CH 1-3 Questions for Consideration

1. How does the concept of 'identity contingencies' resonate with you? In your understanding, is there a difference between 'identity contingencies' and 'stereotype'?

2. Based on the findings of the MAAT study (8) on the impact of words/language on performance, should we revise language that is used on exams, syllabi, assignments, etc.? What would be the implications of doing so?

3. Steele refers to the 'observer's perspective' and the 'actor's perspective' (18) to narrate an important pivot in his own analysis of the factors that impact the academic performance of black students. How do these two distinct perspectives change our orientation to problems and our solutions to them, particularly in relation to issues of inclusion, equity, and anti-racism?

4. Steele meets with university leaders and students in spaces that respectively reflect the racial organization (26) and social organization (28) of an un-named institution (23). Do we see a similar kind of racial and social organization present in our physical spaces at LMU, in our institutional and unit culture, and/or in our curriculum? What are some ways that students see and experience racial and social organization at LMU?

5. Considering LMU efforts toward equity, inclusion, anti-racism, and diversity, is there, in your analysis, a 'concentration of factors' (25, 26) that obstruct DEI efforts, that are routinely missed by the 'perspective of the observer'? What might pivoting to an 'actor's perspective' entail? What might it reveal?