

## Scenario

In a required class for new grad students, Kathy, a new student of color, is dismayed by a feeling that this class is “sidelining” racial equity by disproportionately featuring white scholars in the readings. Kathy checks her gut feeling, puts her scholarly skills to work and discovers that 82% of the course readings are by white scholars. She writes her required weekly writing assignment – featured on their class message board - on her discovery. Her fellow classmates, a handful of whom are also students of color, write comments that they too agree; her professor, Dr. Book, who is white, writes that he appreciates Kathy’s extra work that week.

In class the next day Kathy is nervous but excited to discuss her post. However, as soon as the topic emerges, Dr. Book becomes defensive. He identifies racism as “not getting along” (instead of understanding it as a system in the way that Kathy – and scholarship in the field – does). Dr. Book says, “centering race is dangerous,” and continues, “my own research has nothing to do with race, and it’d be bad research if I did center race.” Dr. Book also suggests that scholars of color are not well represented in certain journals or departments “because they’re not interested.” He similarly opines that city demographics are partially explained by “people of color choosing to live in South Seattle because they prefer to live around other people of color.” No other students speak up; Kathy is silent too. The next week, the class began with a “reminder” that the syllabus had been around for a long time, since the course was a departmentally required one, and that it included readings chosen by many faculty, not just the ones who happen to be teaching in that quarter.

After the second class, Kathy drops in to share her frustration with the GPA, Irene. Irene listens sympathetically, shakes her head and says, “I know that professor. He will never change.” She gives Kathy a hug and sends her out the door.

### In Breakout Room (10 min total):

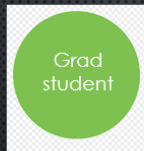
1. Choose to be one of the following:
  - a. Grad student Kathy (i.e., how is she feeling?, why does she intervene? Then remain silent in class? What does she need now?) – 2 min
  - b. Professor Dr. Book (i.e., how is he feeling? why does he appreciate her work online then expressive defensiveness in class?) – 30 sec
  - c. GPA Irene (i.e., why is her response a hug and no advice? What is she feeling?) – 1.5m
  - d. Witnessing student (what are they feeling? Why do they stay silent in class after responding affirmatively on the Canvas message board?) – note that this is only if you have a group of 4 – 1.5 min
2. Set your timer for the designated time to speak
3. Speak to the prompt: using compassionate speaking, what would you say in your assigned role?

### Compassionate Speaking requires:

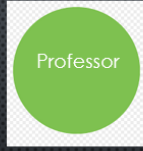
- Slowing down
- Reflecting on your emotions-
  - Recognizing
  - What feelings am I having?
  - What’s coming up for me
- Offering yourself grace-compassion-
  - self-distancing
  - 3rd person narration
- Offering compassion to others-
  - Perspective giving across power

## Serial Testimony Breakout in 3s or 4s

2 minute



30 sec



1.5 minute



1.5 minute



**Serial testimony prompt:** using compassionate speaking, what would you say in your assigned role?