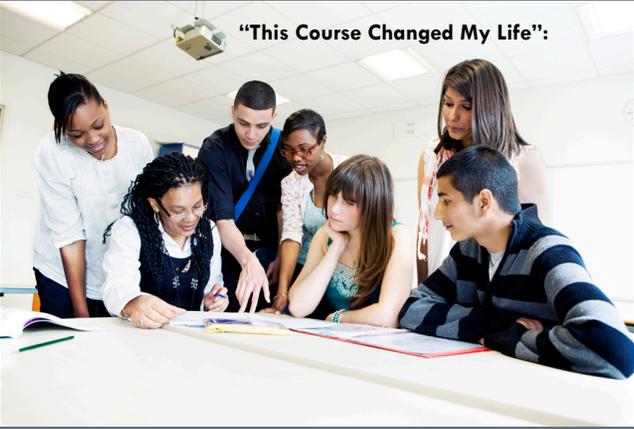


**"This Course Changed My Life":**



**The Power of the Personal in Assessing the Impact of Diversity Education for Faculty and Students**

## A Brief Overview of the DPD Program

- **Course Criteria**
  - Have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content;
  - Focus primarily on the United States, although global contexts are encouraged;
  - Provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
  - Provide historical and contemporary examples of difference, power, and discrimination across cultural, economic, social, and political institutions in the United States;
  - Provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States;
  - Provide a multidisciplinary perspective on issues of difference, power, and discrimination;
  - Incorporate interactive learning activities (e.g., ungraded, in-class writing exercise; classroom discussion; peer-review of written material; web-based discussion group)



- **Summer Seminar**
  - Three weeks
  - 9 am-1 pm, M-F
  - For a total of 60 hours
  - Comfort (sofas and snacks)
  - Community building
  - Readings
  - Autobiography & personal work
  - Theoretical framework of systems of oppression applied to each discipline
  - Modeling learning activities
  - Facilitating difficult classroom conversations
  - Syllabus workshop
  - Stipends

## The Personal & the Political

- Learning outcomes: cognitive, affective, behavioral
- Situated learning
- Learning in community
- Active learning
- Socially just learning



## Evaluating the Seminar: A Work in Progress

- Past evaluations
- Anecdotal evidence
- The current research project
  - What did you find most useful about the DPD seminar?
  - How would you evaluate the seminar readings?
  - What is the most significant thing you learned in the seminar?
  - What activities had the most impact on you and why?
  - Have you used any of these activities or a modified version of them in your own teaching?
  - Have you used the resource notebook since the seminar?
  - How would you evaluate the facilitator's style and contribution to the seminar?
  - In what ways have you used what you learned in the seminar in your own teaching, research, and/or service?
  - If you have transformed any of your courses, describe the changes you've made in them.
  - Has your own awareness of DPD issues increased because of the seminar?
  - What could be done to improve the seminar?
  - Are there additional readings you would recommend?
  - What continuing DPD opportunities would you like to see?
  - Is there anything you'd like to add that would help us evaluate the seminar's effectiveness?

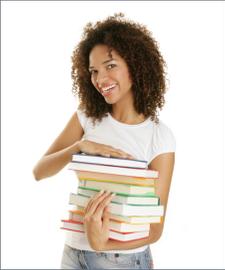
## What participants tell me

- Consciousness-raising
- Community-building
- New vocabulary and perspectives for analysis
- Personal work
- New pedagogical strategies
- New readings and other resources (especially films)
- Affirmation of their own work in diversity & social justice
- Some anxiety about potentially difficult and tense classroom conversations/conflicts
- Occasional difficulties with departments chairs who are not supportive of DPD courses in the unit
- Involvement in other diversity/social justice issues on campus
- Desire for more educational opportunities in DPD

## Evaluating Students' Learning

□ Any genuine teaching will result, if successful, in someone's knowing how to bring about a better condition of things than existed earlier.

--John Dewey



## Sample cognitive learning outcomes

- Languages of Oregon: recognition of ways in which discriminatory attitudes, policies, and practices regarding language fit into more broadly-defined systems of power and privilege in the United States based on factors such as race, gender, age, sexual identity or expression, faith, or ability
- Public Health & Women: examine the interaction of gender, class, and race and how stereotyped roles and expectations interfere with the treatment of illness; explain how race, class, and gender play a major role in health practices and status of women
- History of the United States, 1820-1920: demonstrate familiarity with the major themes of power differences and related social struggles in US history along lines of ethnicity, class, wealth, region, and gender
- Women in the Movies: explain how difference is socially constructed in the movies; explain how movies as a social institution help maintain systems of power and privilege; give examples of historical and contemporary portrayals of difference in the movies; analyze the ways movies impact the cultural construction and actual lives of women
- Survey of Chicano/a/Latino/a Studies: analyze ways Chicanas/os have responded socially, culturally, and politically to conditions of discrimination, exploitation, and exclusion
- Language in the USA: demonstrate an understanding of language standardization and the effects it has on subaltern populations; discuss the construction of prejudice and discrimination in the United States
- Disney: Gender, Race, & Empire: demonstrate a theoretical framework for critical analysis of Disney representations in terms of gender, race, class, sexuality, and nation; recognize other, related themes in relation to the Disney canon, including colonialism, conquest, militarism, globalization, war, and genocide
- Multicultural American Theatre: be able to explain connections between social power, social institutions, ideologies, and social inequality as demonstrated through dramatic literature; be able to explain the power of live theatre to address important social and cultural issues

## Sample personal learning outcomes

- Systems of Oppression in Women's Lives: examine and understand their own values around diversity
- Ethics of Diversity: Students will also learn alternative ways of comprehending one another across differences, for example, as whole beings rather than fragments of who each of us is. This alternative means of comprehension will enable students to "see" one another in new ways, more conducive to a just and fair society. Given the increasingly diverse population of our society, it will also benefit students in learning to cooperate across differences, in work, play and friendship.
- Women: Self & Society: locating oneself in relation to systems of privilege and oppression and recognizing how social location has affected you as an individual within said systems
- Women: Personal & Social Change: recognize one's social location in systems of privilege and oppression and acknowledge how personal perspectives are shaped by social location
- Language in the USA: apply knowledge of sociolinguistics to personal experience
- Survey of Chicano/a/Latino/a Studies: develop a personal stance on the theme of social justice related to Chicanas/os

## Sample political learning outcomes

- Languages of Oregon: demonstrable commitment to the creation of a more equitable society
- Women: Self & Society: acquire skills to help improve the status of women in US society engage in activism on behalf of social justice for women
- Women: Personal & Social Change: improve personal qualities and skills to advance feminist activism and social justice
- Hate, Resistance, & Reconciliation: develop strategies for opposing hate and hate-related activities and for working toward reconciliation among diverse populations

## Assignments for Evaluation of Student Learning Outcomes

- Essay exams
- Short answer quizzes
- Essay and short answer exams
- Short essays
- Analysis of current journal articles
- Autobiography
- News reports
- Art projects
- Activism project and paper
- MLK celebration event and report
- Blackboard discussions
- Book reviews in context
- Naming privileges
- Community event papers
- Reading essays, questions, rhetorical précis
- Character analysis from a novel
- Research papers
- Class presentations
- Scrapbook and paper



## Themes in DPD course assignments

- Connections to current events
- Connections to students' personal lives and sense of self
- Integration of readings
- Connection to local communities
- Importance of context and social location
- Personal is political
- Connecting critical thinking to personal and social
- Challenge to think about uncomfortable things
- Analytical skills around DPD issues
- Hearing and understanding other points of view

## Sample assignments from DPD courses



## Community Experience Project

- Briefly, during the final five or six weeks of the term, you will spend time with a community group for a minimum of 10 hours. The group must be one with whom you are uncomfortable and for whom you have negative stereotypes. The members of this group will be people who are significantly unlike you in at least one way (race, class, gender, ethnicity, disability, age, sexual orientation, etc.). You will have your choice from a variety of organizations and groups both on and off campus. You may also propose options of your own which must be approved by me. You will keep a journal of your subjective and objective experiences and apply course materials in thorough detail.

--Dr. Lani Roberts, Ethics of Diversity

## Environmental Justice Group Project

- For the group project, the class will be divided into groups of 4-6 students. Each group will study an environmental justice case, e.g., a locally unwanted land use (LULU) siting or environmental contaminant regulatory decision, and will divide into two sub-groups charged with contesting and defending the outcome, respectively. Each sub-group will (1) "file" their case (e.g., a corporation announces its intent to build a waste-handling facility, and a citizen group announces its intent to contest the necessary permit), (2) present (in 15-25 min., total, depending on the number of groups) their case to the class, which will sit as the "jury" deciding the case, and (3) write a single report (3-6 pp.) summarizing each side's case and the verdict of the jury.

--Dr. Stephen Lancaster, Environmental Justice

## Primary Source Project

- Primary Source Projects help engage students in DPD themes and assess their ability to recognize and analyze issues of difference, power, and discrimination. Primary Source Projects have students look at documents from a specific time period in the past, construct a group presentation, and sometimes write an essay. Examples include research in:
  - African American newspapers for reactions to WWII Magazines for how 1950s advertisements construct the "ideal American"
  - *Ms. Magazine* for how second-wave feminists analyzed gender and sought to change women's lives
  - Papers related to the American Indian Movement for how that movement challenged dominant ideology and policy regarding Native Americans
  - Papers related to the KKK in Washington State for how that group constructed a nativist and racist ideology

--Dr. Marisa Chappell, History of the US, 1920-present

## Interview and Essay

- Please interview somebody who has been involved with political or cultural struggles concerning sexual orientation. I do mean that the field of choice, so to speak, is that broad. You may interview somebody who has been involved in the various fights to define homosexuality as criminal or to limit the legal rights of gay people. You may interview somebody in the "right to marry" movement, pro or con. You may interview a musician, artist, or writer who focuses on sexual orientation or gender issues. Et cetera.
- Your interview will seek to understand the person's point of view and the context in which she or he places this point of view. You will probably want to explore your subject's biographical background: family, town, education, experiences, etc. You will finally want to contextualize your findings given your current expertise in the history of these movements!

--Dr. Mina Carson, Lesbian and Gay Movements in Modern America

## Linguistic Autobiography

- Here I would like you to explore the influence of language in your own life. Your first draft will be done in class on the first day. Keep this after I hand it because you will be editing it and adding to it over the course of the term. Your final draft must be typed 3-5 pages (10 points). It is due **March 10**. I do not correct to standard English in these pieces, so if you want that type of correction let me know and we can discuss it during my office hours. In your final draft, I want you to incorporate at least 3 class readings and include a bibliography. It should be 4-5 pages.
- Use the following questions to guide your language-centered autobiography. Don't simply answer each question in succession, but tell a story about your life focusing on language.
  - 1. What linguistic varieties do/did each of your parents/caregivers speak?
  - 2. What was your first language?
  - 3. What other linguistic varieties have you had exposure to and what kind of exposure (i.e. school, friends, work, travel)?
  - 4. When do you use the various linguistic varieties you know?
  - 5. When was the first time in your life that you remember realizing that not everybody speaks as you do?
  - 6. What do you think was the primary reason for this difference? For example was it in contact with people from a different ethnic group? social class? region? gender? age?
  - 7. When was the first time you remember feeling self-conscious about your speech?
  - 8. Describe some ways you have witnessed or experienced inequality being expressed through language?
  - 9. Have you ever been called a name that you didn't like? How did it make you feel. If you can't recall a personal experience like this, write about a time you heard someone else being called a name. How did they react? How did you react? What discriminatory structures in society gave this name its effect?

--Dr. Joan Gross, Languages of the USA

## Character Analysis

- Write a 6-8 page typed, double-spaced analysis of one of the characters from *The Women of Brewster Place* in terms of systems of oppression. Remember, this paper is an analysis; it is not a retelling of the plot!
- Before you begin your analysis, consider this information about your character to help you come to a thorough understanding of who she is. Answering these questions is not the analysis. This step in the process is to provide background before you begin so you can think in greater depth about the impact of systems of oppression on your character:
  - Character's physical traits
  - Character's goals, conflicts, and background
  - Character's environment
  - Significant statements made by the character
  - How the character speaks
  - What the character thinks
  - What motivates the character
  - What others say about the character
  - Significant actions of the character
- **THESIS:** Your paper should begin by stating a thesis (e.g. Kiswana Browne's choices to change her name and live in Brewster Place reflect the conflicts and complexities of the intersections of gender, race, and social class in black female identity).
- **EVIDENCE:** Then, you should support your thesis by arguments from the novel (e.g. Kiswana chooses an African name over the English name given to her by her mother, despite the fact she was named for her powerful and resourceful great-grandmother; she dropped out of college to be involved in the Black Power Movement, and now she lives in Brewster Place because she refuses to take money from her upwardly mobile parents; she feels her parents have sold out the Movement by integrating themselves into the dominant system; she realizes that she and her mother are not so very different after all when she discovers that her mother also paints her toenails for her lover).
- **INTERPRETATION:** Each of these arguments should be developed by connecting the actions of the character to theories of systems of oppression (e.g. English names given to black people represent a legacy of slavery and colonization. The selection of an African name represents resistance to oppression and the reclaiming of one's power to name oneself). Use references to the readings in *Readings for Diversity and Social Justice and Privilege, Power, and Difference* to support your arguments.
- **CONCLUSION:** The final paragraph of the paper should tie all of your arguments into a conclusion that supports the thesis.

## Portfolio

- **Letter to the Evaluator.** A letter in which you describe the contents and structure of your
- portfolio, give an overview of your learning experience in the course, assess your mastery of each of the objectives of the course using the terms above, direct the reader to specific pieces of work that you believe provide the strongest evidence of your level of mastery, and propose a letter grade for the course. Remember that you can use plus/minus grades (A-, B+, etc.).
- **Participation chart.** A calendar on which you assign yourself daily points for participation. To get a high grade in the class your participation and attendance need to show an impeccable level of commitment to the course and your classmates as well as respect for the guest speakers.
- **Reading Reflections.** For each day we have assigned reading on the course schedule you are expected to create a brief written response before coming to class. The objective is not to summarize the reading but rather to identify questions it raised for you, connections you made with your own experience while reading, etc. It may also be helpful at the time you write your reflection to jot down a list of questions or comments that you would like to bring up during our class discussion.
- **Guest Lecture Reflections.** We will be interacting with many guests from the community during the term. Each day we work with a community member you should spend time right after class writing about what you learned. Your portfolio should contain at least one reflection per visitor.
- **Blackboard Discussions.** It is important that we deal with the issues raised in the class as a group, so your portfolio should contain evidence of having contributed to the course Blackboard discussion group on a regular basis. One good session per week would be a good minimum. You may use ideas from your personal reflections in the threads you initiate or in your responses to the points raised by others.
- **Projects and Worksheets.** You will be asked to complete a handful of mini-projects based on handouts provided in class or on Blackboard. As a rule, these projects don't require much research or writing beyond what fits on the handouts.
- **Guest Materials.** Please keep copies in your portfolio of all handouts given to you by guest lecturers or notes you take during their visits.
- **Clippings.** You should demonstrate your increasing awareness of language-related public discussions by collecting articles about language and language policy from newspapers, magazines, or other current sources. You may concentrate on a single community that interests you (even if no guest speakers from that community are scheduled for this term) or find sources that deal with several communities.
- **Event Reports.** Each of you should attend at least three diversity-related events during the quarter. Events are frequently publicized in the Barometer, the Community and Diversity web site, and the local paper. Check first if you're not sure about whether an event is appropriate for this assignment. Your report should include a brief summary of what you heard (with particular emphasis on any use or discussion of languages other than "standard" American English) and a personal reflection on the event.
- **Class project reflection.** We will make an effort to develop and sponsor an activity designed to highlight linguistic diversity on the OSU campus. Past NO ENGLISH events have included a digital video competition and an open mic night at a campus cultural center. You should document your participation in the event for your portfolio.

Oregon

--Dr. Juan Trujillo, Languages of

## Intervening the Isms Project

- For this project, you will pair up with another student from our class who is significantly unlike you in the ways we are studying this term (race, ethnicity, gender, sexual orientation, disability, socioeconomic class, age). Together the two of you will identify a concrete expression of the Isms in our local community (campus or Corvallis) and develop a plan to intervene in the particular problem you have identified. If you do not proceed to do the intervention and make our community more inclusive, you will describe a plan of action in significant detail which is feasible to accomplish in regard to the issue you have identified. A project paper for each person is required as well as a journal kept by each person involved, and an analysis of the situation using content materials from the course.

--Dr. Lani Roberts, Ethics of Diversity

## Systems of Oppression Autobiography

- Write a 15-16-page typed, double-spaced autobiographical essay reflecting on your own experiences and struggles with power, privilege, and oppression. The following questions may be helpful in assisting you to think about this assignment: What have been your experiences of sexism, racism, classism, heterosexism, ethnocentrism, ageism, ableism? How have these experiences shaped you? How have you benefited from privilege in systems where you are not the target of oppression? What have been your experiences of resisting oppression? How have you internalized oppression and dominance? How have you acted in complicity with oppressive systems? Where are you now in your journey toward justice and equality? Be sure to analyze your experiences in terms of class discussions and readings and to integrate specific references to readings in your essay.
- For examples of feminist autobiographical writing, see Audre Lorde's *Zami: A New Spelling of My Name* or Gloria Anzaldúa's *Borderlands: La Frontera*.

## Scrapbook and paper

- Scrapbook. You will compile a scrapbook during the quarter collecting items relevant to Asian Pacific Americans (minimum 10 items). If a non-print format such as a movie or television show, write up a brief paragraph summary with any relevant images you see fit (an ad for the film, for example)—items such as critical reviews would likely be helpful as well and would count as another item if included in your scrapbook. You may focus on a particular topic for all or part of the scrapbook if you choose—for example, anti-Asian violence. Otherwise, try to choose from a variety of sources and sectors, as you will be trying to create your own “snapshot” of contemporary Asian Pacific America. Solely internet sources such as blogs, etc. should not exceed three unless the internet is the explicit focus for your scrapbook in general, in which case your paper will need to explicitly address the internet in relation to Asian Pacific Americans as an issue as well. Also, no more than two items can be those brought into class by me or your classmates (i.e., these should be items you find on your own). Scrapbooks will be graded in terms of number of items, quality of items, and strength of relevance to course material.
- Final Paper. 5-7 pages, double-spaced, typewritten and proofread, 10-12 point font, in a standard format such as MLA. Your paper will address what your scrapbook items say about the contemporary state of “Asian Pacific America” and how these items compare to course material, particularly Fong’s text (be sure to draw specific direct comparisons and use textual evidence from both your scrapbook and course material). For example, do your items confirm what you have learned in class? Contradict some or all of it? How do your items relate to Fong’s arguments, if at all? Do they underscore any of his points? Point to gaps in his text? Criteria for papers include demonstrated understanding of course material, clarity of thesis, thoroughness and depth of discussion/analysis, effective use of textual evidence and resources such as Fong’s text, quality of organization, presentation and writing, and mechanics (spelling, grammar, etc.). While not required, feel free to draw on additional outside research and secondary resources as well to support your argument(s).

--Dr. Patti Sakurai, Asian American Studies: Activism and Empowerment

## Community Service Learning Project

- You may participate in a service-learning project of your own design. It must be an organization that serves Latina/os and you must obtain prior permission from instructor. For this option, you will work in the community, keep a weekly journal, and write a short final report describing your experience connecting them to the themes we are exploring in class. You will have to spend at least 3 hours per week working on-site at the community service organization and submit short journal entries each week. See the Community Service Project Guidelines for more detailed information on project guidelines and resources.

--Dr. Norma Cardenas, Survey of Chicano/a/Latino/a Studies

## What do these assignments tell us students are or are not learning about DPD?

- Sometimes students take the content so personally that they get defensive.
- Sometimes they resist notions of privilege for themselves.
- Sometimes they feel guilty or overwhelmed.
- Sometimes they become passionately involved with the subject; sometimes they even become activists.
- Many religiously conservative students struggle with core DPD concepts, especially those that relate to gender roles and sexual identity.
- Students often struggle to see beyond their own oppressions and to identify with the struggles of others or they have a difficult time understanding the impact of intersectionality.
- Students often report developing new lenses through which to view the world, although at first it may be reported as "You've ruined Disney for me."
- Many students become fairly adept at analyzing social institutions from feminist perspectives.
- Many students increase their understanding of how language constructs difference, power and discrimination and how they apply that to their own linguistic history.
- Most students do not have a good sense of history and its context for understanding DPD issues.
- Students sometimes demonstrate a tendency to rank forms of oppressions.
- Students sometimes resist critically analyzing media representations (especially those that they were socialized to "trust").
- Students will often begin critically analyzing EVERYTHING around them, including mainstream popular culture, conversations with their parents, interactions with friends and roommates, etc.
- Sometimes students report that they finally grasp a concept like intersectionality that they've been struggling with for a long time.
- Often students seem to develop not only greater awareness, but also more sensitivity to individuals and communities that have been oppressed or discriminated against within our society.

## Assessment Pilot Study

- 10 DPD courses
- Portfolios of all work from 10 students
- Analysis of work based on student learning outcomes developed from DPD course criteria

	Unacceptable	Acceptable	Outstanding
<b>Critical thinking</b>	Does not clarify biases, look for explanations, pay attention to context, examine diverse viewpoints, or offer creative alternatives	Identifies biases, offers explanations, pays attention to context, examines diverse viewpoints, offers creative alternatives	Analyzes biases, evaluates explanations, explains context, evaluates diverse viewpoints, offers and evaluates creative alternatives
<b>Able to explain the unequal distribution of power</b>	Does not clearly describe inequalities in power across differences	Thoroughly and clearly describes inequalities in power across differences	Describes in detail inequalities in power across differences. Provides examples.
<b>Able to explain systems of oppression within context of the US</b>	The US context is not noted or clearly described.	The US context is highlighted and thoroughly and clearly described.	Utilizes the US context as a tool of analysis in describing how systems of oppression operate.
<b>Able to identify ways discrimination arises from socially constructed meanings of difference</b>	Does not identify ways discrimination arises from socially constructed meanings of difference	Clearly identifies and explains ways discrimination arises from socially constructed meanings of difference	Identifies, analyzes thoroughly, and evaluates ways discrimination arises from socially constructed meanings of difference. Offers examples.
<b>Able to give historical and contemporary examples of difference, power, and discrimination</b>	Does not offer historical and contemporary examples	Identifies and explains historical and contemporary examples	Identifies, analyzes thoroughly, and evaluates historical and contemporary examples
<b>Able to explain and give examples of intersectionality</b>	Intersectionality is not explained. Examples are not given.	Intersectionality is clearly explained, and relevant examples are given.	Clearly and thoroughly explains intersectionality. Identifies, analyzes, and evaluates examples.
<b>Able to explain issues of difference, power, and discrimination from various disciplinary perspectives</b>	Does not offer or clearly describe issues with insights from multiple disciplines	Thoroughly and clearly describes issues with insights from multiple disciplines	Thoroughly and clearly describes issues with insights from multiple disciplines. Analyzes and evaluates issues from with insights from multiple disciplines.