

The Student Affairs Diversity Council (SADC) strives to cultivate an environment that embraces and promotes the broad scope of diversity within the division.

Reflection

By Jenna Matsumura
Women's Enrollment Initiative—Outreach Coordinator

Within student affairs and social justice circles, there is a common dialogue about never “arriving” at a complete understanding of oppression and that there is no part of our lives that it has not tainted. I have said this to myself and others countless times and yet I am still often horrified by its ubiquitous nature. The subtle side of oppression, be it white supremacy, ageism, fascism, transphobia, ableism and the like, is one of its cruelest features. Our society works diligently to lull us into complacency, directing our gaze to the marquee racist events and away from the moment-by-moment infractions against our humanity. Most recently, I have been consumed with guilt over my lack of investigation and critical thinking regarding a presumably innocent practice: crocheting.

Two things must be known about me to understand this preoccupation. The first is that I find solace in the rhythmic meditation of crocheting. The second is that I am a biracial Japanese American whose family self-evacuated from Oakland, California to Keetley, Utah following Executive Order 9066 in 1942. These facets of me are as intertwined as crochet stitches. My Japanese grandmother taught me to crochet- a more “American” alternative than bunka, a Japanese punch embroidery art. In turn, my grandma was taught to crochet by her cousins- many of whom were taken to internment camps scattered along the interior and western United States.

Unlike my immediate family, my second and third cousins, were evacuated to Topaz Internment Camp, and their experiences are more deeply shrouded in the secrecy of shame. In recent years, there has been a



stronger push among Japanese Americans to shed light on the injustices and violence experienced by our forbearers. This action has removed some of the stigma of living in the camps, but not entirely. Which is why, when reading *When the Emperor was Divine* by Julie Otsuka, I was horrified to learn that crocheting was taught by white women to the residents of the camps to “pass the time.”

Suddenly, something that I view as a refuge has been turned in to a symbol of my family's pain. I am now faced with the process of reconciliation and reclamation, if such a process exists. How can I, a

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person who has never been evacuated from home, charged with treason, or branded as the “enemy,” reclaim a history for those who have gone before me? Is each stitch I’ve made strengthening or weakening the generational trauma of my family? In truth, has crocheting really changed, or have I? Even with all of these questions and uncertainties, I won’t stop crocheting. It is something that I love and it is deeply flawed. On small scale, I must decide if I am someone who abandons goals, people, and relationships because they are imperfect.

If I am that person, then I am a hypocrite, for I am deeply, deeply, flawed. I work in an extremely flawed industry rooted in white supremacy and classism, I live in a state rooted in theocratic oppression where genderism is so mainstream it is often ignored, and I live in a country built on the exploitation, murder, and rape of Indigenous, Black, and Brown bodies. By default as a person with privileged identities, I perpetuate oppression and violence. To abandon what is flawed, would be an impossible task. The only alternative then, is to fight. To remember with each stitch that I affect change, that my critical consciousness is as limitless as the oppression I encounter.

Recently On NPR



[Disrespect to Miss-Respect](#)

It's June, 1963. A 28-year-old woman stands defiantly before a judge in an Alabama courtroom. She's black. The judge is white. That 28-year-old woman, her name is Mary Hamilton. She's a civil rights activist traveling around the South registering voters and organizing protests. And there's this other fight she takes up almost by accident, the fight to be called Miss Hamilton, as in M-I-S-S.

[Listen Online>>](#)



[The KKK And White Supremacy Today](#)

What can history teach us about why white supremacy is on the rise today? Author Linda Gordon illuminates the past in her new book, “The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition.” At its peak in the 1920s, Klansmen — 30,000 of them — marched on Washington. Some chapters even sponsored baseball teams and beauty pageants. Gordon writes that, in the heyday of the KKK, it was a part of everyday, ordinary American life, even after federal efforts to outlaw the group. And the Klan was nothing if not organized in the decade leading up to the Great Depression. Today’s hate groups are becoming more visible. Are they as unified?

[Listen Online>>](#)

Reflections on Harm

By Darrah Jones
Center for Student Wellness

I had the opportunity to attend the NASPA Strategies: Sexual Violence Response and Prevention

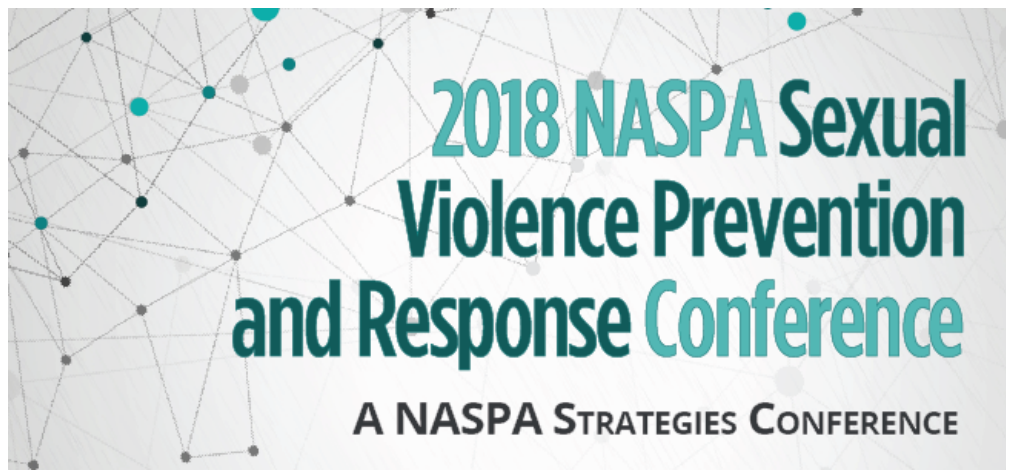
Conference last week. I felt that one of the most impactful and relevant sessions held at the conference centered around addressing the harm that we cause others, and taking critical feedback when we do. We explored times we've received feedback when we felt it was ineffective, effective, and/or not effective until a later time.

It was emphasized to those of us attending this seminar that in order for the learning session to be effective, it was important that we be reflecting on ourselves. The workshop was about exploring the harm that we have caused others, and how we've either rejected hard-to-hear feedback related to that harm, or responded to and grown from the feedback. This learning session was not to be about the harm others have caused us.

Learning to take feedback is essential for all professionals, and is critical in student affairs. Here at the U, we have many motivated and passionate students willing to give feedback to us that provides opportunities to markedly increase the effectiveness of our services. To be the best professionals (and people) we can be, it is an important skill to receive feedback thoughtfully and be able to apply the feedback to our future choices, if relevant and possible. This workshop explored how to develop that skill.

In order to address the challenges in receiving feedback and why people tend to reject it rather than grow from it, Alicia Oeser, the presenter explored human/biological reactions to feedback that may be difficult to hear. Physiological reactions vary but some examples Oeser gave included defensiveness or retaliation (placing blame on the person giving the feedback).

Oeser discussed how when we hear critical feedback, it's likely that we hear it in a fear state, rather than a



clear state.

She described a fear state as the brain is not functioning at homeostasis. A threat is identified and we become reactive (defensiveness and retaliation). This is safety mode for the brain. Responses to threats and unpleasantness are faster, stronger, and harder to inhibit than responses to opportunities and pleasures. This is a reactive state. Experiences of a fear state include your heart racing, breathing quickly, tunnel vision, shutting down, becoming angry, any number of things.

Oeser went on to describe a clear state as the brain functioning at homeostasis. In this state, one can access all parts of the brain and make informed decisions. This is a responsive state. Ways to bring oneself into a responsive/clear state include taking a deep breath or taking a break from the conversation to process what was said.

The group then discussed whether or not apologies are necessary after the person provides feedback. A good indicator of this may be noticing whether your urge to apologize is about you and your ego, or addressing the harm you caused. (Is it about you, or them?) One way to examine this is to ask yourself if you are giving the apology with the intention that it be accepted. If an apology is made with the expectation that it will be accepted it may indicate that it is more about ego than making a genuine apology for the harm caused. Several folks gave examples of when apologies were helpful and appreciated, versus when they felt disingenuous and at times furthered harm. One individual said that rather than an apology, or accompanying one, a change in behavior or practices, a moment of growth, is how

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we can most effectively use feedback to reduce the harm we cause.

The experience of attending this workshop placed critical feedback in a new context for me, both in how I give it to others, and receive it from others. With intention versus impact, we learn that no matter what our intentions are, if we've harmed someone, we've harmed someone. This workshop helped deepen my understanding of how hearing critical feedback is not only an opportunity to hear how I've impacted someone, but also how I might be able to make choices in the future that reduce harm I am responsible for. I

felt that Oeser's validation of the biological responses in a fear state helped provide me with a tool of grounding myself before reacting to feedback. Taking a moment and a breath when receiving feedback is something I will be trying in order to hear as deeply as possible what another person is relaying to me about my behavior, so that I can respond thoughtfully and grow from what was shared, rather than reject or ignore it.

Source: It's Not You, It's Me: Accepting the Harm We Cause Presenter: Alicia Oeser, UCLA, Director of CARE Program (Campus Assault Resources and Education)

Upcoming Seminar



Working With Refugees

Lisa Gren
Assistant Professor, Family/Preventative Medicine

Date: Wednesday, February 21, 2018, 12-1:30pm

Location: Pano East, Union

[\[more information\]](#)

Upcoming Workshop

OPEN GENDER & SEXUALITY WORKSHOP

February 16, 2018 1:00-4:00 pm
Social Work Okazaki Community Rm (155A)

March 29, 2018 1:00-4:00 pm
Annex, Room 151 (Red Butte Room)
Light refreshments provided.

Register to attend the LGBT Resource Center's Spring 2018 open Gender and Sexuality Workshops here!

https://www.hr.utah.edu/tcm/displayclass.php?Class_ID=533

Upcoming Training Modules

Are you interested in learning about issues around diversity? Attend our training modules to learn more about issues of diversity in a safe environment, which will be essential to better serve our ever changing student population. Please note, the modules must be taken sequentially.

Date	Module	Location	Time
Tue., Feb. 6	Module 1 - Exploring Self & Others	Union Pano East	2-4:30pm
Thu., Feb. 15	Module 2 - Exploring Power, Bias, & Values	Union Parlor A	2-4:30pm
Thu., Feb. 22	Module 3 - Putting it all Together: Dialoging About Social Justice	Union Parlor A	2-4:30pm
Tue., May 1	Module 1 - Exploring Self & Others	Union Collegiate Room	2-4:30pm
Tue., May 15	Module 2 - Exploring Power, Bias, & Values	Union Parlor A	2-4:30pm
Tue., May 22	Module 3 - Putting it all Together: Dialoging About Social Justice	Union Parlor A	2-4:30pm

To register for these upcoming modules, please visit: <http://sadc.utah.edu/events/training.php>.

TED Talks



[Arik Hartmann: Our treatment of HIV has advanced. Why hasn't the stigma changed?](#)

The treatment of HIV has significantly advanced over the past three decades -- why hasn't our perception of people with the disease advanced along with it? After being diagnosed with HIV, Arik Hartmann chose to live transparently, being open about his status, in an effort to educate people. In this candid, personal talk, he shares what it's like to live with HIV -- and calls on us to dismiss our misconceptions about the disease.



[Sarah Corbett: Activism needs introverts](#)

For the introverts among us, traditional forms of activism like marches, protests and door-to-door canvassing can be intimidating and stressful. Take it from Sarah Corbett, a former professional campaigner and self-proclaimed introvert. She introduces us to "craftivism," a quieter form of activism that uses handicrafts as a way to get people to slow down and think deeply about the issues they're facing, all while engaging the public more gently. Who says an embroidered handkerchief can't change the world?

Upcoming Events



February 2 @ 8:30am-2:30pm

Conference on Diverse Excellence (C.O.D.E.)
Union [\[more info\]](#)

February 2 @ 6-8pm

Dance In The Diaspora
Sorenson Unity Center [\[more info\]](#)

February 5 @ 11am-1pm

Sex Week 2018: Consent Campaign Launch Party
Union Parlor B [\[more info\]](#)

February 7 @ 11am-12pm

"My Life is My Own": Advice from Tracee Ellis Ross
SSB 380 [\[more info\]](#)

February 7 @ 12-1:30pm

Prisca Dorcas: Storytelling as Healing Workshop
SW Room 155 [\[more info\]](#)

February 8 @ 1-3:30pm

Craftivism: The Intersection of Craft and Activism
Union Den [\[more info\]](#)

February 12 @ 12-1pm

GEM Series: Black Womxn in STEM
Union Den [\[more info\]](#)

February 16-17

Leading The Way In LGBTQ Health
Health Sciences Education Bldg [\[register & more info\]](#)



February 23 @ 4pm (Monthly on last Friday)

Women at the U Social
Marriott University Park

Every Friday @ 3-5pm

Fabulous Fridays, LGBT Resource Center Room 409



sadc.utah.edu

Debra Daniels (Co-chair), Women's Resource Center
Kari Ellingson (Co-chair), Student Development
Michael Bard, Registrar's Office
Gabriella Blanchard, LGBT Resource Center
Ella Butler, Career Services
Branden Dalley, Union Administration
Tim Davis, Housing & Residential Education
Kyle Ethelbah, TRIO Programs
Cairisti Flatley, Campus Recreation Services
Morgan Gallegos, University Guest House & Conference Center
Darrah Jones, Center for Student Wellness

Roberto Martinez, Counseling Center
Chuck Masoka, Assessment, Evaluation, & Research
Paul Morgan, Veteran Support Center
Belinda Otukolo Saltiban, Office of Inclusion Excellence
Natalie Pinkney, Office of Admissions
Matthew Plooster, Scholarships & Financial Aid
Nomani Satuala, Center for New Student & Family Programs
Laura Schwartz, Bennion Community Service Center
Ulysses Tongaonevai, Office of the Dean of Students
Melissa (Lissa) Wanserski, Center for Student Health