

Will this course fulfill a Bacc Core or WIC category requirement?



Yes

No

Bacc Core and WIC categories should be selected after close review of the learning outcomes. For assistance determining the feasibility of your course, contact [CIM Help](#).

Is this a PAC Course?

Yes

No

Learning Components

Learning components are required for archive and reporting purposes. You may copy and paste text from your syllabus into this field. For more information visit [Syllabus-Minimum Requirements](#) or download the [Syllabus Template](#). A proposal is not required to change the information in these fields.

Student Learning Outcomes

Course Calendar

List the themes, concepts, issues and skills in the course. It can include a schedule of topics.

How will student performance be evaluated?

Learning Resources



Syllabus

Attach File

Uploaded Files:

Files To Be Uploaded:

It is recommended that you attach your syllabus as a word or text document (not PDF). Some proposals

Proposal to add a question in the **Course Proposal** process about Equity and Inclusiveness

Describe your current or future efforts to equalize student learning outcomes across all student populations with a particular focus on students of color, Pell-eligible students, and first-generation students. Consider the dimensions of:

- (1) access (remove barriers and build pathways so all students may achieve full participation)
- (2) belonging (create a learning experience that affirms, reflects, or resonates with the perspectives of diverse learners)
- (3) success (ensure all learners have the resources they need to achieve the course goals)

If you're unsure which elements of your teaching practice might fall under equalizing outcomes related to the dimensions above, please click on the question mark button for examples. (If they click the button, then the first page of the chart Jeff Kinney created would display via a link.)

Inclusive Pedagogy: Redressing inequities in education that maintain and exacerbate societal inequality

	Goals	Possibilities in College Teaching
<p>Access</p> <p><i>Removing barriers and building pathways to achieve full participation</i></p>	Mitigating barriers to entry or full participation	<ul style="list-style-type: none"> • Chemistry: An instructor leads a faculty collaborative to compile open-access resources into an online primer for first-year chemistry students to mitigate the rising costs of education, including textbooks. • Business Administration: Faculty engage in dialogue with students to surface the implicit, or unspoken, curriculum in their program to make more explicit how incoming students can best navigate the program. • Philosophy: An assistant professor varies teaching strategies each class period to improve student engagement and learning outcomes. Each session the professor utilizes direct instruction, active learning, and multi-media techniques.
	Examining disparities associated with social and cultural capital	<ul style="list-style-type: none"> • Creative Writing: An assistant professor critiques their latent assumptions about baseline writing and reading comprehension for first year students and considers the unique personal opportunities afforded to them as a third-generation college student. • Literature: An instructor invites a peer to perform an equity review of their grading. The peer reflects back to the instructor that their higher marks skew towards papers which make canonical references and away from analyses of more marginal texts. • Art History: An associate professor recognizes the range of access students have to arts culture through K-12 education. As such, they resist a classroom culture that rewards previous knowledge and instead emphasizes discovery and novel associations.
	Maintaining systemic and macro perspectives	<ul style="list-style-type: none"> • Marine Biology: An instructor engages in self-study and collaborates with a native graduate student to examine the Eurocentric nature of their curriculum and ascertains that their approach to marine ecology doesn't reconcile with indigenous epistemologies. • Early Childhood Education: In an effort to recruit Latinx students a professor forms relationships with Latinx community leaders, meets the families of prospective students and learns about their families' histories, hopes for, and concerns about public education. • Music: An instructor emphasizes to students that feedback and evaluation will emphasize growth rather than proficiency and explains that proficiency metrics potentially reward students for their life opportunities rather than their learning.
<p>Belonging</p> <p><i>Realizing a pluralistic community that negotiates and reflects shared values</i></p>	Cultivating affirming conditions	<ul style="list-style-type: none"> • Communication Studies: To generate culturally relevant frames of reference, an instructor invites students to help craft metaphors and construct examples to illustrate tenets of various communication theories for use with students in future classes. • Physics: A professor normalizes pronoun sharing by initiating small group introductions at the start of every class and invites students to share their name, their pronouns if they wish, and a lingering question from the reading. • Sustainability Studies: An instructor models for their students how to speak from their raced, classed, and gendered experiences in relation to the course content and invites students to connect their own sociocultural experiences to the course content.
	Mitigating marginalizing conditions	<ul style="list-style-type: none"> • Ecology: A professor educates themselves on racial microaggressions and resolves to acknowledge, respond, and restore when they occur. The instructor shares their intention with the class and invites the group to share in the responsibility together. • Industrial Engineering: An assistant professor is aware that group work is a particularly marginalizing context for women and femmes in their discipline. As a result, they orient students with group work expectations that acknowledge the prevalence of gendered marginalization and provide mid-process reviews. • Calculus: An instructor acknowledges the anxiety and self-doubt many students experience related to advanced mathematics. Each class the instructor communicates their high expectations, their respect for the students, and their belief in their students' capability.
	Developing accountability for shared mission, vision, and values	<ul style="list-style-type: none"> • Astronomy: At the beginning of the term a professor shares guidance for classroom participation that normalizes caring for one another, taking responsibility for the learning of others, and celebrating the group's success as well as individual achievements. • German: Every two weeks an associate professor administers a formative assessment and invites feedback on notecards. Side one: what's working; Side two: what's not working. The professor summarizes the results and highlights the feedback they plan to integrate. • Psychology: An instructor aspires to create a community of teacher-learners in their classroom. Each week, small groups of students present on an aspect of the course content and facilitate discussion with their peers and instructor.
<p>Success</p> <p><i>Ensuring each of us have the resources and experiences we need to achieve our goals</i></p>	Flexibility and responsiveness in educational practice	<ul style="list-style-type: none"> • World History: An instructor curates multiple ways for students to complete an assignment and prepares approaches with equitable rigor which include a written essay, a qualitative inquiry, and a creative reflection. • Veterinary Medicine: A professor works through their defensiveness about feedback they have received regarding high DFW rates for their course and commits to practicing humility as they examine the efficacy of their pedagogical approaches. • Technical Writing: An assistant professor starts each term by inventorying students' experiences with various teaching styles. Where possible, the professor adapts their approach or prepares students to engage with techniques that have been challenging in the past.
	Examining and negotiating notions of success	<ul style="list-style-type: none"> • Religious Studies: At the beginning of the term, an instructor curates a list of possible learning outcomes and facilitates dialogue with students to discern learning goals and priorities for the group. • Graphic Design: At the end of the term, an associate professor invites students to a final 1:1 where they both present their recommendations and justifications for the student's final grade and engage in dialogue with the aim of achieving consensus. • Theatre: An instructor invites alumni to a capstone course where they connect with current students and share on the unique ways they have integrated their theatre training into diverse professional endeavors, in and out of the performance industry.
	Facilitating equitable distribution of resources	<ul style="list-style-type: none"> • Biochemistry: To address high DFW rates in their program, a group of instructors led an effort to fund supplemental instruction, expand and sustain office hours, and normalize faculty-led study guide reviews in advance of midterms. • Geology: An instructor is uncertain how to shift their lecture to meet the needs of students with limited vision or blindness. The instructor reaches out to disability access services and revises their approach to include auditory illustrations for their content. • Poetry: A professor recognizes that many of their students' creative content is lost in translation when using English. The instructor partners with faculty in world languages to provide feedback to students who write poetry in Spanish.

Critical Pedagogy: Partnering with learners to develop knowledge, skills, and attitudes to redress social inequality.

	Goals	Possibilities in College Teaching
<p>Consciousness</p> <p><i>Raising awareness to the realities of difference, power, discrimination, and inequality</i></p>	Building awareness of difference, power, and discrimination	<ul style="list-style-type: none"> • Algebra: An instructor facilitates a lesson in which students graph the gender wage gap in the United States and use their formulas to make predictions of when the gender wage gap will be resolved. • Anatomy and Physiology: To illustrate functions of short term memory during a unit on the brain and the nervous system, an assistant professor administers the Harvard Implicit Bias Test to their students and invites reflection on interpersonal discrimination and the possibilities of neuroplasticity. • Public Health: A professor integrates the Kaiser Permanente study on adverse childhood experiences (ACES) into their course on social determinates of health. The professor facilitates discussion on the traumatic effects of poverty, the lifelong consequences of poverty, and the intergenerational consequences of poverty.
	Locating self and others in systems of privilege and oppression	<ul style="list-style-type: none"> • Counseling Psychology: An assistant professor develops an assignment where students “stich” a digital heritage quilt that represents their raced, classed, and gendered life experiences and asks students to imagine themselves wrapped in their quilts as they engage in therapeutic practice. • Public Policy: A professor assigns students a personalized field study where they may visit an urban location that is significant to them where they can attempt to identify and map patterns of gentrification. Students are encouraged to research the local history and interview community members to discuss their experiences. • Toxicology: An instructor works with graduate students to develop an interactive map which illustrates correlations between air, ground, and water pollution with property values and median income. The team utilizes the interactive map in their classrooms to illustrate to students the sociopolitical dimensions of pollution and the science/society interactions of their discipline.
	Conceptualizing power and privilege at individual, institutional, and structural levels	<ul style="list-style-type: none"> • Pharmacy: A clinical professor researches and incorporates a unit in their syllabus that examines the implications of historical practices in pharmaceutical research, education, and service which sustain gatekeeping and obstruction for trans people attempting to access gender confirming treatment. • Education: An instructor develops a unit which acknowledges and describes the role of the United States property tax system in sustaining and exacerbating educational and income inequality between racial and ethnic groups. • Sociology: An instructor assigns readings and videos to students which explore the transformation of the United States system of chattel slavery into the United States system of mass incarceration, and opens dialogue with students about contemporary machinations of the prison industrial complex.
<p>Literacy</p> <p><i>Growing capacity to read the past and present for inequality and write a more socially just future</i></p>	Reading the environment for contradictions of diversity, equity, and inclusion	<ul style="list-style-type: none"> • Gender & Sexuality Studies: Faculty and graduate students facilitate a course that teaches critical analyses through critiques of popular Disney films. Students engage in written reflections and dialogue which elicit dimensions of race, class, gender, and colonialism and problematize the popular narratives surrounding the films. • Educational Research Methods: A professor asks students, who are high school teachers, to de-identify two years’ worth of student grades and prepare a dataset for an in-class assignment. The professor illustrates an analysis technique by guiding students through an inquiry of racial and gender bias in their student grading. • Political Science: An instructor utilizes social media listening software to run reports and analyses of political discourses taking place on twitter. The instructor juxtaposes the social media discourses with political organizations’ formal communications and policy platforms and invites reflection and dialogue from the class.
	Surfacing issues of difference, power, and discrimination in content and processes	<ul style="list-style-type: none"> • English: An assistant professor lectures on a method for critical reading and assigns students to review 5 children’s books of their choosing and examine the texts with a focus on symbols, language, and narratives which reproduce the gender binary and narrow gender roles. • Family Studies: An instructor senses implicit racial tensions between students in their course, related to the course content. The instructor prepares a facilitation plan and invites students to engage in structured reflection and sharing. Together, the class examines the presence of racial microaggressions and expressions of white privilege throughout the course. • Statistics: On a unit in multivariate statistics, a professor applies a regression model to the data set utilized for the publication “The Bell Curve”, a text widely regarded as racist and deeply damaging to educational discourse. Application of the model debunks the logic of the Bell Curve as bad science as well as explicit racism.
	Imagining a more socially just world	<ul style="list-style-type: none"> • Humanitarian Engineering: A clinical professor assigns science fiction readings which address social and political dimensions of climate change and explains that some problems and their solutions are easier to grapple with outside of our contemporary context and the conditions of alternate universes allow us to practice boldness and visualize change. • Business Administration: During a unit on race and gender inequity in the corporate sector, an instructor uses the structured facilitation technique <i>progressive stack taking</i> in which students raise their hands to be placed in queue for discussion and as students from historically marginalized groups join the queue their position is advanced ahead of historically privileged group members. • Film Studies: An assistant professor develops an assignment that explores tokenization of racial and ethnic minorities in late modern film. In addition to writing a critique of the scenes exemplifying tokenization, students are tasked with writing a proposal to reimagine the film and consider possible shifts in the script, casting, costumes, and direction.
<p>Sociopolitical Engagement</p> <p><i>Cultivating intrinsic motivation to collaborate in the realization of a more just society</i></p>	Recognizing spheres of influence to effect positive, sustainable change	<ul style="list-style-type: none"> • Geology: An instructor organizes a field trip to the flooding site of Vanport, Oregon where suspicion of foul play surrounds a team from the army core of engineers, including geologists, and their regard for the safety of African American residents who lived in Vanport below the flood plain. The instructor opens dialogue with students on the social dimensions of their discipline and their ethical responsibilities. • Anthropology: A professor arranges a panel of early career anthropologists who graduated from their program. The professor opens dialogue with students in advance of the panel to co-author the questions for the moderation. Together, the group writes questions which explore the panelists’ commitments to diversity and social justice and their relative challenges and successes. • Spanish: An assistant professor forgoes their lesson plans and invites students to use the class time to observe a week-long student-led campus demonstration confronting institutionalized racism and calling for resources and protections for undocumented students and their families.
	Strategizing short-term and long-term goals	<ul style="list-style-type: none"> • Biology: Faculty and graduate students convene to explore their department’s historical role in advancing the eugenics movement through research activity and political organizing. Together the faculty and students organize shorter term consciousness raising campaigns and set in motion a longer term restorative justice process. • Environmental Science: An instructor outreaches in their community and develops relationships with indigenous activists in the area. Together, they identify an opportunity to engage students in a service learning experience in which students can support in the design and labor associated with re-indigenizing the site of a landfill. • Wildlife & Fisheries: A professor develops a graduate seminar on community based action research and writes a curriculum that guides students through the process of forming reciprocal community relationships and co-authoring research questions and protocols with community leaders.
	Collaborating and forming coalitions for change	<ul style="list-style-type: none"> • Ethnic Studies: An associate professor develops an ethnohistory methodology course where students research and tell the stories of marginalized groups in their local community. After engaging in rigorous inquiry, the team facilitates tours to share their research findings and raise the collective consciousness of their community. • Interdisciplinary: A group of faculty and graduate students form several colleges for an action research team to explore access barriers to graduate school for Black graduate students. • Kinesiology: A professor initiates community connections to spur more internship and practicum opportunities for students interested in service experiences which address issues of poverty.