### Themes Across Students' Shadow/Role-Play Papers

<table>
<thead>
<tr>
<th>Intersection</th>
<th>Observed experiences during shadow/role-play</th>
<th>Own privileges identified</th>
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</thead>
</table>
| Men shadowing woman × Race/Ethnicity (3) or Age (2) *(presented together due to shared focus on gender as a dimension of difference)* | 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) *(themes for pregnancy subsumed those for mothering)* | 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) *(themes unique to pregnancy)* | 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.