



## Clark University Diversity and Inclusion Certificate Program 2019-20 Session Descriptions

CODE	Session Title	Instructor	Type	Description
	Introduction to the Diversity and Inclusion Certificate Program (required for all participants)	President David Angel	REQUIRED	Link to video will be sent to all registered participants
DICP101	Historical Overview: Power, Privilege, and Oppression	Sheree Ohen (Marlowe) Hayley Haywood	CORE	The purpose of this course is to analyze how power operates through policies, systems, and structures; and develop a historical context for understanding oppression, privilege, power, resistance, and social change. Participants will also reflect on one's own multiple identities within history and society and examine how power and privilege can hinder community building in the workplace.
DICP108	The Intersection of Race and Social Justice	TBD	CORE	This seminar class is designed to offer participants an overview examination of the intersection of race and racism, and social justice. The objective is to gain a greater understanding of how we can, and why we should come together to give targeted attention to this topic. Participants will gain valuable insights that will enable them to better understand racial social justice and more effectively pursue it; in order to build more equitable and inclusive shared communities. In pursuit of a world free of discrimination, one must understand that education and empowerment concerning race, as it relates to criminal justice, economic justice, and inequality in education; is fundamental. Although generations of civil rights activism have led to important gains in legal, political, social, employment, educational, and other spheres, the forced removal of indigenous peoples and the enslavement of those of African descent marked the beginnings of a system of racial injustice from which our country has yet to overcome. From our public schools where students of color are too often confined to racially isolated, underfunded, and inferior programs, to our criminal justice system that disproportionately targets and incarcerates people of color and criminalizes poverty, to the starkly segregated world of housing, the dream of racial justice and equity remains elusive.
DICP109	Mental Health Stigma and the "Otherness" of Mental Illness	Francy Magee Megan Kersting	CORE	This class will examine the issue of mental illness as part of the dialogue of diversity and inclusion. The prevalence of mental illness in American society, especially depression and anxiety, has increased by a substantial rate in the past decade. Major depression among adolescents in the US has jumped 37% since 2006. Nearly one in six college students across the nation have been diagnosed with an anxiety disorder. Yet despite this prevalence, society maintains a stigma and creates a sense of "otherness" with individuals who struggle with mental illness as a means to distance themselves from what they fear and cannot control. We plan to explore the multiple perspectives surrounding the experiences and treatments of mental illness over time. We will also provide foundational knowledge and analytical tools to help understand the historical context of the mental health care system for the general population as well as for college students.
DICP110	AccessAbility: A Historical Overview	Fran Manocchio & Sharon deKlerk	CORE	This session will present an overview, through a social justice lens, of the legal, cultural and social aspects of a range of ability and (dis)ability statuses. We will explore the evolution of disability rights as a civil rights movement. We will highlight expectations and experiences in the educational system, from kindergarten through post-secondary education, the impact of stereotypes and biases on individuals with visible and invisible disabilities, and potential issues in the workplace. The session will incorporate universal design for learning principles and active discussion.



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DICP111	Exploring Gender and Sexuality: Gaining Knowledge and Learning Best Practices for Higher Education and Beyond	Meghan Norsigian	CORE	This session will invite participants to explore the diverse identities and lived experiences LGBTQ+ people experience both within higher education settings and in the broader community. Participants will learn about various LGBTQ+ identities, gain a sense of LGBTQ+ history and current realities, and explore how they can best support this community through allyship. This session will begin by examining identity, power, and privilege; both conceptually and through introspective reflection. Through the examination of identity formation and systemic oppression, participants will gain deeper insight into the effect larger social issues have on individuals. This session will cover concepts of biological/assigned sex, gender identity, gender expression, and sexual orientation and how these social identities affect the way individuals navigate a world and how these concepts intersect with power and privilege. Next, participants will explore some of the significant challenges that LGBTQ+ people may face both within and beyond settings of higher education. This session seeks to facilitate learning that will foster an understanding of the crucial role of allies and guide participants in gaining and improving their allyship skills to the LGBTQ+ community; both within a higher education setting and within the broader community.
DICP112	Creating an Inclusive Campus: Skill Building	Amit Taneja	CORE	The workshop will take diversity and inclusion from theory to practice. We will collectively envision what a fully inclusive campus might look like, and the barriers that might exist from achieving that goal. This scenario based workshop will help participants practice and develop the skills to be active up-standers and effective allies in difficult situations that might arise within the campus environment. This workshop particularly invites participants who want to strengthen their ability to act as an ally for historically marginalized groups.
DICP113	Understanding Cultural Identity: The (Re)Creation of Cultural Identity: Outsiders Within and Insiders Outside	Nadja Johnson	CORE	The course would focus mainly on the evolution of cultural identity as a social construct; how it is created, recreated and is hybrid. I will be basing the curriculum on Cultural Studies theory, using Stuart Hall and Paul Gilroy among others. This course will focus on strategies of negotiating and navigating complex identities. Other key terms: Otherness, Cultural Identity Saliency, Searching for home. Learning Goal: A thorough understanding of how identity develops and forms will positively impact our work with students.
DICP003	Classroom Strategies to Support International Students: Moving from Sensitivity to Competency	Maria Barluenga & Sharon Lopolito	Elective	<p>The aim of this session is to help Clark University faculty and staff gain a better understanding of the International Students who make up nearly 1/3 of the University's population. In this session, we will learn more about the unique challenges and strengths that international students bring to both the classroom and the Clark community. Participants will learn the basics of the immigration system that international students must navigate to be able to study in the United States. We will consider differences in the classroom that international students must adjust to when studying at Clark, and discuss frameworks to help instructors better prepare to effectively teach to a global classroom.</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the immigration process that international students must go through to be able to attend Clark</li> <li>• Reflect on the variety of experiences that bring international students to Clark</li> <li>• Reflect on the known and unknown difficulties faced by international students both in and out of the classroom.</li> <li>• Acquire a better understanding of students' previous educational environments. <ul style="list-style-type: none"> <li>• Understand and reflect upon some of the challenges experienced while working with international students throughout their time at Clark.</li> </ul> </li> <li>• Identify opportunities to leverage diversity in the classroom.</li> <li>• Participate in a community of learning with peers to share experiences and strategies on the topic.</li> </ul>



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DICP006	Undocumented Students at Clark and Beyond	Heather Silber Mohamed & Rosalie Torres Stone	Elective	Approximately 7,000 to 13,000 undocumented youth are enrolled in college throughout the United States. Studies show that fear of deportation/detainment, loneliness, increased anxiety, and depression are central, emotional concerns of undocumented students. In the current political climate, these students are feeling particularly vulnerable, as are other immigrant students who may themselves have legal status but have undocumented family members. Our session seeks to teach Clark faculty and staff about this population and their distinct needs. We will begin with a brief overview of federal policies and ongoing political debates about the status of undocumented immigrants, particularly, with respect to undocumented youth. Professor Torres-Stone will also share the results of her ongoing research project studying the unique mental health needs of this population. We plan to incorporate personal stories of undocumented immigrants through a combination of scholarly excerpts, a short documentary ("The Dream is Now"), and/or a panel of undocumented students/ alumni or student allies. Faculty will leave with a greater awareness of the unique needs of this population as well as a list of specific things that they can do to support undocumented students on our campus.
DICP012	The Beauty of a Kaleidoscope Diversity, Cultural Awareness & Sensitivity	Sarai Rivera	Elective	This session will help provide participants with skills and strategies to assess needs and provide appropriate support for people from culturally and linguistically diverse backgrounds. It will provide an opportunity to share and assess the students' perceptions of cultural diversity in their own reality, and how this impacts the delivery of service.
DICP013	Developing Empathy for the Other and Healing from Trauma in the Midst of Oppression	ShaQuan Read	Elective	Empathy is the ability to understand and share the feelings and experiences of another. This workshop/class will explore the many facets of our own identities, how they interact with the outside world, and the barriers to connection when our identities are in conflict. In this workshop we will also explore the psychological impacts of oppression, how to recognize signs of stress, and how to develop support for self and community. This course is highly experiential.
DICP014	Exploring the Impacts of Microaggressions in the Academy and Beyond	Sheree Ohen (Marlowe)	Elective	This session will provide an overview on the research on microaggressions and explore the effects in higher education including a tailored view through the critical race theory perspective. Participants will discuss racial microaggressions through an interactive exercise, explore the concept of intent versus impact, and learn skills and tools to recognize and interrupt microaggressions when they occur. The session will be comprised of mini lecture and interactive exercises.
DICP016	Best Practices for Faculty and Staff Hiring	Amit Taneja	Elective	This workshop will address the best practices in faculty and staff hiring. The workshop commences with a discussion of current hiring practices, what participants believe to be working well, and what might need further refinement. The session includes overview of job ads, how to build a diverse applicant pool (including passive recruitment and relationship building in advance of the search), comparing search demographics to national or local data, how to set up a search committee, training diversity ambassadors, screening applicants, and how to structure the on-campus visit. This session balances the philosophical underpinnings of recruiting diverse faculty and staff with practical advice on how to actually make it happen.
DICP019	Social Construction of Race	Shelly Tenenbaum	Elective	Everyone knows what race is although people have different opinions as to how many racial groups there are, what they are called, and who belongs in what specific racial category. In this class, we will explore how people invented race and explore the following questions: <ul style="list-style-type: none"> <li>• When and why did the term "race" emerge?</li> <li>• How have definitions of race changed by both place and time?</li> <li>• What role did American courts play in defining race?</li> <li>• When did Irish become white? Italians? Jews?</li> </ul>

DICP020	The Politics of Black (Afro-Textured) Hair	Tanya Mears	Elective	<p>This session will explore how starting in the colonial and Early Republic era of United States, Black women's Afro-textured hair was seen as an emblem of transgression- a foil to White women's hair which was described as "mystic", "raven" and "golden" with the capability to make White men "grow drunk upon it". However, Black women's "bushy" Afro-textured hair was legislated and intensely policed. The policing of Black women's Afro textured hair has continued right up to our time. Legal cases have been taken to the Supreme Court to answer the question of whether Black women with Afro-textured hair are "hireable". Two Black girls at a Malden, MA charter school were punished for weeks for wearing their hair in braids; whereas their White classmates with hair colors not found in nature were allegedly unremarked upon. In 2017, after intense pressure from Black politicians, Black organizations and Black women themselves and their allies, the United States Armed Forces changed its grooming policies wholesale to accommodate the styling needs of women with Afro-textured hair. The session will also examine how Black women worked through and around mainstream perceptions that Afro-textured hair is "messy", "dirty", and "ugly" in order to live with dignity.</p>
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