

Achieving Inclusive Communities through Washington University's Identity Literacy Course

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Nancy Berg, Ph.D.
Odis Johnson, Ph.D.
Jill Stratton, Ph.D.



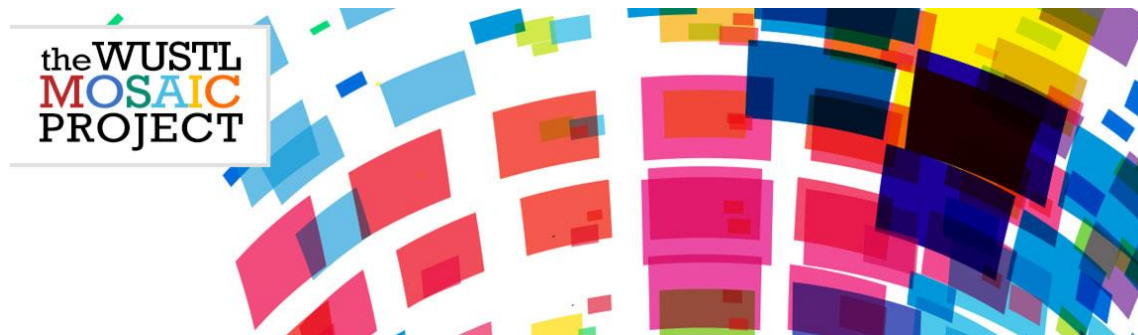
exchanging ideas on teaching

ITEACH SYMPOSIUM

- I. Impetus for Course, Design Committee, & Course Structure
- II. Course Content and Objectives/Instructor Selection and Training
- III. Instructor Perspective: 3 Positives & 3 Challenges
- IV. Discussion
- V. Plans for the Future and Next Steps

From the 2014 Diversity in the Classroom Report:

“Develop a one-credit course to be required of all undergraduate and graduate students and to be taken in the first or second year of enrollment.”



* *Committee co-chaired by Mary Ann Dzuback and Rich Loomis*

Course Objectives:

- Students will learn key concepts in understanding identity categorizations such as race, class, and gender expression.
- Students will gain stronger skills in discussing concepts related to diverse identities.
- Students will gain a deeper understanding of how structural inequality functions in St. Louis through interaction with one community organization in the city.
- Students will gain a greater understanding of the importance of understanding issues related to identity in a number of social and professional contexts.

Identity Literacy Instructors



- Nancy Berg – Professor of Modern Hebrew Lang. & Lit.
- Angela Brown - Associate Professor of Medicine
- Dedric Carter – Associate Vice Chancellor for Innovation and Entrepreneurship; Professor of Engineering
- Shruti Desai – Associate Director of Residential Life
- Angineh Djavadghazaryans – Senior Teaching Assistant in Germanic Languages and Literature
- Erin McGlothlin – Associate Professor of German
- Lerone Martin – Assistant Professor of Religion and Politics
- Trevor Sangrey – Assistant Dean in the College of Arts & Sciences and Lecturer in Women, Gender, & Sexuality
- Valronica Scales – Associate Director of Residential Life
- Kurt Thoroughman – Associate Professor of Biomedical Engineering

Three Positives:

1. On-going relationship with students
2. Gephardt Institute community engagement excursions
3. Relevance of topic

Three Challenges:

1. Balancing depth vs. breadth of course material,
2. Application/Integration of course material in a meaningful way,
3. Developing course curriculum that is consistent yet flexible for the instructors

Discussion

- What is the most relevant content for this 1 credit course and how do we balance depth vs. breadth?
- What is the most effective way to integrate the course material/concepts in a meaningful way for the students so they can apply the knowledge gained in the class?
- How do we provide/balance instructor autonomy with course consistency?



Implementation Committee

- Assessment
- Infrastructure
- Roll Out

Co-Chairs Contact Information



Odis Johnson

o.johnson@wustl.edu

Jill Stratton

jstratto@wustl.edu

Please feel free to contact us with additional questions!