

Workshop to introduce the

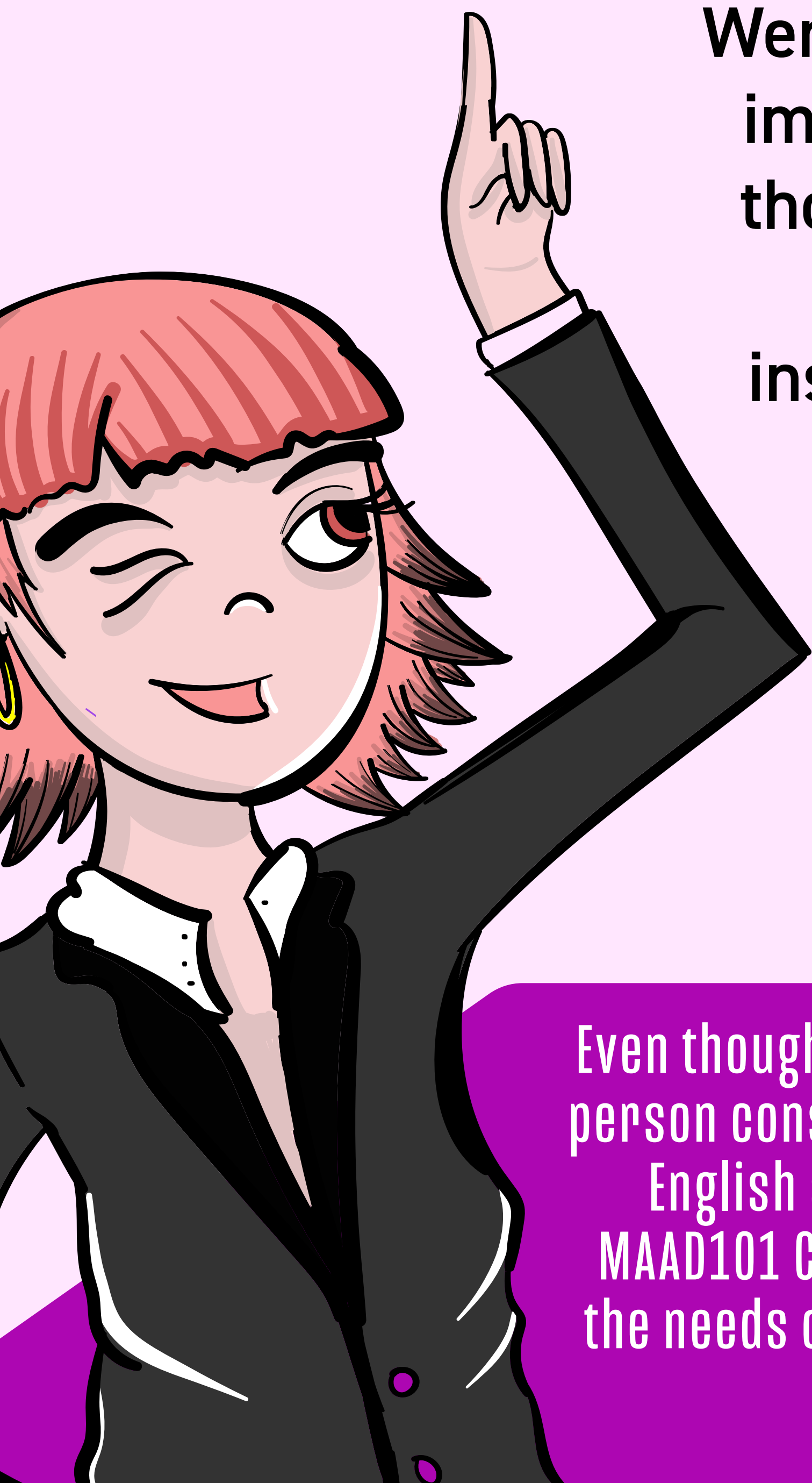
MAAD 101 Course

Beyond what's
normalized

designed for foreign teachers

Offered by the Ombudsperson Office

WHAT DO YOU KNOW ABOUT THE MAAD101 Course **Beyond what's normalized** ?



Were you aware that this is an online course implemented by the Andes University and thought to be taken by all members of our community. The main goals that this instrument has are to **denaturalize and to prevent** the following conducts:

Harassment

Threat

Abuse

Discrimination

Gender based violences

Even though, this is a course offered generally in Spanish; the Ombuds-person considered it was time to make this information available to our English speaking teachers. You will have 8 weeks to complete de MAAD101 Course: beyond what's normalized's Handbook, designed for the needs of our international population. It has an especial enfasis in discrimination and cultural differences.

Why should everyone in our community take it?

It helps you to:

1. reflect about our conceptions regarding inclusion and MAAD conducts.
2. acknowledge that there are mechanisms to display your concerns within the University and qualified professionals to deal with situations where people are living a MAAD conduct.
3. identify when a person or group of people are living a MAAD conduct and what can you do.
4. recognize that this space is one where very diverse people coexist and interact.



SOME CONSIDERATIONS TO KEEP IN MIND IN COLOMBIA'S CONTEXT

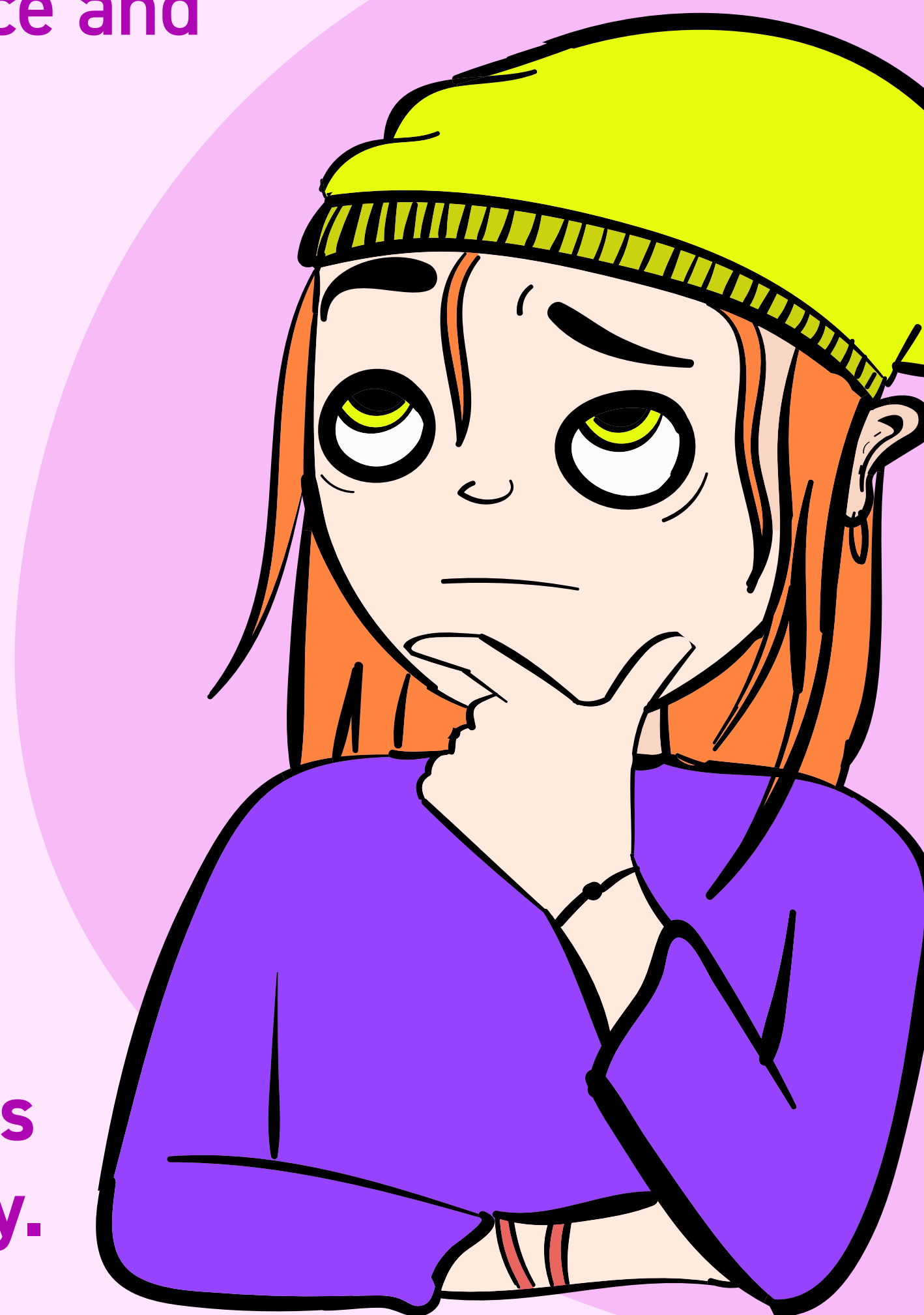
Through this course we pretend to provide the international population of our community tools to understand why are these subjects relevant not only in the context of Andes University, but in Colombia in general. Our Constitution establishes that our country is a multiethnic nation that seeks to guarantee the recognition of minorities or historically excluded groups. In this sense, our State has the duty to work in favor of the progressive advances in the conception and protection of civil, political and economic rights for all people.

Why is everyone in Andes University bound to take this course as an institutional policy?

It is a constitutional and legal obligation that Universities in Colombia prevent certain types of violences that might take place in this context as well as discriminations through a series of concrete actions. It responds to a strong institutional will to generate cultural transformations in this space and to strengthen its zero violence policy.

Through initiatives as the MAAD 101 Course, Andes University makes a strong compromise to:

- Transform the interaction between members of this community.
- Prevent.
- Educate.
- Take action to fulfill our due diligence.
- Stengthen the diffusion channels to make this information broadly known by the community.



WHY IS IT USEFUL FOR A TEACHER TO KNOW ABOUT THE MAAD CONDUCTS?

It offers interpretative tools to navigate the social context in which the local students were raised. It also evidences the expectations regarding the institutional policies that Andes University have developed to best guarantee the elimination of MAAD conducts and denaturalization of the conceptions and practices that encourage and reinforce them. Indeed, this course is meant to be a place of deep reflection and critical thinking that allows its participants to continue preaching high and rigorous standards of academic work in environments free of violences.

What can you take from the

MAAD101 Course **Beyond what's
normalized**

Handbook for english-speakers?



60 activities including:

The recollection of informative videos, practical cases, and reflective entries that help you think about subjects such as the construction of ones identity, privileges, stigmas, diversity, discrimination and gender based violences.

Divided in 5 chapters

This handbook is built through a recollection of international academic sources that have a critical, reflective and suggestive narrative thread designed to offer its participants a basic knowledge regarding MAAD conducts. It should make people more interested in finding new ways to build relationships in this context, as well as to promote the recognition of our diversity and the relevance of achieving a more egalitarian community.

**** It has different kinds of technological tools**



So*Just

Social Justice Songs

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- [The 4th Branch](#) by Immortal Technique
- [9 to 5](#) by Dolly Parton
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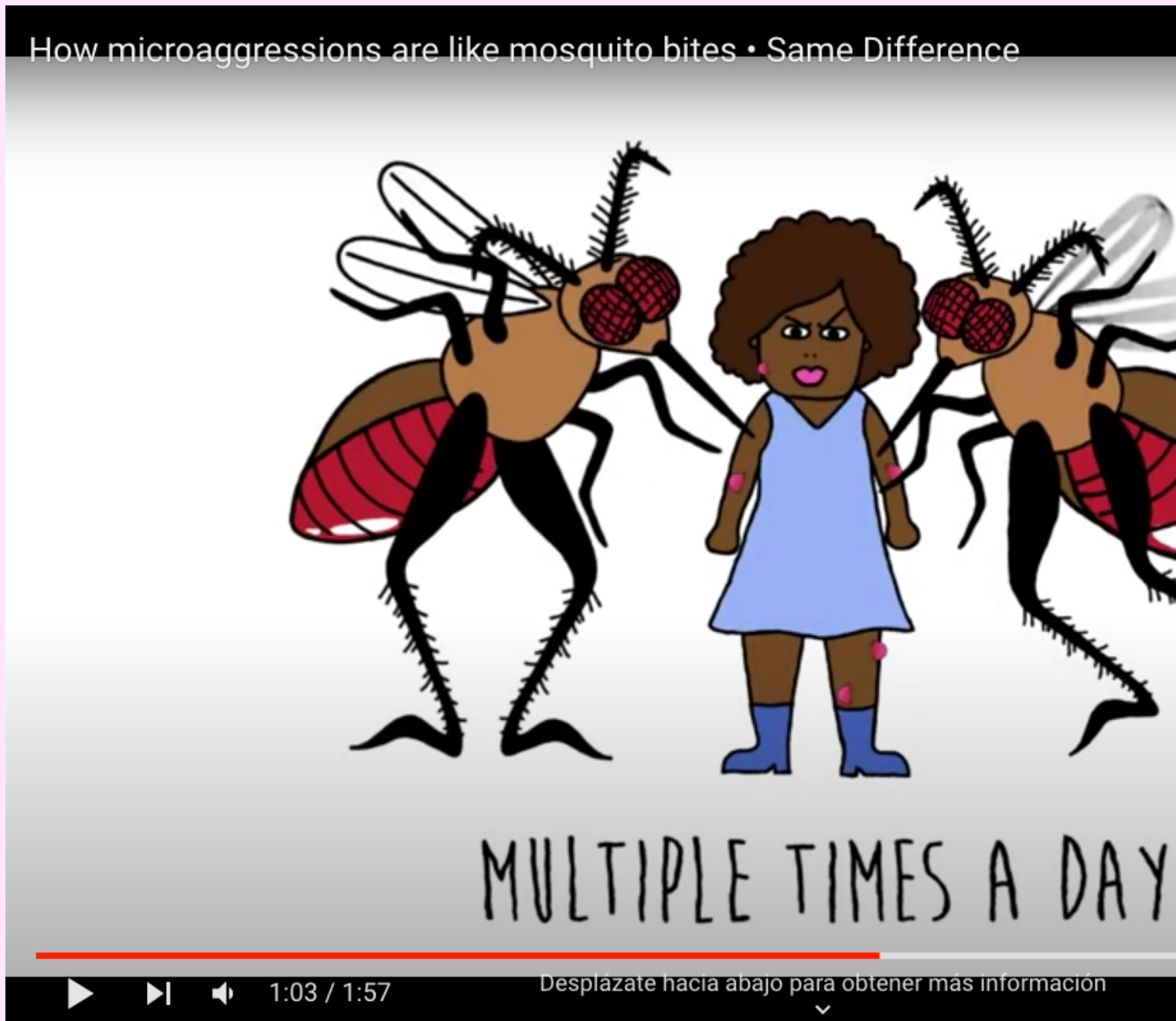
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the MULTICULTURAL Pavilion



Implicit Association Test

Next, you will use the 'E' and 'I' computer keys to categorize items into groups as fast as you can. These are the four groups and the items that belong to each:

Category	Items
Good	Delight, Friend, Laughing, Joyous, Glad, Joyful, Spectacular, Pleasing
Bad	Pain, Tragic, Nasty, Sick, Poison, Hurtful, Hatred, Hate

There are seven parts. The instructions change for each part. Pay attention!

[Continue](#)

- **What are you expecting to take from this course?**
- **Do you feel these subjects are relatable?**
 - **Is there something that worries you about the cultural transformation that this institutional policy wants to promote?**
- **Are you excited about any of the material that might be offered by this course?**

**BASIC CONCEPTS AND
TERMINOLOGY YOU SHOULD
START TO RECOGNIZE IN ORDER
TO NAVIGATE THE MAAD 101
COURSE HANDBOOK**

WHAT ARE THE MAAD CONDUCTS ALL ABOUT?

What do you know about MAAD conducts? Do you think there are structural problems that contribute to their occurrence at school? What are the aspects that lead to these violences?

Let's try as a group to define what MAAD conducts are:
Can you think of any examples of situations that constitute?

- 1. Harassment.**
- 2. Threat.**
- 3. Abuse.**
- 4. Discrimination.**
- 5. Gender based violences.**

WHAT WOULD YOU DO IF YOU OR SOMEONE YOU KNOW WERE A VICTIM OF A MAAD CONDUCT?

1. Do you know that Andes University has a PROTOCOL for these situations?
2. As part of this course, you would receive a copy of this document translated to English.
3. In order to active preventive and protective measures designed for the members of this school you can use the following reporting channels:
 - a. MAAD line lineamaad@uniandes.edu.co
 - b. The Ombudsperson Office
 - c. Deanship of Students
 - d. Student body groups:
 - PACA
 - No es Normal
 - CEU

**DO YOU THINK THE WAY WE
PERCEIVE OURSELVES AND
OTHERS HAVE AN IMPACT
IN THE OCCURRENCE OF
THESE SITUATIONS?**

WHAT IS IDENTITY FOR YOU?

A general definition of identity can be:

A self-reflexive story about what makes you who you are. While identity is based on self-perception, it is also rooted in and influenced by the distinct sociocultural context in which it is situated. A person's identity is not set in stone, but can be reworked and redefined throughout the lifecycle.

WHAT IS YOUR PERSONAL INDENTITY? AND WHAT ABOUT YOUR SOCIAL IDENTITY?

Your personal identity is an aspect of identity that answers the question: who am I?

It can also focus on how individuals would describe themselves outside of their social or cultural categories. For example, personal skills, or hobbies.

While your social identity is an aspect of your identity that is centered on the question: who am I in relation to others?

It reflects how we see ourselves and how others see us with respect to major social categories (social identifiers). Their meanings are not fixed but take shape in particular social contexts.

THE “BIG 8” SOCIAL IDENTIFIERS

It looks externally to different socially constructed categories or other types of cultural affiliations:

- Ability - Mental and/or physical.
- Age.
- Ethnicity.
- Gender.
- Race.
- Religión.
- Sexual Orientation.
- SES/Class.

GENDER IDENTITY

Refers to an individual's sense of self as male, female, a combination of both, or neither and influences how individuals think and act according to their gendered selves. In many societies gender defaults to man or woman, but there are genders that exist outside of those assigned at birth and the common binary conceptions. Additionally, some individuals may have an external appearance (e.g., hairstyle, clothing, voice) and behaviors that may not align with socially-defined characteristics associated with being either masculine or feminine (i.e., gender expression).

**Do you know what gender nonconforming means?
Have you ever asked any of your students: what are the pronouns that they wish to be called by?**

SEXUAL ORIENTATION

Refers to an “inherent or immutable enduring emotional, romantic or sexual attraction to other people.” When people think of sexual orientation it is often in relation to the lesbian, gay, bisexual, queer, and other non-heterosexual identities (LGBQ+*) community. However, sexual orientation also refers to the attraction between individuals of the opposite sex and/or gender (i.e., heterosexual/straight individuals).

Do you know what queer means?

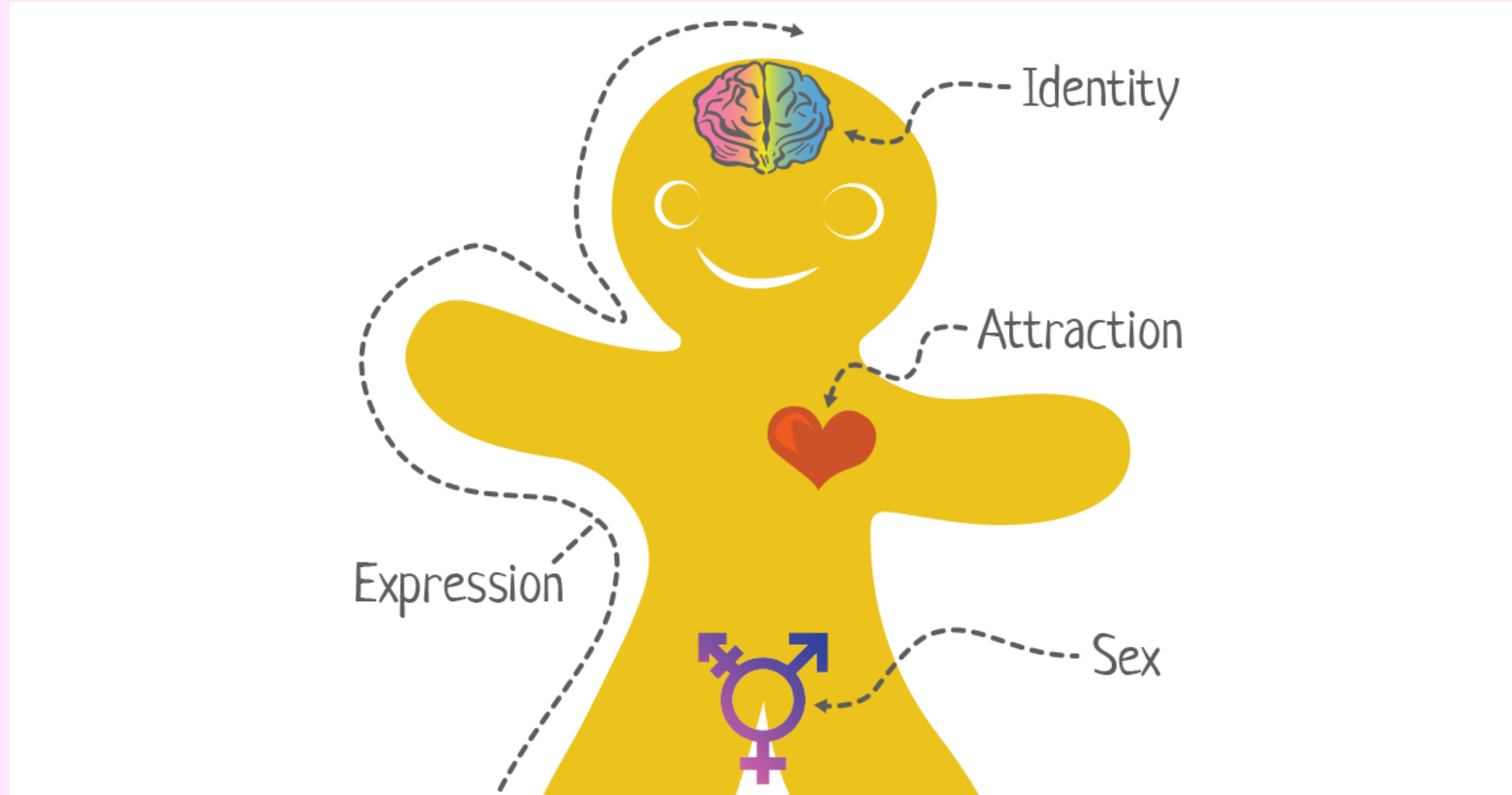
Can you explain the difference between gender and sexual orientation?

Judith Butler's genderbread cookie

Let's watch the following video:

Judith Butler: Your Behavior Creates Your Gender
Big Think - YouTube

<https://youtu.be/-cDsGFnNp6Q>



Do you know that the category “sex” is not binary,
there are people who aren't female or male?

RACE AND ETHNICITY

Race is a socially-constructed concept that refers to groups of people who are categorized by physical characteristics (e.g., skin color/complexion, facial features). Individuals may racially identify with a single race or as bi- or multiracial. It is important to note racial groups are not monoliths and that the significance and meaning of race varies across individuals within each racial group.

Ethnicity is a related socially-constructed concept often used interchangeably with race, refers to a group of individuals who share characteristics such as ancestry/heritage, country of origin, language, religion, forms of dress, and food.

Do you feel part of any ethnicity? Do you feel there is a close connection between your heritage language and your identity? Have you ever experienced an issue with a student as a result of race or ethnicity identifiers?

(DIS) ABILITY

A person with a disability refers to someone who lives with a limitation on one or more major life activities as a result of a mental or physical impairment. The definition of disability is linked not to the person but to the barriers that they experience as a result of the way things work in our social contexts (social and economic structures, the infrastructure, services, customs, among others).

**Do you think that a person who uses a wheelchair has a disability in all contexts?
What defines if a person has a disability?**

SOCIOECONOMICS STATUS AND SOCIAL CLASS

Socioeconomic status is a position in a socially-ranked system determined by an individual's education, income, and occupation/occupational prestige.

For example: a student's socioeconomic status is usually linked to their parent(s)/guardian(s) level of education, income, and occupational prestige.

Social class: (as a social identity) relates to the importance/significance and affect/emotions associated with an individual's membership/self-categorization within a social class group (e.g., working class). An individual's socioeconomic status does not always align with their social class identification.

Can you think of an example in which one of your students lived a negative experience as a result of their social status or social class?

WHAT DOES SOCIAL IDENTIFIERS HAVE TO DO WITH DIVERSITY?

Understanding the ways in which social identities operate, intersect and perpetuate structural inequalities is crucial. It is necessary to fully grasp concepts such as social justice to create learning environments that are diverse, equitable and inclusive.

It is an opportunity for us in Andes University to make everyone in a classroom believe that they truly have a seat at the table.

What are privileges? Are there links between social identifiers and power structures?

Social identity	Dominant	Subordinate
Ability	Able-bodied	Physical, mental, emotional, learning disability
Age	30's to early 50's	Below 30's and Older than 50's
Ethnicity	Western European	Non-Western European
Gender	Male	Female, Transgender, Nonbinary
Race	White	People of color, Multi-racial
Religion	Christian	Muslim, Jewish, Buddhist, Atheist, Agnostic etc.
Sexual Orientation	Heterosexual	Homosexual, Bisexual, Asexual
SES/Class	Upper, Middle, Wealthy	Working, Lower, Poor

ACTIVITY

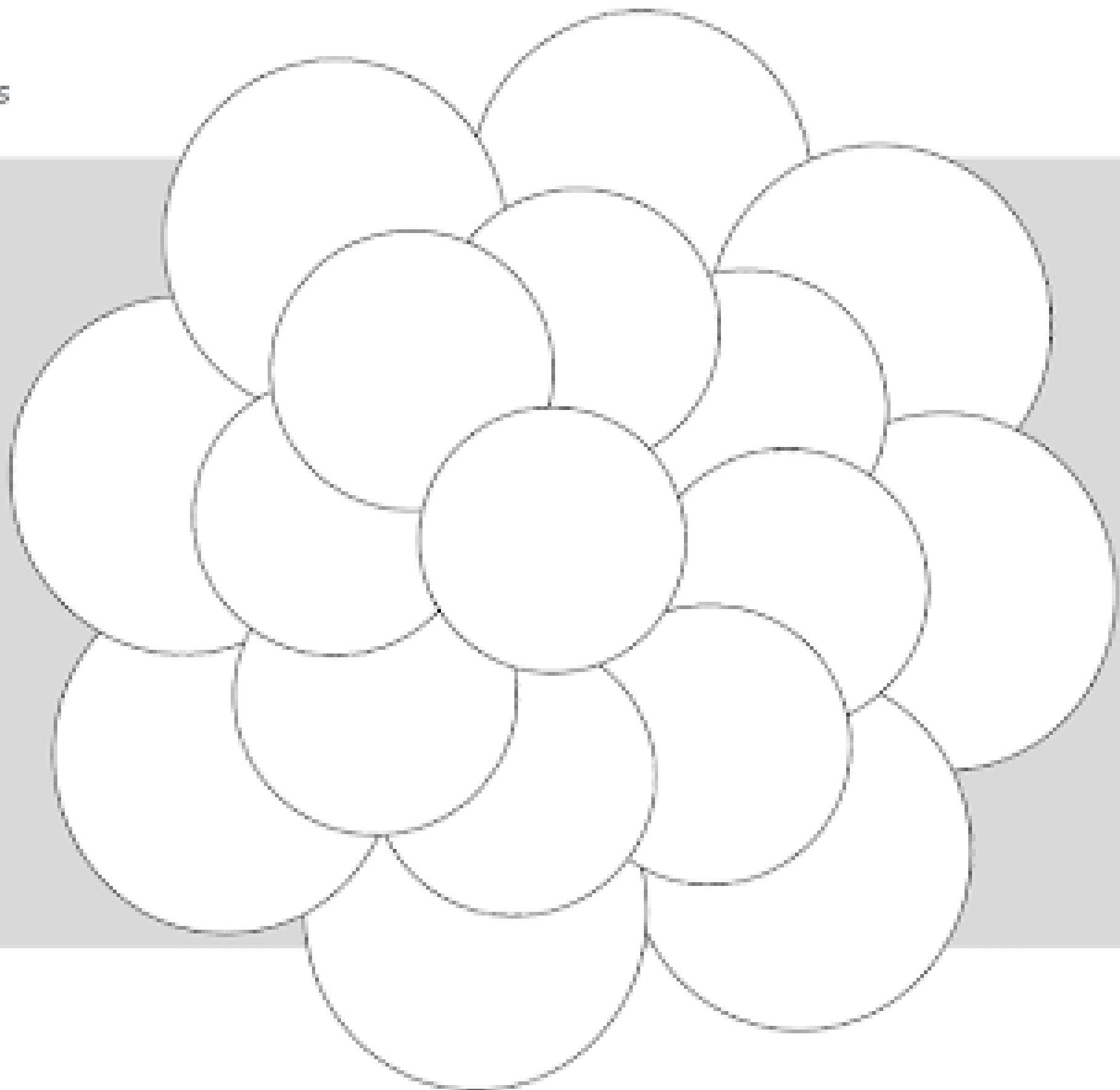
As a personal reflection, let's think about the social identifiers that you believe you have.

Power Flower

Center Petal = Your Name
Inner Ring = Your Identities
Outer Ring = Dominant identities

"Big 8" Identities

- Race
- Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Religion
- Nationality
- Socioeconomic Status



WHAT IS POWER IN THIS CONTEXT?

Refers to the capacity to exercise control over others: i.) deciding what is best for them, and ii.) deciding who will have access to or denial resources.

The following terms are ones we use to define social groups that society has afforded more or less power (more/less access):

- **Marginalized/Oppressed/Disadvantaged:** Social group with less power/less access/less privilege; social groups that have been disenfranchised, invisibilized, dehumanized, and exploited.
- **Dominant/Privileged/Advantaged:** Social group with more power/more access/more privilege; social groups who have the ability navigate the world / consequence due to unearned advantages at the expense of folks who are marginalized.

WHAT ARE STEREOTYPES?

A stereotype is a widely held, simplified, and essentialist belief about a specific group.

Groups are often stereotyped on the basis of sex, gender, identity, race and ethnicity, nationality, age, socioeconomic status, language, and so forth. Stereotypes are deeply embedded within social institutions and wider culture. They are often evident even during the early stages of childhood, influencing and shaping how people interact with each other.

For example, video game designers designed a game platform for girls in pink because that is what the parents (who purchase the game) perceived their girls wanted. The girls themselves preferred darker metallic colors (Rommes, 2006).

THANK YOU FOR YOUR TIME :)

**If you need to contact me
this is my email:**

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