

STEP IN-STEP OUT-STEP BACK CHART

Let's understand the people in this Dilemma better with this exercise. For each character listed in the chart, complete the following steps.

- Step In: Given what you see and know at this time, what do you think this person might feel, believe, know, or experience? What does the narrative make you think about? Does it relate at all to your own life?
- Step Out: What else would you like or need to learn to understand this person's perspective better?
- Step Back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?

STEP IN	STEP OUT	STEP BACK
SONA		
TONY & DALE		
PROFESSOR		

NAME:

DATE:

SONA'S DILEMMA

Let's think more about Tony and Dale's actions.

- How do you think Tony and Dale thought that they were affecting Sona's feelings?
- In what respects do you think Tony and Dale differed from Sona? Was there a difference in their values or just cultural norms?
- What do you think the university's response would be to Tony and Dale's actions?

NAME:

DATE:

SONA'S DILEMMA

Let's think more about what the university and the professor could have done.

- If Sona had reported the actions to her professor, what steps do you believe the professor should have taken?
- What is the responsibility of the professor or the university in intervening in or preventing such incidents from happening?
- What kinds of safe spaces could the university have created where Sona could have shared her feelings?

NAME:

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SONA'S DILEMMA

Let's look at the situation from Sona's perspective.

- If you were Sona, what would you do? How concerned should Sona be about her group mates' comments, and why?
- Should Sona raise the issues of 'racism' or 'typecasting' with her group? Should she consult someone else at the university?
- Should Sona have acted differently? Does the responsibility of calling out 'racism' lie with the person who is experiencing it?

NAME:

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SONA'S DILEMMA

Let's consider how the group could do good work in this situation.

- Do you think that instances like what Sona experienced would affect the group's ability to do good work? How?
- What norms could the group establish so that everyone in the group feels included and respected?
- Can openly acknowledging and working through instances of racism help the group engage ethically in good work?

NAME:

DATE:

SONA'S DILEMMA

IF YOU WERE SONA, WHAT WOULD YOU DO? HOW CONCERNED SHOULD SONA BE ABOUT HER GROUP MATES' COMMENTS, AND WHY?

SHOULD SONA RAISE THE ISSUES OF 'RACISM' OR 'TYPECASTING' WITH HER GROUP? SHOULD SHE CONSULT SOMEONE ELSE AT THE UNIVERSITY?

SHOULD SONA HAVE ACTED DIFFERENTLY? DOES THE RESPONSIBILITY OF CALLING OUT 'RACISM' LIE WITH THE PERSON WHO IS EXPERIENCING IT?

NAME:

DATE:

SONA'S DILEMMA

DO YOU THINK HAVING A SAFE SPACE IN THE UNIVERSITY WHERE SONA COULD HAVE SHARED HER EXPERIENCES HELPED HER?

WHAT IS THE RESPONSIBILITY OF THE PROFESSOR OR THE UNIVERSITY IN PREVENTING SUCH INCIDENTS FROM HAPPENING?

DO YOU THINK TONY AND DALE WERE AWARE THAT THEY WERE HURTING SONA'S FEELINGS?