

Guidelines for Interaction*

1. In every way, we will work to create a safe atmosphere for open discussion.
2. We will recognize the uniqueness of each individual.
3. We will assume that people are doing the best they can.
4. We acknowledge that sexism, racism, ageism, heterosexism, and other types of discrimination have most often been systematically taught and learned.
5. We cannot be blamed for information we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
6. We will try to enact humility regarding ways that we are privileged, but others may not be.
7. We will actively pursue information about our own groups and those of others. We are each assumed to be the experts on our own reality and very much involved in researching that reality with each other.
8. We will share information about our own groups with other members of our group, and we will NEVER demean, devalue or in any way put down people for their experiences.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down walls, which prohibit group cooperation and group gain.
10. The process of learning is an ongoing process for all involved in this process and requires constant critique, reflection, and action. Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, relying on each other's strengths and resources rather than either addressing problems individually or relying on outside experts to solve them.
11. Some content in this process is emergent. Each of us has to be involved not only in determining content, but in explicitly reflecting on what counts as knowledge, how learning takes place and our own roles in this process. The "bank" from which content is drawn includes the social reality of our lives: it may range from the very immediate context of the workplace itself to family and community content to broader political issues.
12. The facilitator's role is to act as a problem-poser, facilitating the process of uncovering important issues and reflecting on them, in addition to sharing knowledge and skills. Because all participants are experts on their own reality and learning style, the facilitator is a co-learner.
13. We will become lifelong learners, continually accepting differences among diverse populations, including: race, ethnicity, disabilities, nationality, social class, sexual orientation, gender, religion, and culture.

*Adapted from: <http://www.d.umn.edu/~hrallis/courses/1100sp04/index.html>

Note from Brenda J. Allen, [Differencematters.info](http://www.d.umn.edu/~hrallis/courses/1100sp04/index.html): I introduce this on the first or second day of class. I ask for volunteers to read a statement aloud, and the class briefly discusses each one. Or, I ask students to read the list silently, after which I ask volunteers to indicate which item(s) were striking to them, and to explain why.

Brenda J. Allen, Ph.D.
June, 2014