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Intended

“ 35 Dumb Things Well-Intended People Say provides extraordinary insight into one of the most important issues of our times, diversity. Maura ’ s no non-sense approach stimulates conversation not stifles

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~~35 Dumb Things Well-Intended People Say: Surprising Things...~~

In 35 Dumb Things Well-Intended People Say, Dr. Cullen outlines 35 statements that may be viewed as offensive or inappropriate and offers a brief explanation of why they are problematic. In the section called “ Best Bet ” , suggestions are offered on how to improve your response in the future. THE PERFECT TRAINING TOOL FOR:

~~About the book | Maura Cullen: The Diversity Speaker~~

35 Dumb Things Well-intended People Say: Surprising Things We Say that Widen the Diversity Gap: Author: Maura Cullen: Publisher: Wordclay, 2008: ISBN: 1600374913, 9781600374913: Length: 141 pages:...

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March 5, 2018. Faculty, staff and students are invited to join Merrianneeta Nesbitt and Jenne Schmidt from the Office of Equity and Diversity for a conversation about the book, “ 35 Dumb Things Well-Intended People Say, ” by Dr. Maura Cullen. The event will be held via Zoom from 12:10 p.m. to 1 p.m. on Wednesday, March 7. No registration is required.

~~Join discussion about “ 35 Dumb Things Well Intended People ...~~

35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap Paperback – September 1, 2008 by Maura Cullen (Author) 4.3 out of 5 stars 112 ratings See all formats and editions

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35 Dumb Things Well-Intended People Say. By: Maura Cullen

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~~35 Dumb Things Well-Intended People Say by Maura Cullen ...~~

College Fix October 5, 2016. Student leaders of this year ' s freshman orientation at James Madison University were given a list of 35 things they should avoid saying, including phrases such as “ you have such a pretty face, ” “ love the sinner, hate the sin, ” “ we ' re all part of the human race, ” “ I treat all people the same, ” “ it was only a joke, ” “ I never owned slaves, ” and “ people just need to pick themselves up by their bootstraps, ” among other expressions.

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~~35 Dumb Things Well Intended People Say by Crystae Rohman~~

35 Dumb Things Well-Intended People Say. by Maura Cullen. Share your thoughts Complete your review. Tell readers what you thought by rating and reviewing this book. Rate it * You Rated it * 0. 1 Star - I hated it 2 Stars - I didn't like it 3 Stars - It was OK 4 Stars - I liked it 5 Stars - I loved it.

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35 Dumb Things Well-Intended People Say: : EVEN WELL-
INTENDED PEOPLE CAN CAUSE HARM Have you ever heard
yourself or someone else say: "Some of my best friends are... (Black,
White, Asian, etc.)"?...

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That Widen the Diversity Gap. Maura Cullen (Author), Mary
Robinette Kowal (Narrator), Brilliance Audio (Publisher) Get Audible
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"Sometimes we're so afraid to say the wrong thing that we make the
biggest mistake and say nothing." 35 Dumb Things Well-Intentioned

File Type PDF 35 Dumb Things Well Intended People Say Surprising Things We People Say A review of the book by, Maura Cullen, PhD

EVEN WELL-INTENDED PEOPLE CAN CAUSE HARM Have you ever heard yourself or someone else say: "Some of my best friends are... (Black, White, Asian, etc.)"? "I don't think of you as... (Gay, Disabled, Jewish, etc.)"? "I don't see color, I'm colorblind"? These statements and dozens like them can build a divide between us and the people we interact with. Though well-intended, they often widen the diversity gap sometimes causing irreparable harm personally and professionally. If you've ever wanted to be more effective in your communication with others, or have been afraid of saying the wrong thing, then this concise guide is essential to becoming more inclusive

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and diversity-smart. A POWERFUL DIVERSITY TRAINING TOOL
FROM ONE OF THE MOST RESPECTED DIVERSITY
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In Whistling Vivaldi, described as a 'beautifully-written account' of the relationship between stereotypes and identity, Claude Steele offers a vivid first-person detailing of the research that brought him to his groundbreaking conclusions. Through the telling of dramatic personal stories, Dr. Steele shares the process of constructing and completing experiments and statistical studies that show that exposing subjects to stereotypes - merely reminding a group of female math majors about to take a math test, for example, that women are considered naturally inferior to men at math - impairs their performance in the area affected by the stereotype. Steele's conclusions shed new light on a host of

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American social phenomena, from the racial and gender gaps in standardized test scores to the belief in the superior athletic prowess of black men. As Homi Bhabha states, 'Steele's book is both urgent and important in understanding the tyranny of the stereotype and liberating ourselves from its derogatory, one-dimensional vision.' Whistling Vivaldi presents a new way of looking at identity and the way it is shaped by social expectations, and, in Richard Thompson Ford's words, 'offers a clear and compelling analysis and, better still, straightforward and practical solutions.'

What does it mean to "act black" or "act white"? Is race merely a matter of phenotype, or does it come from the inflection of a person's speech, the clothes in her closet, how she chooses to spend her time and with whom she chooses to spend it? What does it mean to be "really" black,

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and who gets to make that judgment? In *Acting White?*, leading scholars of race and the law Devon Carbado and Mitu Gulati argue that, in spite of decades of racial progress and the pervasiveness of multicultural rhetoric, racial judgments are often based not just on skin color, but on how a person conforms to behavior stereotypically associated with a certain race. Specifically, racial minorities are judged on how they "perform" their race. This performance pervades every aspect of their daily life, whether it's the clothes they wear, the way they style their hair, the institutions with which they affiliate, their racial politics, the people they befriend, date or marry, where they live, how they speak, and their outward mannerisms and demeanor. Employing these cues, decision-makers decide not simply whether a person is black but the degree to which she or he is so. Relying on numerous examples from the workplace, higher education, and police

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interactions, the authors demonstrate that, for African Americans, the costs of "acting black" are high, and so are the pressures to "act white." But, as the authors point out, "acting white" has costs as well. Provocative yet never doctrinaire, *Acting White?* will boldly challenge your assumptions and make you think about racial prejudice from a fresh vantage point.

Jane Fried's overarching message is that higher education is based on a profoundly outdated industrial model of the purpose and delivery of learning and needs urgently to be changed. Student affairs professionals and academic faculty have become frustrated with the alienation of so many students from academic learning because they cannot see its connection to their lives. This book, addressed to everyone involved in helping college students learn, presents what we

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now know about the learning process, particularly those elements that promote behavioral change and the ability to place information in a broader context of personal meaning and long term impact. Central to its argument is that learning must be experiential and engage students holistically; that it must be grounded in brain science and an understanding of the cultural drivers of knowledge construction; that academic faculty and student affairs professionals must cooperate to help students make connections and see the implications of their learning for their lives; and that the entire learning environment needs to be integrated to reflect the organic nature of the process. A second purpose of this book is to enable student affairs professionals to articulate their own role in helping students learn. Student affairs, as a profession, has had difficulty describing its work with students as teaching because the dominant paradigm of teaching continues to

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suggest a classroom, an academic expert and a model of learning that is basically verbal and cognitive. Student affairs professionals who read this book will be able to understand and articulate the processes of experiential, transformative education to their academic colleagues and to help collegially design integrated learning experiences as partners with academic faculty. The book concludes with a number of brief invited chapters that describe a few emerging models and programs that illustrate Jane Fried's vision of transformative learning experiences that integrate experience, study, and reflection.

Leadership in Recreation and Leisure Services presents cutting-edge guidance and helps students apply their newfound knowledge as they prepare to enter the rapidly changing leisure services field. This text presents fresh insights on leadership from the most prominent voices

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in the field today. The contributors present a comprehensive look at modern leadership, identify the challenges future leaders will face, and reveal how future leaders can best prepare to meet those challenges. Leadership in Recreation and Leisure Services provides

- a detailed look at the collaborative approach to leadership in leisure services that represents a new direction in the field;
- insight into classical leadership as well as innovative and modern leadership theory and best practices; and
- an understanding of the roles and functions students will fulfill as they enter the profession.

The material, designed for undergraduate recreation and leisure services leadership courses, is presented in three parts. Part I explores personal leadership issues, including communication skills, negotiation strategies, and leadership styles. Part II delves into professional leadership, examining topics such as group dynamics, supervision practices, and team leadership. Part III

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explores organizational leadership, including internal and external leadership and professional development. The authors present new theories of leadership from research in the field of recreation and leisure. Several learning aids—including chapter-opening scenarios, key terms, glossary, references, and chapter-ending questions for reflection and discussion—appear throughout the text. In addition, each chapter features a Leisure Leaders sidebar that profiles a leader in the field who addresses preparation for the job, a peek at day-to-day work, and advice for aspiring leaders. And a Best Practices sidebar showcases an organization whose innovative leadership has led to positive organizational outcomes. Leadership in Recreation and Leisure Services helps students understand the range of leadership skills they need to develop for successful careers.

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#1 NEW YORK TIMES BESTSELLER • ONE OF TIME
MAGAZINE ' S 100 BEST YA BOOKS OF ALL TIME

The extraordinary, beloved novel about the ability of books to feed the soul even in the darkest of times. When Death has a story to tell, you listen. It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can ' t resist – books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement. In superbly crafted writing that burns with intensity, award-winning author Markus Zusak, author of *I Am the Messenger*, has given us one of the most enduring stories of our time. “ The kind

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of book that can be life-changing.” —The New York Times
“ Deserves a place on the same shelf with The Diary of a Young Girl
by Anne Frank. ” —USA Today DON ’ T MISS BRIDGE OF
CLAY, MARKUS ZUSAK ’ S FIRST NOVEL SINCE THE BOOK
THIEF.

Zealous faith can have a dangerous, dark side. While recent calls for radical Christians have challenged many to be more passionate about their faith, the down side can be a budding arrogance and self-righteousness that “ accidentally ” sneaks into our outlook. In Accidental Pharisees, bestselling author Larry Osborne diagnoses nine of the most common traps that can ensnare Christians on the road to a deeper life of faith. Rejecting attempts to turn the call to follow Christ into a new form of legalism, he shows readers how to avoid the

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temptations of pride, exclusivity, legalism, and hypocrisy, Larry reminds us that attempts to fan the flames of full-on discipleship and call people to Christlikeness should be rooted in love and humility. Christians stirred by calls to radical discipleship, but unsure how to respond, will be challenged and encouraged to develop a truly Christlike zeal for God.

This second edition offers a practical training guide for college students who serve as leaders, tutors, counselors, or advisors for their peers. This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self-discovery exercises to help student leaders with tasks such as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. Students Helping Students

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includes: Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two intervention strategies: the Health Behaviors Assessment and the College Learning Effectiveness Inventory, which focus on the topics of wellness and academic success Descriptive overviews of peer programs addressing sexuality, safety, violence reduction, residence life, online peer connections, and more Praise for the Second Edition of Students Helping Students "This new work remains the definitive standard in the field. It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service."—Ernest Pascarella, professor and Mary Louise Petersen Chair in Higher Education, University of Iowa "The second edition of Students Helping Students teems with useful material that

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can be thoughtfully applied by peer helpers. The what, so what, and
now what framework reflectively guides the reader to self-discovery
and thoughtful practical applications. Being a peer helper is a high-
impact learning experience made intentional through the pages of this
fine book."—Susan R. Komives, professor of college student
personnel, University of Maryland and president, Council for the
Advancement of Standards in Higher Education

Journalist Walls grew up with parents whose ideals and stubborn
nonconformity were their curse and their salvation. Rex and Rose
Mary and their four children lived like nomads, moving among
Southwest desert towns, camping in the mountains. Rex was a
charismatic, brilliant man who, when sober, captured his children's
imagination, teaching them how to embrace life fearlessly. Rose Mary

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Painted and wrote and couldn't stand the responsibility of providing for her family. When the money ran out, the Walls retreated to the dismal West Virginia mining town Rex had tried to escape. As the dysfunction escalated, the children had to fend for themselves, supporting one another as they found the resources and will to leave home. Yet Walls describes her parents with deep affection in this tale of unconditional love in a family that, despite its profound flaws, gave her the fiery determination to carve out a successful life. -- From publisher description.

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