

Themes Across Students' Shadow/Role-Play Papers

Intersection	Observed experiences during shadow/role-play	Own privileges identified
Men shadowing woman × Race/Ethnicity (3) or Age (2) (<i>presented together due to shared focus on gender as a dimension of difference</i>)	3/5: Pressure to fulfill care taking roles 2/5: Overt sexism (e.g., sexist comments) 2/5: Subtle sexism (e.g., given gender stereotypic tasks) 2/5: Subtle racism (e.g., intentional disrespect) 2/5: Others' attention to appearance 2/5: Attention placed on own appearance 2/5: Importance of spirituality/affiliation with women 1/5: Overt racism (others stating racist attitudes)	2/5: Feeling respected by others 2/5: Freedom to speak up and be heard 1/5: Freedom to be out late at night 1/5: Freedom from fear of rape
Woman × pregnancy (8) or mothering (5) (<i>themes for pregnancy subsumed those for mothering</i>)	8/13: Stares, strange looks 5/13: Loss of spontaneity/need for structure 4/13: Delaying/foregoing educational goals 4/13: Responsibility for welfare of child 1/13: Others' expectations that mothers/expectant mothers should be at home	7/13: Freedom to make daily and life decisions without feeling judged
Woman × Pregnancy (8) (<i>themes unique to pregnancy</i>)	4/8: Others asked personal questions (e.g., marital status) 4/8: Space difficulties (e.g., sitting on bus) 4/8: Others being helpful 2/8: Others touching stomach without asking	4/8: Ability to assume freedom from space constrictions in daily activities
Woman × Age (5)	4/5: Health difficulties 3/5: Variety of abilities and responsibilities (e.g., leadership in community) 3/5: Others being helpful 2/5: Employment discrimination 2/5: Loss of friendships 2/5: Anxiety about daily activities 1/5: Dependence on others 1/5: Treated as "senile"	3/5: Having a broad range of educational and career options 3/5: Freedom to make daily choices independently
Woman × Sexual Orientation (5)	4/5: Students' noting own fears and prejudices 4/5: Fear of rejection/discrimination 4/5: Concealment of sexual orientation to cope with fear of rejection 3/5: Overt discrimination (e.g., comments) 2/5: Subtle discrimination (e.g. ignoring) 1/5: Institutional discrimination (e.g., rejection by religious community) 2/5: Feelings of stress, anger, anxiety	4/5: Freedom from fear of stigmatization 2/5: Ease of meeting other heterosexual persons 1/5: Freedom to disclose one's identity 1/5: Institutional privileges (e.g., ability to marry)
Woman × Religion/Islam (2)	2/2: Fear of being stigmatized 2/2: Perceived fear and prejudice from others 2/2: Questioning motives of others (e.g., is it prejudice or not?)	2/2: Freedom from negative treatment 2/2: Freedom from self-doubt 1/2: Others understand one's religion 1/2: Ability to "pass" as "White"
Woman × Ability Status (2)	2/2: Subtle discrimination (e.g., being ignored) 2/2: Visibility of disability linked to prejudice 1/2: Stress associated with negative treatment 1/2: Employment difficulties	2/2: Being attended to and acknowledged

Note. × indicates "intersecting with." Parenthetical values reflect number of papers in each category. Fractions reflect proportion of papers in each group that reflected the theme. One student shadowed Woman × Ability Status × Sexual Orientation. This student is included in the count for ability status and sexual orientation.