

Bandwidth Glossary

Human beings fear what they don't understand. The unknown scares us. When we meet people who look or act in unfamiliar or strange ways, our initial response is to keep them at arm's length. At times we make ourselves feel superior, smarter, or more competent by dehumanizing or degrading those who are different. The roots of so many of our specie's ugliest behaviors – racism, ageism, misogyny, anti-Semitism, to name just a few – are in this basic brain-mediated response to perceived threat. We tend to fear what we do not understand, and fear can so easily twist into hate or even violence because it can suppress the rational parts of our brain (p. 253).

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog*. New York: Basic Books.

Racism - prejudice, discrimination, or antagonism directed against someone of a perceived different race

Sexism - prejudice, discrimination, or antagonism directed against someone of a perceived different sex

Classism - prejudice, discrimination, antagonism, or condescension directed against someone of a perceived lower class

Able'ism - prejudice, discrimination, or antagonism directed against someone perceived as being less able, physically, mentally, or cognitively

Homophobia – irrational fear and hostility against people based on a perception of their sexual orientation (affectional attraction to people of the same sex or to either sex)

Transphobia - irrational fear and hostility against people based on a perception of their gender identity (a person who appears to be a biological man who identifies as a woman, for example)

Islamaphobia - irrational fear and hostility against people based on a perception of their religion or faith perspective

Xenophobia - irrational fear and hostility against people based on a perception that they come from another country

Adverse Childhood Experiences

Prior to your 18th birthday:

	Yes	No
1. Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?		
2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?		
3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?		
4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?		
5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?		
6. Were your parents ever separated or divorced?		
7. Were any of your parents or guardians: Often or very often pushed, grabbed, slapped, or had something thrown at them? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?		
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?		
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?		
10. Did a household member go to prison?		

Add up your "Yes" answers: This is your ACE Score: _____

Connecting the known to the unknown

(excerpts sections from my syllabus in a lifespan development sociology class)

Chapter Discussion Prep

For each class session, read the assigned chapter and come prepared with one or more of the following:

- An example from your life or from the life of someone you know that illustrates a concept (or the opposite) from the reading.
- Something from news or other media that relates to the reading.
- An experience you or a friend has had at UCO that might help others in the class understand a concept in the reading.
- Related to the readings, something that you don't yet understand or that you need help with and about which others in the class might have some wisdom to share with you.

Life Report

A Life Report is the story of your life in 20 pictures. These will be presented in class beginning on **January 23**. Notes are due in D2L Dropbox on **January 23**. Presentations will be done in Pecha Kucha style – 20 slides, 20 seconds per slide. The slides should be pictures primarily, although it's ok to use a few words. No more than two pictures per slide. Life Reports will be graded using the following rubric.

Criteria	Clearly described	Described somewhat	Not mentioned
Circumstances of your family unit at the time of your birth & during your childhood & adolescence.			
Number & description of siblings and your place in the birth order.			
Locations where you lived at least through high school.			
Schooling – pre-school, elementary & middle school, high school.			
Church affiliation & activity (or not).			
Significant family characteristics & interactions.			
Plans for study at UCO (or elsewhere)			
Aspirations for career/family/future			

Examples of “High-hope” Syllabus Features

Expectations for Students

Please inform me by phone or e-mail if you will miss class and why and get notes and other class information from a fellow student; the members of your group will be excellent resources. (COMMUNITY OF LEARNERS) In addition to the obvious--reading chapters before they are discussed in class, completing assignments thoroughly and on time, and contributing to class discussions--I appreciate straightforward feedback from you regarding how well the class is meeting your needs. (FUNDS OF KNOWLEDGE) Let me know if material is not clear or when its relevance to the student learning outcomes for the course is not apparent (or when you're bored out of your mind!). It is also expected that you will treat classmates with respect, avoiding gratuitous arguments, and observing the rules of confidentiality regarding personal information shared in class. (SAFETY AND CERTAINTY) See Course Ground Rules.

Attendance (COVID remote learning)

I expect you to attend scheduled class sessions held on Zoom. I do understand that some of you have unpredictable job demands, kids at home who need your help and with whom you might be sharing a computer, responsibilities for caring for family, lack of a quiet space during class time, and other barriers to attendance at a given time. All class sessions will be recorded and posted on _____. I expect you to listen to/watch the recordings when you can; you are responsible for the material presented in the sessions. Look to your group members and to me if you have questions or need clarification. (CERTAINTY, RESPECT, SUPPORT, BELONGING, TRUST)

Expectations for Instructor

I will follow the course outline as closely as possible and will notify you of modifications in the outline if they happen. (CERTAINTY) I will attempt to create and maintain a class atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning. (FUNDS OF KNOWLEDGE, SAFETY, VALUES AFFIRMATION, BELONGING) Please talk with me before or after class or make an appointment to see me in my office if there is anything you want to discuss or about which you are unclear. I want to be supportive of your learning and growth. (CERTAINTY, SUPPORT)

Theory-to-Practice Research Paper

You will write a paper in which you look at one or more sociological, psychological, economic, or other relevant theories and apply it/them to a problem that you are interested in (FUNDS OF KNOWLEDGE) and that you encounter or might in the future encounter in your life or work. (CONNECTING THE KNOWN TO THE UNKNOWN) Write a 6–8-page, not counting reference page, (double-spaced, 1” margins, 12 pt. type). No title page, please. The basic requirements are:

- Paper proposal due in the Dropbox by February 9 at 7:30 pm; must include a description of the theory or theories that you will apply and the problem to which you will apply it/them, an explanation of why the problem is of interest to you and how it might inform your work or life, and at least four references from peer-reviews journals (listed properly according to APA guidelines). I will give you feedback on your proposals by February 16 with my approval (or not) for you to proceed. (CERTAINTY)
- Paper Outline due in class in Dropbox by March 9 at 7:30 pm. I will give you feedback on your outlines by March 15 with approval for you to proceed with the paper (or meet with me for further input). (CERTAINTY) Outline must include the following:

- I. Theory or theories
 - A. Description
 - B. Major theorists
 - C. Major criticisms
- II. Problem
 - A. Description
 - B. Your relationship to the problem – from present or future work or life
- III. Research
 - A. What does the research say about how this theory(ies) has been applied to the problem.
 - B. Limitations of the theory(ies) to address the problem.
- V. Conclusion
 - A. Does your research indicate that the theory(ies) will be helpful in addressing the problem?
 - B. What questions do you still have about the research you have done?
 - C. How might this research affect your work and/or life?
- IV. References – list at least six references from peer-reviewed journals or other

Service Learning Project

Each of you will engage in a service learning project, individually or as part of a group. For the project, you should be engaged more than “just volunteering.” Generally, projects involve a 4-5-hour commitment, but there is great variation. I’ll give you some ideas in class or you can come up with your own idea. (FUNDS OF KNOWLEDGE, BELONGING) You might also contact the Volunteer and Service Learning Center in the Nigh (<http://www.uco.edu/student-affairs/vslc/>). Project Proposals are due in the Dropbox by February 2 by 7:30 pm. Rubric is in the Dropbox. (CERTAINTY)

Reflection papers (2-3 pages, double-spaced, 1” margins, 12 pt. type) are due in the Dropbox by April 27 at 7:30 pm. The paper should address the following about your experience: 1. What was the most useful or meaningful thing you learned? 2. What risks did you take in doing this work and how did you manage that? 3. Describe one thing you learned about yourself. 4. Describe the ways in which your perspective has changed as a result of this experience. 5. Discuss how this work relates to the material in this class. (FUNDS OF KNOWLEDGE, SELF-EFFICACY) Rubric is in the Dropbox. (CERTAINTY)

Policy on Late Work

Points for discussion prep and missed quizzes may not be made up. All assignments are due at 7:30 pm on the due date. There is a two-day grace period on each assignment – no questions asked. If, at the end of that period, your work is not in the Dropbox, you must meet with me within three days to discuss the situation and set a schedule for completion. (RESPECT, SUPPORT, GRACE)

Microaggressions

Microaggressions	Examples
Microassaults	<ul style="list-style-type: none"> ● “You don’t belong here. Go back home!” ● A person of color being followed in the store. ● Barring a person from entry into an event based on their assumed group membership. ● Racial profiling by law enforcement. ● Restricting a person’s freedom of movement on campus based on their assumed group membership.
Microinsults	<ul style="list-style-type: none"> ● Assuming the Black, Latinx, and Native American students are probably not prepared for college. ● “You’re so articulate!” (to a Black student (or faculty/staff)) ● “You’re different, not like most _____ people.” ● “You don’t <i>seem</i> gay.” ● “You have great fashion sense for a plus-sized girl.” ● White woman moving away and clutching her purse when a Black man joins her in an elevator. ● “You look like a girl!” (to a Native American boy/man with long hair) ● “Where are you from? You’re so interesting-looking.”
Microinvalidations	<ul style="list-style-type: none"> ● “You won’t succeed here. This is not the place for you.” ● “When I look at you, I don’t see color.” ● “It must have been easy for you to get into the grad program because you’re Black.” ● “As a woman, I know what it’s like to be in a minority group.” ● “You’re an outsider. You don’t count.” ● “How did <i>you</i> get this job?” ● Repeatedly using the wrong pronouns for a transgender person.

Categories from Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), p. 276.

Carol Dweck's Mindsets

Growth Mindset Beliefs	Fixed Mindset Beliefs
People can change how “smart” they are by learning new things and growing their brains.	People are born as smart as they’ll ever be; intelligence is a fixed quality.
With hard work and effort, anyone can learn and do just about anything.	Hard work and effort are futile; if a person is not good at something, that’s just the way it is.
No matter how smart people seem, they can still learn and improve their knowledge and skills.	Even really smart people can’t get any smarter; it’s just the way they were born.
People may seem to have certain characteristics, but they can change them with hard work and effort.	You’re a certain kind of person and you can’t change that.
The smartest people work really hard, studying and practicing, so they can grow their brains and improve their skills.	Only people who aren’t very smart or skilled have to work really hard, like doing homework or practicing music or sports.
It’s in facing new challenges and learning new things that the most growth happens in our brains.	Challenges are just frustrating and defeating; it’s better to stick with the things for which you have natural talent.
The most important thing is to learn and grow; mistakes are just part of the process.	If a person tries something new and fails, people will know s/he is not smart.
Only if people give each other constructive feedback about their work can we know where we need to improve and work to do it.	People shouldn’t criticize others; it just makes them feel bad about themselves and, anyway, they can’t help it if they make mistakes.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Personal Values

Wisdom	Reliability	Inspiration	Enthusiasm
Winning	Productivity	Initiative	Empathy
Well-being	Power	Integrity	Dignity
Wealth	Personal growth	Independence	Dependence
Volunteering	Perseverance	Humor	Curiosity
Understanding	Peace	Humility	Creativity
Truth	Patience	Hope	Courtesy
Trust	Patriotism	Honesty	Courage
Tradition	Orderliness	Heritage	Cooperation
Teamwork	Optimism	Health	Confidence
Success	Openness	Harmony	Conflict resolution
Spirituality	Open communication	Generosity	Competitiveness
Simplicity	Nature	Fun	Competence
Service	Mercy	Friendship	Compassion
Self-reliance	Making a difference	Freedom	Community
Self-esteem	Love	Forgiveness	Commitment
Self-discipline	Loyalty	Flexibility	Collaboration
Safety	Listening	Fitness	Civility
Sacrifice	Learning	Financial stability	Caring
Romance	Leadership	Family	Boldness
Risk-taking	Knowledge	Fame	Beauty
Resilience	Kindness	Faith	Authenticity
Reputation	Justice	Fairness	Ambition
Religion	Joy	Excellence	Adaptability
Responsibility	Job security	Ethical behavior	Achievement
Respect	Intuition	Efficiency	Accountability

Personal Values Affirmation

1. On the flip side of this page, circle the ten values you consider to be the most important in your life.
2. Think for a bit about each of those ten values. Now put a second circle around the three that are the most important of all of them.
3. Write a letter to another student in your class, telling them why these values are important to you and what difference they have made in your life. Give some examples of things you have done or choices you have made in your life based on these values.

Cia Verschelden 2020

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CIA VERSCHULDEN

Bestseller

Bandwidth Recovery

Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization


Cia Verschelden

Foreword by Lynn Pasquerella

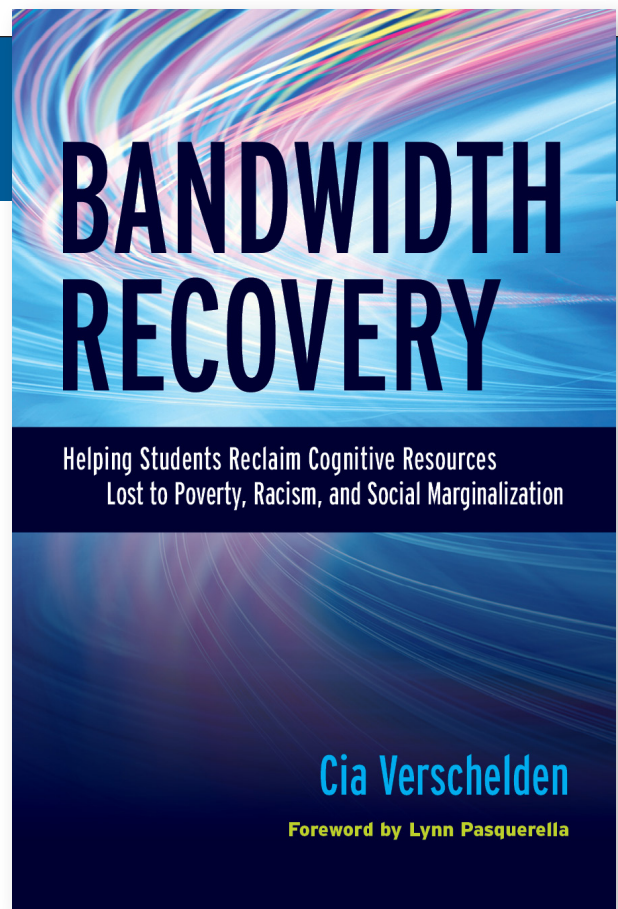
“Although other researchers have explored the debilitating effects of racism and poverty on college students’ ability to succeed, Cia Verschelden’s novel perspective invigorates this discussion first by uniquely employing the technological analogy of bandwidth, to make the multiple consequences of cognitive deprivation more vividly understandable than other analyses of

these issues. She then infuses her book with numerous practical interventions—from ‘Neurobic’ mental exercises to using Pecha Kucha in the classroom—that readers can use to enhance cognitive ability and academic aptitude of their own students.”—MICHAEL J. CUYJET, EdD Professor Emeritus, University of Louisville

This book argues that the cognitive resources for learning of over half our young people have been diminished by the negative effects of economic insecurity, discrimination and hostility against non-majority groups based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. Recognizing that these students are no different than their peers in terms of cognitive capacity, this book offers a set of strategies and interventions to rebuild the available cognitive resources necessary to succeed in college and reach their full potential.

Published in association with  Association of American Colleges and Universities

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Bandwidth Recovery For Schools

*Helping Pre-K-12 Students Regain
Cognitive Resources Lost to
Poverty, Trauma, Racism, and
other Social Marginalization*

Cia Verschelden

Foreword by Kofi Lomotey

“To solve a problem, you need to ask the right questions. In *Bandwidth Recovery for Schools*, Cia Verschelden is asking the right questions about the impact of poverty, trauma, racism and social marginalization on school children, their families, and their teachers. Most importantly, she is providing much-needed answers that can help students thrive even when facing adversity. Every educator should read this book!”

—BEVERLY DANIEL TATUM, Ph.D., Author, *Why Are All the Black Kids Sitting Together in the Cafeteria?* and *Other Conversations about Race*

Are students coming to your class lacking focus, having difficulty connecting with you and their peers, falling behind, or acting out when you instinctively feel they could do better? Do you sometimes feel like you don't have the capacity as a teacher or school leader to give students the support they need to learn and thrive?

This book makes the case that societal realities--such as poverty, racism, and social marginalization--result in depleted cognitive resources for students and for those who are trying to help them succeed.

Each of us has a finite amount of mental bandwidth, the cognitive resources that are available for learning, development, work, taking care of ourselves and our families, and everything else we have to do. These “attentional resources” are not about how smart we are but about how much of our brain power is available to us for the task at hand. When bandwidth is taken up by the stress of persistent economic insecurity or the negative experiences of racism, classism, homophobia, religious intolerance, sexism, ableism, etc., there is less available for learning and growth. This is as true for young children and youth as for their parents and teachers.

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