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ILO Diversity rubric description

Description: Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

Why faculty developed this guide

This guide was developed as an elective resource by and for cross-disciplinary faculty to support our efforts toward crafting assignments that help students demonstrate their achievement of the [Institutional Learning Outcome](#) of Diversity as it applies to our disciplines and programs. Every student who receives an undergraduate degree at CSUEB takes three courses to meet graduation requirements - called an [Overlay Requirement](#) in the areas of Diversity, Social Justice, and Sustainability.

Whether or not Diversity is a major focus of your course, or that you instruct an “Overlay” course, any subject/field can build an authentic ILO Diversity assignment. We are uniquely positioned as educators to nurture learners who can affect positive change based on a nuanced understanding of cultural self-awareness, knowledge of diverse views, respect for diverse perspectives, and reflection on interaction with diverse people and perspectives. This is one of a number of faculty-driven initiatives on this campus that are focused on increasing the capacity for equity and inclusion in our pedagogy in order to improve retention and graduation rates.

Considerations when designing ILO Diversity assignments

- Develop an agreed upon language and behavioral code for having respectful and honest discussions. Some suggestions:
 - Establish clear ground rules by using “I statements” and making sure to share from personal experience rather than using “we,” “they,” or “you.” Encourage students to start with the individual first, then build to include others.
 - Discuss appropriate terminology to avoid othering labels (e.g. a person with autism rather than autistic, etc.). Include relevant, current vocabulary and concepts as presented in media and other public spaces.
 - Acknowledge that you as the instructor are continually learning and growing with respect to diversity and equity. Instructors should engage in the exercises to set a model for honesty and vulnerability.

Acknowledge that everyone has a different foundation of knowledge and avoid expressing surprise or shock if someone did not know a concept that one feels is foundational to Diversity, Equity, and Inclusion (DEI) work.
- To the best of your ability, be able to identify what your own biases are so that we are aware of our own blind spots when designing assignments. Some suggestions:
 - Acknowledge that bias is often subconscious and that it requires intentional introspection and exposure to the stories of others to become aware of biases.
 - Discuss systematic ways that bias can work to inhibit our ability to interpret information objectively.
- Acknowledge the intersectionalities of others and the effects of those intersectionalities on the lived experiences of the individual.
 - Consider giving an example of your own intersectionality and how the identity/role influences one’s perspective. Be mindful that everyone has different experiences, and do your best to validate those experiences while not invalidating others.
 - Emphasize that one person’s lived experiences with discrimination does not take away from another person’s lived experiences. Discrimination is not a competition, it is a societal reality.
 - Explore the labels such as “marginalized,” “disability,” “disorder” given for groups or individuals with different abilities, backgrounds, or race, and examine the implications of stereotyping
- Be mindful that change takes time. The goal may not be to change views, but to build awareness.
- Consider a broad range of diversities within your discipline. Include contributions from diverse scholars that may not typically be highlighted in the tradition of the discipline.
- Consider if the assignment /product is ADA compliant by reviewing [Tips and Resources for Faculty and Staff on Universal Design](#) from CSUEB Accessibility Services.
- Consider using the community as a living laboratory. Be respectful about entering into cultural spaces. Seek permission if needed from those who maintain those spaces and, if conducting research using human subjects, contact [CSUEB IRB](#).

What students say best supports classroom learning for diversity and social justice

Asked of students at ASI Board of Directors meeting, December 2020.

- Faculty should be aware of their own biases, keep an open mind, and provide a welcoming perspective to students. When an instructor is adamant and persistent in his/her beliefs, some students feel they need to conform to get a good grade.
- It's important for faculty to stay up to date with what is going on in the world and try to incorporate that into the curriculum so everyone is aware.
- Materials given in the class should be reflective of and what's out there - what's going on right now with diversity and social justice. Instructors should keep in mind who is writing the materials they are distributing to students.
- Faculty should strongly keep in mind who is specifically the audience in their class, what communities students are in, and cater to that specifically.
- Research papers on this topic are helpful to put research into one's own words.
- Professors should understand the resources available to students, be knowledgeable about the content, and also have empathy to deal with important and heavy topics. When professors do not understand what a student is saying, they may invalidate a student's feelings.
- Working in small groups is helpful to understand one's experience and relate more to students who have grown up in different communities.
- Synchronous classes help because these are topics students need to interact with each other on this topic.

Examples of assignment tips and instructions across disciplines

The table below provides suggestions for developing diversity assignments for each of the ILO Diversity Rubric categories, applicable across disciplines. The left-hand column contains tips and guiding questions for developing assignments. The right-hand column contains example prompts that can be developed into assignments.

<p>This column contains the definition of the rubric category, tips and guiding questions when designing an assignment</p>	<p>This column contains examples of language and approaches that instructors might use in the assignment.</p>
<p>Considerations for developing assignments focused on “Cultural Self-Awareness”</p> <p><i>Identification of one’s positions, identities, assumptions, stereotypes, judgments, and biases.</i></p> <p>Tips for “Cultural Self-Awareness”</p> <ul style="list-style-type: none"> • Be open to feedback from others about our own actions and words in a non-defensive way. • Actively listen to those who have experienced bias in order to understand times when you may have been an agent or bystander of bias. • Use compare/contrast, similarities/differences exercises to gain an understanding of your own lived experience with that of others. • Use case studies, profiles, and/or role play situations that challenge students to identify, articulate and critique their privilege, identities, intersectionalities, assumptions, and biases. • Cultivate self-awareness through exposing one’s positions, views, and 	<p>Sample assignments/prompts for “Cultural Self-Awareness”</p> <p>General Examples for “Cultural Self-Awareness”</p> <ul style="list-style-type: none"> • Ask students to take three Harvard Unconscious Bias tests then have them watch a video resource that explains the origins and meaning of the test. After they receive their results, assign an article on unconscious bias and stereotyping. Engage in a discussion with students about the results of their tests and how this speaks to their lived experience of stereotyping and bias. • Observing the ethical principles of ethnographic participant observership, students should spend time in a cultural context and environment different from their own in order to gain cultural self-awareness and reflect on how their own culture informs their observations and perspectives. Students could be asked to keep a journal of their daily interactions and observations or to create a visualization that compares and contrasts their own cultural background with the culture they observed. • Ask students to critically assess a circumstance in which there are unfamiliar cultural rituals or routines surrounding a daily event, such as a meal. For example, ask students to recall a time when they went to a friend’s house for dinner and experienced a family

assumptions to the criticism of others.
Note: This requires an honest, open and safe space.

Guiding Questions for “Cultural Self-Awareness”

- Does the assignment address how intersectionalities affect an individual’s perspective?
- Does the assignment challenge students to identify their biases and/or blind spots?
- Are there ways that the assignment encourages collaboration or dialogue with others to gain insight and awareness to compensate for biases/blind spots?

meal. Have students consider the meal itself (preparation, seasoning, presentation, etc), the family dynamics, and any other observations that seem noteworthy. Have students analyze the manner in which different cultures approach what could be seen as a mundane, daily occurrence.

- Ask students to choose some aspect of popular culture (a movie, TV show, a favorite song) that resonates with their own experiences. Using that chosen product, ask students to identify how it reproduces or challenges existing power structures, stereotypes, and biases in our society. Discuss the potential contradictions in a media product that both resonates with their experience yet simultaneously reproduces other forms of bias. For example, if a media product elevates the representation of your ethnic group, does it also denigrate persons on the basis of gender or sexual identity or class?

Discipline Specific Examples for “Cultural Self-Awareness”

- *English:* Assign texts by scholars who deal with stereotyping and bias (e.g. Audre Lorde, James Baldwin, June Jordan). Have students identify or formulate practices from the readings that may help them reflect on stereotyping and biases that may be present in their own thoughts or actions.
- *Ethnic Studies:* Create a “classroom conference” event where students can share their family cultural histories. Have students record video or audio interviews from family members to create an oral historical account of their family’s experience over several generations. During the classroom conference, students can then be asked to share key moments and quotes from their work and provide an analysis of the significance of these testimonies in how they now understand themselves and their family cultural histories.

	<ul style="list-style-type: none"> • <i>Political Science:</i> Ask students to research a policy and identify how culture and context contributed to the drafting of that policy. Specifically, identify the group(s) who benefited from the policy and those who were disenfranchised by the policy. Discuss the role that cultural biases and stereotypes have in creating such policies and the lasting effects of the policy. • <i>Economics:</i> From a list of policy positions, have students identify what their policy preference would be and ask them to also create hypothetical profiles of those who would support alternative policies. Make a list of proposed profiles, grouping similar ones together, and ask students to think about which profile(s) they most identify with, if any. Allow each student to choose their closest profile (or explain why they differ from all profiles listed) and their preferred policy. Encourage other students to learn more about their classmate’s choices through questions that parse how and why assumptions differed from revealed reality. • <i>History:</i> Have the students read documents from courts which have criminalized certain behaviors (such as homosexuality). Have them critically analyze their own positions on this topic and how this contributed to the power structures and the society that created these.
<p>Considerations for developing assignments for “Knowledge of Diverse Views”</p> <p><i>Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</i></p> <p>Tips for “Knowledge of Diverse Views”</p> <ul style="list-style-type: none"> • Encourage and model courageous and non-judgmental open dialogue and interactions. 	<p>Example assignment instructions/prompts for “Knowledge of Diverse Views”</p> <p>General Examples for assignment instructions examples for “Knowledge of Diverse Views”</p> <ul style="list-style-type: none"> • Assign autobiographical or semi-autobiographical reading assignments (e.g. Audre Lorde, James Baldwin, Ta-Nahesi Coates) that offer windows into the lived experiences of scholars with a range of intersectionalities. Ask students to reflect on the reading in written journal assignments. Follow this

- Create a safe space that will allow students to share their knowledge about their culture.
- Establish expectations as to what constitutes evidence of knowledge of diverse views.
- Acknowledge how your discipline has excluded and/or marginalized the voices of scholars of color thereby producing scholarship that perpetuates the exclusion and silencing of diverse cultural insights.

Guiding questions for developing assignments focused on “Knowledge of Diverse Views”

- Does the assignment ask students to identify their own identity as well as investigate the lived experiences and intersectionality of others to better understand a different perspective?
- Does the assignment ask students to identify how the author’s positionality influences their work and the discipline?
- Does the assignment give examples of appropriate questions to learn more about someone else’s identity or viewpoints?
- Does the assignment include scholarship by those who have typically been overlooked in the field such as women, people of color, non-Western European scholars or experts, and other marginalized identities?

with small group discussions and a subsequent large class discussion. Discussion questions can include: In what ways can you relate to the experiences of this scholar? How do the intersectionalities of this scholar influence how they navigate the academic space and community spaces they exist in?

- Assign students an event--historical and/or contemporary-- and have them examine how the interpretation changes depending on the perspective of the original source (e.g. archival sources, media, etc) and audience. Discuss how opinions vary depending on positionality, beliefs, and experience.
- Organize Brown Bag speaker series featuring representatives of underrepresented cultural groups. Perspectives offered by guest speakers should focus on personal, cultural, social, and political narratives that have largely been excluded from mainstream discourse and should highlight the vast and complex intersectionalities in which people of color, women, those differently abled, and LGBTQ communities experience their lives.
 - Alternatively, invite a panel of experts with different perspectives discussing a specific topic from their point of view. Assign students relevant readings so they may engage with the speaker(s).
- Break class into groups and assign each group a decade in the history of the field. Ask each group to identify how women and people of color contributed to the field during that time period or were barred from contributing. Ask each group to present their findings in a presentation or paper.
- Ask students to interview and actively listen to someone with whom they strongly disagree. Have students reflect on what they learned about how the interviewee’s positionality or lived experience may have influenced their perspective and why that perspective diverges from the student’s.

	<ul style="list-style-type: none"> • Ask students to present on a culinary item that represents their culture. Discuss the significance of the item and/or preparation of the item. <p>Discipline Specific Examples</p> <ul style="list-style-type: none"> • <i>Mathematics:</i> Have students conduct an examination of the mathematics used to build pyramids and other ancient structures to learn the geometry needed to construct structures with certain properties (e.g. allowing light to enter a room at a particular time-- Chichen Itza). Have students replicate the ideas by constructing a small scale structure with similar properties and identify how culture and beliefs influenced the way in which the structures were built. • <i>Mathematics/Statistics:</i> From a single data set, have groups find evidence for opposite conclusions. Examine how statistics based on the same data can be used to form different narratives. • <i>Political Science:</i> Give a critical analysis of a bill/law/initiative from various perspectives, including perspectives beyond the two major parties and perspectives from different identities and intersectionalities. Ask students to identify who benefits and who is harmed by the policy and how the policy can be amended to be inclusive of those who have been systematically oppressed by similar laws. • <i>Psychology/Social Work/Sociology/Education:</i> Instruct students about the different ways that people from different backgrounds seek “treatment” or help for mental illness. Include whether, among some groups, no treatment is sought. Ask students to research a group of their choosing and give a presentation (or write a paper) on the reasons why that group approaches mental illness in the way that it does. • <i>Political Science:</i> Ask students to research a bill or law that was supported by a historically marginalized person or group. Have students identify the process of the bill becoming a law or failing to become a law. Ask students to identify what the intent of the bill was and
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	<p>the obstacles the bill encountered. Engage in a discussion on the political and social context of the bill's passage or failure and examine the viewpoints from support and opposition of the bill.</p> <ul style="list-style-type: none"> • <i>English:</i> Ask students to reflect upon the courses that are offered by the Department. Which classes are required? Which aren't? Are the course offerings culturally diverse? What are the consequences of the course offerings on student's knowledge of others? • <i>Economics:</i> There is a standard way in which economic well-being is reported in the news, by politicians, etc. These reports are based on Gross Domestic Product. They shape our perception of when the economy is doing well and which policies contribute to welfare, also which countries are successful in providing high living standards to their citizens. An alternative approach is to ask people how happy they are. Compare how countries rank by self-reported happiness vs. GDP. Discuss which is a more relevant measure, and how policy choices may be biased by what we choose to measure and prominently report. • <i>Geography:</i> Research a topic and consider how that same topic is viewed (as demonstrated by different data sets/evidence) differently by comparable entities in different locations and the likely causes for those differences. • <i>History:</i> Compare how scholars of color have approached a certain historical topic (for example, Atlantic slavery) with the views of the dominant (usually white male) scholars.
<p>Tips for “Respect for Diverse Perspectives” <i>Strong evidence of respect in descriptions of different points of view.</i></p> <ul style="list-style-type: none"> • Define and model respect as a practice essential to an informed citizenry. 	<p>Example assignment instructions/prompts for “Respect for Diverse Perspectives”</p> <p>General</p> <ul style="list-style-type: none"> • Assign students artifacts/readings/films from alternative perspectives about one issue or concept in your field. Ask students to represent each of the differing perspectives. Have students prepare, and orally present a Lincoln-Douglas debate between these perspectives. Ask students

- Model formats for respectful debate and communication between persons/groups expressing different perspectives.
- Model various ways to be respectful such as body language, verbal language, voice intonation, active listening, and open-mindedness to receive feedback as well as give feedback.
- Verbally acknowledge the values, opinions, labor and perspectives of others.
- Verbally and on the syllabus acknowledge the values and norms that students bring to the classroom. Validate these and incorporate them into your syllabus and class rules.

Guiding questions for developing assignments focused on “Respect for Diverse Perspective(s)”

- Does the assignment give guidance and examples of debate rules and decorum? Is there an emphasis on listening and waiting for others to speak ?
- Does the assignment take into account cultural values and traditions of the individual or group under investigation?
- Does the assignment give guidance on important terms and respectful language and behavior of the culture or identity under investigation?
- Does the assignment give clear guidance on how to provide evidence of respect to diverse perspectives?

to provide feedback on the persuasiveness of each presentation and in what ways a civil debate format may have changed their minds about a particular idea or enabled them to critically think through the issue at hand. Discuss the difficulty in finding a single truth given the legitimacy each artifact holds for an individual or group.

- Invite speakers from varying perspectives to share and debate a topic as related to your discipline. Ask students to provide feedback on the persuasiveness of each argument and the role that a respectful debate played on helping them to critically think through the issues at hand.
 - Prior to the speakers coming in, ask students to share their own perspectives of the issue and evaluate their perspectives in contrast to those of the speakers.
- Provide students with short memoirs written by someone from a different background than the student (e.g. different culture, childhood experience, mental or physical disability, etc). Discuss how this memoir gives insight into the behavior and actions of the writer.

Discipline specific

- *Psychology/Social Work/Sociology/Education:* Have students discuss the role of identities and intersectionalities of race, ethnicity, gender, age, socioeconomic status etc. and how they are related to differential mental illness diagnoses and treatments. Ask students to respectfully debate the validity of these different diagnoses. Ask students listening to the debate presentation to evaluate the influence of systemic bias on the accuracy of the diagnosis and treatment protocols (i.e. emphasis on genetics) presented by each student speaker.
- *Psychology/Social Work/Sociology:* Have students explore how people with mental illness have contributed to the field (for instance, Clifford Beers, Kay Redfield Jamison, Bertha Pappenheim). Ask students to discuss how these individuals were received in the field. Were they respected in their time? Why or why not? What factors

	<p>contributed to their different experiences of inclusion within the fields of Psychology/Social Work/Sociology.</p> <ul style="list-style-type: none"> • <i>Ethnic Studies</i>: Structure an intellectual history course around key debates. Ask students to take on the perspectives of speakers promulgating those ideas and engage in a respectful Lincoln-Douglas debate (e.g. DuBois v. Washington, Malcolm x. Rev. Dr. Martin Luther King, Jr.) • <i>Mathematics</i>: Compare the base 10, 2, and 20 representation of numbers and discuss when one base is more appropriate than the other(s). Have students perform calculations in base 20 to give an appreciation for how calculations in base 10 may feel to someone who is unfamiliar with this system. • <i>Geography</i>: Compare and contrast cultural views on issues or beliefs in different world regions and/or among indigenous and immigrant groups. Have students identify the process by which that issue or belief is maintained, changed, or hybridized and discuss what is gained and lost in each case. • <i>Political Science</i>: Explore or theorize the motivations or reasons why someone holds the political attitudes they do. Discuss the circumstances or contexts as to why the person may hold such views in order to better understand their perspective. • <i>Political Science</i>: Choose two contrasting debates and show in-class. Ask students to analyze the behavior, body language, and verbal communication of candidates. Have students identify what is perceived as respectful behavior and behavior that is inappropriate for the position the candidates are vying for. • <i>Ethnic Studies</i>: A Critical Race Theory Assignment: Randomly assign students to small groups, assign each group a specific social/political issue that involves intersectionalities of race/class/gender/sexual identity (e.g. segregated schooling in the post-Brown v. Board of Ed. era; housing segregation; income inequality, etc.) and ask students to investigate the legal precedents that undergird these disparities. Students should be provided resources for investigating court decisions, federal, state,
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	<p>and local laws, etc. In break-out session, allow a representative from each group to explain the legal, political, and structural underpinnings of racial/gender/sexuality discrimination.</p>
<p>“Reflection on Interaction with Diverse People and Perspectives” Tips <i>Strong analysis of how interactions with people of diverse identities and positions influence one’s understandings.</i></p> <ul style="list-style-type: none"> • Encourage students to explore their own biases and assumptions when interacting with those with different backgrounds and/or experiences. <p>Guiding questions for developing assignments focused on “Reflection on Interaction with Diverse People and Perspectives”</p> <ul style="list-style-type: none"> • Does the assignment give clear guidance on how to provide evidence of interaction with others? • Does the assignment ask students the assumptions they made about others and if those assumptions were challenged or reinforced by the interaction with others? • Does the assignment discuss how to obtain authentic and sufficiently detailed perspectives from the different entities with which we interact? • Should IRB be consulted in the execution of the assignment? 	<p>Example assignment instructions/prompts for “Reflection on Interaction with Diverse People and Perspectives</p> <p>General:</p> <ul style="list-style-type: none"> • Ask students to compare and contrast their life experiences to those in different socioeconomic/cultural/identity groups. Have students reflect on how their life journey thus far has been shaped by their experiences. • Ask students to go to a restaurant to try a food they have never had before. Encourage them to be risky (yet safe) and experience something they think they may not like. Ask students to reflect on this experience and the interactions they had with the staff and others. <p>Discipline specific:</p> <ul style="list-style-type: none"> • <i>Ethnic Studies:</i> Afrofuturist/Ethnic Futurist/ Future Forecasting Assignment. After defining the central tenets of Afrofuturism and Ethnic Futurisms (which include projections of the past and future) as well as the idea of Future Forecasting, ask students to project themselves into the distant future and to create a vision for the future that includes their cultural/racial/ethnic/gendered presence. Identify at least 3 cultural traditions that you believe must be carried into the future. What future technologies would you need to insure the presence of your cultural voice in the future? What will be the environmental conditions of the future and what will you need to be able to adapt to those conditions in order to continue experiencing the cultural traditions that are most important to you? • <i>Anthropology/Ethnic Studies/Sociology:</i> Ask students to produce a mini-ethnography that involves reflections on their experiences outside of the classroom in a different cultural setting. Ask students to specifically focus on issues, ideas, activities, and traditions that they

experienced which also resonate their own cultural traditions and allow for spaces of greater cross-cultural communication.

- *Geography*: Ask students to compare and contrast the lives of others in different world regions with respect to specific themes. Instruct students to note regional differences in the ways that people interact and have interacted in the past within the regions. Ask students to reflect on the factors that contribute to the regional differences (peaceful coexistence versus conflict, cultural homogenization versus strong cultural traditions, etc.).
- *Mathematics*: Reflection via isomorphisms. Isomorphisms are used in mathematics to talk about “sameness” or equivalence. They can be used to translate from one mathematical structure to another while preserving the defining characteristics of both and ignoring superficial characteristics. It is also possible to find more than one way for mathematical structures to be isomorphic. Use the idea of isomorphisms to reflect on what characteristics are core to us as humans/individuals and what characteristics are superficial. Ask students to compare the characteristics they found as core vs. superficial.
- *History*: History is full of forced interactions between different cultures (Romans enslaving people in territories they conquered; northern Europeans invading Roman territories in the late 300s/400s CE; early Europeans in Africa, the Aztec takeover of neighboring territories before European contact, etc.). Have students discuss how these forced interactions have shaped the modern world and reflect on how this informs their own perspective.

CSUEB ILO Diversity Rubric, Approved by Academic Senate, January 23, 2018

Description: Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

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Cultural Self-Awareness	Strong identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Adequate identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Limited identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Little to no identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.
Knowledge of Diverse Views	Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Adequate evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Limited evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Little to no evidence of knowledge of diverse views in areas such as values, communication styles, and practices.
Respect for Diverse Perspectives	Strong evidence of respect in descriptions of different points of view.	Adequate evidence of respect in descriptions of different points of view.	Limited evidence of respect in descriptions of different points of view.	Little to no evidence of respect in descriptions of different points of view.
Reflection on Interaction with Diverse People and Perspectives	Strong analysis of how interactions with people of diverse identities and positions influence one's understandings.	Adequate analysis of how interactions with people of diverse identities and positions influence one's understandings.	Limited analysis of how interactions with people of diverse identities and positions influence one's understandings.	Little to no analysis of how interactions with people of diverse identities and positions influence one's understandings.

Cultural Simulation Example Assignment that Aligns with ILO Diversity Rubric

Overview and purpose: This assignment is a cultural simulation that helps students “experience” another point of view in a significant way and can be adapted to most any discipline and works best once you have built a safe learning space such as weeks 5 and 6. As written here, this simulation takes place in class over the course of one or two days. Students are asked to participate in learning two opposing cultures that provides them with the opportunity to come to understand the powerful effects that culture plays in every person’s life. This assignment aligns with the ILO Diversity rubric.

Ideally this activity prepares individuals to learn how to work with people different from themselves such as departments, disciplines, genders, races, socioeconomic backgrounds, and ages. Participants become personally aware of the issues around cultural differences, which often initiates immediate, personal insight and sometimes change. Though they initially often feel the alienation and confusion that can come from being different, ideally they have a safe space to explore misconceptions and come to a new place of understanding. Additionally, this simulation may be used to help participants see another perspective and also reflect on their own biases. Assigned cultures can be replaced with any topic relevant to a course--the key is for them to be opposing “cultures.”

Required Supplemental Readings:

[Howell's Model](#) (1982): *This “Cultural Competence” model provides a framework for stages one goes through as one learns about others.*

http://changingminds.org/explanations/learning/consciousness_competence.htm

[Stumbling Blocks of Intercultural Communication](#) (Barna,1994) *This article reviews six common myths and barriers one might experience when interacting with others.*

<http://www.sfu.ca/olc/eal/6stumblingblocksininternationalcommunication/infographic>

Activities Leading up to assignment

Parts 1 and 2 work well together

Part 1: Break into groups and socialize to one of 2 assigned cultures

Note about customizing to meet your needs: While below are examples of two cultural groups, the simulation can be done with different cultural groups such as a matriarchal, egalitarian, or a decentralized society. The groups can also reflect concepts discussed in your discipline - for- example, differing policy solutions among different cultures (political science).

Culture 1: the focus of this culture is a patriarchal society that celebrates hierarchies, with a central focus on interactions and interdependence. The oldest male is chosen to be the “leader” of the group, and no one can initiate any interactions without permission from the leader. If permission is not granted, no interaction is allowed. Only specific topics can be discussed in this specific order: greeting, weather, and accomplishments of male figures.

Culture 2: the focus of this culture is competition and individualism. The goal of this culture is to only talk about oneself. Conversations and interactions can occur, however the individual should always turn the conversation back to something about themselves and their personal accomplishments. An individual can elaborate on their successes and exaggerate on their accomplishments (e.g. “I just got back from climbing Mt. Everest” or “I decided to run the marathon last minute and finished in 3 hours”).

Ground rules:

- Each group is “socialized” listening/looking over the rules of culture and given 15 minutes to learn and practice their cultural rules.
- You are to remain in “character” for the entire class period and not discuss your culture’s rules.
- The classroom is a safe place that respects boundaries of each other.

Part 2: Cultural Simulation

Once each group has had time to engage with the rules, small groups of 3-4 “visit” the other culture.

Facilitator will monitor visits allowing 7-8 minutes of interactions. Once all students have “visited” the other culture, regroup as a class, making sure no one discusses their thoughts, reactions, or feelings.

Part 3 and 4 work together

Part 3: Debrief after simulation:

Independent Written Reflection (Get initial student Reaction):

- Describe the other culture. Provide 1-2 examples to support.
- Describe your experiences, feelings, and thoughts when you were a visitor in the other culture.
- Describe your experiences, feelings, and thoughts when you were a host to the other culture.

Whole Class Discussion (Explore assumptions):

- If you were Culture 2: What are some words that describe the Culture 1?
- If you were an Culture 1: What are some words that describe the Culture 2?
- Culture 2, how did the Culture 1 appear to you when they visited your culture?
- Culture 1, how did the Culture 2 appear to you when they visited your culture?
- Culture 2, describe your feelings and thoughts when you visited the Culture 1.
- Culture 1, describe your feelings and thoughts when you visited the Culture 2.

Group Discussion Reflection (Share the rules of each culture):

Place students in groups of 4—2 from Culture 1 and 2 Culture 2 per group.

- Culture 1: describe Culture 2
- Culture 2: describe Culture 1
- Culture 1: describe your culture to Culture 2
- Culture 2: describe your culture to Culture 1

Whole Class Discussion (Application to content)

- Which culture would you prefer to live in? Why?
- How does this experience relate to the Howell’s 4 stage model?
- In the game you were not allowed to tell the rules of the culture. Are there situations and conditions in the “real world” which make it difficult to ask about the rules of another culture?
- In a pluralistic society, if the culture of a minority group meets the needs of its members, what is the best way for the minority to assimilate into the culture of the dominant group? Does this depend on the culture of the majority group?

Part 4:

Key Assignment: Culminating Written Reflection that Addresses ILO Diversity Rubric

This is the culminating assignment that integrates parts 1-3 and addresses the ILO Diversity Rubric categories of "Cultural Self-Awareness", "Knowledge of Diverse Views", and "Reflection on Interaction with Diverse People and Perspectives." "Respect for Diverse Perspectives" would normally be evident in descriptions of different cultures and viewpoints. This is where stereotypes, bias, misconceptions, or lack of knowledge, might show up in the reflection.

Based on your experience in the simulation **and the class discussions, write a 4-6 page response to the following questions:**

- How does the cultural simulation apply to your experience with interaction with others from different cultural backgrounds?
- Describe how this experience relates to Howell's 4 stage model.
- In the game, you were not initially allowed to tell the rules of the culture. Are there situations and conditions in the "real world" which make it difficult to ask about the rules of another culture?
- Now that you know what you know about the other culture, explain how you felt and how these feelings are related to your misconceptions.
- How does knowing the cultural rules help you understand and gain awareness of the other culture? How does new knowledge expand your understanding?
 - Why is it so difficult for this process of learning each other's "rules" challenging to happen in real life?
- Which culture would you prefer to live in? Why?
- In a pluralistic society, if the culture of a minority group meets the needs of its members, what is the best way for the minority to assimilate into the culture of the dominant group? Does this depend on the culture of the majority group?
- How could this experience change how you interact with others? What are you now aware of?
- What else would you like to share?

Cultural Self awareness

Knowledge of diverse views

Respect for diverse perspectives

Reflection on interaction with diverse people and perspectives

adapted from [Bafa Bafa](https://www.simulationtrainingsystems.com/corporate/products/bafa-bafa/) <https://www.simulationtrainingsystems.com/corporate/products/bafa-bafa/>

Another possible activity/game: [Barnga](https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/barnga/) <https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/barnga/>

Have a question about how you might implement this in your class? Contact Shadi Roshandel, Assistant Professor, Teacher Education, shadi.roshandel@csueastbay.edu

Instructional Resources Available from the Office of Diversity

The [Office of Diversity](#) aspires to embody an authenticity that values the lived experience of all students, faculty, staff and to operate in partnership with the campus community to promote equitable student success. Here are some of our services for faculty and your students that support classroom assignments and instruction and also focus on building community, advocacy, inclusive, and mindful and providing a supportive environment.

- Review the Office of Diversity [Social Justice Anti-Racism Resources](#)
- Consider having your class attend [Cultural Awareness Keynote Speakers](#) to support your pedagogy and assignments.
- DISC Faculty Fellows
- Consider joining a [Faculty/Staff Affinity Group/Mixer](#) for connection, support, ideas, and community.
- Let your students know about the [Diversity and Inclusion Student Center](#) (DISC) which provides a space for dialogue and engagement on equity and social justice. The DISC provides opportunities for leadership development, community engagement, and co-curricular programming on various topics of diversity and inclusion.

Some Instructional Resources available from Cal State East Bay faculty

- Organized by ILO, log onto [Teaching Tips](#), a Blackboard Organization site in the Diversity section with teaching resources developed by and for faculty.
- [Diversity and Social Justice Pedagogy at CSUEB](#): A website developed by Cal State East Bay faculty with examples of pedagogy, research, and other resources.
- While these are a few examples, there are many other resources for faculty in and outside of the classroom that are being offered throughout the CSUEB campus and larger community.

Assignment Essentials Relevant to All Assignments

Students complete assignments to:

- practice applying skills, content, and concepts learned, demonstrate their achievement, and
- to be assessed and receive feedback on the achievement of assignment, course, and program learning outcomes.

- How will my assignment prompt students to show what content they have learned and/or demonstrate their skills?
- Does the array of assignments in this class address students with varied learning preferences multiple means of demonstrating knowledge and skill acquisition?

Students need *clear and transparent expectations* and instructions documented *in writing*:

- Assignment instructions should clearly identify tasks, provide the required format elements, and describe the final product.
- Assignment descriptions should help students clearly understand the main purpose.
- Assignment descriptions should also demonstrate the connections to how their work meets learning outcomes, builds on their knowledge and skills for future assignments, relates to graduation, and has professional relevance.
- A grading rubric that expresses expectations and aligns with the outcomes will assist students as they complete the assignment.



- How will assignment instructions clarify what tasks to do, how they are connected, how to get started, and how to complete the tasks?
- How will you know if students met the assignment expectations; how will students be assessed?

Chunk and scaffold assignments: Students perform better on assignments when instructors break them into manageable chunks. Presenting students with smaller assignments that build into a larger one creates the opportunity for early feedback and improvement.

Example of smaller assignments that build toward a research essay that meets expectations:

Course timing	Week 6	Week 8	Week 10	Week 12	Week 14
Developmental Assignment Due	Thesis statement	Annotated Bibliography	Outline	Essay Draft	Final essay

Reflection Aids Retention: Students' learning improves and sticks when they *reflect* on their process and their completed assignment:

- Ask students to report what they learned from the assignment or what they would do differently in a future assignment.
- Student reflection on assignment process and performance may also help you shape the next version of the assignment.