Intro to Expert Jigsaw 2

PEERs Seminar
Week 7
Agenda

• Cultural representations
• Your engineering story (in pairs)
• Discussion about the readings
• Introduction to next week’s topics
• Expert group assignments
Student-produced video at UIUC

What will we miss if she misses out?

https://www.youtube.com/watch?v=zj8T5LlqEik&feature=youtu.be
Your Engineering Story (in pairs)

(10 minute discussion)

1. What got you interested in engineering?
2. When and how did you find out what engineering was?
3. What other factors contributed to where you are today?
4. What challenges have you encountered along the way?
Readings

1. What do computer science and swimming have in common?
Readings

1. What do computer science and swimming have in common?

Minorities have been denied access to resources and opportunities that would allow them to enter and succeed in that domain.

Underrepresentation is rationalized and seemingly based on natural abilities and personal preferences instead of structural inequities.
2. What is the problem with labeling students “the best and the brightest”?
Readings

2. What is the problem with labeling students “the best and the brightest”? Vast differences in resources and opportunities that disadvantage many and privilege others. “Best and the brightest” = “the blessed and the privileged” (p. 137)
Beliefs about success and women’s participation in STEM (Leslie et al., 2014)

• Surveyed faculty, postdocs, grad students (N=1820) from 30 universities
• e.g., “If you want to succeed in <field>, hard work alone just won’t cut it; you need to have an innate gift or talent”
• % of female PhD students
Women are underrepresented in fields where success is perceived as requiring brilliance.

Leslie, Cimpian, & Meyer (2014)
Readings

3. What will it take to remedy structural inequalities?
Readings

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Access to technology is not enough.

Need to provide **equality of learning opportunities** (e.g., courses taught, quality of instruction).

Challenge **assumptions** of who belongs where

Collective action based on thoughtful study
Readings

4. How are the experiences of the underrepresented minorities discussed in *Stuck in the Shallow End* similar to those of the female professors discussed in the *Reluctant Feminist*?
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**Structural** barriers.

**Lack of awareness** of structural barriers.

Tendency to attribute differences to **individual causes** and to **deny** structural barriers.

Needing to **work harder** to overcome those barriers.
Readings

5. According to Scalzi, how is privilege like a low difficulty setting on a computer game?
Readings

5. According to Scalzi, how is privilege like a low difficulty setting on a computer game?

Barriers to success **lower**

Excelling is **easier**

Other characters in game pose **fewer challenges**
Is being positively stereotyped a privilege?
Definitions

*Positive stereotype* – a positively-valenced trait that is associated with a group

*Privilege* – an advantage not enjoyed by everyone
Positive stereotypes are beneficial?

- Defend against negative stereotypes (Biernat, Vescio, & Green, 1996; Sinclair, Hardin, & Lowery, 2006)

- Improve performance (Shih, Pittinsky, & Ambady, 1999; Walton & Cohen, 2003)
Positive stereotypes may be harmful?

1. Evoke and justify negative stereotypes (Siy & Cheryan, under review; Kay et al., 2004)

1. Pressure of high expectations (Cheryan & Bodenhausen, 2000; Shih et al., 2004)

1. Sense of being depersonalized (Siy & Cheryan, 2013)
Assignments for Next Week

• Catalyst responses on your topic
• Prep expect discussion material
• Try to incorporate suggestions from peer evaluations (which we will hand out now)