WGSS 542/GRAD 542:

The Inclusive Classroom: Difference, Power, and Discrimination

3 credits
This course will meet three hours per week

Instructor: Nana Osei-Kofi, Associate Professor of Women, Gender, & Sexuality Studies; Director, Difference, Power, & Discrimination Program
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Prerequisites, Co-Requisites, and Enforced Prerequisites: Graduate student standing.

Catalog Description: An examination of multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation. Discussions of theory and research are coupled with practical hands-on opportunities for students to develop and hone their teaching and course development skills.

Course Content: In this course we will examine multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation. As we engage with these bodies of literature, we will focus on four areas of engagement as central to developing and teaching inclusive undergraduate courses: student diversity in the classroom, instructor as embodied text, inclusive pedagogical practices, and course content selection. Throughout the course, discussions of theory and research will be coupled with practical hands-on opportunities for students to develop and hone their teaching and course development practices.

Course Specific Measurable Learning Outcomes: 

Upon completion of this course, students will be able to:

- Describe key concepts of difference, power, privilege, and discrimination
- Describe the characteristics and diversity of students in contemporary American higher education
- Explain key theories of curriculum transformation
- Identify their own “location” as embodied text in the classroom
- Instruct classmates and others using inclusive critical pedagogical practices
- Develop a course that meets the OSU DPD-course criteria (for DPD course criteria, see appendix A)
Required Text(s):
- Readings on Blackboard.

**Expectations and Accommodations**

**Academic or Scholarly Dishonesty** is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the student’s own efforts or the efforts of another. To familiarize yourself with the OSU Student Conduct Code, refer to: http://oregonstate.edu/studentconduct/home.

**Cell phones** MUST be turned OFF during class. If you have an emergency that requires you to keep your phone on, alert the instructor before class, and put your phone on silent/vibrate.

**Laptops** and other electronic devices may ONLY be used during class when the work being engaged is directly related to the class. Checking email or engaging in any activity unrelated to the class will not be tolerated.

**Statement Regarding Students with Disabilities**: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Statement Regarding Religious Holidays**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**Evaluation of Student Performance:**
Students will earn their grades in this course by completing the following assignments:

**Class Participation (250 points)**
You are expected to show up for class on time, attend all classes, and actively participate in all in-class activities.
Educational Autobiography (200 points)

This assignment is intended to help you reflect on your schooling experiences starting with your first day of schooling to your current experience at Oregon State University.

Your educational autobiography should address the following questions (though you may choose to address other issues as well):

- Where did you grow-up and attend school from K to 12?
- Did you attend public or private schools from K to 12?
- How did you choose your undergraduate major?
- Did you attend a public or private undergraduate institution?
- How did you choose your graduate degree program?
- What did/do you like/dislike about your schooling experiences at the K-12, undergraduate, and graduate level?
- What individuals have most powerfully shaped/currently shape your schooling experience and why?
- In what ways have your schooling/educational experience defined the ways in which you view the education system in the US, and undergraduate education, in particular?
- What do you view as the purpose of undergraduate education?
- In what ways have you schooling/educational experiences shaped the type of educator/academic you are today and the type of educator you want to become?

Length: 6-8 pages, double-spaced, excluding references.

Student Profile by Discipline/Field of Study (150 points)

Using national data, and institutionally specific data (OSU), create an accessible report that details the demographics and characteristics of undergraduate students in your primary discipline/field of study, nationally and locally.

Course syllabus (400 points)

Option A
Create a course in your primary area of study to meet the OSU DPD course criteria.

Option B
Revise an existing course in your primary area of study to meet the OSU DPD course criteria.
Option C (This option requires instructor approval)
Create a peer-to-peer workshop syllabus on teaching DPD content in your primary area of study.

At the end of the term, what you will hand in for this assignment is a portfolio that includes your completed syllabus and all supporting materials.

As part of this assignment, you will be required to teach a portion of your course or workshop to your colleagues in class.

Grading of assignments is based on the assumption that you have completed all readings for each class session and are intellectually present in the classroom at all times. In addition to the assignments you hand in, your final grade is based on the quality of your participation in class discussion. Excellent participation (A) assumes substantive contributions to class discussion and group activities throughout the term. Substantive contributions are meaningful connections or comments on concepts, readings, topics or discussion points that we are working with in class. Good participation (B) assumes substantive contributions but with less regularity and/or consistency. Mediocre participation (C) assumes participation without much depth or consistency throughout the term.

Readings: The readings for this course have been selected to provide a foundation for the topics we will engage together during the next ten weeks. You are expected to do all the readings for each class session and be intellectually present during class.

Week 1:


Week 2:


**Week 3:**


student population that is no longer nontraditional. Peer Review, 13(1), 26-29.


Week 4:


Chapter 14 - Diversity and Discipline: Approaching French Literary Studies
Chapter 24 – Transforming a Public Health Curriculum for the 21st Century
Chapter 35 –Teaching the Business Case for Diversity
Chapter 49 – Diversity and Multiculturalism in the Science Classroom
Chapter 52 – WISE Women: Women in Science and Engineering


Week 5/6:


Gerschick, T.J., & Miller, A.S. (2000). Coming to terms: Masculinity and physical


Week 7/8:


Week 9:


Test yourself for Hidden Bias: http://www.tolerance.org/activity/test-yourself-hidden-bias

Week 10:
No readings

Grading:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>250</td>
</tr>
<tr>
<td>Educational Autobiography</td>
<td>200</td>
</tr>
<tr>
<td>Student Profile</td>
<td>150</td>
</tr>
<tr>
<td>Course Syllabus</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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A
An “A” represents excellent work with little room for improvement.
B
A “B” represents good work with a few minor problems or modest deficiencies in terms of content or presentation of the assignment.

C
A “C” represents average work, with more than one serious flaw in terms of content or presentation of the work.

D
A “D” represents inferior work, with substantial problems demonstrated in the depth, clarity, and presentation of content.

F
An “F” represents failure.

The grades and feedback you receive on individual assignments are intended to provide you with information on how you can improve your work, and where you are meeting or exceeding the learning objectives for a particular assignment.

Be on time for class. To arrive late to class is inconsiderate to your peers and to me, and will impinge upon your learning. If you are going to miss class you must communicate this ahead of time and hand in any assigned make-up work no later than a week following your absence. More than one absence will significantly impact your final grade. Given the depth and breadth of the materials we are engaging in this class, missing one class can easily affect your complete understanding of the materials and thus affect the quality of the class not only for you, but also for the entire class.

When working on group projects you will have the chance to comment on your own performance in the group, as well as that of your colleagues. Class participants will also have the opportunity to provide feedback on group projects.

Assignments handed in late will be downgraded one letter grade for each week past the submission deadline.