



NCWIT SUMMIT ON WOMEN AND IT

where conversations
lead to change

May 14-16, 2019 // Nashville, Tennessee

Videos that Spark Conversation: Bringing the NCWIT Summit back to your institution

May 15, 2019

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Notes about Timing 2:50p.m.-3:25p.m

[2 minutes] Introduction (2:50 start)

[6 minutes] Gender, sex, sexuality (2:52 start)

- 2:38 - define gender
- 3:07 - pronouns explained

[5 minutes] Discussion (2:58 start)

[5 minutes] Race & intersectionality (3:03 start)

- 3:07 - define race
- 1:54 - define intersectionality

[5 minutes] Discussion (3:08 start)

[4 minutes]Daily practice! (3:13 start)

- 4:11 - Dental hygiene model

[7 minutes] Discussion (3:16 start) - e.g. 3 minutes wiggle room.



gender
identity

gender
expression

biological
sex

sexual
orientation



Conversation

1. Define: gender identity, gender expression, biological sex, sexual orientation, and pronouns.
2. How might a student feel if a teacher uses their birth name rather than preferred name or are misgendered?
3. We often try to classify people into binary gender categories - how can this cause harm?
4. A student named Cameron uses the pronouns “they/them/their.” Try using Cameron’s name/pronouns in a sentence and then only their name, which you can do when you don’t know someone’s pronouns.

Want to Learn More?

Watch:

- Ask Me ([link](#))
- What is Gender? ([link](#))

Read:

- Barker, M. J. (2016). *Queer: A Graphic History*. Icon Books.
- Vitolo-Haddad, CV (2017). *Gender: As Told By Science*. ([link](#))
- Ashcraft, C. (2018) Gender Difference Explanations For Disparities in Tech Are Not Supported by Science ([link](#))





Kimberlé Crenshaw

American Civil Rights Advocate
Professor, UCLA School of Law and
Columbia Law School

Conversation

1. Describe to your partner ways in which your identity is intersectional.
2. Although both gender and race are socially constructed and defined, why is it important to look for patterns at your institution specifically for women of color or other intersections of marginalized identities?
3. Have you noticed a tendency to avoid race labels and instead refer to individuals or groups as “diverse” or “ethnic” or “minority”? Why might this be problematic?

Want to Learn More?

- The urgency of intersectionality by Kimberlé Crenshaw ([link](#))
- Kendi, I. X. (2017). Stamped from the beginning: The definitive history of racist ideas in America. *Random House*.
- Oluo, I. (2018). So you want to talk about race. *Hachette UK*.
- DuBow, W. and Ashcraft, C. (2016). ([link](#)) *The Importance of Complexity in Attending to Intersectionality*.
- The Modern Figures Podcast by the Institute for African-American Mentoring in Computing Sciences (iAAMCS) and NCWIT. ([link](#))
- TECHNOLOchicas - resources for encouraging Latinas to pursue computing by the Televisa Foundation and NCWIT. ([link](#))



Conversation

1. Explain to your partner the importance of the dental hygiene paradigm of bias rather than the tonsils paradigm of bias?
2. What might you say to thank a student for telling you that your statements or actions have been biased or hurtful?
3. What incorrect assumptions might we make about a student based upon their pronouns or skin color? How can we continually challenge our assumptions?

Want to Learn More?

Watch

- www.ncwit.org/resources/are-you-unconsciously-biased:

Read:

- Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*. *Basic Books*.
- Gladwell, M. (2006). *Blink: The power of thinking without thinking*.
- DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. *Beacon Press*.

**Raise your hand if
your colleagues could benefit
from this 35-minute activity?**

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