



STARBUCKS®
GLOBAL ACADEMY

Resource Toolkit for
To Be Welcoming Curriculum

WELCOMING DIALOGUE ON NATIONALITY BIAS



OVERVIEW

Public spaces and third places are more welcoming to all when we celebrate our shared humanity. By understanding each other, we deepen connections. To encourage more meaningful conversations on this topic, leaders at Starbucks partnered with experts at Arizona State University to create To Be Welcoming, a 15-course curriculum designed to address bias through understanding the human experience.

Below are 4 core resources from the “Welcoming Dialogue on Nationality Bias” course. This learning experience presents key terms related to nationality and nationality bias, a discussion on the difference between nationalism and patriotism, facts about immigrants in the United States, and a guide to encourage dialogue on nationality bias. Learn more about the program and register for courses at [ToBeWelcoming.com](https://www.tobewelcoming.com).



RESOURCE 1

Key Terms and Concepts

RESOURCE 2

Nationalism & Patriotism: A Comparison

RESOURCE 3

Facts About Immigrants in the United States

RESOURCE 4

Dialogue Challenge

We will begin by defining key terms and concepts related to nationality and nationality bias. These terms have been defined specifically to fit the context of this course, and will be used to enhance your understanding of the course topic.



ACCULTURATION

The process of incorporating new individuals or groups into the host country's overarching culture. Acculturation, on the individual level, sees individuals adapt to cultural values and attitudes of the host culture while maintaining their own distinct culture.



ASSIMILATION

The process of individuals and groups changing their cultural values, beliefs, and practices to be socially compatible with a country's dominant culture.



ETHNICITY

A common identity based on similarities such as homeland, religion, and culture. Ethnicity is sometimes used synonymously with the words people or nation, though it should be remembered that not every ethnic group is connected to a nation-state.



ETHNOCENTRISM

The tendency to create standards based on taking one ethnic group as the norm of human experience. Ethnocentric behavior involves devaluing other ethnic groups, and often ties into judgments on language, behavior, religion, and customs.



NATIONALISM

An ideology promoting a nation's sovereignty and self-determination. Often, nationalism aims to maintain a single identity that links individuals residing in the same country through similarities in culture, language, religion, politics, and race.



NATIONALITY

The legal relationship between a citizen and his or her state, usually involving obligations of support and protection.



PATRIOTISM

Love of or devotion to one's country.



NATIONAL IDENTITY

The subjective sense of cohesion and union between all those living in or emigrated from a country wherein a set of distinct traditions, language, culture, and politics are shared in common.



PERPETUAL FOREIGNER

A stereotype of some ethnic minorities as always "other," leading them to be treated as foreigners, regardless of their citizenship status or national identity.



XENOPHOBIA

The fear, hatred, and/or distrust of individuals from another country.

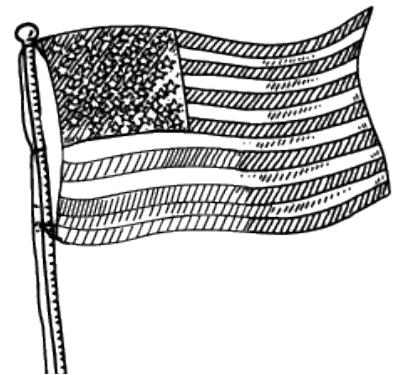
Summary: Bias of any kind generally stems from ignorance about situations different from the norm, which can lead to prejudice against others. These key terms will help you understand and demystify the "unknown," as well as give a glimpse of the trauma that certain groups of people still endure due to bias.

Nationalism and patriotism are both often advertised as love of or loyalty to one's country, but there are distinct differences between the two, as explored in the following resource.

THE DIFFERENCE BETWEEN NATIONALISM & PATRIOTISM

We define patriotism as "love for or devotion to one's country" and nationalism in part as "loyalty and devotion to a nation." But nationalism can also mean "exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups."

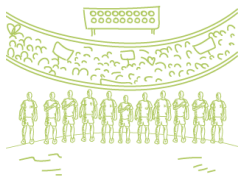
In the United States, nationalism is now perhaps most frequently associated with white nationalism, which has deeply negative connotations.



EXAMPLES OF NATIONALISM

A man yells "Go back to your country!" to a woman wearing a hijab on the subway.

During a public protest, some begin to chant "Jews will not replace us!"



EXAMPLES OF PATRIOTISM

Before a football game, the spectators stand and sing the national anthem in unison.

Bryan decides to dress in red, white and blue for a 4th of July party.

IS NATIONALISM GOOD OR BAD?

Nationalism is a complicated phenomenon, and it manifests differently in different countries. In many cases it is often linked to violence and can lead to war or even genocide. Traits thought to be related to foreign origin, such as accented speech, religious affiliation, or even wardrobe choice, are often the target of nationalist sentiment.

However, having pride in one's country is not a bad thing. It can help bind people together in the name of a nation and can give individuals a strong sense of unity to endure hardships.



SUMMARY

It's okay to be proud of your country. But your pride should not be used as an excuse to discriminate against those whose origin is different than yours.

This resource presents facts about immigrants in the United States and their impact on our economy. As you read each fact, consider how systemic national origin bias has shaped the economic and educational opportunities of immigrants in the United States.

5 FACTS ABOUT IMMIGRANTS IN THE UNITED STATES

1



In comparison to native-born individuals, immigrants:

4x



are 4 times more likely to have less than a high school degree...

2x



but are almost twice as likely to have a doctorate.

2

In 2017, foreign-born men aged 24 to 54 worked at a rate 3.4% higher than native-born men of the same age...



3.4% ↑

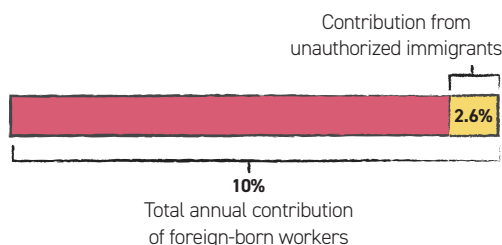
but foreign-born women of the same age worked at a rate 11.4% lower than native-born women.



11.4% ↓

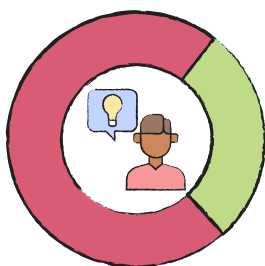
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An estimate suggests that the total annual contribution of foreign-born workers is about 10% of annual GDP.



Of this total, 2.6% is estimated to be contributed by unauthorized immigrants.

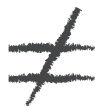
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Immigrants obtain 28% of high-quality patents.

5

Immigration in the United States does not increase crime rates.



This is because immigrants are subject to various kinds of formal and informal screenings.

Talking about nationality bias requires a complex and creative communication skill set. This series introduced you to the role civility, empathy, and dialogue play in navigating critical conversations around bias. As you practice these skills, your awareness will increase and you will get better at engaging in critical conversations on sensitive topics.

It can be difficult to start a dialogue on these issues. Use the following list of questions to guide your conversation on nationality bias.

DIALOGUE CHALLENGE

I'm learning about the role civility, empathy, and dialogue play in critical conversations around nationality bias in the To Be Welcoming Series featured on Starbucks Global Academy. One of the activities is a dialogue challenge where I am encouraged to engage in dialogue with a close family member or friend on their perceptions of nationality. Do you mind if we discuss your perspective? Thank you.

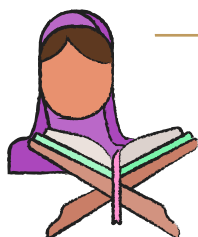


What nationality do you identify as?
Do you know anyone with a different national origin?



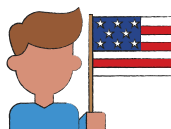
How would you define national identity? What does having a national identity mean to you? What do you think it means to be American?

Who or what most influenced your sense of your national identity?



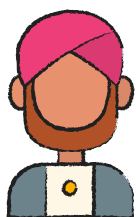
How do you see people with different national identities portrayed in the media? How do you see your own national identity portrayed?

Did your parents ever discuss their perspective about different nationalities? If so, what were their views?



What do you think patriotism is? Is it related to national origin in any way?

What are your views about nationalism in America? Is it different than patriotism?



Do you think people with different national identities have the same opportunities as Americans, or are they equally able to participate in American society? If not, why do you think that is?

Do you think it is true that America is a nation of immigrants? What does this mean to you?



When you meet someone who speaks English with an accent, what impression do you have about them?

COURSE AUTHORS



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Jessica Solyom, Ph.D., received her doctorate in Justice and Social Inquiry from Arizona State University. She has worked in research, program development, and program evaluation for postsecondary institutions in promoting diversity in curriculum, pedagogy, and classroom management for over 10 years. Her research focuses on diversity, belonging, and justice. Her scholarly publications have explored the justice-related struggles of historically underrepresented students including explorations of race and gender in student leadership, persistence for students of color in predominantly white postsecondary settings, and education rights activism among Indigenous college students. She is currently an Associate Research Professor and teaches courses on Research and Inquiry, Critical Race Theory, and Indigenous Knowledge Systems. Dr. Solyom serves as a mentor at the Center for Indian Education (ASU) in preparing and training rising students of color as community embedded researchers and servant-leaders.



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Nicholas is a current joint law and doctoral student in Justice & Social Inquiry at Arizona State University. He has worked in research focused on the school-to-prison pipeline in Arizona for Native, Latino, and African American Students. In 2017-2018 he co-developed a critical legal studies program for first generation students interested in a legal career. Scholarly publications have focused on critical race theory, education, ethnic studies and Indigeneity. His doctoral research focuses on surveillance technologies and privacy rights for communities in the southwestern borderlands. Nicholas also volunteers at local immigration initiatives.



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Karen Taliaferro (Ph.D. Government, Georgetown University) is a political theorist specializing in the history of political thought and the interplay of religion, law, and politics. Her teaching and scholarly publications focus on the classical sources of contemporary political norms in both Western and Islamic texts; she is especially interested in the role of pluralism, broadly understood, in democratic thought. A Returned Peace Corps Volunteer, Karen has held fellowships at Princeton University and Georgetown University's School of Foreign Service-Qatar.