

Teaching about Diversity: Activities that Promote Student Engagement

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Diversity-related experiences in the classroom can help students develop important life skills such as active thinking and perspective-taking skills, serve to enhance student engagement, and encourage racial and cultural understanding (Gurin, Dey, Hurtado, & Gurin, 2002). Focusing on issues of diversity is particularly important in psychology courses, given that diversity awareness allows students to better understand how political, social, economic, and cultural forces can affect psychological functioning (Whitten, 1993). Thinking about psychology in the context of diversity can also help students see how theories and research that ignore variation in human experience and socialization can lead to a biased and incomplete understanding of certain groups of people. Consequently, exposure to diversity can both enhance students' abilities to critically examine psychological research and prepare students to eventually conduct their own research in a way that is sensitive to issues of diversity (Kowalski, 2000).

The American Psychological Association has recognized the importance of focusing on diversity in the classroom, and its Division Two (Teaching of Psychology) established the Task Force on Diversity Education Resources in 2006 for the purpose of providing support for instructors who want to incorporate diversity topics into their course curriculum. Instructors interested in diversity education have at their disposal numerous published articles, websites, and handbooks that describe student projects and classroom activities designed to help engage students with issues of diversity. This chapter focuses on diversity-related activities that can be used in a wide range of psychology courses. We first describe a new Internet-based student project that exposes students to cultural diversity through the use of online message board discussions with Chinese students, and we discuss how similar message board exchanges that allow students to interact with peers from different universities can be used to encourage awareness of diversity. We then provide an annotated bibliography of selected diversity-related activities on various aspects of diversity, including aging, disability, gender,

multiculturalism, race and ethnicity, sexual orientation, and social class.

Reaping the Rewards of Classroom Diversity with Online Message Boards

One way to expose students to diversity is to allow them to interact and discuss course material with peers and classmates who differ from them in terms of background and life experiences. University instructors recognize the educational benefits of diverse classrooms, and one large-scale survey of faculty found that a large majority of respondents believed diversity in the classroom both helps expose students to new perspectives and serves to increase students' willingness to examine their own perspectives (American Council on Education and American Association of University Professors, 2000).

Even though instructors typically recognize the importance of diversity, many find themselves in relatively homogeneous classrooms with little variance in terms of student ethnicity, age, religious beliefs, cultural background, and general life experiences. Fortunately, advances in technology have opened new doors of possibilities for students in all types of universities to reap the rewards of interacting with a diverse group of peers. We have found that online message boards provide a promising vehicle for such interaction.

We recently used an online discussion board in a cultural psychology course to allow American students to discuss course material with psychology students from a Chinese university. We believe the opportunity to interact with individuals from culturally different backgrounds helps students see the relevance of many topics within cultural psychology and thereby serves to further enhance student engagement with the course. Moreover, we have found that students tend to exaggerate the black-and-white nature of particular cultural differences they learn about in class. Our hope was that the opportunity to interact with Chinese peers and to discuss course material with them would allow

students to better appreciate the diversity that exists within a given culture.

Our cross-cultural message board participants were 19 American students from Missouri Southern State University and 23 Chinese students from Henan University (Kaifeng, Henan Province, China). We ran the message board for five weeks, and we required students to make a minimum of four posts per week. Students began their message board discussions by introducing themselves to each other. In these introductions, many students posted photos of themselves, their friends, and their families. We noted that our American students came to class after those initial online introductions very excited about their new “classmates” and about the possibility of discussing course material with them. Moreover, students seemed generally more engaged in class discussions after their introductions and would frequently bring up a topic in class and then say, “Let’s ask the Chinese students what they think.” This enthusiasm for the online discussions and the marked increase in the American students’ engagement with course material continued throughout the five weeks the message board discussions took place.

Although we asked both groups of students to focus the majority of their posts on topics specifically related to cultural psychology, we encouraged them to have fun with their discussions and to feel free to introduce any topic they found interesting. Among the most popular topics were discussions of cultural differences and similarities in qualities people seek in friends and romantic partners, students’ relationships with parents and teachers, and the types of life events that bring people the most joy. With very few exceptions, the students found some way to relate their discussions to theories and research findings from cultural psychology.

By the end of the five weeks of message board discussions, the majority of students, both Chinese and American, had far exceeded their required number of posts. We assessed the American students’ perceptions of their experiences with the message board with a series of Likert-type items using scales from 1 (*strongly disagree*) to 5 (*strongly agree*). Students’ responses suggested that they enjoyed their message board interactions ($M = 4.67$, $SD = .49$), that they believed the message board enriched their experiences with the course ($M = 4.33$, $SD = .69$), and that they felt more tolerant of diversity both within their own culture ($M = 4.01$, $SD = .56$) and of people from other cultures as a result of their message board experiences ($M = 3.61$, $SD = 1.14$).

We assessed the Chinese students’ perceptions of the message board with a single, open-ended question that simply asked them to write down their thoughts

about their experiences with the message board. Like the American students, the majority of the Chinese students evaluated their message board interactions positively. In fact, only one reported disliking the exchanges. Students commented that their communication with the American students was “meaningful,” “very interesting and useful,” a “benefit,” and that it allowed them to improve their English and “know more about American culture.” Other students expressed that they valued being able to share Chinese culture with the American students. One student said she “found many differences,” but that she also shared “many similar ideas” with the American students. In addition, many of the Chinese students gave suggestions for future cross-cultural message board exchanges. The most common suggestion, offered by nine of the 23 Chinese students, was to extend the time period beyond five weeks to allow for continued communication with the American students. Several others expressed a desire to increase the number of students participating in the message board exchanges.

Although we designed the cross-cultural message board exchange described above specifically for use in a cultural psychology course, online message boards exchanges between groups of students from different universities can be used for virtually any psychology course to allow students to get to know and to discuss course material with peers from different backgrounds and with different life experiences. To do this, instructors could work with colleagues from universities with different types of student populations to organize a joint message board exchange. For example, two instructors, one from a predominantly White and one from a predominantly Black university, could arrange for message board discussions between their two groups of students. Similar exchanges could also be organized so that students interact with peers from different regions of the country or from different socioeconomic or religious backgrounds. Through the process of simply discussing course material, even without any specific instructions to discuss their differences, these online exchanges would give students the opportunity to be exposed to a range of perspectives they would normally never encounter in the classroom.

Annotated Bibliography

Focusing on diversity in psychology courses can be highly beneficial for students; however, incorporating diversity-related content in class can present certain challenges for instructors. For example, discussions of diversity often lead to questions of inequality, and students may react to such discussions with resistance and a dismissal of

the importance of the topic. Furthermore, some students experience sadness or even guilt about existing inequality, while others react with feelings of anger directed at members of perceived advantaged groups (Davis, 1992). One way to overcome these challenges and to ensure that students stay engaged with the topic of diversity is to keep the overall classroom mood positive with diversity-related activities that students deem to be fun. In the annotated bibliography below, we highlight activities from a number of areas of diversity that are educational as well as highly engaging and fun for students.

Gender

Sex role stereotypes and mental health. This activity is designed to illustrate the fact that characteristics generally used to describe psychologically healthy adults are more often associated with men than with women. Students work in groups to decide whether or not each of 27 terms (e.g., very logical, very direct, excitable in a minor crisis) describe a normal adult, a normal adult male, or a normal adult female. The class then examines the responses and analyzes the extent to which terms most frequently used to describe a normal adult match those used to describe a normal adult male and normal adult female. Students then discuss the double standard of mental health and its various implications for gender.

- Benjamin, L. T., Jr., & Lowman, K. D. (1981). Sex Role Stereotypes and Mental Health. In L. T. Benjamin, Jr., & K. D. Lowman (Eds.) *Activities handbook for the teaching of psychology*: Vol. 1 (pp. 141-142). Washington, DC: American Psychological Association.

Once upon a time there was a math contest: Gender stereotyping and memory. This activity illustrates the effects of gender stereotypes on memory by having a student read one of two stories that vary only in the gender of the protagonist. That student then recounts the story to a classmate, who then recounts it to another student. After the story has been passed along through five students, the class listens to the final version of the story. Students see first-hand how gender stereotype-congruent aspects of the story are better remembered than are incongruent aspects. This activity improves students' understanding of gender stereotyping and can also be used to illustrate a variety of topics related to memory, including primacy and recency effects.

- Ganske, K. H. & Hebl, M. R., (2001). Once upon a time there was a math contest: Gender stereotyping and memory. *Teaching of Psychology*, 28(4), 266-268.

Teaching about diversities: The shadow/role-play exercise. Students either shadow or role-play a person who is different from them (e.g., in terms of gender, sexual orientation, race, religion, etc.) for one day. Students then write reaction papers, give an oral presentation, and engage in class discussion about their experiences. Students' reactions to this exercise were very positive, and many said it was an "eye-opening" experience. Although this activity originally focused on diversity among women, the author suggests It can be modified to teach about the contributions of individuals from other marginalized groups.

- Moradi, B. (2004). Teaching about diversities: The shadow/role-play exercise. *Teaching of Psychology*, 31(3), 188-191.

History of women in psychology: A time line. This activity is designed to expose students to the contributions of women to the field of psychology. Students first research the accomplishments of two or three women from the field of psychology. During class, the instructor draws a time line on the chalkboard, and each student add the name, date, and accomplishment of the female psychologist he or she researched. After a class discussion, which might focus on the relative invisibility of women in the history of psychology, students write short papers describing their reactions to the time line activity.

- Strauss, B. S. (1999). History of Women in Psychology: A Time Line. In L. T. Benjamin, Jr., B. F. Nodine, R. M. Ernst, & Blair-Broeker, C. (Eds.). *Activities handbook for the teaching of psychology* (Vol. 4) pp. 307-308. Washington, DC: American Psychological Association.

Cultural Diversity

The contact hypothesis: Interviewing across cultures. A group of international students (e.g. students from an ESL class or an international student organization) visits a psychology class for one class session. Students break into small groups, and the psychology students interview the international students by asking them a set of prepared questions on a given topic (e.g., social clocks, cultural comparisons of gender roles, views of abnormal behavior, treatment of the elderly). This activity exposes students to cultural diversity and can serve as a basis for future class discussions on topics such as the lack of diversity in psychological research and overcoming stereotypes and prejudice.

- Bradway, P. A., & Atchley, S. (2008). The contact hypothesis: Interviewing across cultures. In L.T. Benjamin, Jr. (Ed.), *Favorite activities for the teaching of psychology*. Washington, DC: American Psychological Association.

Cross-cultural sensitivity in psychology.

Student volunteers role-play either a group of reporters or family members of a child from outer space who has won a spelling bee. The family members prepare for their role by reading a vignette that describes their culture's rules for interpersonal interaction, customs, and traditions (e.g., Men are not allowed to speak directly to others and must whisper their requests to women). The reporters then interview the family members in front of the class. This activity shows the importance of being sensitive to cultural variation and can lead to class discussions of topics such as prejudice, discrimination, and cultural differences in communication style.

- Fujitsubo, L. C. (2008). Cross-cultural sensitivity in psychology. In L.T. Benjamin, Jr. (Ed.), *Favorite activities for the teaching of psychology*. Washington, DC: American Psychological Association.

Teaching acculturation: Developing multiple “cultures” in the classroom and role-playing the acculturation process. Students divide into two groups, form two distinct cultures, and then venture to the other culture to experience, first-hand, the process and challenges of acculturation. Students rated this activity as enjoyable, that it helped them learn about acculturation, and that it helped them to feel empathy for individuals moving from one culture to another.

- Tomcho, T. J., & Foels, R. (2002). Teaching acculturation: Developing multiple “cultures” in the classroom and role-playing the acculturation process. *Teaching of Psychology*, 29, 226-229.

Incorporating multiculturalism into undergraduate psychology courses: Three simple active learning activities. Students learn about the importance of multiculturalism by completing three activities. In the first, students take a “verbal IQ” test in a foreign language. In the second, students read the same IQ questions, but this time in English, and discuss how multicultural factors (e.g., country of origin, religion, or SES) could influence one's ability to correctly answer each question. In the third activity, students complete a “performance IQ test,” which involves students making an origami object. Students subsequently discuss the fairness of this IQ measure. Students were more knowledgeable about and better recognized the importance of multiculturalism after completing these activities.

- Warren, C. S. (2006). Incorporating multiculturalism into undergraduate psychology courses: Three simple active learning activities. *Teaching of Psychology*, 33 (2), 105-109.

Aging

Think old: Twenty-five classroom exercises for courses in aging. This article provides an annotated bibliography of 25 classroom activities related to aging. These activities are designed to help students examine attitudes toward aging and to better understand a variety of issues encountered by older adults. Although initially designed for courses on aging, these activities can be used in developmental courses and any psychology course that covers stereotyping and prejudice.

- Hynek, D., Kathleen, M., & Goodman, S. (1980). Think old: Twenty-five classroom exercises for courses in aging. *Teaching of Psychology*, 7(2), 96-99.

Investigating attitudes toward older adults: The importance of cross-cultural sensitivity in psychology. Students ask four other students from outside of class to list the first terms that come to mind when they hear the phrase, “old person.” Students then return to class and write their participants' terms on the board, and the instructor prepares a frequency count of each term. Using a majority vote, students determine if each term is positive, negative or neutral and then discuss their findings in terms of attitudes toward older adults.

- Panek, P. E. (2008). Investigating attitudes toward older adults. The importance of cross-cultural sensitivity in psychology. In L. T. Benjamin, Jr. (Ed.), *Favorite Activities for the Teaching of Psychology*, 188-189. Washington, DC: American Psychological Association.

Psychological implications of infantilization: A class exercise. This activity is designed to help students challenge their own stereotypes and misconceptions of the elderly by treating them like small children, just as many older adults, who are dependent on others, are often treated. For example, the instructor asks students to color with crayons, talks to them in a high-pitched voice, scolds them, and praises them as if they were children. Afterwards, students expressed feelings of humiliation and reported that they had a better understanding of how such treatment can negatively affect the wellbeing of elderly individuals.

- Whitbourne, S. K., & Cassidy, E. L. (1994). Psychological implications of infantilization: A class exercise. *Teaching of Psychology*, 21(3), 167-168.

Fostering insight into personal conceptions of the elderly: A simulation exercise. Students engage in a role-playing exercise by dressing like and simulating the physical limitations (e.g., through the

use of earplugs) of the elderly for five consecutive hours. Students then write about and discuss their experiences, including their responses to others' reactions to them. Students found this to be an educationally valuable activity that increased their empathy for the elderly.

- Wight, R. D. (1989). Fostering insight into personal conceptions of the elderly: A simulation exercise. *Teaching of Psychology, 16*(4), 216-218.

Sexual Identity/Orientation

Promoting increased understanding of sexual diversity through experiential learning. To better understand the challenges of *coming out* faced by lesbian, gay, bisexual, or transgendered (LGBT) individuals, students wear lapel pins that show support for the LGBT community for three days and then write reaction papers and discuss their experiences with classmates. Students found the activity to be challenging but reported that it helped them to more fully appreciate the various difficulties faced members of the LGBT community.

- Battle, C. L. (2004). Promoting increased understanding of sexual diversity through experiential learning. *Teaching of Psychology, 31*(2), 188-120.

“I’m glad I’m not gay!": Heterosexual students’ emotional experience in the college classroom with a “coming out” assignment. Heterosexual students write a “coming out” letter to another person. These letters are not mailed, but are used to spark class discussion about the feelings students experience while writing the letters as well as to enhance heterosexual students’ empathy for members of the LGBT community.

- De Welde, K., & Hubbard, E. A. (2003). “I’m glad I’m not gay!": Heterosexual students’ emotional experience in the college classroom with a “coming out” assignment. *Teaching Sociology, 31*, 72-84.

Lessons about gay and lesbian lives: A spaceship exercise. To help students better understand the experiences of gay men and lesbians, the instructor first asks students to imagine they landed on a planet inhabited by aliens, who live in same-sex housing and procreate only through artificial insemination. The cultural norms of the alien inhabitants strictly prohibit and punish any public displays of affection, but are otherwise very similar to the earthlings. The instructor then asks students to consider how they would go about living in the new culture, whether they would adopt the aliens’ way of life, and how they would feel about their situation. Students overwhelmingly reported that they would maintain the earthling lifestyle, feel

negative emotions about their situation, and hide their romantic activity. The class then discusses how the scenario they imagined parallels that of gay men and lesbians in the United States. Afterwards, students reported feeling better able to empathize with individuals facing intense discrimination and having gained insight into how gay men and lesbians may feel stigmatized.

- Hillman, J., & Martin, R.A. (2002). Lessons about gay and lesbian lives: A spaceship exercise. *Teaching of Psychology, 29*(4), 308-311.

A classroom activity exploring the complexity of sexual orientation. This activity encourages students to think critically about the process of defining sexual orientation. Students first work alone to categorize the sexual orientation of 10 fictional individuals, whose stories include information that precludes simple categorization. Students then engage in a class discussion of their categorizations. This discussion is designed to allow students to recognize the difficulties and complexities associated with defining sexual orientation. Students rated this as an enjoyable activity that helped them to better understand issues related to sexual orientation. This activity can be used in a variety of courses including Psychology of Women, Sexual Behavior, the Psychology of Sexual Orientation, and Abnormal Psychology.

- Madson, L. (2001). A classroom activity exploring the complexity of sexual orientation. *Teaching of Psychology, 28*(1), 32-35.

Learning and Physical Disabilities and Psychological Disorders

The effects of labeling. In order to better understand how diagnostic labels can influence interpretations of others’ behavior and motives, students read a description of an individual that was supposedly written by a clinical psychologist while the individual was a senior in high school. Half the students are then told that the individual is now a mental patient in a state hospital, while the other half are told he is a graduate student. Finally, students answer questions related to the predictability of the individual’s outcome, and most believe they would have predicted it, regardless of the outcome.

- Bolt, M. (1999). Instructor’s manual to accompany *Social Psychology* (6th ed., p. 478). Adapted from Kahneman, D. & Tversky, A. (1973). On the psychology of predictions. *Psychological Review, 80*, 237-251.

Experiential activities for generating interpersonal empathy for people with developmental disabilities. Students engage in three exercises designed to allow them to better understand the

experiences of individuals with developmental disabilities. In the first exercise, the instructor gives activity instructions in a foreign language or with missing words to simulate the experience of language difficulties. In the second exercise, students experience motor difficulties by writing on the blackboard with their hands in paper bags. In the third exercise, students simulate the discomfort some individuals with developmental disabilities feel related to personal space by conversing with another person either nose-to-nose or several feet away. A follow-up class discussion focuses on the students' newfound understanding of the challenges faced by the developmental disabled.

- Fernald, C. D., & Fernald, S. S. (1990). Experiential activities for generating interpersonal empathy for people with developmental disabilities. In C. D. Fernald, & S. S. Fernald (Eds.), *Activities handbook for the teaching of psychology*: Vol. 3 (pp. 206-208). NJ: Lawrence Erlbaum Associates.

Biography and role playing: Fostering empathy in abnormal psychology. Students research a given psychological disorder and then write a biography of a fictional character diagnosed with that disorder. Students then role-play those characters in class and engage in a follow-up discussion of their role-playing experiences. Students who completed a pre- and post-test measure of empathy showed increases in levels of empathy for others after completing this exercise.

- Poonman, P. B. (2002). Biography and role playing: Fostering empathy in abnormal psychology. *Teaching of Psychology*, 29(1), 32-36.

Integrating disability awareness into psychology courses: Applications in abnormal psychology and perception. Students complete a simulation exercise and three classroom activities designed to enhance empathy for individuals with physical and developmental disabilities and learning disorders. For the simulation, nondisabled students spend a day with a visual impairment (with the use of special glasses designed to block the central portion of the visual field), a hearing impairment (using earplugs), a motor disability (using crutches, a wheelchair, or a hand splint), or a psychological disability (not talking for the day). The classroom activities involve having students attempt to take notes from overhead transparencies projected backward (to simulate dyslexia), instructing students to speak while avoiding words containing the letter *e* (to simulate expressive language disorders), and asking students to draw a line in a maze while looking at the maze in a mirror (to simulate a learning disorder).

Wurst, S. A. & Wolford, K. (1994). Integrating disability awareness into psychology courses: Applications in abnormal psychology and perception. *Teaching of Psychology*, 21(4), 233-235.

Social Class

Privilege walk. Students stand in a single line (blindfolded, if desired) while the instructor reads a series of statements that reflect various types of privilege (e.g. "You grew up in a house owned by your parents."), and students take a step forward for each statement that is true of them. After the instructor reads the last statement, students examine where they are positioned relative to their classmates and then engage in a class discussion of how social class, gender, ethnicity, and sexual orientation-based privilege affect their lives.

- Stark, D. (2006). Privilege walk. *What's Race Got to Do With It?* Retrieved from <http://www.whatsrace.org/pages/games.html>

Measuring attitudes toward public assistance. Students complete Anderson's (1965) 16-item measure of attitudes toward public assistance and anonymously submit it to the instructor. The instructor then calculates scores and reports the mean score and range to the class. Example items include, "Most people on public assistance are needy, not greedy," and "Public assistance programs are serving to weaken the backbone of our nation." In addition to being a useful exercise for illustrating issues of measurement, this scale can be used as the basis for a class discussion about attitudes toward those who are economically dependent on others.

- Fernald, P. S. & Fernald, L. D. (1999). Measuring attitudes toward public assistance. In L. T. Benjamin, Jr., B. F. Nodine, R. M. Ernst, & Blair-Broeker, C. (Eds.), *Activities handbook for the teaching of psychology*: Vol. 4 (pp. 326-321). Washington, DC: American Psychological Association.

Application of attribution theory to the social issue of homelessness. This activity allows students to consider issues related to homelessness in the context of attribution theory. Students first divide into groups, and the instructor assigns groups to role-play either representatives of New York City, who believe the homeless are mentally ill and should be evicted from the subways, or a group of homeless people, who believe the homeless are not mentally ill and should be allowed to sleep in the subways. Groups work together over several class periods to use what they know about attribution theory to put together arguments supporting their respective positions. Finally, the groups engage in a mock citywide hearing in class and write reaction papers about their experiences.

- Franzblau, S. H. (2008). Application of attribution theory to the social issue of homelessness. In L. T. Benjamin, Jr. (Ed.), *Favorite activities for the teaching of psychology*. Washington, DC: American Psychological Association.

Unveiling positions of privilege. A hands-on approach to understanding racism. The instructor divides students into groups, gives groups either elaborate or paltry building materials, and asks students to use those materials to construct mobiles. The activity concludes with a class discussion about students' reactions to being in a situation with either ample or limited resources and how those experiences relate to issues of race privilege and institutional racism. Some White, middle-class students reported being "jolted" by this activity into a greater understanding of their own positions of privilege within society.

- Lawrence, S. M. (1998). Unveiling positions of privilege. A hands-on approach to understanding racism. *Teaching of Psychology*, 25(3), 198-200.

Racial/Ethnic Diversity

The socially awkward question: A simulation exercise for exploring ethnic and racial labels.

This activity encourages students to explore the meaning behind the racial and ethnic labels they apply to themselves and others. The format of the activity is one of a guessing game in which students speculate about their classmates' cultural and ethnic backgrounds. Students write down what they would label themselves and how they think others would label them and then discuss the labels they chose for themselves versus other students' perception of their race or ethnicity. The activity is meant to stimulate conversation on the social construction of race and the interaction between labeling and identity.

- Alicea, M., & Kessel, B. (1997). The socially awkward question: A simulation exercise for exploring ethnic and racial labels. *Teaching Sociology*, 25, 65-71.

Teaching about unintentional racism in introductory psychology. Students read a case study about interactions between a Black student, who fails a course and a White professor, who mistakenly attributes the student's failure to lack of academic skills and motivation. Students then discuss whether or not the professor acted in a racist way. Issues related to multiple definitions of racism and treating people in a color-blind way typically come up in these discussions. During the next class period, the prior discussions are related to a lecture on unintentional racism and the fundamental attribution error. Students found this exercise interesting and

reported that it helped the better understand unintentional racism.

- Ford, T. E., Grossman, R. W., & Jordon, E. A. (1997). Teaching about unintentional racism in introductory psychology. *Teaching of Psychology*, 24(3) 186-188.

Asian Americans and the model minority myth. This activity is designed to dispel the "model minority myth" many Americans hold of individuals of Asian descent. Students wear cards on their backs with phrases such as "successful in school" and "church soloist," that are generally positive but that are associated with racial stereotypes. Students interact with classmates, who treat them as if the phrases are accurate descriptions, and students try to guess the ethnic group associated with the stereotype on their cards. Follow-up discussion focuses on the potential negative effects of positive stereotypes and diversity within the Asian American population.

- Goto, S. G., Abe-Kim, J. (1998). Asian Americans and the model minority myth. In T. M. Singelis (Ed.). *Teaching about culture, ethnicity, and diversity: Exercises and planned activities* (pp. 151- 157). Thousand Oaks, CA: Sage.

Playing "Sherlock Holmes": Enhancing students' understanding of prejudice and stereotyping.

Students read a list of descriptors, such as "knows the function of a car's pistons," "is a country and western music fan," or "has cried over a movie in the past 6 months" and nominate other classmates that they think may represent that description. Each student then reveals whether or not the descriptors their classmates chose for them are accurate. Afterwards, the instructor asks students to consider the factors that influenced their nominations and the accuracy of their assumptions. Students rated this activity positively and reported that it enhanced their knowledge of the negative impact of stereotyping.

- Junn, E. N., Grier, L. K., & Behrens, D. P., (2001). Playing "Sherlock Holmes": Enhancing students' understanding of prejudice and stereotyping. *Teaching of Psychology*, 28(2), 121-124.

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- American Council on Education and American Association of University Professors. 2000. *Does Diversity Make a Difference? Three research studies on diversity in college classrooms*. Washington, DC.
- Davis, N. J. (1992) Teaching about inequality: Student resistance, paralysis, and rage. *Teaching Sociology*, 20, 232-238.

Gurin, P., Dey, E. L., Hurtado, S, & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366.

Kowalski, R. M. (2000) Including gender, race, and ethnicity in psychology content courses. *Teaching of Psychology*, 27(1), 18-24.

Whitten, L. A. (1993). Infusing Black psychology into the introductory psychology course. *Teaching of Psychology*, 20, 13-21.