

**Agenda:
AADS 1102 Fall 2015
Racially Ambiguous Identities in America
September 23, 2015**

<https://www.softchalkcloud.com/lesson/serve/mvdMr0bahfI91R/html>

- **Your name:**
Yen Rodriguez
- **Course name and level:**
CSL Leadership workshop – Race and Ethnicity
- **Topic/theme of activity or module:**
Racially Ambiguous American Identities
- **Conceptual model(s) for intercultural competence you plan to draw from:**
 - Fantini, Alvino. *Assessing Intercultural Competence* (458)
 - The SAGE Handbook of Intercultural Competence:
 - Intercultural communication model of relationship quality (30)
 - ****Multilevel Process Change Model of Intercultural Competence (30-32)****
 - Relational model of intercultural competence (34)
- **Key intercultural competence concepts addressed in the activity or module:**
 - Understanding of global systems
 - Applying knowledge to real world contexts
 - Perspective taking
 - Intercultural communication
- **Expected student learning outcomes addressed in the activity or module:**
After completion, students will be able to:
 - Understand global systems
 - Apply learned knowledge into real world contexts
 - Gain a broadened intercultural perspective
 - Employ intercultural awareness to enhance leadership development
- **Brief description of the activity or module:**
 - Pre-module quiz
 - Mini lesson on race and ethnicity in America
 - Interactive game: Guess my race or ethnicity?
 - Mini lesson on Latino racial categorization
 - Post-module exit quiz
- **Steps or action items to be completed as part of the activity or module:**
 1. Define leadership and intercultural competence as it relates to your specific topic or area of study.

2. Ask students to complete brief pre-module quiz and keep their answer sheets until the end of the module.
 - a. What is race?
 - b. What is ethnicity?
 - c. Do you find it easy or difficult to classify Latinos in terms of race?
 - d. How do you decide which race someone belongs to? What are the determining factors?
3. Brief lecture about the social construction of race, binary system in America, racial classification in the U.S., and race and Ethnicity.
4. Class Activity: Guess my race?
 - a. Students are shown pictures of several Latino Americans and are asked to guess each one's race or ethnicity.
 - b. The following slide reveals the origin of each celebrity.
 - c. Have open discussion the racial diversity of Latinos in America.
 - d. Ask students what factors influenced their initial ethno-racial perception of each celebrity.
 - e. Ask students what surprised them about this range of Latino racial identities.
 - f. Back to the Census.
 - g. How does this knowledge now factor into your understanding of Latino racial diversity and the way they're classified in the U.S. Census.
 - h. Hispanic is not a race.
 - i. Next slide shows examples of how race and ethnicity are falsely categorized as one.
5. Discussion about Afro-Latino identities
6. Conclusion/wrap up
7. Ask students to read their original answers from the pre-lecture quiz then answer 4 exit questions on the back of the paper. Reflect on how their perspective has changed.
 - a. How is an individual's race different from his/her ethnicity?
 - b. How has this knowledge expanded your understanding of cultural diversity?
 - c. How does this exposure contribute towards your leadership development?

➤ **How you expect to assess the student learning outcomes:**

By analyzing the contrast or change in perspective between the pre and post lecture quiz responses.

➤ **Potential assessment instrument:**

Pre and post lecture queries.