

# *Infusing Diversity Across the Curriculum*

2013 Midwest Culturally Inclusive Conference



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Menomonie, Wisconsin



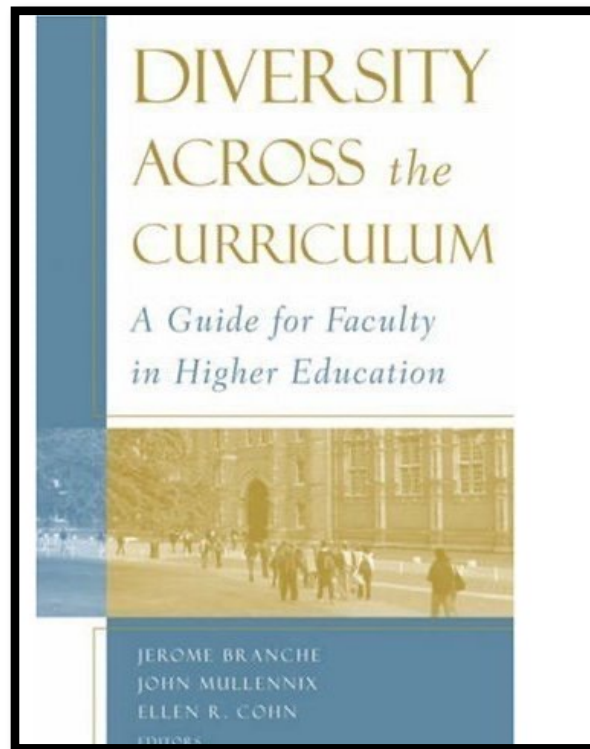
Diversity and multiculturalism in the curriculum may range from tolerance, acceptance, respect to affirmation solidarity and critique. At all levels they mean understanding that each individual is unique, and recognizing their individual and cultural differences. These can be along the dimensions of “race,” ethnicity, gender, LGBTQ (lesbian, gay, bi-sexual, transgender or questioning sexual orientation), socio-economic class/status, language, age, ability, religious beliefs, political beliefs, or other ideologies. Multiculturalism and diversity involve exploring these differences in a safe, positive, and nurturing environment. Understanding and applying them may, as suggested, mean moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual **Sandoval (1994)** cultural worlds.

# Workshop Definitions: Infusing Diversity Across the Curriculum Project

- While the Infusing Diversity project embraces Sonia Nieto's definition of *diversity and multiculturalism*, we also argue that a successful outcome to our project involves an analysis of the social forces that tend to reproduce the status quo at the same time as we are trying to change it towards greater equity. This involves our looking closely at the concept of *hegemony*—the wider dynamic context or hierarchy of power in which education takes place. Infusing diversity means examining the ways in which power operates to persuade us that the inequitable status quo is normal, natural, and common sense. Hegemony works through certain mechanisms of power such as *normalization* and *dividing practices* like *race*, and *standardization* and *categorization* that define many of our university practices. How do you and your courses embody hegemony?

# Seeds of Inspiration

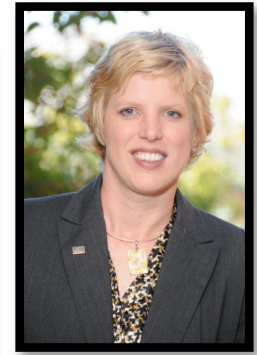
- The need for diversity across our campus





Tamara Brantmeier

- David Ding
- Sharon Giroux
- Kristal Gerdes
- Maleka Hashmi
- Terri Karis
- Amanda Little
- Lama Othman
- Thomas Pearson
- Fred Prassas
- Ben Pratt
- Dorothy Rombo
- John Scheffler
- Kate Thomas
- Virginia Lea (Co-PI)
- Hollace Teuber (Co-PI)
- Elizabeth Steans (Assistant)
- Renee Howarton(PI)





# Multi-phase research project

August 2011 to May 2012

- 17 faculty members; undergrad student
- Disciplines included:
  - ◆ Art and Design
  - ◆ Biology
  - ◆ Education
  - ◆ Hospitality and Tourism
  - ◆ Operations and Management
  - ◆ Psychology
  - ◆ Social Sciences
  - ◆ Speech Communication
  - ◆ Technology





- Funding –
  - ◆ UW-System Office of Professional and Instructional Development (OPID)
  - ◆ UW-Stout Provost & campus Deans
- Project -- Guided by the Nakatani Teaching and Learning Center (NTLC)
- Project facilitators -- Virginia Lea, Holly Teuber & Renee Howarton





# Project agenda & accomplishments

- August 2011 -- two-day workshop
- Fall -- met to deepen understanding and develop assignments and assessment tools for spring courses
- Spring – Implemented assignments & assessment tools





# Diversity digital story

Xai Lao, grad. student

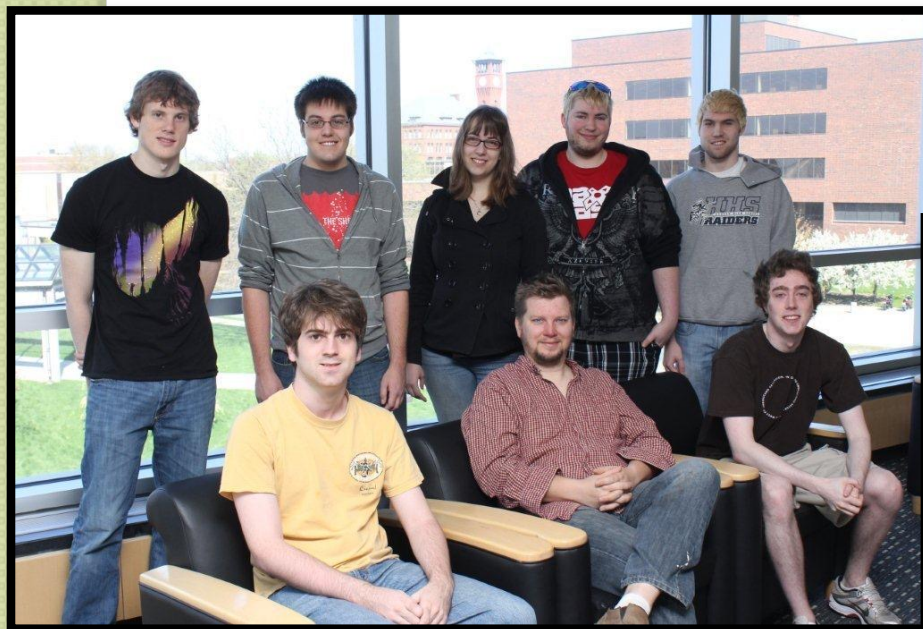
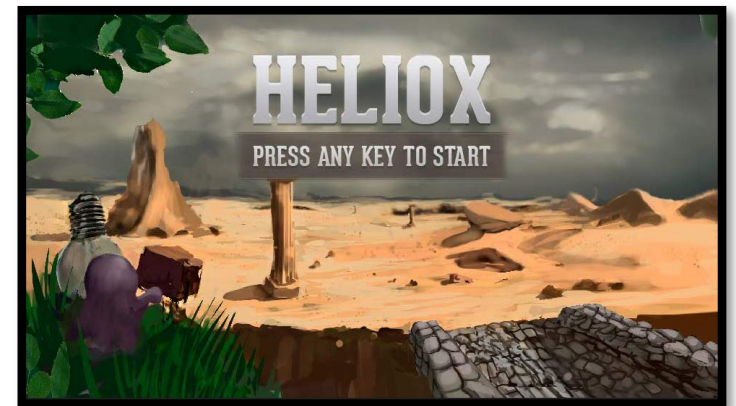
- ◆ **Faculty interviewed and videotaped regarding perceptions of:**
  - \* why they wanted to participate in the diversity project
  - \* what their initial perceptions of the project were
  - \* what they wanted to do to raise student awareness of equity, multiculturalism and diversity in their particular course
  - \* what overall understanding they wanted their students to walk away with
  - \* what the faculty members learned from the experience that significantly impacted them

Youtube address: <http://youtu.be/BLJAPdvt8wY>



# Diversity-based videogame

- Developed by 2D Game Design students
- Ellery Connell – instructor



# Heliox

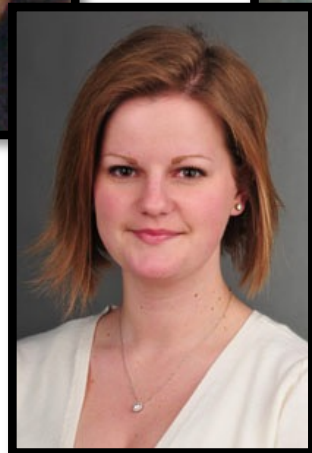
- <http://www.uwstout.edu/ntlc/celebrating/projects.cfm>





# Diversity New Cohort 2012-13

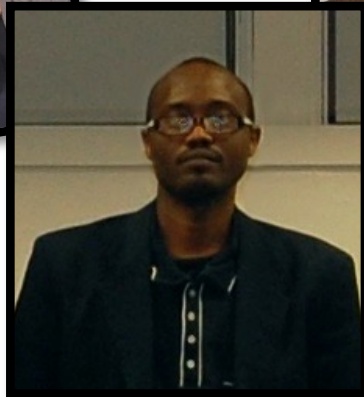
- Wan Bae, Julie Bates, Mark Fenton, Urs Haltinner, Glenda Jones & Arthur Kneeland
- New course project applications
- New assessment practices
- Funding from Chancellor & Diversity Leaders Team





# Diversity New Cohort 2013-14

- Melody Brennan, Inoussa Boubacar, Karunanithy Chinnadurai, Fassil Fanta, Adel Mekraz, Susan Wolfgram, & Kimberly Zagorski
- Personalized course project applications
- New assessment practices
- Funding from Chancellor & Diversity Leaders Team





# 2012 Survey



- **Launched overarching survey; received ARC assistance; IRB approved**
- Distributed to all students enrolled in the diversity-based courses
- **7 questions – Compared student's previous course perceptions with what faculty were doing in current diversity project; 5 open-ended questions**
- Analyzed data using descriptive statistics





# Demographic results

## 584 surveys; N = 242

- Respondents
  - ♦ Freshmen 29
  - ♦ Sophomores 47
  - ♦ Juniors 67
  - ♦ Seniors 87
  - ♦ Grad. Students 5
- **Largest no. of students (79) – 3 or 4 sem. at Stout**
- 141 were female; 90 were male; 3 gave no response
- **134 were 21 to 25 yrs. old; 83 were 17 to 20; only 3 were 41 or older**







# Open-ended Questions

- Outcomes revealed that students felt that with their teachers intentionally discussing diversity topics:
  - ♦ **their courses were better than previous ones**
  - ♦ **they were more comfortable talking about diversity-based issues**
  - ♦ **the classroom environment was more comfortable, encouraging them to share thoughts**
  - ♦ **they believed that everyone was treated equitably in class & that their instructor respected everyone**



**The 2012 Ann Lydecker Educational Diversity Award goes to the University of Wisconsin – Stout**

Recipient of the Ann Lydecker Educational Diversity Award, UW-System

Dissemination activities





Faculty Project  
**GLEND A JONES**





# Faculty Project

## **VIRGINIA LEA**



# Context: The Hegemonic Mainstream



# Context of the Infusing Diversity

## Project

- We live, study and work within hierarchies/mechanisms of power. Many students and colleagues do not have the power and privilege experience by dominant groups.
- Power and privilege mean some of us can avoid making a commitment to change for social justice if we choose to. This process is contextual, coherent, and complex.
- Some of the well-known dimensions along which dominant groups operate and experience power and privilege are “race” (racism & whiteness), socioeconomic class, gender, sexual orientation, language, ability, and religion.

# Using Research to Recognize & Overcome Hegemonic Barriers to Successful Implementation

So-called best practices are often not enacted in inter-connected ways—without coherence there is no structural change;

Most professors are white and middle class—whiteness as hegemony gives legitimacy to evading taking action that is uncomfortable/perceived as not in your interest;

# Using Research to Recognize & Overcome Hegemonic Barriers to Successful Implementation

Mechanisms of power that we have  
come to see as a normal, natural and  
common sense part of our lives and  
work function to interrupt diversity  
and reproduce inequities:  
e.g. Standardization; categorization;  
regulation; individualization....



<b>MODERN DISCIPLINARY TECHNOLOGIES OF POWER (cf. Foucault)</b>	<b>EXAMPLES</b>
<ul style="list-style-type: none"> <li>•Normalizing and Dividing Discourses: <i>Coopting/colonizing and legitimizing the hegemonic agenda</i></li> </ul>	Language: Includes appropriating signifiers; Constructing and reproducing <i>deficit</i> discourses in terms of race, class, gender, sexuality, ableism, age that advantage elites and disadvantage others
<ul style="list-style-type: none"> <li>•Classification: <i>Sorting function</i></li> </ul>	Includes, sorting in terms of: “Race,” class, gender, via tracking, ability grouping and curricula content; Course placements in terms of. AP, Honors, Special Needs; ESL/Bilingual education, as subject areas; Pedagogical strategies; High stakes testing; Grades
<ul style="list-style-type: none"> <li>•Surveillance: <i>Monitoring, constructing and regulating subjectivities</i></li> </ul>	Includes denying Students privacy, even in the bathrooms; Designing school buildings that facilitate surveillance; Determining dress codes, and strictly enforcing codes of conduct
<ul style="list-style-type: none"> <li>•Standardization: <i>Occurs through presenting a homogenous, scripted, Anglocentric curriculum</i></li> </ul>	Establishes power relations; Establishes what is normal and acceptable in the school curriculum, pedagogy and practice; Includes high stakes tests
<ul style="list-style-type: none"> <li>•Exclusion: <i>Often occurs with normalization</i></li> </ul>	Occurs through: Tracking; Reading groups; “Sheltered” & English-only classrooms for “English Language Learners (ELLs)” & Special Education students. The following may also be excluded: Some identities, practices and ways of constructing knowledge
<ul style="list-style-type: none"> <li>•Distribution: <i>Controlling the agenda</i></li> </ul>	Includes establishing: Reading groups; Grade level groups, Segregated schools and classrooms
<ul style="list-style-type: none"> <li>•Individualization: <i>A form of exclusion</i></li> </ul>	Developed through: Forms of competition; Seeing the world through bi-polar opposites—’ me’ versus ‘we’, independent free will versus viewing the historical, systemic nature of inequalities and inequities
<ul style="list-style-type: none"> <li>•Totalization: <i>Consumes student agenda &amp; governs and regulates groups</i></li> </ul>	Occurs through students commit to various competitive, ego-invested groups like year groups, teachers, fraternities, teams, debating groups, ethnic groups
<ul style="list-style-type: none"> <li>•Regulation: <i>Erects the limits of acceptable behavior to control and maintain the existing system</i></li> </ul>	Refers to group rules, regulations and certain forms of knowledge; Established through sanctions, rewards and punishment (NCLB)



## Interrupting Hegemony Through The Infusing Diversity Project

- Develop awareness of our own role in reproducing cultural whiteness (dominant norms and values);
- See the world through the eyes of underserved students and act on their lived knowledge of barriers to their success (hegemony project);
- Engage the work of critical multicultural, neo-colonial, black feminist and other theorists to understand how hegemony works;
- Work to interconnect our work—infusing diversity across the curriculum in all subject areas!



Faculty Project  
**HOLLY TEUBER**

