Achieving Inclusive Communities through Washington University's Identity Literacy Course

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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?
Future and Next Steps

Implementation Committee

- Assessment
- Infrastructure
- Roll Out
Co-Chairs Contact Information

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*Please feel free to contact us with additional questions!*