Multiculturalism and Diversity in Teaching Resources

Course Design


Students

Chesler, M. (nd). Perceptions of faculty behavior by students of color. Originally published as Chesler, M., Wilson, M. & Malani, A. (1993), The Michigan Journal of Political Science, 16 (pp. 54-79). Available online at: http://www.crlt.umich.edu/publinks/CRLT_no7.pdf. This article reports the findings of fifteen focus groups conducted with students of color at the University of Michigan. The author summarizes both positive and negative themes from student feedback and does an excellent job of generalizing these findings for a broader audience.

Renn, K. (1998). Lesbian, gay, bisexual, and transgender students in the college classroom. In Sanlo, R. (Ed.), Working with lesbian, gay, bisexual and transgender college students: A handbook for faculty and administrators (pp. 231-244). This chapter discusses the types of prejudices sexual minority students face in the classroom. It has
an overview of student learning styles and analyzes how they might apply to LGBT students. It also offers suggestions for faculty members to help LGBT students enhance their college experience.

Sarkisian, E. (2006). Teaching American students: A guide for international faculty and teaching assistants in colleges and universities. This guide helps prepare international scholars to teach in classrooms in the United States. It provides rich insights and practical wisdom that teachers who were not born in the United States can apply immediately.

Working together: Faculty and students with disabilities. Available online at http://www.washington.edu/doit/Brochures/Academics/teachers.html. This website, maintained by the DO-IT program at the University of Washington, provides a broad framework for addressing the needs of students with disabilities. The site includes useful teaching techniques as well as suggestions for academic accommodations.

Professional Development

Warren, L. (2005). Strategic action in hot moments. In M. Ouellett (Ed.), Teaching inclusively: resources for course, department & institutional change in higher education (pp. 620-630). Stillwater, OK: New Forums Press. Warren offers practical advice for facing what he calls “hot moments” in the classroom. Hot moments include a range of possible classroom scenarios in which the instructor might feel on the defensive, attacked, angry, or muted. The text provides ways to “keep the mind in action” instead of reacting without thinking.