DIVERSITY AND GENERAL EDUCATION

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WORKSHOP OVERVIEW
Enhance ability to design a course that meets the GenEd DU/DG designation
Examine the new GenEd diversity learning outcomes
Use a mapping tool to connect the new GenEd diversity learning outcomes with course content, learning activities, and assessments
How will you demonstrate that you are meeting the new GenEd diversity learning outcomes in your course proposal?
Overview of the Expedited Review Process

GenEd DIV LOs and Ideas for addressing DIV LOs in course proposal

Application
GETTING READY FOR YOUR PROPOSAL
Timeline for the Implementation of the new General Education Diversity Requirement

- **Fall 2017**: Diversity courses, including stand alones, offered as U or G
- **Spring 2018**: Expedited review process begins
- **Fall 2018**: Proposals for new DU and DG courses accepted
- **Spring**: Diversity courses offered as DU or DG sharing a Social World designation (stand alone diversity courses are discontinued)
- **Fall 2018**: U and G courses with Social World designations convert to DU and DG during the fall registration period (stand alone courses are discontinued)
- **Spring**: Diversity courses are now designated DU or DG
- **Entering students are required to take a DU or DG in their first year**
- **GEC/TEFD Professional Development Diversity Workshops**

Expedited review proposals need to be submitted by 1/15/19
General Instructions for the Expedited Diversity Course Review Process

Proposals are submitted by email and include:

- Form EP-U (US diversity) or EP-G (Global diversity)
- A revised course syllabus (please see the forms for instructions on the syllabus)
- Any additional materials (e.g. sample assignments or class discussion prompts) that proposers may wish to include.

Email the full proposal submission (with a cc’ to department head—department head approval is required) to gened@umass.edu
Form EP-U and EP-G

1. **Course Description**: Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

2. **Course Format**: Please describe the course formats and anticipated enrollments for the different ways this course is taught. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format? Given the format(s) of this course (and its sections, if any), how will the department ensure consistency in the Gen Ed diversity learning outcomes across multiple formats, sections, and instructors.
3. **Course Syllabus:** Please attach a copy of your revised syllabus. All syllabi should include a statement describing how your course meets diversity learning outcomes, the overall General Education learning goals as well as the learning outcomes specific to the Social World designation held by this course. In addition, the following elements are required of all syllabi by Faculty Senate [https://www.umass.edu/senate/content/course-instructional-guidelines](https://www.umass.edu/senate/content/course-instructional-guidelines):

- Course objectives
- Expectations and requirements such as papers, lab reports or exams
- Attendance policies
- Grading criteria and the approximate weight of each course requirement in the final grade
- Examination schedule and any make-up rescheduling policies
- Policies on academic honesty
- Policies on course accessibility and accommodations (e.g. Disability statement)
- Office, phone and mailbox numbers for instructor(s)
In addition to the syllabus:

You may also attach any additional materials (e.g. course assignments, homework examples, class discussion prompts, etc.) that you feel may be helpful for reviewers to understand how your course meets the diversity requirement.
Learning Outcomes: Courses holding DU or DG designation are expected to meet all of the diversity learning outcomes. Please describe how your course addresses each of the learning outcomes:

a. Students will learn disciplinary or interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.

b. Students will develop the ability to understand, articulate, and critically analyze diverse social, cultural, and political perspectives.

c. Students will demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world.

d. Students will gain knowledge of structural and cultural forces that shape or have shaped discrimination based on factors such as race, ethnicity, language, religion, class, ability, nationality, sexuality, or gender.

e. Students will demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.

f. Students will explore and address questions that reflect multiple perspectives to develop a complex understanding of the world.
5. Content Focus:

Courses that address DU are primarily (but not exclusively) focused on diversity within the context of the United States. In what ways does your course focus on diversity within the context of the United States?

Or

Courses that address DG are primarily (but not exclusively) focused on diversity within a global context. In what ways does your course focus on diversity within a global context?
Identify the DIV Learning Outcomes

Look at your syllabus, line by line, and ask yourself, “How does this help my students learn this?”

How do the course materials, the learning experiences, and assessments you create for your students relate to these big ideas? If they don’t relate, what do you need to change?

Look at your syllabus, line by line, and ask yourself, “How does this help my students learn this?”

What are the big ideas underlying the DIV Learning Outcomes?

Identify the DIV Learning Outcomes
Course syllabi are “unobtrusive but powerful indicators of what takes place in classrooms.”

Re-framing Your Syllabus

Content-focused  →  Traditional  ←  Redesigned  →  Learning-focused

What the course will do...  
What you [the student] will do...

What the students WILL NOT DO...  
What we [the class, including the instructor] will do...

What you’ll learn along the way...

How you’ll know you’re learning...

What you’ll be doing...

What will help you to be successful...

LO (a) learn disciplinary or interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.

LO (b) understand, articulate, and critically analyze diverse social, cultural, and political perspectives.

LO (c) demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world.

LO (d) gain knowledge of structural and cultural forces that shape or have shaped discrimination based on factors such as race, ethnicity, language, religion, class, ability, nationality, sexuality, or gender.

LO (e) demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.

LO (f) explore and address questions that reflect multiple perspectives to develop a complex understanding of the world.
Navigating Common Roadblocks
LO (e)
Students will **demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.**

Students (and reviewers) can’t tell how instructors...

- **Roadblock #1:** ...will engage in listening and communicating respectfully.
- **Roadblock #2:** R...will ensure consistency across TA-led discussion sections.
- **Roadblock #3:** ...will do this in online learning environments?

- Include a ‘Hopes & Vision’ statement in your syllabus (see example Slide 25)
- Establishing common ground through
  - class norms/Netiquette (see Slide 25)
  - shared readings that address listening/communication (ex. Margaret Wheatley “Willing to be Disturbed”)
- Use in-class learning activities that support this LO
  - Active listening exercise/Structured Pair-Shares
  - Consensus building exercises
  - Structured debate
- Monitor online discussion boards (possibly TA responsibility).
- Use a rubric that evaluates student participation and includes criteria related to this LO
- Explicitly explain to students how certain learning experiences and activities will help them with this LO.
Engage students in reflective, facilitated conversations about gender and sexuality to develop self-awareness, compassion, empathy, and strengthen personal identity development.

- Collaboratively develop class guidelines/group norms
- Use of variety of discussion formats (i.e. Think-Pair-Share, Gallery Walk)

Engage students in an ‘Active Listening Exercise’

- To practice a communication technique promoting understanding
- To develop students’ communication skills
LO (a)
Students will learn disciplinary or interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.

Students (and reviewers) can’t tell...

- Roadblock #1: ...from the list of readings and learning activities how these represent (inter)disciplinary theories and knowledge related to the ‘Diversity’ content of your course.
- Roadblock #2: ...how the instructor will engage students with these theories.
- Roadblock #3: ...how the (inter)disciplinary theories and knowledge allow students to develop understanding about diverse social, cultural, and political perspectives?

- Explicitly identify the (inter)disciplinary theories and knowledge that informs the ‘Diversity’ content of your course. Ex: :“Using two key disciplinary frameworks—XXX- you [students]will analyze...” “We will investigate how artists with minority and migrant background(s) engage with questions of national identity, ethnicity, belonging, otherness, and race within their works..” (see GenEd Council Website for examples)
- Say what is in the readings (not just name the title of the text in your syllabus).
- Say how you will engage students with (inter)disciplinary theories and knowledge outside of readings (i.e., provide an example for class activities, visual models, etc. that you will use.)
- Use a question-driven approach to your syllabus design. List the essential questions and big themes that students will explore in a syllabus on “What are our big questions?” or in the session-by-session outline. (See Slide 27 for an example.)
- Use one of the graphic organizer as an addendum to illustrate how course materials, assignments, tasks, and activities relate to the LO.
LO (c)
Students will **demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world.**

Students (and reviewers) can’t tell how instructors ... 

- Roadblock #1: ...engage students with individual and biases.
- Roadblock #2: ...support students in developing the capacity to demonstrate critical awareness.

- Identify and describe assignments and learning activities that allow students to explore individual perspectives and biases. Ex: “Autobiography is uniquely equipped to guide us towards these objectives, since it requires us to see the world from someone else’s point of view.”
- Identify readings that engage students with issues of perspective and bias. Ex: David Takacs “How does your positionality bias your epistemology?”
- Include something in a syllabus statement about class norms that addresses this LO (i.e., Use of ‘I’ statements).
- Rephrase to make LO course-specific: Ex: “Critically reflect on your own media socialization and implicit biases; self-reflect on how identity, beliefs and experiences have been influenced by dominant media narratives particularly with regard to messages about race, class, gender and sexuality.” (See Slide 26 for rephrased LOs)
My hopes and vision for the course

I envision this course as a **supportive and inclusive learning community** where we can **share experiences, engage critically with relevant texts, ask big questions**, and **discuss** our thoughts and ideas.

This will be a **highly interactive** class that relies on your **thoughtful contributions**. There will be readings, a media project, creative assignments, and **experiential and reflective learning experiences**.

It is my hope that your learning in this course will contribute to making our UMass Amherst campus a more welcoming and supportive space where you and all people of all genders and sexualities feel they belong.

Beyond that I hope that this course will be a starting point for you to **develop and deepen your awareness and critical consciousness** about issues of **equity and social justice**, providing you with some skills and inspiring and fostering your commitment to work towards social change.
What students will be doing

It is important for me to create an inclusive learning environment. To that end, together, we will collaboratively set guidelines for working together and hold ourselves and our community accountable to upholding these.
What you will learn along the way – I hope a lot! –
Learning Objectives from my “To Queer or Not to Queer” Syllabus

■ To **engage in reflective, facilitated conversations** about gender and sexuality to develop self-awareness, compassion, empathy, and strengthen personal identity development.

■ To **use terminology** that reflects current understandings of sex, gender, and sexuality diversity.

■ To **reflect** on the multiplicity of your social identities and how this impacts your experiences and perspectives of gender and sexuality diversity.

■ To **identify and reflect** on learned behaviors and perspectives that contribute to our constructions of sex, gender, and sexuality identities.

■ To **practice thinking critically** about your own assumptions and vulnerabilities related to gender, sexuality, and identity.

■ To **define** the differences between sex, gender, and sexuality.

■ To **critically think** about social and discursive constructions of sex, gender, and sexuality.

■ To **understand** the distinctions and interlocking dynamics of sexism, heterosexism, and trans oppression.

■ To **explore** the multiplicity of identities and experiences that are negatively impacted by sexism, heterosexism, and trans oppression.

■ To **apply** your learnings to interrupt manifestations of sexism, heterosexism, and trans oppression.
# Examples from a Question-Driven Syllabus

| How do we want to learn together? Setting norms for courageous conversations. | Engage with [The Expanding Comfort Zone Model](#)  
Read [Margaret Wheatley - Willing to be disturbed](#)  
Writing Assignment #1: Write and bring your Bio Poem to class. |
|---|---|
| How do our different identities intersect, interact, and affect our daily lives? | Read [Beverly Tatum Daniel - The Complexity of Identity: "Who am I?"](#)  
[Kevin K. Kumashiro - Queer Students of Color and Antiracist, Antiheterosexist Education: Paradoxes of Identity and Activism](#)  
Writing Assignment #5: Write your own social identity paper. |
| What are the dynamics of privilege and disadvantage? Disciplining diversity. | Read: [Riki A. Wilchins - Queer Theory, Gender Theory - Foucault and the Disciplinary Society](#)  
[Jamie Utt - Intent vs. Impact: Why Your Intentions Don’t Really Matter](#)  
Writing Assignment #8: Write a brief reading response. |
Resources

**General Education Website**

http://www.umass.edu/gened/

The General Education website contains links to:

**New Diversity Requirements**


**Exemplary General Education Statements** (click on those that have a DU or DG designation)

**Creating a Syllabus**

**Upcoming events (workshops and drop-in sessions)**

General Education Email: Gened@umass.edu
APPLICATION

New GenEd Diversity Learning Outcomes
- Get into groups of 3-4 people
- Use one of the ‘LO Mapping’ graphic organizers: What are possible learning activities, assignments, and assessments that connect to the DIV learning outcome (LO)?
- Jot down your ideas.
THANK YOU!

Click this link for a Course and/or Syllabus Design Consultation

Click this link for a Diversity & Inclusive Teaching Consultation