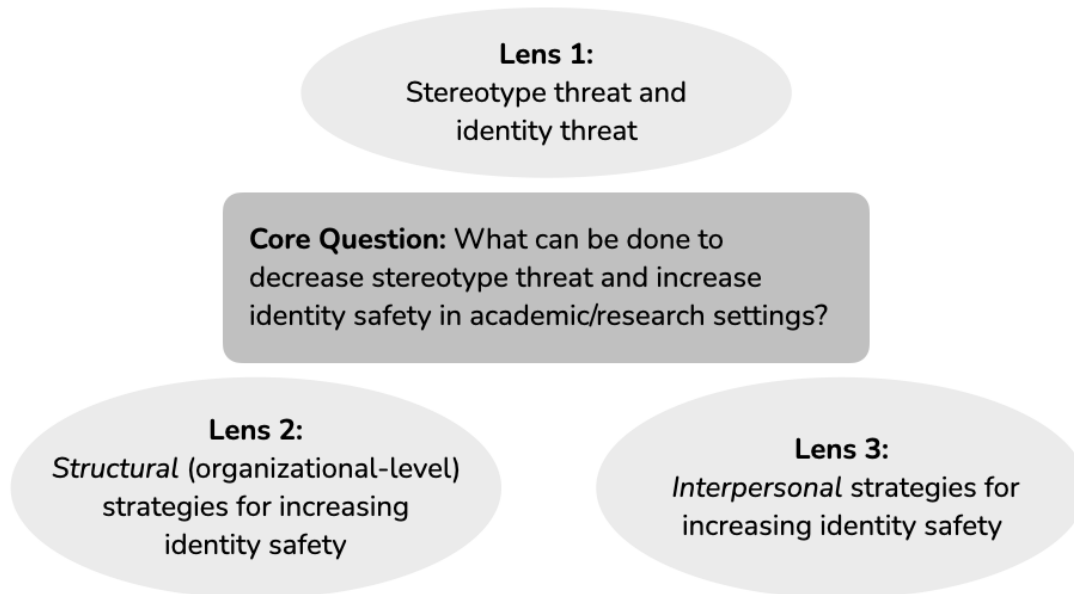


## Week 3 Pre-Class Activity

Due 11:59pm Wednesday, Feb 16 via Canvas.

This week's **core question** and **lenses**<sup>1</sup> are motivated by the goal of enabling students to take a more informed approach in creating spaces that are *identity safe*, i.e., to which all participants feel they can bring their authentic selves.



## Instructions

Goals of this activity:

- ✓ Hone your *own perspective* on the core question by exploring evidence related to your [assigned lens](#)<sup>2</sup>.
- ✓ Prepare to bring helpful evidence, framed through your own perspective, to in-class discussion.

### 1. Engage with 2+ different sources on your lens for 45+ minutes.

As you go, document points that relate to the core question, and which you think might be helpful to share with your peers in class. These can be, e.g., definitions, examples, resources, questions, arguments, self-reflections.

- For an intro to your lens, see the “topic introduction” sources (also, recall the [Class Glossary](#))
- You can also introduce your own sources (they need not be in English).

### 2. Summarize the points you want to share in 150+ words and submit this response on Canvas.

For some options on what you can write in this response, see [slide 2 of this presentation](#).

<sup>1</sup> The **core question** is the central question guiding our thinking this week. Answering this question requires considering many different fundamental concepts. We will look at this question through several such concepts, known as **lenses**.

<sup>2</sup> You are free to trade lenses with your group members, as long as all lenses are covered.

## Lens 1: Stereotype Threat and Identity Threat

Source	Description
Topic Introduction	
<a href="#">Implicit bias, stereotype threat, and higher education</a> (McClain 2018)	A <b>TED Talk</b> by Russell McClain introducing the concept of stereotypes and stereotype threat in the higher education setting (and linking these concepts with implicit bias).
<a href="#">Stereotype Threat: A Conversation with Claude Steele</a> (Steele 2013)	A <b>short video interview</b> Professor Claude Steele, the founder of research on stereotype threat, discusses what stereotype threat is, its impact on students' performance, and how it motivates the need for identity safety.
<a href="#">Promoting Inclusion and Identity Safety to Support College Success</a> (Murphy, Destin, 2016)	A <b>written resource</b> outlining the concept of identity threat, its impacts in the college setting, and several strategies ("what colleges can do") to increase identity safety.
Addressing stereotypes in ourselves	
<a href="#">6 Charts That Dismantle The Trope Of Asian Americans As A Model Minority</a> (Jin, 2021)	A <b>written article</b> describing how stereotypes about a group like "Asian Americans" can be dismantled by examining the complex diversity of identities within that monolithic category.
<a href="#">Long-term reduction in implicit race bias: A prejudice habit-breaking intervention</a> (Devine et al. 2012)	A seminal <b>academic paper</b> by one of the founders of modern implicit bias research, Patricia Devine. Section " <i>Strategies for reducing implicit race bias</i> " describes 5 literature-based strategies for addressing biases in ourselves (the basis of the study is demonstrating that, in combination, these strategies markedly reduced bias in participants).
Strategies for coping with stereotype threat when we experience it ourselves	
<a href="#">How to Overcome Stereotype Threat: Looking Beyond Society's Expectations</a> (Handel 2015)	A <b>written guide</b> describing strategies for overcoming stereotype threat when we experience it ourselves.
<a href="#">Stereotype Threat in School and at Work: Putting Science Into Practice</a> (Schmader, Hall, 2014)	An <b>academic paper</b> , in which section " <i>Programming to Provide Underrepresented Groups Ways to Cope With Stereotype Threat</i> " summarizes evidence-based strategies students can use to cope with stereotype threat, with opportunities for further reading of the literature.

**Lens 2: Structural** (organizational-level) strategies for increasing identity safety

Source	Description
Topic Introduction	
<a href="#">Identity Safe Classrooms and Schools</a> (Cohn-Vargas 2015)	A <b>brief blog post</b> explaining what identity safety is and some central approaches for increasing it. (note: existing research on this topic focuses mostly on pre-university education, but it applies PhD settings as well)
<a href="#">What is identity safety? And Components of identity safety</a> (Identity Safety Classrooms)	<b>Brief written webpages</b> (the first also has a <b>video</b> ) on what identity safety is, what it looks like / does not look like, and why it's important.
Specific structural strategies in academic environments	
<a href="#">Lab Counterculture</a> (Hammer et al. 2020)	An <b>academic paper</b> (co-authored by our week 3 lecturer!) describing how to structure a research lab / community in a way that celebrates individuals for their unique identities and reduces the impacts on members' well-being of perfectionism, competition, time scarcity, power dynamics, and other factors.
<a href="#">Shaping the Future of Higher Education: Practical, Community-Driven Initiatives to Improve Academic Climate</a> (Stachl, 2021)	An <b>academic paper</b> on experiences and lessons learned from <i>grassroots, graduate student-led</i> initiatives that were successful in improving the climate of the Berkeley chemistry department. The paper provides multiple concrete examples of changes and their impact on the department.
<a href="#">Beyond Policies and Practices: For DEI Success, Focus On People</a> (Cospy, 2021)	A <b>written article</b> about the importance of understanding people's lived experiences as a key part of increasing diversity, equity, and inclusion.
Safe spaces	
<a href="#">The Beauty of Spaces Created for and by Disabled People</a> from Disability Visibility (Wong, 2020)	A short <b>first-person essay</b> by a person identifying as disabled, illustrating the importance they place on having spaces created by and for specifically disabled people.
<a href="#">Reflections and responses on Safe Spaces</a>	A <b>short blog post</b> (linking several other sources for further reading) exploring existing definitions of "safe space", explaining why some critique

(The Black Mirror, 2021)	these kinds of spaces, and why others find safe spaces important for fostering inclusion.
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### Lens 3: *Interpersonal* (communication-based) strategies for increasing identity safety

Source	Description
Topic Introduction	
<a href="#">Identity Safe Classrooms and Schools</a> (Cohn-Vargas 2015)	A <b>brief written blog post</b> explaining what identity safety is, and some central components for increasing it. (note: the research on this topic has largely focused on pre-university education, but the concept applies to PhD settings as well)
<a href="#">What is identity safety? and Components of identity safety</a> (Identity Safety Classrooms 2021)	A <b>brief written webpages</b> (the first also has a <b>video</b> ) on what identity safety is, what it looks like / does not look like, and why it's important.
Increasing identity safety as an instructor and mentor	
<a href="#">Math is personal</a> (Nordell 2021) ( <a href="#">alternate link if you can't access the above</a> )	A <b>written editorial</b> about how a math professor at San Francisco State University created a "new kind of math environment" in his classes by allowing students to meaningfully incorporate their identities into their learning.
<a href="#">Identity Safety Cues Predict Instructor Impressions, Belonging, and Absences in the Psychology Classroom</a> (Howansky 2021)	An <b>academic paper</b> studying the impacts of <a href="#">identity safety cues</a> (Wikipedia) which are simple strategies that instructors can use to cue students that their identities will be accepted and celebrated in a course.  Note: the Wikipedia article linked above is also quite informative!
<a href="#">Teaching across cultures</a> and <a href="#">Teaching with a heterogeneous audience in mind</a> (CMU Eberly Center)	Two <b>written guides</b> by the CMU Eberly Center for teaching and mentoring students in a culturally competent way. These guides provide a primer on how, when teaching or mentoring, to create equitable opportunities for engagement for students with heterogeneous identities and cultural backgrounds.
Creating accessible content (talks, papers, figures, etc.)	
<a href="#">Posters on accessibility</a> (UKHomeOffice, 2019) ( <a href="#">Link is for download</a> )	A series of <b>posters</b> hosted by the UK government, which describe simple practices that can increase the accessibility of materials (e.g., powerpoint slides, papers) to people of many different abilities.

[Digital accessibility considerations](#)  
(Eberly Center)

This is a **written handout** by the CMU Eberly Center on how to make digital documents accessible for people of many different abilities. It has many resources for helping people [create accessible content](#).