

## DAPTalk IV: Talking Terminology

Goals:

*Learn* or be reminded of current terminology related to diverse communities

*Practice* inclusive dialogue



## Ground rules for this workshop

- Open mind
- Respect for different cultures and backgrounds
- Respect for lack of knowledge
- Respect for mistakes (including ours)

Terminology around cultural diversity, race, ethnicity, gender, and other identities can be fluid and situational.

We acknowledge that this workshop surveys several topics that each deserve their own dedicated session.

Who's in the room?

Vickie DeRose, AVP, Director of CoDaC (and Professor of Chemistry)

Lesley-Anne Pittard, Assistant Vice President for Equity and Inclusion

Barbara Marbury, CMAE Program Coordinator, Pipeline Programs

Karla Perez-Young, CMAE Academic Advisor, Latin@ Retention Specialist

Emily Hartlerode, Associate Director, Oregon Folklife Network

Jeslyn Everitt, Assistant General Counsel

Rafael Lopez, Program Manager, Center on Diversity and Community

Douglas Imaralu, Graduate Employee, Center on Diversity and Community

**-and a great deal of expertise in the audience -**

## Why is inclusive language important?

Inclusive language is:

Language that is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups.

Language that doesn't deliberately or inadvertently exclude people from being seen as part of a group.

Even when a remark or action based on a stereotype is not based on a conscious prejudice it can still be hurtful and cause harm or damage to the person.

Language that is exclusive is harmful because it can inhibit or prevent students reaching their full potential and benefitting from their educational experiences.

A commitment to inclusive language is an important attribute of a modern, diverse and inclusive society.

Tasmania Department of Education Guidelines for Inclusive Language

<https://documentcentre.education.tas.gov.au/Documents/Guidelines-for-Inclusive-Language.pdf>

Acknowledgement to Charlotte Moats-Gallagher, DEI

## **Language and microaggressions**

### **Common questions and statements that are not neutral for all people**

Where are you from?

Your English is great, where did you learn it?

Was it hard being Hispanic in the Portland school system?

It's amazing that you're the only woman in Physics. Was your dad a scientist?

**For each of these statements, what implication might be sensed by the receiver?**

**Under what conditions would it be acceptable to ask these questions?**

## Activity 1:

### ***Consider your own identity***

1. Please take an index card and-
2. Write your full name one side
3. *On the other side, write 3-5 identities for yourself – what are the first 3-5 words or categories you use to describe yourself?*
4. Choose a partner and share ***your full name and quickly discuss*** –  
  
(if you know) the ethnic origin of your name  
Do you have any nicknames?  
What is your preferred name?

Look at the other side of your card –  
What types of identities did you write down?

Race?

Gender?

Profession?

Nationality?

Family status?

History?

Socioeconomic status?

Other?

These are all descriptors that are important to you  
If they were dismissed, negated, or insulted, it might matter to you

## Racial Categories

United States Census Bureau/Office of Management and Budget (OMB)

**White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Black or African American** – A person having origins in any of the Black racial groups of Africa.

**American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

**Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**University of Oregon**  
**Official Racial and Ethnic categories:**

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

Nonresident alien

Race and ethnicity unknown

Two or more races

White

***Did one of your identifying words fit one of these categories?***

***Did you list a race or ethnicity that did not fit these categories?***

## Hispanic

Descendants from people from Spain, have Spanish-speaking ancestry

**Latino/a** – generally short for Latin American

Descendants from people of Latin America

Latinx, Latin@

Non-gendered Latino/a

US Census Bureau

‘Hispanic or Latino’ "persons who trace their origin [to] ... Central and South America, and other Spanish cultures”

The 28 Hispanic or Latino American groups in the Census Bureau's reports are the following: "**Mexican; Central American:** Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, Other Central American; **South American:** Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Venezuelan, Other South American; **Other Hispanic or Latino:** Spaniard, Spanish, Spanish American, All other Hispanic".

## **University of Oregon LatinX Strategies group:**

The Latinx Strategy Group (LSG) is an emerging alliance of faculty, staff, students, and community members collaborating to improve educational access and equity among Latin@ students at UO and in the local area.

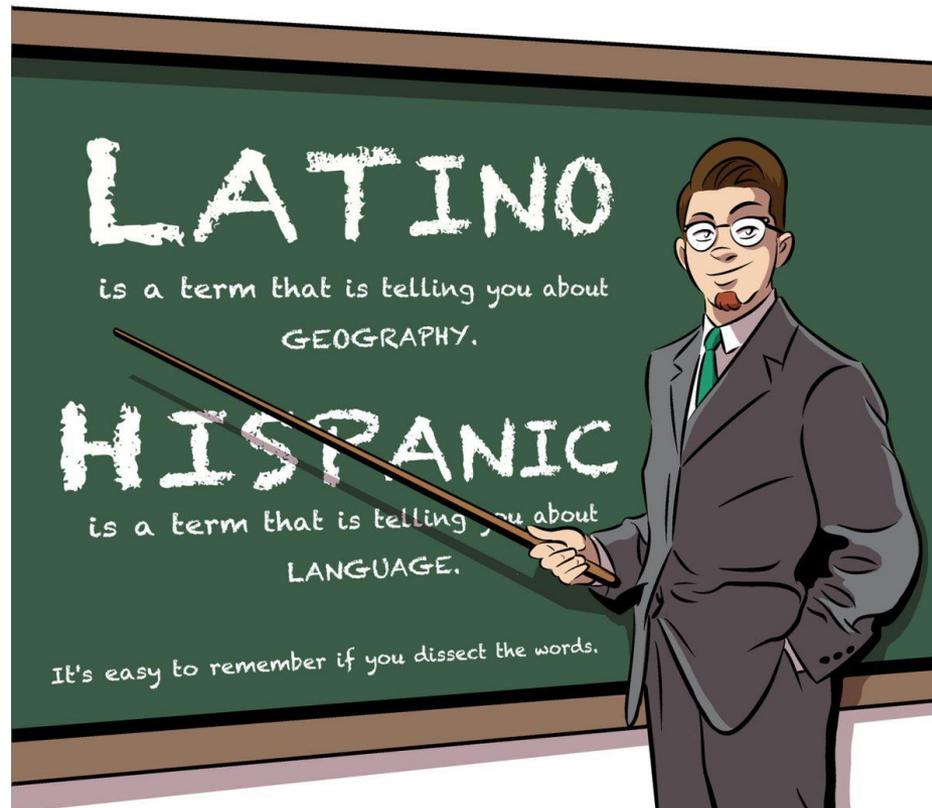
CLLAS

CENTER FOR  
LATINO/A & LATIN  
AMERICAN STUDIES



SO HERE WE GO. LET'S START WITH THIS...

Terry Blas  
Oregon comic



**LATINO**

is a term that is telling you about  
GEOGRAPHY.

**HISPANIC**

is a term that is telling you about  
LANGUAGE.

It's easy to remember if you dissect the words.

**LATINO MEANS: FROM LATIN AMERICA.**

LATIN AMERICA REFERS MOSTLY  
TO EVERYTHING BELOW THE  
UNITED STATES OF AMERICA,  
INCLUDING THE CARIBBEAN.

**HISPANIC MEANS:  
FROM A COUNTRY WHOSE  
PRIMARY LANGUAGE IS  
SPANISH.**

BUT NOT EVERY COUNTRY IN LATIN AMERICA  
SPEAKS SPANISH PRIMARILY.



Terry Blas

## Hispanic or Latino?

2009 Pew Survey

**Q. How do Hispanics themselves feel about the labels “Hispanic” and “Latino”?**

**A. The labels are not universally embraced by the community that has been labeled. A 2006 survey by the Pew Hispanic Center found that**  
**-48% of Latino adults generally describe themselves by their country of origin first;**  
**- 26% generally use the terms Latino or Hispanic first; and**  
**-24% generally call themselves American on first reference.**

**-As for a preference between “Hispanic” and “Latino”, a 2008 Center survey found that 36% of respondents prefer the term “Hispanic,” 21% prefer the term “Latino” and the rest have no preference.**

## Chicano/a/x:

Chosen identity of some Mexican Americans in the United States



### UO M.E.Ch.A

Our student union originated with an organization started by Chicanx and Latinos in 1964, known as the Chicax Student Union. The union took on the MEChA identity, five years later, at the Santa Barbara Conference, as an attempt to unify with other Chicax student unions along the West coast. Now there are about 300 MEChA Chapters in existence nationwide. The state of Oregon composes our region or Aztlan del Noroeste, formally known as Mictlampa Cihuatlampa..

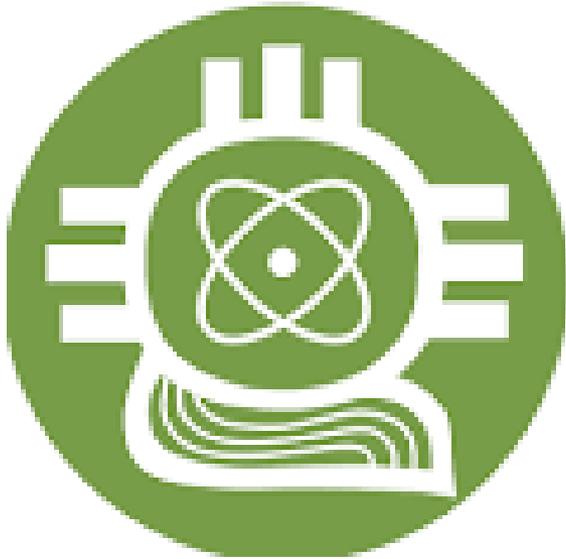
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Chicanx refers to a person who embraces the political ideology of chicanismo which is resistant to a colonial state and embraces indigenous roots and cultural, historical heritage and struggle.

<https://blogs.uoregon.edu/mecha/about-us/>



M.E.Ch.A. ( Movimiento Estudiantil Chicano de Aztlán) is a student organization that seeks to provide a feeling of community and security, while increasing the recruitment and retention of Oregon Chicanos in higher education. ....



**SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science**

**People of Color**

**Students of Color**

**Faculty of Color**

-used primarily in the United States to describe any person who is not white; the term is meant to be inclusive among non-white groups.

## Scenario

You are sitting with a group of work colleagues at lunch and the discussion turns to a recent student recruiting event. One person notes that there were very few students of Color at the event.

Someone else says that Oregon is mainly White and that they think it's challenging to recruit non-white students because those students don't feel comfortable in this environment.

The colleague sitting across from you says 'actually, I am not White.'

What are your immediate reactions (internal, unsaid)?

What are some possible responses to your non-White colleague's comment?

For each response, what are possible positive and negative results?

**Native American – Indigenous Peoples of the Americas**

**Alaskan Native – Indigenous Peoples of Alaska**

*These are very general terms.*

*There are hundreds of separate Indigenous groups with separate cultures, languages, and histories.*

**First Nations – Tribal groups indigenous to Canada**

**American Indian – mainstream term encompassing Native American and Alaskan Natives**

Sometimes used to denote enrolled in a federally (US government)-recognized tribe

**Tribal Sovereignty – self-governing**

Tribal sovereignty in the United States refers to the inherent authority of Indigenous tribes to govern themselves within the borders of the USA.

***Tribal Sovereignty predates the USA***

Sapsik'walaá, a Sahaptian word meaning “teacher,” is the name of a grant project created by the College of Education in partnership with the nine federally recognized tribes of the State of Oregon:

Coquille Indian Tribe

Cow Creek Band of Umpqua Indians

Confederated Tribes of Siletz Indians of Oregon

Confederated Tribes of the Warm Springs Reservation

The Klamath Tribes

Confederated Tribes of the Grand Ronde

Confederated Tribes of the Umatilla Indian Reservation

Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians

Burns Paiute Tribe

The grant program, which began in 2002 to support American Indian and Alaska Native teacher candidates in becoming professional educators, provides funding for .....



AMERICAN INDIAN SCIENCE  
AND ENGINEERING SOCIETY

AISES

The American Indian Science and Engineering Society (AISES) is a national, nonprofit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations and other indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers.

<http://www.aises.org/about/our-mission>

# ADPI STUDENT ORGANIZATIONS



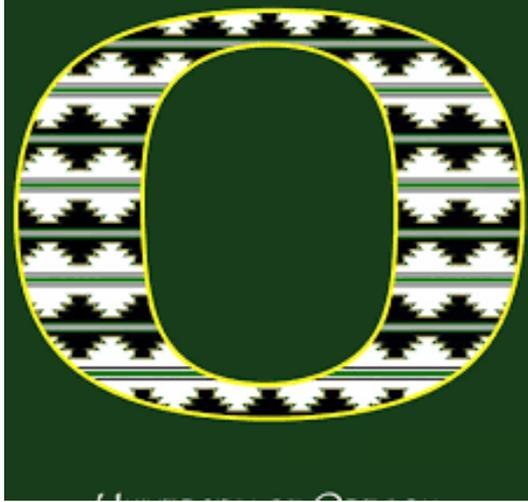
**GET INVOLVED TODAY!  
TO LEARN MORE INFORMATION:**

Multicultural Center (109 EMU)

Center for Multicultural Academic Excellence (135 Oregon Hall)

Joann Zhang - joannz@uoregon.edu (127 Oregon Hall)

[www.uoregon.orgsync.com/BrowseOrganizations](http://www.uoregon.orgsync.com/BrowseOrganizations)



The UO Native American Student Union (NASU) assists American Indian, Alaskan Natives, and Indigenous Peoples in maintaining cultural values while pursuing their educational goals.

The Many Nations Longhouse serves as a place of respite for American Indian students at the University of Oregon as they navigate their academic endeavors. Its mission is to provide welcome, respecting the diversity of numerous American Indian cultures and beliefs. The Many Nations Longhouse is a place of community, welcome, peace, harmony, cultural exchange, and of individual support.

## UO Asian, Desi, & Pacific Islander Strategies Interest Group (ADPI SIG)

The mission of the Asian, Desi, Pacific Islander Strategies Interest Group (ADPI SIG) is to provide a supportive space for University of Oregon (UO) and community members to discuss and act upon issues related to the diaspora of the Asian, Desi, and Pacific Islander (ADPI) communities on campus.



## UO Black Strategies Group

The mission of the Black Strategies Group (BSG) is to support the academic and professional development of African American faculty, staff, and students. We traditionally use cultural awareness and programs to achieve our mission and to make the larger campus community more aware of the Black contributions to the University of Oregon and to society at large. Membership is open to all UO employees and retirees.

<https://inclusion.uoregon.edu/bsg>

## UO Black Women of Achievement

BWA implies sisterhood, empowering women, and community service. We provide a social, cultural, and educational & physical development for women of color.



[https://www.facebook.com/pg/BlackWomenOfAchievement/about/?ref=page\\_internal](https://www.facebook.com/pg/BlackWomenOfAchievement/about/?ref=page_internal)



HUMAN  
RIGHTS  
CAMPAIGN<sup>®</sup>

**Gender identity** -One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

**Sex assigned at birth** | The sex (male or female) given to a child at birth, most often based on the child's external anatomy. This is also referred to as "assigned sex at birth."

**Sexual orientation** | An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

**Non-binary** | An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.

**Queer** | A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."

## **UO LGBTESS**

The LGBT Education and Support Services team works to affirm the lives of lesbian, gay, bisexual, transgender, queer, questioning, asexual, aromantic, and allied (LGBTQIA+) students, faculty, and staff by providing educational and supportive resources.

We are dedicated to providing space for all University of Oregon community members to explore their understanding of sexual/romantic orientation, gender, gender expression, and intersections of identities. We look forward to being in community with you.

<https://dos.uoregon.edu/lgbt>

## Scenario

You say:

'I think Karal needs a partner, go sit next to her.'

They say: 'Um, I think Karal is a he.'

## Responses? Please discuss pros and cons

1. Oh, I had no idea! I can never tell. Maybe I should ask.
2. Oh, I had no idea! Well, either way, go sit next to Karal.
3. Oh, sorry! Okay, go sit next to him.
4. Okay. Please go sit next to him.
5. Okay. Please go sit next to them.
6. Okay. Please go sit next to Karal.
7. Thanks. Please go sit next to Karal.

## Scenario

You are discussing project outcomes and reports and wish to praise certain people  
In a mid-size group, you announce that:

‘And Karal did an extraordinary job. His analysis was spot-on.’

Karal says, after a pause – ‘ I do not go by ‘his’’

How do you respond?

At the meeting-

After the meeting -