

Promoting Equality in Physics

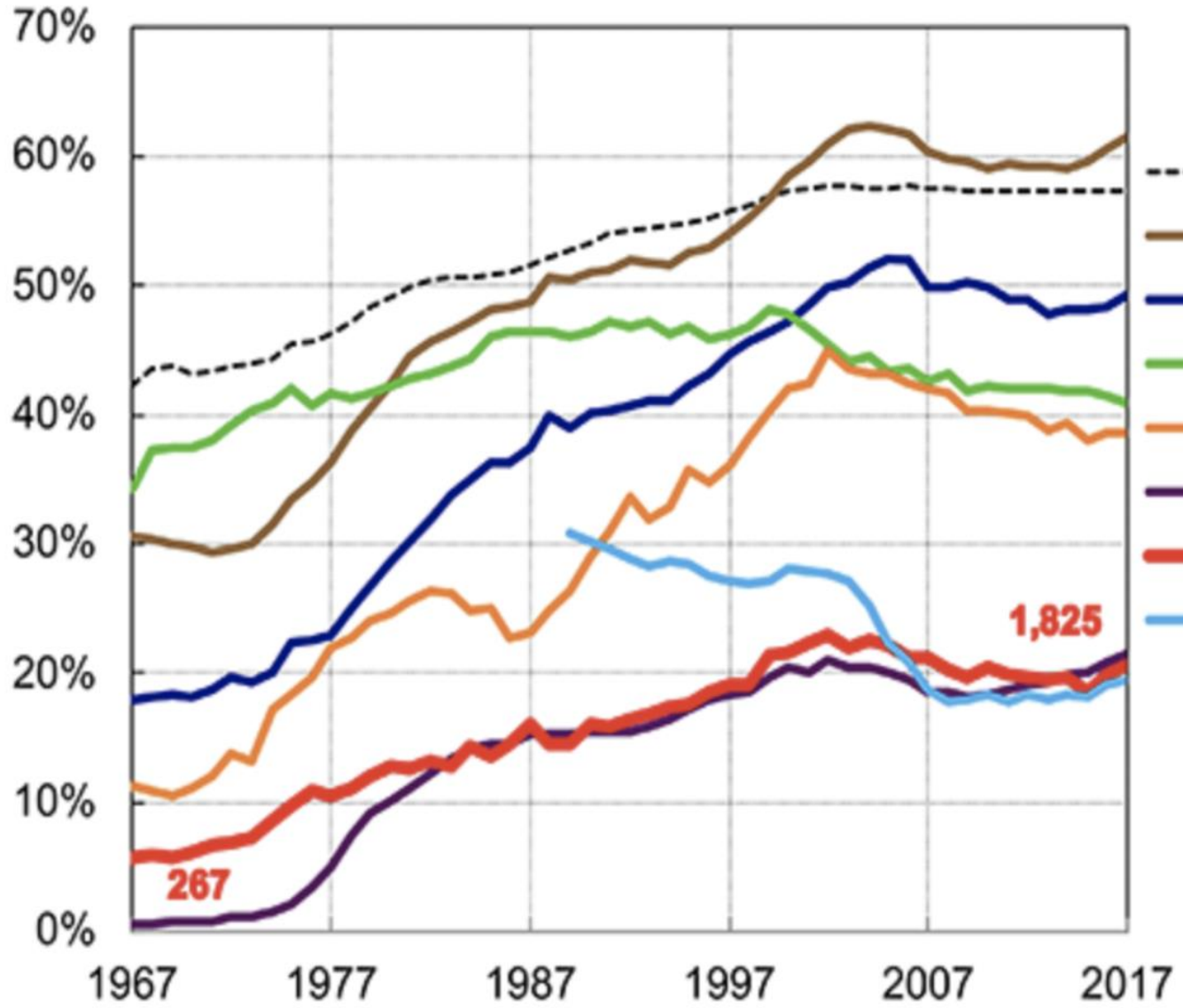
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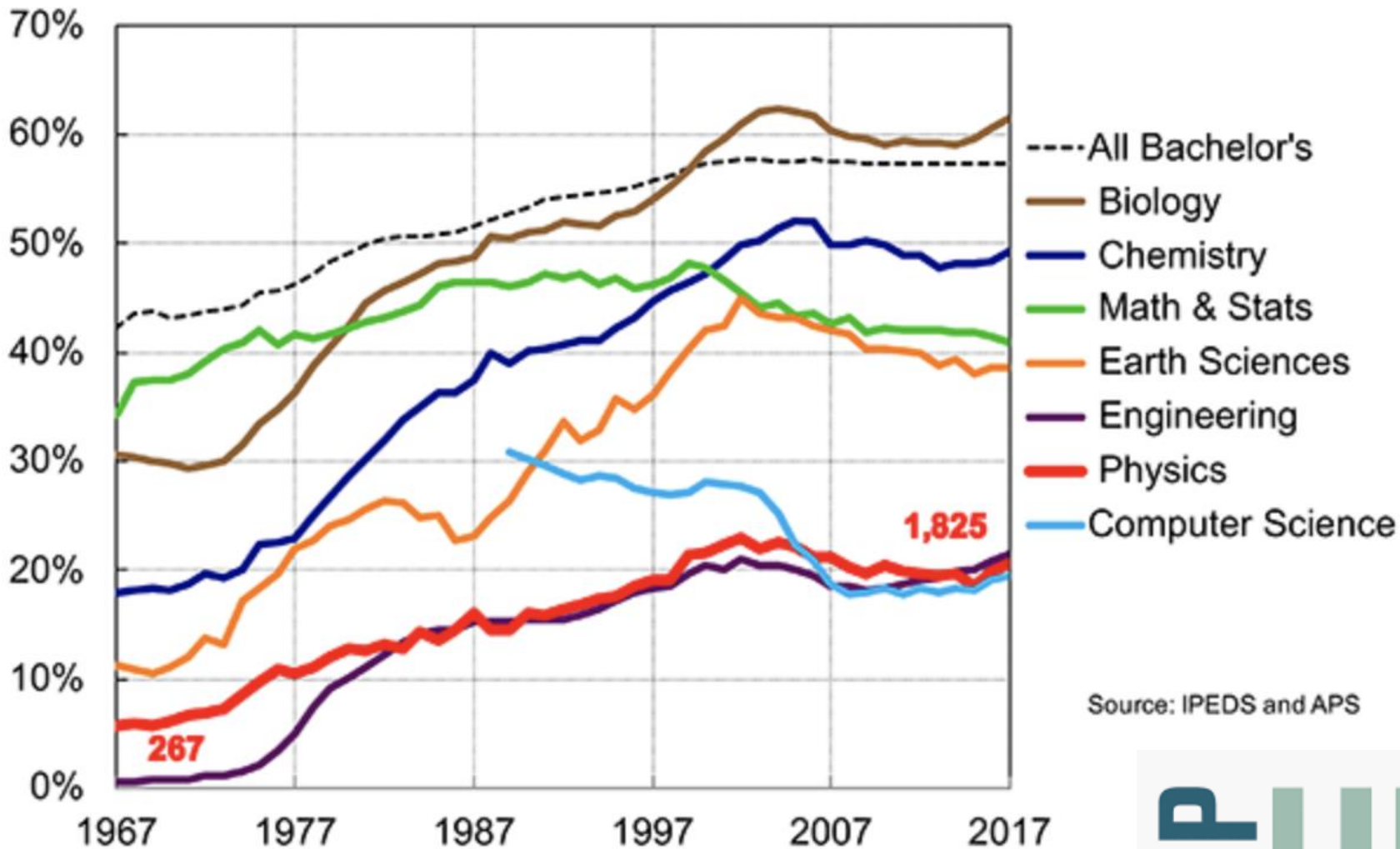
What you'll learn:



And what YOU can do to make an impact



Bachelor's Degrees Earned by Women



So you like Podcasts?

- Extremely easy to edit and post using all free software
- Doesn't need to be someone high profile
- I treat it like a topical discussion with some questions ready on the side



Instant Physics



Just Add Coffee
The AAPT Podcast

So you don't like Podcasts?!

- Good news! you don't need to :(
- There are SO MANY ways to spread the word
- But there are still many examples of obstacles you will face:



Student Perspective

As someone who took Mr. Rifkin's Quantitative Physics class, I have to say I'm glad that he taught us about social justice and privilege. Out of all the teachers and professors I've had, I would say that he was one of the best.

A few things to keep in mind:

- Mr. Rifkin covered more physics material in his highschool class than my PHY200 class in college.
- Mr. Rifkin's class prepared me VERY well for my CS RTIS degree (a degree which actually applies Newtonian physics)
- Mr. Rifkin spends only a few days (6 if I recall) talking about social justice. It's a small detour from the physics.
- Mr. Rifkin had one of the best teaching styles of any teacher/professor I've had. The way he taught allowed me to **retain** information very well (off the top of my head, I still remember the 7 steps to solve any physics problem, $F = ma$, $V = d/t$, ect.)



Others involved

- The Underrepresentation Curriculum project:

I. Embarkation: Laying the Foundation

- A. Learning about Scientists Lives
- B. Data Analysis: Under-Representation
- C. Is Science Subjective?
- D. Why Does Representation Matter?

"What Unique Perspective...?"

II. Fueling: Gaining Relevant Knowledge

- A. Meritocracy
- B. Stereotype Threat
- C. Systemic Racism Systemic Sexism
- D. Privilege and Affirmative Action
- E. Political Correctness [Coming Soon!]
- F. Implicit bias
- G. Intersectionality
- H. Model Minority Myth

"Over-Representation" [Coming Soon!]

III. Ignition: Turning Knowledge Into Action

- A. Students Taking Action

What can YOU do?



It's so easy to share, pass the word on!

I ask each of you to share some of the information from this talk with at least one other person, even such a small thing can lead to such a great outcome.

Distance Learning

- Student Panel and Commercial:



Centripetal Acceleration

THANK YOU

