspective of both a student and instructor – using my advisor’s insights were very helpful when choosing a format and using the right messages and language to convey what I wanted an instructor to do in the future. Overall, this project has been very meaningful to me, and I am doing my best to reach out to the creator of the show and his agent!
The "-isms" of Netflix Series 1: Master of None  
Tuesday/Thursday or Monday/Wednesday/Friday  
Fall 2017

Course Description: This course explores the "-isms" of history: racism, sexism, ageism, and more. We will move beyond the face value of what we see on social media and news sources to examine crucial themes of diverse issues in each episode of Master of None. In the first season of the show, there are 10 episodes embodying a full range of different "-isms." Through class discussion, homework assignments, and the facilitation held by instructors, students will have the opportunity to engage in-depth, focusing on one to two episodes per class.

Course Rationale: In the spring of 2015, Ball State University hosted their first Beneficence Dialogue to begin a conversation with the members of the University Community about concerns related to the university’s commitment to diversity and inclusion. Through this course, we want to continue that conversation with students at Ball State to encourage a community of inclusion, understanding, and respect.

Course Objectives:
1. To acknowledge popular culture as a tool that chronicles a period of time, capturing specific political climates, societal attitudes, and collective values.
2. To develop a skill set (critical thinking, questioning the purpose or objectives, written and creative reflection) necessary to better examine the messages of popular culture and mass media.
3. To challenge students’ initial perspectives through the consideration of alternative mindsets through conversation.
4. To guide students in the creation of their own buy-ins for the necessity of having diversity dialogues.
5. To be able to respect each other when communication about diverse and sometimes controversial topics.
6. To become familiar with issues of diversity through select historical points (i.e., Passage of Title IX) and current events (i.e., Executive Order of February 2017).
7. To educate students on Ball State University and Muncie community resources and offices.

Course Policies and Procedures
→ Academic Dishonesty 
This class will follow the formal student code of conduct in terms of plagiarism, copying others’ work, or "double-dipping" (writing one paper to complete two different class assignments).

→ Attendance 
While we are understanding of various life circumstances, there is plenty to discuss in each class. Therefore, we require you attend every class, as participation points are weighted heavily for each day you come to class. Please arrive on time - if arriving late becomes a habit, it will affect your participation grade. Remember, discussion and quality of classroom experience is contingent upon your attendance and participation. All students bring a great
wealth of knowledge and experiences and absences will reduce the learning experiences of both instructors and students.

→ **Special Needs**

If you need course adaptations or accommodations because of a disability, please contact us as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

→ **Diversity Statement**

Ball State University is committed to fostering and promoting a healthy learning community. All students will be treated with respect, tolerance, and equality regardless of race, religion, ethnicity, national origin, disability, sexual orientation, gender, age, or economic status. If, for any reason, a student feels discriminated against in the classroom based on these differences, they should contact their professor or their department chair. The Ball State University community believes in the strength of diversity and recognizes the importance of appreciating equality.

**Resources:** Netflix account - if not available, we will provide necessary clips. Other reading materials will be provided, unless you are assigned to bring in your own news clippings. Course readings will be provided in the Blackboard account or through the Course Reserves under the instructors' names.

**Grading**

**Class Participation- 45%; 160 points**

As listed in the class objective, it is imperative to participate in class dialogue to learn about other perspectives and develop your own. Blackboard discussion boards will be utilized as a medium to supplement the in-class discussions. The creators acknowledged the possibility of providing this class solely online, however, find great value in the face-to-face interactions regarding diversity, a sensitive topic. There will be multiple outlets for students to participate in classroom discussion through small/large group discussions, asking questions, and participating in class activities.

**Quizzes- 10%; 35 points**

There will be five quizzes throughout the semester based on the episodes you are assigned to watch. The purpose of the content quiz is to hold students accountable for each week's worth of homework assignments. Therefore, if students are assigned to view an episode and read a supplementary article, any information present in those resources is valid for the assessment. There will also be a pre and post-test assigned in the beginning and end of the course. These will be credit or no credit for five points each.

**Blackboard Assignments- 15%; 60 points**

There will be six weekly reflection papers. There will be several items discussed in the classroom, however, we may not be able to discuss them all. Reflection papers will be an opportunity for students to further engage with ideas articulated in the classroom and any other additional thoughts they may have. Each week, instructors will provide students with a prompt to respond to, given the lesson of the day. Reflection papers should be about
two pages in length, double spaced, Times New Roman, size 12, with one-inch margins. There will also be a few discussion posts or reflective assignments assigned through Blackboard. Overall, there will be four reflection papers and two other assignments that will be clearly explained when they are assigned.

**Final “Ah-Ha!” Presentation- 30%; 100 points**

Instead of having a final exam, students will perform a final reflection in the form of a creative project that encompasses a moment during the semester that represents an “Ah-Ha!” moment of connection to a specific diversity issue. We encourage students to draw from their own perspectives and other perspectives that they have acquired or personal connections to the material. “Ah-ha!” Presentations can be conducted through books, poems, songs, rap, slam poetry, short movie, Prezi, eMaze, or any other medium the instructors approve. We challenge our students to think creatively and come excited to share their epiphanies with instructors and classmates! Presentations should be between 10-15 minutes and will occur during the last week of the course.

**Course Outline**

**Week 1:** Week One: Setting the Foundation for Respectful and Engaged Learning

**Week 2:** Continuing to Set the Foundation for Learning – Discovering Privilege and Our Own Identities

**Week 3:** “She Experiences What?,” Episode Seven, “Ladies and Gentlemen”

**Week 4:** “Immigrant Stories We See and Don’t See;” Episode Two, “Parents”

**Week 5:** American Dating Culture, Contraceptive Legislation, and Stigma; Episode One, “Plan B” and Episode Three, “Hot Ticket”

**Week 6:** Racial and Ethnic Representation in the Media; Episode 4, “Indians on TV”

**Week 7:** The Age Divide; Episode Eight, “Old People”

**Week 7 and 8:** Presentations for “Aha Moment” Final Projects
Week One: Setting the Foundation for Respectful and Engaged Learning
Week One: Setting the Foundation for Respectful and Engaged Learning

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. To open the course with rationale as to why the course exists</td>
<td>This will offer reasoning and importance for students to understand the purpose of the course and their participation</td>
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<tr>
<td>2. To create rules as a class to follow so participants can appropriately and respectfully converse in regards to diversity issues and other sensitive topics</td>
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<tr>
<td>3. To discuss ways to respectfully engage with one another throughout the semester</td>
<td>Use Dr. Kathy O'Bear's “PAIRS” system from her <em>Alliance for Change</em></td>
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<tr>
<td>4. To define the “-isms of Netflix” covered in the course syllabus</td>
<td>This includes, but is not limited to sexism, feminism, racism, classism, ageism, and ableism</td>
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<td>5. To define and discuss the meaning of “empathy” and how to use it in the course</td>
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<tr>
<td>6. To conduct an icebreaker regarding diversity</td>
<td>This can be alternated by instructors to better meet students’ needs and many can be incorporated throughout this plan</td>
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<tr>
<td>7. To cover syllabus material</td>
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<tr>
<td>8. To define “bias,” “prejudice,” and “discrimination.”</td>
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**Class Days**
- Tuesday, or Monday and half of Wednesday (1-1)

**Learning Objectives Covered**
- 1, 2, 5

**Quiz Day**
- No

**Summary of Tasks**
- Begin class by welcoming students and sharing a little bit about yourself
  - What department you are from, why you are teaching this course, where you are from, any other university history, fun facts

**Time Allotted**
- 5 minutes
Week 1-1 and 1-2

- **Explain the overview of the day:**
  - Introduction and reason for this course
  - Icebreaker to get to know one another
  - Set up class rules together

- **Explain the course:**
  - In the spring of 2015, Ball State University hosted their first “Beneficence Dialogue” to begin a conversation with the members of the University Community about concerns related to the university’s commitment to diversity and inclusion. Following the dialogue, responses were assessed for the following years (with subsequent Beneficence Dialogues). As assessments were gathered, it was suggested to the university that a course be taught to all students covering a broad range of topics related to diversity and inclusion. This course is here to encourage a community of inclusion, understanding, and respect for incoming students.
  - This course explores the “-isms” (we’ll get to those soon) of history: Racism, sexism, ageism, ableism, and more. We will move beyond the face value of what we see on social media and news sources to examine crucial themes of diverse issues in each episode the Netflix show, “Master of None” (season one). We will also use current news and past history to guide us through the semester.
  - Since we are covering some sensitive topics, it will be important for our class to get to know one another.

- **Use the following Icebreaking activity to get students acquainted with one another**

  **Connections**
  - Students will create a circle in the classroom
  - As an instructor, you will explain the rules:
    - Every person in the room will say something about themselves. **They should always begin with saying their name since this is the first day of class.** Things to share could include what show they like to watch, what music they have been listening to, what residence hall they live in (many will live on-campus), their favorite food, etc.
    - As the instructor, you will begin, and students will walk to connect their arm with yours if they have made a “connection” to what you have shared. Once they are connected, they will share something about them, and another student will make a “connection.”
Week 1-1 and 1-2

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
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<tbody>
<tr>
<td>- These steps will continue until everyone has made a connection. Finally, you will connect the circle together by having the last student sharing something that you as an instructor will have to connect to. Thus, creating a full circle.</td>
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<td>- If there are more than 25 students, break the groups into two and continue facilitating.</td>
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<td>- Now, play the game!</td>
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<td>- Once the game is over, debrief (you can remain in the circle) using the following guiding questions:</td>
<td>5 minutes</td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
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<tr>
<td>Why do you think we did this activity?</td>
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<tr>
<td>What is the importance of making connections with one another?</td>
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<tr>
<td>What did it feel like when you able to connect with someone? What does that feel like in the real world outside of this class?</td>
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<tr>
<td>- Send students back to their seats to continue a conversation surrounding connections and inclusivity</td>
<td>10 minutes</td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
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<tr>
<td>What does it feel like when you don’t always have a group that includes you or disrespects you outside of class?</td>
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<tr>
<td>If anyone would like to share, has there ever been an instance where you weren’t included in something because of something you said? Something you didn’t say?</td>
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<tr>
<td>What did you do? How did you feel?</td>
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<tr>
<td>What, if anything, did you or someone else to do to intervene and create more inclusion, understanding, and/or stop the disrespectful treatment?</td>
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<tr>
<td><strong>Creating Class Rules</strong></td>
<td>15 minutes</td>
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<tr>
<td>- Explain this to students: The reason we had this conversation was to talk about the importance of respect in the real world, and more specifically in this classroom. That being said, we are going to create class expectations of each other for this class, as we will be discussing a variety of sensitive topics and differing opinions. While not everyone will agree with one another, we still want to create an inclusive environment so that all voices can be heard, so we can continue to learn throughout the semester. So let’s begin with expectations we have for each other and then for me as an instructor.</td>
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<td>- Ask students for classroom rules and write them down on a large sheet of paper, on the projector, or another form so that students can see and save these rules for the future.</td>
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<td>- Come up with 8 or more rules, and suggest the following if students do not:</td>
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Week 1-1 and 1-2

- Be BRAVE – this is a brave space for students to step out of their comfort zone.
- Be open and honest with your mind and your heart
- Move in and move out; encourage others to participate
- Assume good intent; explore the unintended impact of comments and behaviors (intent vs. impact)
- Respect and maintain confidentiality – what happens in class stays in class, but the lessons you learn you take with you
- Engage with your own story, your own opinions, your own experiences

- Ask students for the expectations of you; let them come up with 5 or so
- If you have any expectations for your students (similar to ones above), share those with the class

- With any time remaining, go over the following information in the course syllabus:
  - Course policies and procedures (Academic dishonesty, attendance, special needs, diversity statement)
  - Resources (Netflix account)
  - Course description
  - Course rationale (already completed – first step of class)

Assign Homework

- Complete a pre-test on Blackboard (see separate attachment) to assess the class from the beginning of the semester to the end.

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<thead>
<tr>
<th>Class Days</th>
<th>Thursday, or half of Wednesday and Friday</th>
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<tbody>
<tr>
<td>Learning Objectives</td>
<td>3, 4, 5, 7</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>No</td>
</tr>
</tbody>
</table>
**Week 1-1 and 1-2**

<table>
<thead>
<tr>
<th>Summary of Tasks</th>
<th>Time Allocated</th>
</tr>
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<tbody>
<tr>
<td>• Give the class an overview of the day:</td>
<td>5 minutes</td>
</tr>
<tr>
<td>o To cover the syllabus information that we did not cover in the class prior to today</td>
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<tr>
<td>o To talk about several definitions, which include privilege, &quot;-isms,&quot; and empathy</td>
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<tr>
<td>o We will do an activity covering privilege</td>
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<tr>
<td>• Begin with a short discussion about the show students will be watching for the semester, and include some definitions that will be used in the future</td>
<td>20 minutes</td>
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<tr>
<td>• The show “Master of None” as described by Netflix uses the following synopsis:</td>
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<tr>
<td>Dev tries to jump-start his acting career and elevate his dating game with help from his eclectic group of friends in this Emmy-winning series. Beyond the surface level of this synopsis however, is the fact that while Dev is living out on this journey, he or his friends encounter racism, ageism, sexism, and negative stigma for how they live their lives (sexually or by their sexual orientation). The show will showcase the characters’ biases, prejudices, and discrimination, and so will we by first learning the following definitions:</td>
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<tr>
<td>o <strong>Bias:</strong> “a personal and sometimes unreasoned judgment” (Merriam-Webster)</td>
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<td>• Example: Assuming that most taxi drivers are foreign-born, or Indian.</td>
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<tr>
<td>o <strong>Prejudice:</strong> “an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics” (Merriam-Webster)</td>
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<tr>
<td>• Example: Judging an entire group of people based on a stereotype; i.e., assuming that all Asian students are extremely smart.</td>
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<td>o <strong>Discrimination:</strong> “treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit” (Dictionary.com), OR putting a prejudice or bias into action</td>
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<tr>
<td>• Example: Making a decision between two people for a job and choosing the man (versus a woman) because you have a bias for favoring males</td>
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<tr>
<td>• When a character or someone in real life discriminates against another person based on their group or identity, it becomes an “-ism.” Discrimination is the act of putting a prejudice or bias in action through the treatment of a person</td>
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<tr>
<td>o Example: A student is not hired at the Recreation Center because the hiring manager has a bias against students of color.</td>
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</table>
**Empathy**
- Definition of empathy = "The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner" (Merriam-Webster)
- Use the following short video (2:57) to explain empathy versus sympathy: [https://www.youtube.com/watch?v=1Eyugu369Iw](https://www.youtube.com/watch?v=1Eyugu369Iw) (stop at 2:41)
- Debrief with the following guiding questions:

**Guiding Questions:**
What are your initial reactions to this video?
Do you have an example of a time where you have sympathized with someone?
What about a time where you were able to empathize with someone?
Do you think that you will be able to put yourself in the same exact perspective as another person when they are sharing in this class or outside of this class? (No!)
What do you say when that happens? (Guide them to what Brene Brown said – "I don’t know how to respond right now, but I’m so glad you shared that with me." Or something similar)
- Also guide your students to think about this:
  - To be empathetic, you have to be in a vulnerable place. But remember for the person that is speaking their mind to you, they are also in a vulnerable place. Push yourself in this class and in life to be there for people – to empathize.
  - It’s OK to not know what to say or feel. But it is important to keep listening and learning.
  - Bring it back to the original rules that the class agreed upon – be brave and have an open heart and mind.

**How to Engage with Others**
- While we will regularly practice empathy in class, we will also have disagreements. We may have hard conversations. The following acronym and information from Dr. Kathy O’Bear, who created the
Alliance for Change will be used to engage respectfully with each other in this class (and in the real world!): **PAIRS**

**Feel free to print these tips out for students as guidance throughout the entire semester.**

- **P:** PAN the environment and yourself – what do you notice or feel?
  - “I’m noticing/I’m feeling... anyone else?”
  - “I noticed how quiet everyone got; I’m wondering what is going on for folks?”
  - “You seemed to have a reaction to what I just said...”

- **A:** ASK about the specifics behind a person’s comment or behavior – what was their intention?
  - “Tell me more about that”
  - “Can you help me understand what your intent was when you said/did...?”

- **I:** INTERRUPT the dynamics if emotions are high
  - “I’m going to interrupt and try a different approach to this conversation...”
  - “Let’s take a break for a second and back up to talk about what just happened.”

- **R:** RELATE to the person or their comment/behavior
  - “I remember a time when I... I did the same thing...”
  - “How do others relate to that comment.”

- **S:** SHARE about yourself
  - “When I hear you say that I think/feel...”
  - “My heart aches as you tell that story...”
  - “Just last week... I remember when I...”

Using these dialogue skills will help during times of conflict, tough conversations, emotional conversations, etc. In short, it is important for students to seek to understand, explore the intent versus the impact of a behavior or statement, validate all feelings, and explore desired outcomes of students.

**Cover the remaining part of the syllabus**

Cover anything missed in the first period of class time, and the following:

- Course objectives
- Grading system
- Assignments (Quizzes, Final "Aha Moment" presentation – more information will be dispersed throughout the semester as well – several Blackboard/online reflections)
- Course Outline

Remainder of class ~20 minutes
Assign Homework

- Complete a reflection paper by responding to the following questions:
  - Why do you think using empathy is important?
  - When thinking about the "PAIRS" system, which step do you think will be the easiest for you to use? Which one will challenge you?
  - In class we discussed the original reason why this course exists. Why do you think this course will be important? How do you think it will affect you throughout the semester?

Resources

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<tr>
<th>Resource</th>
<th>Purpose/Notes</th>
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<tbody>
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</tbody>
</table>
Week Two: Continuing to Set the Foundation for Learning – Discovering Privilege and Our Own Identities
Week Two: Continuing to Set the Foundation for Learning – Discovering Privilege and Our Own Identities

**Lesson Objectives**

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To discuss the term “marginalization.”</td>
<td></td>
</tr>
<tr>
<td>2. To discuss the term “privilege” as it relates to diversity dialogues.</td>
<td>Use activities and dialogue to create an environment to understand privilege.</td>
</tr>
<tr>
<td>3. To discuss the term “oppression.”</td>
<td></td>
</tr>
<tr>
<td>4. To conduct a “Privilege Walk.”</td>
<td></td>
</tr>
<tr>
<td>5. To conduct the “Card Activity.”</td>
<td>Another activity regarding privilege and how it affects diverse groups of people.</td>
</tr>
<tr>
<td>6. To have an open discussion regarding our own personal aspects of our identities, privilege, and how we will carry those through this semester in various lessons.</td>
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<table>
<thead>
<tr>
<th>Class Days</th>
<th>Tuesday, or Monday and half of Wednesday (2-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>No</td>
</tr>
</tbody>
</table>

**Summary of Tasks**

- Begin class with a disclaimer that the day will be dedicated to learning about ourselves and others. Everything that they will take part in activity-wise will be optional, but emphasize the fact that you learn the most when you step out of your comfort zone!

- **Privilege Walk**
  - Instruct students to stand up and get in one long line. Students will take part in a “Privilege Walk,” but you will have a discussion about privilege after this activity – so refrain from explaining definitions.

  Time Allotted: 5 minutes

  Time Allotted: 25 minutes
Students will start in one long line. Encourage everyone to hold the hands of the people they are standing beside to make one connected long line, but this will be a choice for students. Do not make a big deal if someone chooses not to hold hands. Use the following script to start this activity off:

I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you. This will be a silent activity.

List to read – take a small pause after each statement is read clearly.

1. If you are right-handed, take one step forward.
2. If English is your first language, take one step forward.
3. If one or both of your parents have a college degree, take one step forward.
4. If you can find Band-Aids at mainstream stores designed to blend in with or match your skin tone, take one step forward.
5. If you rely, or have relied, primarily on public transportation, take one step back.
6. If you have attended previous schools with people you felt were like yourself, take one step forward.
7. If you constantly feel unsafe walking alone at night, take one step back.
8. If your household employs help as servants, gardeners, etc., take one step forward.
9. If you are able to move through the world without fear of sexual assault, take one step forward.
10. If you studied the culture of your ancestors in elementary school, take one step forward.
11. If you often feel that your parents are too busy to spend time with you, take one step back.
12. If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
13. If your family has ever left your homeland or entered another country not of your own free will, take one step back.
14. If you would never think twice about calling the police when trouble occurs, take one step forward.
15. If your family owns a computer, take one step forward.
16. If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.
17. If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
18. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.
19. If you feel respected for your academic performance, take one step forward.
20. If you have a physically visible disability, take one step back.
21. If you have an invisible illness or disability, take one step back.
22. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
23. If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
24. If you have ever been profiled by someone else using stereotypes, take one step back.
25. If you feel good about how your identities are portrayed by the media, take one step forward.
26. If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.
27. If your family has health insurance take one step forward.
28. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.
29. If someone has ever spoken for you when you did not want them to do so, take one step back.
30. If there was ever substance abuse in your household, take one step back.
31. If you come from a single-parent household, take one step back.
32. If you live in an area with crime and drug activity, take one step back.
33. If someone in your household suffered or suffers from mental illness, take one step back.
34. If you have been a victim of sexual harassment, take one step back.
35. If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
36. If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
37. If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.
38. If you have always assumed you’ll go to college, take one step forward.

**Debrief**

Use this time to debrief negative and positive emotions from this exercise. Students may feel an array of emotions – guilt, sadness, negativity, marginalization, confusion. The following guiding questions and

| 25 minutes |
Week 2-1 and 2-2

discussion points will help to acknowledge those feelings and understand privileges that everyone has. While students may have express negative emotions and may cause damage when speaking about their thoughts, it is important to understand that our privileges/marginalization are “integral to the person’s being” (Peacelearner.org)

- Per each question, allow 3-10 minutes of discussion to take place. This should help students dive deep into these questions and their reactions.

**Guiding Questions:**

- What did you feel like being in the front of the group? In the back? In the middle?
- What were some statements or factors that you have never thought of before?
- If you had to let go of someone’s hand with the person beside you, how did that feel in the moment?
- What question made you think the most? If you could add a statement or question, what would it be?
- What do you wish people knew about one of the identities, situations, or disadvantages that caused you to step back?

Before continuing on, take time to explain and describe privilege and marginalization.

### Defining Privilege and Marginalization

- **Privilege** = “a right or liberty granted as a favor or benefit especially to some and not others” (Merriam-Webster)
  - See also: “A special right, advantage, or immunity granted or available only to a particular person or group.” (English Oxford Living Dictionaries)
  - Privilege is something that has been discussed for many, many years – all the way back to W.E.B. DuBois, when he wrote about “the ’psychological wage’ that enabled poor whites to feel superior to poor blacks; during the civil-rights era, activists talked about ‘white-skin privilege’” (The New Yorker)
  - Privilege became “mainstream” in the 1980s when Peggy McIntosh wrote about “White Privilege: Unpacking the Invisible Knapsack.”
  - Many of the statements read earlier are privileges that some of us hold because of who we were born into this world as – whether it’s because of white skin, a high class family style, our age, our location, our education, etc.

- **Marginalization** = “to put or keep (someone) in a powerless or unimportant position within a society or group” (Merriam-Webster)
  - Some examples of marginalized groups – or socially excluded persons or groups: Transient population (homeless groups), people in poverty, immigrants, women of color, etc.
### Debrief
If you have any remaining time – depending on how long your earlier conversations took – ask the following questions.

**Guiding questions:**
- Now that you know these definitions, how does that make you feel?
- If you were particularly ahead or behind the group, what are you feeling?
- We will get into this soon, but how do you use your privilege to help those that are behind you?

### Assign Homework
- Read the handout, “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh on Blackboard.

### Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose/Notes</th>
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</table>
Dr. Kathy Obear, an expert in the field of community development, presented "Developing a Sense of Belong: Creative Inclusive Communities" at Ball State University as part of the original creator's resident assistant training in Spring 2017. This presentation focused on creating inclusive communities and used the information from the PAIRS program.

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Thursday, or half of Wednesday and Friday (2-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>No</td>
</tr>
</tbody>
</table>

**Summary of Tasks**

- **Class Days**: Thursday, or half of Wednesday and Friday (2-2)
- **Learning Objectives Covered**: 3, 5, 6
- **Quiz Day**: No

**Time Allotted**

- **Begin class with a disclaimer that the day will be dedicated to learning about ourselves and others.** Everything that they will take part in activity-wise will be optional, but emphasize the fact that you learn the most when you step out of your comfort zone! (5 minutes)
- **Also explain that starting next week, course material will stick to "Master of None," so everyone will need to have access to Netflix or the show this week.** (5 minutes)
- **Begin class by asking a student volunteer to summarize the article they read by Peggy McIntosh.** Ask students if they have anything to add from the conversation from last class period that covered privilege and identities. (5 minutes)

**Card Activity**

- **Explain again that the class will focus on another activity. But this time, it will focus on individual interactions with other people.** (25 minutes)
- **As an instructor, you will need playing cards for class – enough for the entire class to use.**
- **Start by handing out cards face downwards into the students' hands. DO NOT let students look at the cards.**
• Before the students do anything else, they will take about a minute to trade their card 5 times. Once students have traded 5 times, tell them to stand still and face the front of the room.
• Again, explain that students cannot look at the card.
• Tell students the following information before they disperse:
  o Cards 1-5 should be treated like they are not even there. They should be disregarded.
  o Cards 6-9 should be treated "normally" – in a way that they are respected but not too highly regarded
  o Cards 10, Jack, Queen, King, and Ace should be treated like normally – they are the “cool” people in the room.
• Now, tell students to hold their card on their forward or ahead of them facing outwards so others can always see it.
• Tell students to go and interact with AT LEAST 20+ people.
• As the instructor, make your own observations – are students grouping up together based on their card value? Are students that are “low” being disrespected? Make sure to note anything you see or hear that should be brought up in your future discussion with students.
• Give students about 10 minutes – they should feel a little uncomfortable doing this.
• Gather everyone back together – this conversation can take place as they are standing with their ending groups or they can be sent back to their seats.

Debrief
• This time should be lengthy – you want students to really think about the consequences of marginalization and privilege. Give each question about 5-10 minutes of response time.

Guiding Questions:
- What card do you think and why? (Have each grouping respond)
- How were you treated?
- What are some groups in real life that get seen and are treated as low cards? How do they get treated? What is the impact?
- What are some examples of you being seen and treated as a high card group? A middle card group?
- What were you feeling in those times?
- At any point during this exercise, did you feel like helping a person in a lower group?
- What other things did you notice?
- Did similar numbers get together in their own groups? If/When that happened, did those groups ever break apart?

30 minutes
Week 2-1 and 2-2

- Discuss those implications - if groups of the same kind get together and cannot break up in the real world, how do people move from group to group?
- Let students return to their seats so you can hold a discussion about oppression.

**Oppression:** “the exercise of authority or power in aburdensome, cruel, or unjust manner.” (Dictionary.com)

- Oppression is something that happens when a group of power – or privilege – uses their privilege to burden other groups
- This happens to marginalized groups naturally and sometimes it is intentional
- The pattern and system of oppression takes a long time to change because of the groups that stay together due to their privilege and power, just like the groups of card-holders

- For the remainder of the semester, these powerful systems and small “-isms” that continue the cycle of oppression are things that we will focus on as a class.
- These are deep topics, but I encourage you all to continue being brave, open-hearted, and open-minded about the discussions we will have in the future.
- Are there any further questions?

| Remainder of class time ~10 minutes |

**Assign Homework**

- Watch episode 7, “Ladies and Gentlemen,” from “Master of None.”
- Complete a reflection on Blackboard discussing the following questions:
  - How did you feel completing the Privilege Walk during the beginning of the week? What is one or two things that stuck out to you that day?
  - How did you feel during the “Card Activity?” What are some things that you were surprised by? How did you or your classmates respond to this activity?
  - When reading “Unpacking the Invisible Knapsack,” were you surprised by any of the statements Peggy McIntosh wrote about? Were there any points that you had never considered before? Were there statements that you related to?

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## Resources

<table>
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Week Three: "She Experiences What?"

Episode Seven, "Ladies and Gentlemen"
## Lesson Objectives

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<tbody>
<tr>
<td>1. To critically consume the episode “Ladies and Gentleman.”</td>
<td>This episode discusses sexism as experienced by females from various backgrounds. Students and instructors will fully immerse themselves in an educational analysis of this episode and foster discussions and produce assignments in response to this episode.</td>
</tr>
<tr>
<td>2. To define the term “sexism.”</td>
<td></td>
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<tr>
<td>3. To define the term “feminism” and understand its relationship with the term “sexism”</td>
<td>Students will be challenged to extract such examples from “Ladies and Gentleman,” however they are encouraged to pull examples from other sources of popular culture.</td>
</tr>
<tr>
<td>4. To identify blatant and subtle displays of sexism in American culture.</td>
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<tr>
<td>5. To discuss the connection between sexism and gender-based violence such as domestic violence, sexual harassment, and sexual assault.</td>
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<tr>
<td>6. To develop an understanding or knowledge of campus resources: Victim Advocate, Self Defense Courses or RAD, UPD, Title IX, Hall Directors, Curricular Advisors</td>
<td></td>
</tr>
<tr>
<td>7. To be able to determine what is confidential and what is not (i.e. Housing and Residence Life versus Counseling Center and Victims Advocate)</td>
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<tr>
<td>8. To develop knowledge of how to assist a loved one when one discloses threatening circumstances (in context of abusive relationships, domestic violence, etc.)</td>
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<tr>
<td>9. To brainstorm ways to reduce, on an individual and community level, sexism</td>
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</table>
Week 3-1 and 3-2

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>No</td>
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</table>

Summary of Tasks

- Begin class by asking for a volunteer to summarize episode 7
- Come together as a class to define sexism and feminism
  - Ask for students to define both definitions in their own terms and clarify with the listed definitions below
  - Use examples from the episode to exemplify definitions
  - **Sexism** = "prejudice or discrimination based on sex; behavior, conditions, or attitudes that foster stereotypes of social roles based on sex" (Merriam-Webster)
  - **Feminism** = "the theory of the political, economic, and social equity of the sexes" (Merriam-Webster)
- Ask students for examples they see that portray subtle and blatant forms of sexism in *Master of None*
- Instructors can utilize a scene-by-scene analysis to dissect sexism as portrayed in this episode. Refer to the specific scenes and guiding questions below to facilitate dialogue. The remaining scenes and guiding questions can be used as a follow-up homework assignment so students can further reflect on their experience.

Guiding Questions:
1. **Opening Bar Scene**
   How are men and women serviced differently in a bar environment? Why do you think there are differences?

2. **Walking Home from the Bar Scene**— Recommended for In-Class Use
   Notice the differences of when the female character is walking home from the bar versus when Arnie and Dev are coming home from the bar.
Week 3-1 and 3-2

What are the differences in the music?
What are the differences in lighting?
What are the sets of characters doing?
What are the differences in concerns?
What do you notice in the backgrounds and foregrounds of each walk home?
What do you think the producer and director were trying to convey?
How can media be a powerful tool to educate an audience about the consequences of sexism?

3. First Commercial Scene (Times)
Carefully analyze the first commercial scene. What are the females doing? What are they wearing? What are the males doing? Who has more airtime? Who speaks more often? (Possible additional homework assignment: Watch a commercial reel. How are males and females represented? Are there stereotypes evident? What are they?)

4. Watch the scene in which Rachel and Denise are trying to share their experiences with Dev and Arnie.
How are Dev and Arnie responding? What skills can we develop to be more receptive of our loved ones' experiences? How can we respond appropriately when someone is informing us of a potentially threatening situation? What are the on campus resources and professionals able to assist us at Ball State?

5. Analyze the scene in which Rachel and Dev compare social media interactions.
Both post the same picture of a frittata but receive completely different reactions. Is this evident? Scroll through your social media outlets. What do you observe?

6. Analyze the scene in which Rachel and Arnie meet with the man from Craig's List to inquire about a couch.
Why does Rachel ask for Arnie and Dev's help? What is the pep talk like between Rachel and Arnie? Is this pep talk necessary? What ends up happening at the apartment? Why does Rachel have a side conversation with the seller? Why does she utilize a possible disability as a crutch? Could she have negotiated in a different way?
7. **Examine bar scene in which Dev talks about hiring practices of females for commercials.**
   Are looks emphasized? What are your thoughts on how this field looks like for women? As opposed to men?

8. **Examine scene when Dev is posing with a rake.**
   Are there certain characteristics that men usually have when being portrayed in commercials? Is that significant? How does sexism impact men? How does it impact the way men view other men and how women view men?

9. **Examine director's interaction with Rachel and Denise.**
   Reflect on Rachel's explanation of why the director didn't shake her hand. Do you believe there is merit to what she is saying? Have you ever experienced this? Do you know someone who has? Have you witnessed this happening to others? What does this say about body language being utilized as a means to carry out sexist practices?

10. **Examine the following dialogue between Rachel and Dev at the end of the episode. What are your thoughts on it?**

    **Dev:** Can you at least give me that I'm not some sort of sexist monster for thinking that maybe he wasn't motivated by a crazy sexist agenda when he didn't introduce himself to you guys? I'm not saying that you're a sexist monster.

    **Rachel:** I just think it's weird that your first instinct is to act like I'm crazy and defend Brad Honeycutt instead of just believing me.

    **Dev:** Well, I guess, in my head, I'd like to think someone isn't so awful that they wouldn't introduce themselves to someone just 'cause they're a woman.

    **Rachel:** And what I'm saying is that there are a lot of subtle little things that happen to me and all women, even in our little progressive world. And when somebody, especially my boyfriend, tells me I'm wrong without having any way of knowing my personal experience, it's insulting.

    **Dev:** I get that. Well, I mean, I guess there's no way I'll ever really know what it's like to be in your shoes, so I'll try to do a better job of listening, all right?
Assign Homework

- Watch two videos:
  - “Women’s Suffrage: Crash Course US History #31” (13:31)
    - https://www.youtube.com/watch?v=hGEMscZE5dY
  - “Second Wave Feminism without White Women”
    - https://www.youtube.com/watch?v=Uc0xwxa6Q4 (4:55)

Note: It will be important to note that there will be a quiz on the assigned viewings of the above videos in the next class. Encourage students to continue watching other videos, reading other material from a variety of sources to gain a better perspective on feminism.

Resources


Purpose

Online definition for in-class use
### Week 3-1 and 3-2

<table>
<thead>
<tr>
<th>Class Days</th>
<th>130 minutes of class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Summary of Tasks

**Note:** This would be an opportune time to invite campus partners in to discuss resources. This includes The Office of General Counsel for Title IX, The Office of Victim Services (OVS), anyone that serves as a Title IX investigator on campus (contacts be found from the Office of General Counsel) and/or a representative from the Multicultural Center that responds to Incident Bias Reports.

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiz (see attachment at end)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>o This quiz should take less than 5 minutes.</td>
<td></td>
</tr>
<tr>
<td>• Discuss what students thought of the videos using the following guided questions:</td>
<td>10 minutes</td>
</tr>
<tr>
<td>o What surprised you in these videos?</td>
<td></td>
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<tr>
<td>o Do you think that the struggle for an equal society continues to exist today? If so, why? If not, why?</td>
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</tr>
<tr>
<td>o The second video you had to watch, “Second Wave Feminism without White Women” was very clear in saying that the women’s movement would not have been successful without women of color. What are your thoughts about that? Do you think that is true today in social movements?</td>
<td></td>
</tr>
<tr>
<td>• Open the discussion back up to the reflection from the prior class period. Incorporate many of the earlier specified scenes where Dev and Arnie were unsure of how to help their female friends and strangers. Ask the following questions:</td>
<td>10 minutes</td>
</tr>
<tr>
<td>o In what ways can males in the classroom help fight against sexism?</td>
<td></td>
</tr>
<tr>
<td>o In what ways as a female can you help fight against sexism?</td>
<td></td>
</tr>
<tr>
<td>• Discuss what resources are available on campus and in the Muncie community to provide support for students facing discrimination based on gender, especially within Human Resources.</td>
<td>Remainder of class</td>
</tr>
</tbody>
</table>

*If you are able to co-teach this with a campus partner from the list above, use the remainder of class to allow students to ask questions and listen to the campus partner. If there is no partner, use the following guide to help students understand their resources:*
Confidential vs. Non-Confidential Resources
- **Confidential:** Victim's Advocate (Allison Wynbissinger), Counseling Center
  - Professors keep grades and evaluations of performances (FERPA) confidential
- **Not confidential:** Resident Assistant, Hall Director, UPD, Professor, Advisor, Supervisor
  - HOWEVER, these are all people you can go to if you need to talk, de-brief, process, or go to for help. They cannot provide confidentiality due to their protocol in reporting to their supervisor, but can do their best to keep your identity anonymous up to a certain point.

Everyday Practices to Limit Sexism (and work on your Feminist Values)
- When you hear or see a sexist comment or action made, **step in and speak up.**
  - **Silence** is an action – subtle and blatant sexism will continue when it is not stopped.
  - When confronting someone about a sexist comment or action, it is important to remain calm and avoid a negative outcome, and to act immediately
  - Focus on the event, not the person in the scenario; making the conversation (not the argument) focus on the behavior or action makes it a less defensive situation
  - Give the person the benefit of the doubt – their intentions may not have been negative, but the impact was. This will give way for your tone to be less accusatory.
    - Example of what you could say: “I know you didn’t mean any harm, and were just trying to lighten the mood with a joke. However, when you said that, it came across as derogatory to women. I know that doesn’t represent what you think about women, so I wanted to make sure you know how that joke might be received.” (GovLoop)
  - Frame the problem and use context and history to explain where you are coming from. For example, if a male chooses an all-female committee or group in class or at work, it is important to explain that female representation is important, and that overlooking a female’s power, intelligence, etc., devalues them as a person.
  - Provide an alternative – whether it is a specific word, action, or behavior, there has to be a better way to say or act in some way.
- Practice your **empathy** (learned during first week of course) and listen to understand someone
  - For example, Dev tried understanding where Rachel was coming from; however, he will never be in a woman’s shoes. He continued listening to understand Rachel’s and Denise’s woes about the daily sexism they face

Continue your education by reading and watching all different kinds of perspectives on social media, across the Internet in scholarly articles, with your peers, and on television (like *Master of None!*)

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Incident Bias Report

If you run out of time in class to present this information, you may cover the material in any other class.

Bias = “prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.” (B3 app)

- Bias Incident = “conduct, language or expression motivated by bias on a person's actual or perceived race, color, ability, ethnicity, gender, gender identity and expression, national origin, religion, sexual orientation, and veteran status. It differs from a hate crime in that no criminal activity is involved.” (B3 app)

- If you witness, directly experience or find evidence of a bias incident on campus, you can use the Bias Reporting form or contact the Department of Public Safety or the Multicultural Center. There is a phone app called “B3” that is also a wonderful resource to understand and report a biased incident.

- Once you fill out a bias form, the next steps take place:
  - A member of the campus Bias Incident Team will contact you to meet and determine the next steps
  - You have an option to meet with a staff member that responds to Incident Bias Reports, which may lead to an investigation into breaking any policies, but may also lead to a debriefing discussion with the responder, or with the perpetuator you believe caused an incident bias
  - Incidents which may also include criminal activity will be referred to UPD for review and further action

Assign Homework

- Watch episode two “Parents,” of Master of None.
- Challenge students to read up in current events, specifically regarding refugees traveling to and from the U.S., the Executive Ban (est. early Feb. 2017), etc.
- Write a reflection paper covering the following questions:
  - What are two things that stuck out to you this week from the episode, from class discussion, from a classmate's statement in class?
How do you think this particular episode of *Master of None* helped you understand sexism and feminism better?

### Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Victim Services - <a href="http://cms.bsu.edu/about/administrativeoffices/victimservices">http://cms.bsu.edu/about/administrativeoffices/victimservices</a></td>
<td>For instructors, and for students for follow-up (all resources)</td>
</tr>
<tr>
<td>Legal Information – Title IX – General Counsel <a href="http://cms.bsu.edu/about/administrativeoffices/legal/titleix">http://cms.bsu.edu/about/administrativeoffices/legal/titleix</a></td>
<td></td>
</tr>
<tr>
<td>Katie Slabaugh, <a href="mailto:kslabaugh@bsu.edu">kslabaugh@bsu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Sexual Assault Prevention at Ball State University <a href="http://cms.bsu.edu/campuslife/healthsafety/sexual-assault-prevention">http://cms.bsu.edu/campuslife/healthsafety/sexual-assault-prevention</a></td>
<td></td>
</tr>
<tr>
<td>Reporting a Bias Incident at Ball State University - <a href="http://cms.bsu.edu/campuslife/multiculturalcenter/biasresponseteam/reportingabiasincident">http://cms.bsu.edu/campuslife/multiculturalcenter/biasresponseteam/reportingabiasincident</a></td>
<td></td>
</tr>
</tbody>
</table>
Quiz Covering Assigned Videos

1. According to “Women’s Suffrage: Crash Course US History #31,” who majorly led the women’s suffrage movement?
   - Upper class, white women
   - Lower class, white women
   - Middle class, black women
   - Native American men and women

2. According to the same video, what field of work were women able to break into in the early 1900s?
   - Public Works
   - Social Work
   - Criminal Justice
   - Fashion

3. According to “Second Wave Feminism without White Women,” what phrase was used to describe the specific obstacles in the way of women of color?
   - Jim Crow Laws
   - Eugenic Laws
   - Jane Crow Laws
   - Southern Way Laws

4. From the same video, what did black women face during the mid-1900s that most white women did not?
   - Forced sterilization
   - Negative portrayals in media
   - Lack of many basic rights
   - All of the above

5. What are two things you learned from the assigned viewings?

Feedback Question – did you enjoy these videos? Did you find them helpful in understanding sexism and feminism better? Should future classes watch them?
Week Four: Immigration Stories We See and Don’t See

Episode Two, “Parents”
### Lesson Objectives

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To foster an environment in which students can communicate their own immigration stories or the stories of their loved ones</td>
<td>Such narratives provide information on immigration stories “we do not see” or are not made aware of</td>
</tr>
<tr>
<td>2. To initiate dialogue between students and facilitators of what “we do see.”</td>
<td>Students will be challenged to reflect on their viewing of the episode “Parents” to extract examples of pop culture depictions of immigrants. They will also be challenged to consider the implications of such portrayals in the show and in the media.</td>
</tr>
<tr>
<td>3. To define the term “microaggression.”</td>
<td></td>
</tr>
<tr>
<td>4. To define the term “stereotype.”</td>
<td>Connect popularized immigrant and immigration stereotypes to the term microaggression.</td>
</tr>
<tr>
<td>5. To better understand how immigrants or naturalized citizens have endured or may endure microaggressions.</td>
<td></td>
</tr>
<tr>
<td>6. To discuss means to reduce personal and community perpetuation of microaggressions.</td>
<td></td>
</tr>
<tr>
<td>7. To initiate a conversation on immigration processes in the United States.</td>
<td>What is a visa? What is the difference between a citizen and a permanent resident? How does one become a naturalized citizen in the United States? Students will obtain and attempt to complete a sample citizenship test.</td>
</tr>
<tr>
<td>8. To discover how each of our differing heritages shape the perspective we see in our lives.</td>
<td></td>
</tr>
<tr>
<td>9. To identify available campus resources (i.e. The Campus Bias Report System, UPD, the Multicultural Center, the Big Four through the Office of Student Life, the Rinker Center for International Programs) as a response to challenges of diversity.</td>
<td></td>
</tr>
</tbody>
</table>
Week 4-1, 4-2

<table>
<thead>
<tr>
<th>Class Days</th>
<th>130 minutes/Tuesday or Monday and half of Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>3, 4, 5, 6, 9</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Purpose</th>
<th>Time Allotted</th>
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</table>

<table>
<thead>
<tr>
<th>Summary of Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin class with a brief overview of the day</td>
</tr>
<tr>
<td>o This class period will cover stereotyping and microaggressions, and their</td>
</tr>
<tr>
<td>impact on people moving and living in the United States of America.</td>
</tr>
<tr>
<td>• Ask for students in class to define both definitions in their own terms,</td>
</tr>
<tr>
<td>then clarify and compare their definitions with the listed definitions</td>
</tr>
<tr>
<td>below</td>
</tr>
<tr>
<td>o Stereotype, noun = a fixed idea that many people have about a thing or</td>
</tr>
<tr>
<td>a group that may often be untrue or only partly true (Merriam-Webster)</td>
</tr>
<tr>
<td>o Microagression, noun = a comment or action that is subtly and often</td>
</tr>
<tr>
<td>unintentionally hostile or demeaning to a member of a minority or</td>
</tr>
<tr>
<td>marginalized group</td>
</tr>
<tr>
<td>• Fun fact: this word was added to Merriam-Webster in February 2017, but</td>
</tr>
<tr>
<td>has been used in academic research since the early 1970.</td>
</tr>
<tr>
<td>What do you think this signifies? (Was society in denial? Is this is</td>
</tr>
<tr>
<td>politically correct phase or are we more active in justifying our language</td>
</tr>
<tr>
<td>and communication?)</td>
</tr>
<tr>
<td>• Began as a term specific to racial microaggressions, but microaggressions</td>
</tr>
<tr>
<td>relate to a broader audience</td>
</tr>
<tr>
<td>• An example of a stereotype is in the following video:</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=DWynJkN5HbQ">https://www.youtube.com/watch?v=DWynJkN5HbQ</a></td>
</tr>
<tr>
<td>• Stop the video at 2:00</td>
</tr>
<tr>
<td>Guiding questions:</td>
</tr>
<tr>
<td>- What do you think was wrong here in this video?</td>
</tr>
<tr>
<td>- What could the man have said to the woman in the park that wouldn't have</td>
</tr>
<tr>
<td>made things awkward?</td>
</tr>
<tr>
<td>(Hint: he shouldn't have asked; he could have asked where she was from in</td>
</tr>
<tr>
<td>California)</td>
</tr>
<tr>
<td>• Use this following video to further define microaggressions:</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=hDd3bzA7450">https://www.youtube.com/watch?v=hDd3bzA7450</a> (4:29)</td>
</tr>
</tbody>
</table>
- Use the videos that students have submitted through Blackboard to continue discussing immigrants in the U.S. and how stereotypes play a role in an oftentimes-hard transition to the U.S.  
  *This part of the curriculum is difficult to plan with structure, as students will submit a variety of Tweets (text), Youtube videos, news bites, and other forms of media that stereotype people around the country. We will suggest a timeframe of 20 minutes to discuss stereotypes.*  
- As the instructor, debrief 5-10 examples of what students have submitted, especially if you use many text examples, which are shorter than video explanations.  
  - De-bunk each stereotype by asking students if every person/immigrant portrayed actually behaves/acts in their example, or if they feel it is a fair or unfair portrayal  
  - Some students may send in examples that will glorify immigrants – ask questions regarding how empowering that can be for an individual and how good and bad representation in media affects a person's life

**Where do we go from here?**

- This will be an important time to discuss how students can reduce personal and community perpetuations of stereotypes and microaggressions in their community (e.g., Ball State, Muncie, their home towns)  
- **NOTE*** Some students may think that discussing microaggressions and stereotypes is “too PC (politically-correct)” or we live in a hypersensitive world. If this happens, or if you feel that it just needs to be said, use the following explanation to counter. This message is similar to the message sent in the second microaggression video:  
  - First of all, consider the amount of privilege the person or people who made the statement (“It’s too PC”). Depending on their lived experiences, they may not have ever been a victim of a microaggression. Ask them to consider how they would feel if every day, maybe even more than once a day, someone asked that student where they were really from, or were asked to explain something for that entire type of population or subgroup (ex. “How do Black people feel about...”).  
  - This conversation could carry on for a long time, depending on the views that your students may have on this subject. If conversation lasts more than 5 minutes, announce to the class that you can find more resources on the subject and can post them in Blackboard, or are willing to have office hours or time after class to continue the conversation  
- First, consider the next few points before even committing to a microaggressive comment:  
  1. Think about your intent versus impact  
     - While your intent is care for the person you are speaking with, what will the impact be?
- What is your intent? Is it our of care? Is it out of your own personal curiosity?

  - Ask yourself: Would I ask this to someone who is in the majority? (Ex. Some people use the example of asking someone who is white, male, cis-gender, able-bodied, and "normal," like Bill Clinton). Would they ask that person?

2. Consider your environment. Who are you speaking to? A very close friend? Family member? Stranger? Acquaintance? Fraternity brother or sorority sister? Did that person bring up their heritage, their disability, their race, their gender, etc.?

3. Do you NEED to know the answer to your question? If not, then don't ask.

   • Second, if you do make a statement that you regret immediately or even later, follow these steps:
     • Apologize. If you just asked someone where they were really from and realized it wasn’t something you should have asked, try this line:
       • I apologize. That wasn’t something I should ask. Let’s move on. OR
       • I’m sorry – that was offensive of me to ask. Would you like to move on to something else?
       • The worst thing you can do is saying you’re sorry, but keep going with your question or digging yourself deeper into a whole new and worse situation. It’s really best to move on, unless the person you’re speaking to wants to answer or continues the conversation.
     • What if my friend or someone I know is being microaggressive?
       • Like any lesson in life, you want to make it as positive of an experience as possible. Calling out your friend in a negative light, shouting, or making a scene will not motivate your friend to learn something new from that experience.
       • Depending on the situation, stop your friend after they say something microaggressive. Either bring up what they said immediately with the third party, or take your friend aside and explain what they said – while their intention may have been OK – their impact was a negative experience to the third party.

**Microaggression and Stereotype Activity**

- Explain the following activity to your students:
- Students will get into small groups with 4-5 students in each group. They can group up with the people nearby to save time.
- Students will be given small slips of paper with scenes to act out (provided at the end of this document)
- Each person will take turns being an observer, a victim of a microaggression, a microaggressive person, and a bystander who will intervene. If there are more people, they can be an observer or a victim.

**Sample microaggressions:**
- Each group will have about 5-10 minutes to act out their scenarios and discuss what went well, and what didn’t go well.

**Debrief Activity**

- To debrief this activity, ask each group to explain their scenario and how they handled it.
- Be sure to answer any questions or clarify situations for students that have questions or a need for clarification.
- Be sure to thank the class for their bravery today – it is a new subject to learn, and there was a lot of listening and discussing to do for the day.

- “When I talk about those Blacks, I really wasn’t talking about you”
- “Being bi is just a transition step between straight and gay. How can we help them come to terms with who they are?”
- “You should be more assertive.”
- “Is that a man or woman?”
- “You’re not like the rest of them. You’re different.”
- “I don’t think of you as a Mexican.”
- “You speak good English.”
- “No, where are you really from?”
- “How do Black people feel about....”


Pomilia, and . "Microaggression Lesson." (n.d.): n. pag. Web. 18 This PDF was used for scenario examples.
Week 4-1, 4-2


This is an EXCELLENT visual and explainer that describes a theme, microaggression, and message (intent vs. impact) for many examples

### Scenarios to Act Out in Class

#### Scenario 1:
**Aggressor (can be 1-2) people:**
Person 1: I love gay guys. They are so fun!
Person 1 or 2: I need a gay guy best friend in my life!

Victim, nearby, sitting with bystander friend
Person 1: [Listens] Can clearly hear the girls talking about people s/he/they identifies with. They are disgusted.

Bystander friend – what do you do?

#### Scenario 2:
You all are sitting in History 150, a large lecture class on history in the U.S. at school. The class contains mostly students. There is one Black student and one Asian student in the room. During a class discussion, the Black and Asian student are addressed directly by the teacher, requesting to hear the minority perspective.

Black or Asian student – how do you react?
Bystanding White student – how do you react?
Teacher – depending on the situation, will you react to the bystander or student? What if nothing is ever mentioned to you?

**For this scenario, be sure to bring up resources you learned about in class from the week before, specifically in regards to the Incident Bias Report system.**

#### Scenario 3:
A few people are sitting at desks waiting for class to start. One of the girls is bi-racial, to whom another girl says, “You are so pretty. It’s because you are mixed. Mixed people are so exotic.”

Victim(s) – how do you react?
Bystander in class – how do you react?
Aggressors – how will you react to the bystander?

**Scenario 4:**
You are all at a local restaurant.

Person 1 (aggressor): You have just been given customers identifying as Black in your section. You shoot the hostess a dirty look, as you have a belief that Black people do not tip well.

Person 2 (bystander, hostess): You see a glare from a waiter/waitress across the room, and believe it’s because you seated Black customers in his/her/their section.

Person 3-4 (Black customers): You have just been seated at your favorite restaurant. You have heard the stereotype that Black people don’t tip well, so you have prepared to already tip highly to break that stereotype. You see that right after being seated, your waiter/waitress giving a dirty look to the hostess and see him/her/they eyeball your table.

For each person’s part, what do you do?

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<table>
<thead>
<tr>
<th>Class Days</th>
<th>130 minutes/Thursday or Wednesday and half of Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>1, 2, 7, 8</td>
</tr>
<tr>
<td>Covered</td>
<td></td>
</tr>
<tr>
<td>Quiz Day</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Summary of Tasks**

- Begin class with a short quiz covering “Parents” episode (Below the resources section) 5 minutes
- Begin class by asking for a volunteer to summarize episode two 5 minutes
- Give a brief preview of this week’s topics 2 minutes
The first half of the week will cover microaggressions and stereotyping, and their impact on people moving and living in the United States of America.

The second half of the week will cover the immigration process and heritage relating to students and this episode.

"The Gist of the Immigrant's Story" (quotes from the episode)
- Briefly present the history of immigration practices in the US
- Use the following video: https://www.youtube.com/watch?v=Fe79i1mu-mc (3:45)

- To break up lecturing with discussion, ask a few of the following guided questions to get discussion rolling:

  Guiding questions:
  - Why do you think Dev and Brian's parents left India and Taiwan?
  - What are your thoughts on the impact of the parents' heritage in their own lives, and in Dev and Brian's lives?

What skills and/or business did their parents bring to the U.S.?

- Bring the class back into a discussion of current practices.

Note: The following information was gathered in mid-February, but legislation, executive orders, and worldly changes occur every day. As the instructor, be up-to-date with unbiased resources and/or official documents from the White House to cover current practices.

- Split the class up into the following groups (4) - have groups be no larger than 4 people; multiple groups of each of the following may be allowed for more points of discussion.

- Groups may use any resources available to them at that point, including their phones/computers/recent newspaper.
    - Summarize the order as it was enacted in Jan. 2017 and its role today
    - Response from immigrant groups, non-immigrant groups
  - Executive Order: Protecting the Nation from Foreign Terrorist Entry into the United States (2017)
    - Summarize the order as it was enacted in Jan. 2017 and its role today
  - Executive Order: Protecting the Nation from Foreign Terrorist Entry into the United States (2017)
    - Response from U.S. citizens, other countries, immigrants, non-immigrants

20 minutes of this group activity (it will take 1-2 minutes for groups to get together and disband)
<table>
<thead>
<tr>
<th>Week 4-1, 4-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have each group <strong>briefly</strong> present their findings to the larger group for each task</td>
</tr>
<tr>
<td>• Be sure to clarify any statements that stray from the truth</td>
</tr>
<tr>
<td>• Resources at the end of this guide and your lived experience will be helpful to answer any questions that come up throughout presentations</td>
</tr>
<tr>
<td>10 minutes</td>
</tr>
<tr>
<td>• Continue a discussion on immigration by asking students if they have friends, family, or have heard stories of the immigrant transition to the <strong>United States</strong></td>
</tr>
<tr>
<td>• Share your own lineage to help them connect to the human value of immigrants, or use one of the stories listed at the end of this curriculum guide in &quot;resources&quot;</td>
</tr>
<tr>
<td>• Ask the following guiding questions:</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
</tr>
<tr>
<td>• You have all heard several experiences that some people have faced or their families' have faced because of immigration. You have also been able to see this episode's impact on emigrated people. What are your thoughts?</td>
</tr>
<tr>
<td>• What if that happened to you?</td>
</tr>
<tr>
<td>• How difficult do you think it is to come to the <strong>US</strong> and become a citizen?</td>
</tr>
<tr>
<td>15 minutes</td>
</tr>
<tr>
<td>• Present information regarding becoming a naturalized citizen, the Green Card process, and the refugee/asylum process.</td>
</tr>
<tr>
<td>• This information may be contained in a Prezi, Powerpoint, handout, etc. to further explain information</td>
</tr>
<tr>
<td>• Additional resources and citations are in the “resources” section of this lesson plan, and include visual representations of the immigration process in the U.S., based on available information (Feb. 2017).</td>
</tr>
<tr>
<td>• <strong>Immigrant</strong> = a person who comes to a country to take up permanent residence (Merriam-Webster)</td>
</tr>
<tr>
<td>• <strong>Refugee</strong> = someone who:</td>
</tr>
<tr>
<td>• Is located outside of the U.S.</td>
</tr>
<tr>
<td>• Is of special humanitarian concern to the U.S.</td>
</tr>
<tr>
<td>• Demonstrates that they were persecuted or fear persecution due to their race, religion, nationality, political opinion, or membership in a particular social group</td>
</tr>
<tr>
<td>• Is not firmly resettled in another country</td>
</tr>
<tr>
<td>• Is admissible to the U.S. (U.S. Citizenship and Immigration Services/USCIS)</td>
</tr>
</tbody>
</table>
| • **Asylum** = someone who is seeking **Asylum**:
- "protection from arrest and extradition given especially to political refugees by a 
nation or by an embassy or other agency enjoying freedom from what is required by 
law for most people" (Merriam-Webster)
- U.S. Citizenship and Immigration Services Definition
  - Meets the definition of a refugee (see refugee)
  - Are already in the U.S.
  - Are seeking admission at a port of entry
    - **Green Card** = a card that gives the holder permanent residency in the U.S. (USCIS)
    - **U.S. VISA** = two types of identification that let non-immigrants and immigrants work and/or 
      live in the US. This ID is placed in a person's passport and then they can apply to become a 
      permanent resident, depending on the nature of the VISA (there are a couple dozen types) 
      (U.S. Dept. of State)
    - **Naturalization** = the process by which U.S. citizenship is granted to a foreign citizen after he 
      or she fulfills the requirements established by Congress in the Immigration and Nationality 
      Act (USCIS)
  - Must pass the Naturalization Test to become a naturalized citizen

| Have students take a U.S. Naturalization Test using the following document: 
  https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf (also in resources) | 5 minutes |
| As the instructor, you may choose 10 questions from the U.S. Citizen and Immigration Services 
  document; when candidates take this test, they must answer 6/10 questions correctly, orally. Have 
  students take the test on their own and then have a guided discussion afterwards | Remainder of 
  class time |

**Guiding Questions:**
- Was this exam difficult to complete? Did anyone get 100%? Who did pass, who did not?
- How do you think someone would do on this test if they did not grow up with the education you all 
  had growing up?
- What purpose do you think this test serves? (Remain un-biased, no matter how you feel – this 
  question probes at the current status quo; there is no right or wrong answer)
• What knowledge do you think is necessary and unnecessary for someone coming to the United States to live and/or work?
• How has this exam and the immigration process discussion earlier shaped your thoughts on the naturalization process? (This may also be completed as a discussion board or reflection paper)

Assign Homework
• Submit a video from YouTube or other media clips (newspaper clippings, cartoons, videos, tweets, etc.) to Blackboard assignment upload that depict immigrants/immigration in the United States, and briefly describe in 500 words or less what the message depicts, and if there is or is not stereotyping taking place in the video.
• Watch episode 3, "Hot Ticket" from Master of None.

Resources


Purpose/Notes
Online definition for in-class use
Online definition and resource for seeking asylum
Online definition and resources for refugee status
AKA – Executive Order regarding halting the VISA process for citizens from several countries (Jan. 2017)
AKA – Executive Order regarding building a physical wall between the U.S. and Mexico


Visual representation of immigration to the U.S.
Includes graphic mentioned above to visually represent the Immigration Process Steps
Naturalization information
Naturalization Test

**Quiz**

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52
1. What was the pet that Dev's Dad (Ramesh) had as a kid?
   - A cat
   - A gerbil
   - **A chicken**
   - A lizard

2. What happened when Brian's Dad (Peter) arrived to the United States?
   - He made friends with fellow doctors
   - He and his wife moved to a new city from their original placement
   - Their expectations were met as new Americans
   - **They were not served in a restaurant**

3. What did Brian's dad (Peter) do once he came to the U.S?
   - **He ran his own restaurant**
   - He worked for Ford
   - He did not work
   - He became a writer

4. What did Dev buy for his dad as a gift?
   - A new cellphone
   - A **guitar**
   - A gift card to his favorite restaurant
   - Nothing

5. **True** or false: Ramesh and Nisha had an arranged marriage
Week Five: American Dating Culture, Contraceptive Legislation, and Stigma

Episode One, “Plan B” and Episode Three, “Hot Ticket”
Week Five: American Dating Culture, Contraceptive Legislation, and Stigma
Episode 1, “Plan B” and Episode 3, “Hot Ticket”

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To define the phrase “rape culture.”</td>
<td></td>
</tr>
<tr>
<td>2. To understand the purpose of Title IX on a college campus.</td>
<td></td>
</tr>
<tr>
<td>3. To discuss means to reduce sexual assault and rape culture on a college campus.</td>
<td></td>
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<tr>
<td>4. To initiate a conversation on sexual assault, specifically in the college atmosphere.</td>
<td></td>
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<tr>
<td>5. To initiate a conversation surrounding contraceptive practices.</td>
<td>This information will mostly come from campus resources rather than the episode of <em>Master of None</em>.</td>
</tr>
<tr>
<td>6. To analyze American Dating Culture in its history and current practices</td>
<td>Use examples from <em>Master of None</em> episodes</td>
</tr>
<tr>
<td>7. To identify available campus resources, i.e. Victim's Advocate, Office of Title IX.</td>
<td></td>
</tr>
<tr>
<td>8. To discuss the “Aha Moment” end-of-term final project.</td>
<td>Since this is week 4, this serves as a mid-term check in and update of the semester. Students should soon be able to identify what their “Aha moment” is.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Class Days</th>
<th>Tuesday, or Monday and half of Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>1, 3, 4, 6</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Summary of Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin class with a short quiz covering “Hot Ticket” episode</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Ask a student volunteer to summarize episode 3, “Hot Ticket”</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Give a brief preview of this week’s topics.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>- The first half of the week will cover the third episode of the</td>
<td></td>
</tr>
<tr>
<td>season and American Dating</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
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<tr>
<td>- The second half of the week will cover the first episode,</td>
<td></td>
</tr>
<tr>
<td>sexual assault (this may be a trigger), and the “Aha” final</td>
<td></td>
</tr>
<tr>
<td>project.</td>
<td></td>
</tr>
<tr>
<td>Initiate a conversation surrounding current American college dating</td>
<td>20 minutes</td>
</tr>
<tr>
<td>culture practices by using the following app (students will be</td>
<td></td>
</tr>
<tr>
<td>using their phones or computer for this experience)</td>
<td></td>
</tr>
<tr>
<td>- <a href="https://PollEv.com/surveys/gi2JqXTKK/web">https://PollEv.com/surveys/gi2JqXTKK/web</a></td>
<td></td>
</tr>
</tbody>
</table>

**Survey Questions and Instructor Discussion Points**

1. Do you use a dating app like Tinder, Grindr, OKCupid, or others?
   - Announce that this question is merely to get the class initiated into conversation comfortably; the responses will be anonymous
2. What words come to mind when thinking of the college-dating scene?
   - This will create a visual for students to see
3. How many students do you believe have “hooked up” while in college?
   - 60-80% of North American students have hooked up in college (APA)
4. What does “hooking up,” mean to you?
   - Definition = “brief uncommitted sexual encounters between individuals who are not romantic partners or dating each other” (APA)
   - This can include kissing, oral sex, penetrable intercourse
5. Is there a hook-up culture on Ball State’s campus?
6. What does “dating,” mean to you?
   - Explain a little bit of what dating used to look like; encourage students to ask their parents what their culture of dating used to be
   - Ask students how the media portrays dating in older movies compared to hooking up in movies
     - An example for hook up culture would be the movie, “No Strings Attached”
Week 5-1 and 5-2

(2011)

- Explain that the media also perpetuates hook up behavior in movies, books, shows, etc. (APA)

7. How are females who hook up often with various men perceived?
   - Wait to explain your own response to this until after the next question is responded to

8. How are men perceived when they hook up with various women?
   - Based on information gathered from the APA, many women do not feel proud during or after a hook up. This can often lead to an increase in depressive symptoms, and while this occurs for both men and women, it is higher for women. What kind of connection can we make between the APA information and these last two questions?
     o Students should be able to make a connection to the idea that negatively stigmatizing women as "whores, skanks, sluts, etc." negatively impacts their own health and confidence in their life
     o Words do mean harm!

Discuss with the class how hook up culture affects our communication in a relationship (heterosexual or homosexual)
- Use examples from "Hot Ticket" to describe some of the difficult communication that takes place between Dev and Alice, Arnold and his daily communication with women, etc.
  - For example: Arnold used his phrase of the "turtle coming out of the briefcase" as a way to entice a person to respond to his texts
  - Do you think that this confusing communication would have existed 20 years ago? 50 years ago? Why does that happen now?
    - Make a connection between casual sexual encounters and the want for a casual encounter so that people do not have to pursue on another after the encounter (APA - purpose of hook ups)

- Initiate a discussion surrounding hook up culture and alcohol, and lead into rape culture using the following questions

Guiding Questions
- Is there a link between drinking and hooking up? Where do some of these interactions take place? (The bar, at parties, etc.)
- Raise your hand if you have read or heard about a sexual assault case where alcohol was involved.
  - If not many, mention that that's a great thing; if there are many, agree with students that

| 10 minutes |
| 20 minutes |
alcohol does play a factor)

- Define rape culture on a college campus
  - "Rape Culture" = "A complex set of beliefs that encourage male sexual aggression and supports violence against women. It is a society where violence is seen as sexy and sexuality as violent. In a rape culture, women perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself..." (Women Against Violence Against Women, WAVAW)
  - This can include jokes, television shows or commercials, advertising, legal jargon, laws, words, imagery that make violence against women seem normal, or "just the way things are" (WAVAW)

- In what ways do you see rape culture occur in the media or on campus? Or even in this episode? Or in another episode ("Ladies and Gentlemen")?
  - Have students list some examples and deeply dive into those ideas
  - If they need help, use WAVAW examples online, or the following video:
    - "A bear will be a bear" = this phrase that you most often hear as "boys will be boys" is an example of a phrase that perpetuates rape culture because the culture is normalized
    - "Only 1 in 5... it's not that dangerous" = again, this normalizes the idea and lessens the impact of a statistic of how many women are sexual assaulted in their lifetime

- Once you have had the above dialogue and discussion about rape culture, let the class know that in the next period, students will learn how to decrease sexual assault, learn more about the resources available to all students in class, and that we will discuss contraceptive legislation.

5 minutes
Assign Homework
Students should watch episode 1 of Master of None, "Plan B."

Resources

<table>
<thead>
<tr>
<th><a href="https://www.bustle.com/articles/122621-6-videos-that-deal-with-rape-culture-everybody-should-see">https://www.bustle.com/articles/122621-6-videos-that-deal-with-rape-culture-everybody-should-see</a></th>
<th>Purpose/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides 6 videos discussing rape culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA citation</td>
</tr>
<tr>
<td></td>
<td>WAVA resource discussing rape culture, examples of rape culture</td>
</tr>
</tbody>
</table>


Quiz #3 Covering “Hot Ticket”

1. Who does Dev take to the concert?
   - Alice
   - Arnold
   - Rachel
   - Brian

2. What reference does Arnold make to get a girl to respond to his texts?
   - He asks, “WYD?” *for the instructor, this means, “What you doing?” a common phrase young adults use in texting
   - He makes a reference to a turtle in a briefcase
   - He waits for them to respond, he is never the first one to text
   - He makes a reference to a puppy in a tree

3. When Dev goes to the concert, what does his guest take from another guest?
   - Their drink
   - Their wallet
   - Their coat
   - Their Uber ride

4. What happens at the end of Dev’s date with Rachel?
   - Rachel says she's still figuring things out with her ex-boyfriend
   - Rachel and Dev go home together
   - Dev runs into his previous date and has to choose between the guest and Rachel
   - Dev asks how they should contact each other in the future
### Summary of Tasks

*This day will be highly dependent on campus resources; it will be valuable to use campus resources for the following topics.*

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a student volunteer to summarize episode 1, “Plan B”</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Announce the special guests of the day: Elizabeth Peeler (or a similar representative), from the Office of Health, Alcohol, and Drug Education, as well as Katie Slabaugh (or a similar representative) from the Office of Title IX (or a student/advisor representative of Step In, Speak Up)</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Provide the Office of Health, Alcohol, and Drug Education (OHEADE) time to discuss different contraceptive resources that their office offers, and what is offered across campus</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Provide the Office of Title IX time to discuss sexual assault on a college campus, a continued conversation covering rape culture, and what to do as a bystander in a situation where a student could step in and speak up. This can be a combination of representatives from the “Step In Speak Up” organization on campus and representatives from Title IX.</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Discuss the final “Aha” moment project for students.</td>
<td>20 minutes or remainder of class</td>
</tr>
<tr>
<td>o Instead of having a final exam, students will perform a final reflection in the form of a creative project that encompasses a moment during the semester that represents an “Ah-Ha!” moment of connection to a specific diversity issue.</td>
<td></td>
</tr>
<tr>
<td>o Encourage students to draw from their own perspectives and other perspectives that they have acquired or personal connections to the material.</td>
<td></td>
</tr>
<tr>
<td>o Remind students that their “Ah-ha!” Presentations can be conducted through books, poems, songs, rap, slam poetry, short movie, Prezi, eMaze, or any other medium the instructors approve.</td>
<td></td>
</tr>
<tr>
<td>o Challenge students to think creatively and come excited to share their epiphanies with instructors and classmates! Presentations should be between 10-15 minutes and will occur during the last week of the course.</td>
<td></td>
</tr>
<tr>
<td>o Offer some suggestions:</td>
<td></td>
</tr>
<tr>
<td>o Students may connect to a specific episode, the <em>music</em> of each episode (see resources), with a particular character or scene. But also remind them that they have 3 more weeks of material to connect to.</td>
<td></td>
</tr>
<tr>
<td>o Give students the last few of minutes of class to write down right then some ideas that come to mind to give them time in class to brainstorm</td>
<td></td>
</tr>
</tbody>
</table>
**Assign Homework**
- Students should write a discussion post in Blackboard (only submitted to instructor) that answers the following question in 250 words or less:
  > What ideas have sparked your interest for your “Aha” moment final project? You may choose one or multiple ideas, as this assignment is to help you identify what you will work towards for the project.
- Watch episode 4, “Indians on TV” from *Master of None*.

**Resources**

<table>
<thead>
<tr>
<th>Website</th>
<th>Purpose/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.tunefind.com/show/master-of-none/season-1">http://www.tunefind.com/show/master-of-none/season-1</a></td>
<td>Website that has gathered all songs showcased in <em>Master of None</em></td>
</tr>
<tr>
<td><a href="http://cms.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode/appendixk#SexualHarassment">http://cms.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode/appendixk#SexualHarassment</a></td>
<td>Link to “Appendix K: Sexual Harassment”</td>
</tr>
<tr>
<td><a href="http://cms.bsu.edu/about/administrativeoffices/healtheducation/contactus/staffdirectory/peelerelizabeth">http://cms.bsu.edu/about/administrativeoffices/healtheducation/contactus/staffdirectory/peelerelizabeth</a></td>
<td>Link to contact Elizabeth Peeler</td>
</tr>
<tr>
<td><a href="http://cms.bsu.edu/about/administrativeoffices/healtheducation">http://cms.bsu.edu/about/administrativeoffices/healtheducation</a></td>
<td>Link to department of Health Education and resources</td>
</tr>
<tr>
<td><a href="http://cms.bsu.edu/about/administrativeoffices/healtheducation/peerhealtheducators">http://cms.bsu.edu/about/administrativeoffices/healtheducation/peerhealtheducators</a></td>
<td>Peer Health Educator website for Ball State University</td>
</tr>
<tr>
<td><a href="http://cms.bsu.edu/about/administrativeoffices/studentaffairs/stepinspeakup">http://cms.bsu.edu/about/administrativeoffices/studentaffairs/stepinspeakup</a></td>
<td>Step In Speak Up organization website</td>
</tr>
</tbody>
</table>
Week Six: Racial and Ethnic Representation in the Media
Episode 4, "Indians on TV"

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To define “racism.”</td>
<td></td>
</tr>
<tr>
<td>2. To re-define “discrimination,” “bias,” and “prejudice.”</td>
<td>Also cover implicit and explicit bias. Discrimination, bias, and prejudice were covered in week one of the course.</td>
</tr>
<tr>
<td>3. To define “systemic discrimination.”</td>
<td>In the workplace, in the justice system, between police and citizen relationships, in schools</td>
</tr>
<tr>
<td>4. To initiate a conversation on the importance of representation in the media.</td>
<td>Use examples from Master of None episode 5.</td>
</tr>
<tr>
<td>5. To connect the importance of representation in the media to the definitions above.</td>
<td></td>
</tr>
<tr>
<td>6. To be able to critically consume media in TV, movies, and advertisements.</td>
<td></td>
</tr>
</tbody>
</table>

Class Days: Tuesday, or Monday and half of Wednesday

Learning Objectives Covered: 1, 2, 3, 4, 5

Quiz Day: No
### Summary of Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Begin the day by reviewing what has been learned so far as a refresher:</td>
<td>2 minutes</td>
</tr>
<tr>
<td>- American dating culture</td>
<td></td>
</tr>
<tr>
<td>- Sexual assault &amp; Title IX</td>
<td></td>
</tr>
<tr>
<td>- U.S. immigration practices</td>
<td></td>
</tr>
<tr>
<td>- Microaggressions and stereotypes</td>
<td></td>
</tr>
<tr>
<td>- Several campus resources</td>
<td></td>
</tr>
<tr>
<td>- Sexism</td>
<td></td>
</tr>
<tr>
<td>- Feminism</td>
<td></td>
</tr>
<tr>
<td>- Explain that many of these topics lead to or are aspects of discrimination, and that you will focus class on the topic of discrimination and factors leading to discrimination today.</td>
<td></td>
</tr>
<tr>
<td>- Ask a student volunteer to summarize episode 4, “Indians on TV”</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Discuss with students the relationships between biases, discrimination, and prejudice using the following outline:

- Define bias, explicit bias, and implicit bias
  - **Bias**: “a personal and sometimes unreasoned judgment” (Merriam-Webster)
    - Example: Assuming that most taxi drivers are foreign-born, or Indian.
  - **Explicit bias**: “the attitudes and beliefs we have about a person or group on a conscious level” (Perception Institute)
    - Example: Knowing you have an assumption or attitude towards Indian-looking people to be taxi drivers in real life – you are conscious about holding that assumption.
  - **Implicit bias**: “the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Kirwan Institute)
    - Example: A white teacher perceiving their student of color to be aggressive in a conversation when the situation is calmer to others’ perceptions.
  - **Prejudice**: “an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics” (Merriam-Webster)
    - Example: Judging an entire group of people based on a stereotype; i.e., assuming that all Asian students are extremely smart.
  - **Discrimination**: “treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs”
rather than on individual merit” (Dictionary.com), OR putting a prejudice or bias into action
- Example: Making a decision between two people for a job and choosing the man (versus a woman) because you have a bias for favoring males

<table>
<thead>
<tr>
<th>Discuss more with your students about <strong>implicit bias</strong>. Use the website <a href="http://www.lookdifferent.org/">http://www.lookdifferent.org/</a> sponsored by MTV to work with students to understand our biases better. It will be useful for students to use their laptops/computers/tablets in class to discover the website’s features.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10-15 minutes</strong></td>
</tr>
<tr>
<td><strong>Spend time letting students explore the website</strong></td>
</tr>
<tr>
<td>- Direct them to “When is bias a problem?”</td>
</tr>
<tr>
<td>- Direct them to “What are common kinds of bias?”</td>
</tr>
<tr>
<td>- Racial bias, gender bias, anti-LGBT bias</td>
</tr>
<tr>
<td>- Direct them to “What can I do about bias?”</td>
</tr>
<tr>
<td><strong>If students are interested in testing their implicit biases, they can use the Kirwan Institute’s website</strong></td>
</tr>
</tbody>
</table>

### Talking about the Consequences of Discrimination

**Guiding Questions:**
- What are some potential problems that come from discrimination?
- In episode 5, what do Dev and his friend face in terms of discrimination?
  - Do you think it was possible for a white person to get the role that Dev was going for?
- How do you think discrimination has played a part in Dev’s entire life?

#### 1900s Discrimination
- During the 20th century, how were people discriminated against? Examples:
  - Separate buses or no bussing based on the color of your skin
  - Illegal discrimination based on color for jobs, eating in restaurants, going to restaurants
  - Separate to marry same sex or black/white marriages

#### Discrimination Today
- **Systemic Discrimination:** Systemic discrimination involves a pattern or practice, policy, or class case where the alleged discrimination has a broad impact on an industry, profession, company or geographic area
- Systemic discrimination can happen to groups by race, ethnicity, gender, location, socioeconomic status, and other identities

<table>
<thead>
<tr>
<th>15 minutes</th>
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<tbody>
<tr>
<td>25 minutes</td>
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</tbody>
</table>
• Sometimes, it is difficult to explain or uncover systemic issues in any system.
• Here is one example of systemic issues of transportation for people of color, and groups that have lower income: https://vimeo.com/110084559 (2:23) (Kirwan Institute)

Guiding Questions to follow:
• What are your initial thoughts about this video?
• How might we see good transportation ideals in Muncie?
  o Bus routes for MITS are through poorer neighborhoods
  o At Ball State, we have safe curbside pick-ups and many locations to get us to grocery locations that are also inexpensive (Wal-mart)
• What impact does poor transportation have on people that have less income?
  o Less options in grocery shopping – unhealthy options
  o Spending money on car payments just to buy food – never making ends meet
  o Spending too much time traveling to a bus stop or store when there are kids to feed at home, or you already work several jobs
• As you hear about those examples, what is the result?
  o When you are spending so much time and money on just trying to get basic necessities, you are not able to spend time at work or even school; there is no upward movement in employment or sometimes college-level education
  o The same poorer people stay stuck in this cycle, and many of these people are people of color
• This is systemic discrimination.

Debrief the day
• Systemic discrimination and racism are tough to understand because of the complexity of the factors and impact.
• Ask for any questions with the time remaining
• Explain that in the next class period, there will be a quiz on Episode 4 and a conversation surrounding how representation in the media relates to systemic issues we see in U.S. society.
• Cover point of Jerry Danvers dying – it’s not about the older population dying off – it’s about educating ourselves on the importance of discrimination because our age group does it.

Remainder of class time (~5 minutes)
**Assign Homework**
If they haven't already, students need to watch episode 4, "Indians on TV."

<table>
<thead>
<tr>
<th>Resources</th>
<th>Purpose/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Kirwan Institute for the Study of Race and Ethnicity</em>. The Ohio State University, n.d. Web. 06 Apr. 2017. <a href="http://kirwaninstitute.osu.edu/">http://kirwaninstitute.osu.edu/</a>.</td>
<td>This website helps to define implicit bias and has a test to examine an individual's implicit bias</td>
</tr>
</tbody>
</table>
Week 6-1 and 6-2

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Thursday, or second half of Wednesday and Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Covered</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>Quiz Day</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Summary of Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin class with a brief quiz covering Episode 4 of <em>Master of None</em>.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Explain class overview:</td>
<td></td>
</tr>
<tr>
<td>• Discussing connection between representation in the media from <em>Master of None</em> and to systemic racism</td>
<td></td>
</tr>
<tr>
<td>• At the end of class, there will be another explanation of the of “Aha Moment” project and what that will look like in three weeks</td>
<td></td>
</tr>
<tr>
<td>Begin discussion on “representation” with a few points first:</td>
<td>5 minutes</td>
</tr>
<tr>
<td>• Representation = “action or speech on behalf of a person, group, house, state, or the like an agent, deputy, or representative” (Dictionary.com)</td>
<td></td>
</tr>
<tr>
<td>• Media representation: = “the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective” (University of Minnesota)</td>
<td></td>
</tr>
<tr>
<td>• Representation comes to us in literature, in movies, in television, in the “behind the scenes” (producers, directors, hiring firms), in comic books, in modeling, in all of our product advertisements</td>
<td></td>
</tr>
<tr>
<td>• Representation matters in two ways:</td>
<td></td>
</tr>
<tr>
<td>o “WHO” is represented (quantitatively)</td>
<td></td>
</tr>
<tr>
<td>o “HOW” they are represented (qualitatively)</td>
<td></td>
</tr>
<tr>
<td>Use points and examples from episode 4, “Indians on TV” to explain some of the episode’s representation problems</td>
<td>15 minutes</td>
</tr>
<tr>
<td>• Dev and Ravi are two competing Indian actors for many of the same roles</td>
<td></td>
</tr>
<tr>
<td>• “Unnamed cab driver”</td>
<td></td>
</tr>
<tr>
<td>• Asked to use an Indian accent</td>
<td></td>
</tr>
<tr>
<td>o Faced with the dilemma to act out a stereotype and get paid or be themselves and risk the job opportunity</td>
<td></td>
</tr>
<tr>
<td>• Accidentally clued in from the higher executives that Davi and Rev cannot both be hired or else it’d be an “Indian show”</td>
<td></td>
</tr>
<tr>
<td>o <strong>Are there examples of shows you see today where there are only 1-2 people of color?</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>South Park</em>: One of two black children in the show, who is named Token.</td>
<td></td>
</tr>
<tr>
<td>• <em>That 70s Show</em>: Fez</td>
<td></td>
</tr>
</tbody>
</table>
### Week 6-1 and 6-2

- **30 Rock:** James "Toofer" Spurlock  
- **Grace and Frankie:** Jacob

  - Explain the definition, **tokenism:** "The practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce" (Oxford English Living Dictionaries)

  - This also takes place in the media we consume
  
  - An addition to this definition: most actions or behaviors that concern the "token minority" make serve the purpose to fulfill a stereotype, or revolve around the white or majority of the show's character(s)

  - Oftentimes, these characters are not as developed as others, or they are only developed as stereotypes

  - Having only one person of color (in this case, an Indian-looking person) in *Three Buddies* could be perceived as **tokenism**: the higher executives are trying to make it look like they are diversifying their show(s)

---

**Why should we care about representation?**

**Guiding Questions:**

- To the women in class: How many of you watched Disney movies as a child?
  
  - What role did many female Disney characters fulfill in those movies?
    
    - Most were the damsels in distress; it took Pixar 15 years to feature a female lead in their films that had a hero concept (Princess Merida of *Brave*)
    
    - As a child and now adult, how did that affect you? When you played dress-up or played with friends, what persona did you take on? Do you now feel like your ambitions were different as a child because of those representations?

- What about the men in class? Did you feel that you had to be masculine and the hero when growing up?

- Ask the class for some volunteers to explain as a kid, what they wanted to be when they grew up. Did you see that occupation on TV? Did you see it from your parents? Where do you think your parents got their ideas of what to do in life? In TV or other displays of media?

  - Of course, not every child gets the idea of what they want to be when they grow up from watching TV, so tie it back to real life

- To all students: Imagine growing up as someone who is non-white. What have most presidents looked
like before President Barack Obama became president?

- When you’re growing up and don’t see people who look like you – whether that is in television or in the real world (as a reflection of TV) – in powerful positions or occupations, its hard to set your ambitions to those goals

- What about the people behind the camera? Why is that important?
  - What is the significance behind who gets to tell their stories? With more perspectives, more stories are told from a non-stereotypical lens. But right now, it’s still pretty non-diverse in productions.

- What does this have to do with systemic discrimination and systemic racism?
- When stereotypes are upheld on TV, how does that affect us in real life?

**Explanation of “Aha Moment” project**

This will be added shortly on the hopeful acceptance that Andrea Wolfe-Powell will let me use her final project material.

**Assign Homework**

- Watch episode 8, “Old People” from *Master of None.*
- Write a short reflection discussing the following questions:
  - We discussed in class several reasons regarding the importance of fair representation in TV and the media. Why do you think it is important to have accurate reflections of ethnicities, races, and genders on TV, in the movies, etc.?
  - Were you surprised by anything you learned this week? If so, by what?
  - We talked for a few minutes about examples of discrimination and systemic discrimination in Muncie and around the country. Are there any that you can think of that happen in your own community based on transportation, school systems, location, or other factors?
<table>
<thead>
<tr>
<th>Resources</th>
<th>Purpose/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.buzzfeed.com/alannabennett/reminders-that-representation-really-is-important?utm_term=qoGr4ez90&amp;sub=4311180_9215880#moLryx4vW">https://www.buzzfeed.com/alannabennett/reminders-that-representation-really-is-important?utm_term=qoGr4ez90&amp;sub=4311180_9215880#moLryx4vW</a></td>
<td>Mean Girls movie star explains his representation (additional resource)</td>
</tr>
<tr>
<td><a href="http://www.mtv.com/news/2952761/kevin-g-rajiv-surendra-life-of-pi-interview/?xrs=_s.fb_pd_nn&amp;nan_pid=1859241897&amp;ad_id=5191463">http://www.mtv.com/news/2952761/kevin-g-rajiv-surendra-life-of-pi-interview/?xrs=_s.fb_pd_nn&amp;nan_pid=1859241897&amp;ad_id=5191463</a></td>
<td>Helped to understand representation in the episode and for this specific writer (Additional resource)</td>
</tr>
<tr>
<td><a href="https://www.bustle.com/articles/122288-how-master-of-none-is-helping-tv-s-diversity-problem-by-demystifying-racial-representation">https://www.bustle.com/articles/122288-how-master-of-none-is-helping-tv-s-diversity-problem-by-demystifying-racial-representation</a></td>
<td>Definition</td>
</tr>
</tbody>
</table>
Quiz for “Indians on TV”

1. What is the TV show that Dev and Davi audition for?
   - Best Friends
   - Brothers
   - Three Buddies
   - Taxi Club

2. What did the casting executives want Dev and Davi to do in their audition?
   - Sing
   - Do an Indian accent
   - Do an “American” accent
   - Dance

3. What happens to Jerry Danvers at the end of the episode?
   - He dies
   - He is fired
   - He steps down
   - He hires both Dev and Davi

4. Who does Dev run into when he’s in the suite?
   - Chance the Rapper
   - Run DMC
   - Busta Rhyme
   - Future

5. Why is Dev angry about the movie Short Circuit?
   - An Indian character is played by a white man
   - An Indian character is played by someone from India
   - An Indian character is played by someone who is Indian-American
   - An Indian character is played by someone who is from Syria
Week Seven: The Age Divide

Episode Eight, "Old People"
Week Seven: The Age Divide  
Episode Eight, "Old People"

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. To examine the relationships traditional college students have with their parents and grandparents.</td>
<td></td>
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<tr>
<td>2. To define the term &quot;ageism.&quot;</td>
<td></td>
</tr>
<tr>
<td>3. To understand the terms &quot;millennial,&quot; &quot;Generation X, Y, and Z.&quot;</td>
<td>Ageism can affect both younger and older people.</td>
</tr>
<tr>
<td>4. To analyze Episode 8 (i.e. &quot;Old People&quot;) of Master of None to understand ageism.</td>
<td></td>
</tr>
<tr>
<td>5. To develop a sense of positivity and regard for any person at any age.</td>
<td>Use examples to showcase the characteristics of younger generations and older generations using student examples and research.</td>
</tr>
</tbody>
</table>

| Class Days | Tuesday, or Monday and half of Wednesday |
| Learning Objectives Covered | 1, 2, 3, 4, 5 |
| Quiz Day | Yes |

Summary of Tasks

- Begin class by quizzing students over episode eight of Master of None
  
- Summarize the day and week plans
  - Today: Cover the episode's information regarding difference in ages and "ageism."
  - For the rest of the week and next: Students will be presenting their final projects – ask if students have any questions or need clarification on any part of the project (Presentation in class, reflection, and actual project)  

- Define ageism with the class
  - Ask for a couple volunteers to give their viewpoint and follow up with a definition
  - Ageism = prejudice or discrimination against a particular age-group and especially the elderly (Merriam-Webster)  

<table>
<thead>
<tr>
<th>Time Allotted</th>
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<tbody>
<tr>
<td>5 minutes</td>
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<tr>
<td>5 minutes</td>
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<tr>
<td>5-7 minutes</td>
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</table>
**Guiding Questions:**
Examine the following dialogue between Rachel, Dev, and Carol in the middle of the episode. What are your thoughts about it?

*Meeting Grandma Carol (19:30 left in episode if you want to display it in class)*

Rachel: Yea, we're seeing each other.

Carol: That's great, you seem very nice!

Dev: Aw, thank you! I'll admit, I was a little worried. Some of my friends have racist grandmas.

Carol: Oh, I see! You assumed I was a racist just because I'm old, that’s nice!

Dev: Oh now the tables have turned. I’m sorry.

Have you seen examples of this (i.e., people making assumptions about others based solely on their age) in your own life?

What are the consequences of making these kinds of assumptions about old people?

What are the consequences of older people making assumptions about the young people, such as the millennial generation?

- Continue with a conversation surrounding our role in stereotyping older people and how students see this happen in their lives already.

**Why does this happen? Why do we stereotype older people?**
- Part of the problem is the media and portrayals of older adults
  - Growing increase of show covering cosmetic surgeries for people that are still young
  - Character portrayals of older people are often “dependent, helpless, unproductive and demanding rather than deserving” (APA, 2003)

Are there any examples that anyone would like to share that is an example of ageism or an example of someone you know that defies the stereotypes of aging older adults?
Another example of ageism against older adults take place in human resources or job placement positions.  
- Sometimes career applications include drop-down boxes online that only begin in the 1980s – a person under 50 could still be applying to jobs.
- In some cases, these small things are acts of discrimination in the work place.
- This issue is only growing (Chicago Tribune, 2017)
- **As the future of the work force, how can you all as students prevent this from happening?**
- Continue a discussion on ageism using the following information gathered from the American Psychological Association (2003) to understand ageism against older adults:
  - For people over the age of 60, nearly 80% of respondents experience ageism
    - This includes assumptions about their memory, physical impairments, hearing, mental health
  - Health professionals, even some doctors, view their older patients to be “set in their ways” and “unable to change their behavior” (APA, 2003)

**What could go wrong with a person’s health if doctors make assumptions about their behaviors and capabilities based solely on age?**
- When assumptions like these are made, psychological and cognitive impairments (i.e., dementia) go unrecognized or unnoticed
- Negative stereotypes like these can SHORTEN LIVES! (APA, 2003) → having the perception that aging is a negative thing literally can shorten your life; it decreases your mental health
- Discuss ageism in regards to young people by introducing the following resources:
  - Millennial = a person born in the 1980s or 1990s (Merriam-Webster)
  - See the following picture to expand the Millennial generation
  - The Millennial generation also includes generation Y and generation Z, often called Gen Y and Gen Z

15 minutes
Now that students better understand those generational definitions, continue a discussion on ageism for the differing age groups

**Guiding Questions – Millennial age group:**

- Many millennials are characterized as undependable, lazy, quick to change jobs, delay in making life choices in marriage, owning a home, etc. What are positive examples of this generation?
- Why are millennials stereotyped and grouped together? (Make connection to the same question asked about older adults)
- Do you think that the Millennial generation is portrayed in media negatively or positively? Examples? (We have more of a positive portrayal as of now)
Week 7-1

- Do you think that millennials are discriminated against in the work place? Stereotyped? One or the other? (Work place discrimination is not wide spread according to recent research as compared to older adults)
- How are millennials great hires?
- Millennials are known for their increasing activism and use of technology – how can you all as students change the status quo or use what you have learned in class so far to change things for future generations?
- How do you think electronics and changing technology have affected our lives compared to older generations?

Let the class know that for the remainder of class for the next week and a half, presentations will take place. Make sure to let students sign up for a day they would prefer to present their creative projects and reflection papers.

Assign Homework

- Complete a post-test on Blackboard (see separate attachment) to assess the class at the semester ends.

Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
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</table>


| Article citing age discrimination against older adults in the workplace |
| Good example of badly stereotyping millennials |
| Another example explaining pros and cons of millennials in the workplace |
Quiz covering Episode 8 of *Master of None*

1. What stuffed animal did Arnold's grandpa get from Veterans Affairs?
   - **Seal**
   - Whale
   - Turtle
   - Dog

2. Where does Grandma Carol run away to after dinner?
   - A museum
   - **A club**
   - Gelato Shop
   - The library

3. What movie is played in the beginning of the movie that Arnold watches later?
   - *Running Scared*
   - *Junior*
   - **Twins**
   - *Commando*

4. What do Dev and Grandma Carol leave the senior home?
   - Dev creates a distraction while Carol leaves
   - Carol and Dev dress up in “younger” costumes
   - They sign a permission slip and leave
   - They simply leave

5. Who does Arnold leave Para with?
   - Dev
   - His dad
   - **His landlord**
   - Rachel
Process Assignments:

“Aha” Reflection and Creative Project

Pre-Test

Post-Test
"Aha" Reflection and Creative Project

Objectives
The "Aha" Reflection and Creative Project assignment will ask you to show proficiency in several areas, taken from the goals for syllabus for this course. For this assignment, you will:

- To acknowledge popular culture as a tool that chronicles a period of time, capturing specific political climates, societal attitudes, and collective values
- To develop a skill set in critical thinking, questioning the purpose or objectives, written and creative reflection that is necessary to better examine the messages of popular culture
- To challenge your initial perspectives through the consideration of alternative mindsets through conversation
- To be able to communicate diverse and sometimes controversial topics
- Demonstrate effective, refined writing skills.
- Further develop your lifelong learning skills in critical analysis and effective communication.

Description
I’d like for you to begin working on this project by thinking about the insights that you have gained this semester, from discussions ranging from ageism to racial and ethnic representation in the media. Recall the most thought-provoking episodes in the show that we’ve seen, the most meaningful discussions that we’ve had in class, the most interesting thoughts that you’ve expressed in your homework assignments or through class group time. What is the greatest "aha" that you’ve gained from the course? It may help you to write out your idea in a complete sentence like, “The most significant lesson that I learned about the ‘-isms of Netflix’ or in society is ___.” Then, think about how you know this lesson to be valid. Which of the episodes, videos, and/or articles that we have discussed have contributed to your learning of this lesson?

Secondly, I want you to think about the impact of the point that you’ve developed on the world today and on your own life. Why does this “aha” moment matter for you? How has your insight into the diversity of our world impacted your life? And, on an even bigger scale, how does that which you have newly discovered about this material matter for others in the world today? How does it explain how we have gotten to where we are and/or give us direction as to how to proceed from here? How has it clarified a question in your mind?

You will then compose a 2-3-page reflection paper in which you discuss your “aha,” analyze how the articles, episodes, and history that we’ve studied confirm this idea, and explain the significance of this point for society and yourself. You will also create an accompanying
project that will convey or represent your “aha” in a creative way. You may choose to draw a picture, construct a photo collage, create a website, put together a diorama, make a food of some sort, perform a poem or song, make a book, record a podcast, or (most likely) do something else that I haven’t even imagined. Please try to refrain from PowerPoint presentations.

The paper will be worth 50 points, and the project another 20 points. For another 30 points, you will share your project informally with the class during the week seven and week eight. In this 10-minute presentation, you should discuss the meaning of your project and how it conveys this meaning. This should be a fun way for you to formulate some cumulative ideas about the course and to express them to your classmates! Good luck, and enjoy.

Specific Requirements
Your reflection should:
1. Describe how your “aha” moment occurred. Did it happen in class or outside of class? What was the thinking process that led to your great discovery? (5 points)
2. Define the lesson you learned or the idea you constructed, perhaps using something like the phrasing that I’ve suggested above. Remember that the idea that you discuss must relate to something or things we have covered in class! (5 points)
3. Discuss at least two different articles, episodes, or historical incidents and how they show your “aha” lesson to be true. (5 points)
4. Use specific examples from these to prove your points. (5 points)
5. Interpret your examples. Tell your reader what to see in each quote or specific detail that you cite. How does each detail help to prove your point? (5 points)
6. Analyze the significance of your “aha,” in our culture or society today, for yourself or both. (5 points)
7. Describe how your project represents the lesson that you learned. (5 points)
8. Utilize a deliberate and logical organizational scheme, as well as carefully executed transitions from each idea to the next. (5 points)
9. Make sure that your sentences are carefully edited and consistently polished. (5 points)
10. Demonstrate understanding of relevant themes discussed in class or covered in class readings. Make sure to also go beyond what we have already said in class about your episode, article, or point of discussion. (5 points)

Your project should:
1. Convey or represent the idea or lesson that you discovered or constructed during the “aha” moment. (10 points)
2. Demonstrate creativity and effort. (10 points)
In your presentation, you should:

1. Clearly articulate the meaning of your project, making sure to connect it to our world today. Discuss the lesson that you learned, some examples from episodes, articles, or history that support your point, and the significance of your point. (15 points)

2. Describe how your project conveys this meaning. If your piece is too lengthy to share in its entirety, select an excerpt that accurately represents the whole. (15 points)
Pre-test

The "-isms" of Netflix
Pre-Test

The following pre-test will track your responses before the class dives into the core curriculum. "Culturally fluent" is another way of saying how well-versed or how much knowledge you have about multiculturalism and diversity.

When ranking on a scale of 1-10, 1 is low and 10 is high.

1. On a scale of 1-10, how culturally fluent do you currently feel?
2. On a scale of 1-10, how culturally fluent do you feel compared to your peers?
3. On a scale of 1-10, how culturally fluent do you feel compared to the general student body at Ball State University?
4. What do you hope to take away from this course?
5. Are there any areas of multiculturalism or diversity that you are currently interested in or passionate about?
6. On a scale of 1-10, how competent do you feel in these areas and/or passions?
7. Are there any areas of multiculturalism or diversity that you feel more skilled in than others?
8. On a scale of 1-10, how competent do you feel in those areas?
9. Are there any areas of multiculturalism or diversity that you currently want to know more about?
10. On a scale of 1-10, how competent do you feel in those areas?
11. Using a scale of 1-10, how competent do you feel in the following "-isms?"
   ___ Sexism
   ___ Feminism
   ___ Racism
   ___ Ageism
   ___ Ableism

12. The following list of words are terms we will be defining in class. How competent do you feel in using and understanding them, on a scale from 1-10?
   ___ Discrimination
   ___ Bias
   ___ Prejudice
   ___ Stereotypes
   ___ Microaggressions
   ___ Empathy
   ___ Empowerment
   ___ Privilege
   ___ Heritage
   ___ Immigration (policies, stigma, etc.)
   ___ Rape culture
   ___ Systemic discrimination
   ___ Millennials

Thank you for completing this pre-test.
Post-test

The “-isms” of Netflix
Post-test

The following post-test will track your responses after the class has covered all topics in the core curriculum. “Culturally fluent” is another way of saying how well-versed or how much knowledge you have about multiculturalism and diversity.

When ranking on a scale of 1-10, 1 is low and 10 is high.

1. On a scale of 1-10, how culturally fluent do currently feel?

2. On a scale of 1-10, how culturally fluent do you feel compared to your peers?

3. On a scale of 1-10, how culturally fluent do you feel compared to the general student body at Ball State University?

4. What have you taken away from this course?

5. Are there any areas of multiculturalism or diversity that you are currently interested in or passionate about?

6. On a scale of 1-10, how competent do you feel in these areas and/or passions?

7. Are there any areas of multiculturalism or diversity that you feel more skilled in than others?

8. On a scale of 1-10, how competent do you feel in those areas?

9. Are there any areas of multiculturalism or diversity that you still want to know more about?

10. On a scale of 1-10, how competent do you feel in those areas?
Post-test

11. Using a scale of 1-10, how competent do you feel in the following "-isms?"
   ___ Sexism
   ___ Feminism
   ___ Racism
   ___ Ageism
   ___ Ableism

12. The following list of words are terms we have defined in class. How competent do you feel in using and understanding them, on a scale from 1-10?
   ___ Discrimination
   ___ Bias
   ___ Prejudice
   ___ Stereotypes
   ___ Microaggressions
   ___ Empathy
   ___ Empowerment
   ___ Privilege
   ___ Heritage
   ___ Immigration (policies, stigma, etc.)
   ___ Rape culture
   ___ Systemic discrimination
   ___ Millennials

Thank you for completing this post-test.