



# Writing for Change

RAISING AWARENESS OF DIFFERENCE, POWER, AND DISCRIMINATION

## 4.9 Profiling Your Major

### **Objectives**

Describe the demographics of students' majors (students and professional members).

Generate possible reasons for the composition of the membership

### **Materials needed**

Pen and paper or copies of the handout

Reference materials

### **Time needed**

Sixty minutes or more

### **Instructor directions**

Ask students to research the demographics of their majors (age, race, level of education, gender, socioeconomic status, location, sexual orientation, religion of students or professional members).

Have them prepare reports describing and discussing their findings.

### **Variation**

Have your students compare and contrast the demographics of students or first-year professional members to the demographics of lifetime or senior members and discuss possible reasons for the similarities and differences.



# Writing for Change

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## 4.9 Profiling Your Major Handout

### **Directions**

Research the demographics of your major or field (age, race, level of education, gender, socioeconomic status, location, sexual orientation, religion of students or professional members).

Prepare a report describing and discussing your findings. Answer the following questions:

What are some factors that may contribute to the current makeup of people working (or studying) in your major or field?

How do those factors operate within your major or field?

How do they enrich or impoverish your experiences in the major or field?

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Do you feel that your field could benefit from participation by a greater diversity of members? If so, what are some ways you could help make participation more attractive to particular groups of people?

**Variation**

Compare and contrast the demographics of students or first-year professional members to the demographics of lifetime or senior members. Discuss possible reasons for the similarities and differences.