2015 Annual Meeting Short Course: Teaching and Researching on Diversity, Inclusiveness, Access, and Equality: Strategies for Incorporating Diverse Approaches and Themes

Location: Hilton Union Square 13
Day: Wednesday, September 2, 2015 | 9am-1pm (PDT)

This short course will provide professional development and strategies for incorporating diversity, inclusivity and access related themes and pedagogical elements into one’s teaching and research in order to address 21st century political science questions. Presenters will provide attendees with interactive resources, examples, and best practices. The short course will be especially relevant for those whose teaching and research specialties address topics of race/ethnicity, gender, equity, LGBT politics, social justice, disability rights, and accessibility or those who are interested in learning innovative strategies for incorporating diversity, inclusiveness, and access related themes and approaches into their teaching and scholarship. Content and planned discussions will also provide strategies and recommendations for sharing these approaches and replicating featured models with departmental colleagues and students through assessment, curriculum/course design, and research methods courses. Participants will work together to develop a diversity/inclusion course module and will have an opportunity to workshop their own ideas with the group.

Presenters:

- Kimberly Mealy, APSA  
  http://www.apsanet.org/staffdirectory  
  - SoTL and diversity and inclusion, association resources, professional development

- Derrick Cogburn, American University  
  http://www.american.edu/sis/faculty/dcogburn.cfm  
  - IR (globalization and diversity), Accessibility, and ICT (information and communications technology), content delivery platforms, learning management systems

- Dianne Pinderhughes, University of Notre Dame  
  http://politicalscience.nd.edu/faculty/faculty-list/dianne-pinderhughes/  
  - SoTL, Urban politics, environmental justice, racial, ethnic politics, gender

- Boris Ricks, University of California, Northridge  
  http://www.csun.edu/social-behavioral-sciences/political-science/boris-ricks  
  - SoTL, Urban politics, environmental justice, racial, ethnic politics, gender

- Kira Sanbonmatsu, Rutgers University  
  http://polisci.rutgers.edu/cb-profile/userprofile/sanbon  
  - Gender, Race/Ethnicity, Parties, Elections, Public Opinion, and State Politics

- Charles Anthony Smith, University of California, Irvine  
  http://www.faculty.uci.edu/profile.cfm?faculty_id=5443  
  - LGBT politics and policy; How law and legal institutions fulfill or inhibit rights.
Schedule:

Each time slot will involve a presentation by the presenter, followed by time for an interactive component with questions/answer and some workshop on attendee ideas.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00am-9:15am</td>
<td>Introduction: Resources for incorporating diverse themes – Mealy and Pinderhughes</td>
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<tr>
<td>9:15am-9:30am</td>
<td>Participant and Presenter Introductions</td>
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<tr>
<td>9:30am-10:20am</td>
<td>Strategies for Incorporating Race/Ethnicity/Gender - Ricks &amp; Sanbonmatsu</td>
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<td>10:20am-11:00am</td>
<td>Strategies for Incorporating LGBT Rights Topics – Smith</td>
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<tr>
<td>11:00am-11:15am</td>
<td>Break (15 min)</td>
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<td>11:15am-11:55am</td>
<td>Strategies for Incorporating Accessibility and Cyber learning – Cogburn</td>
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<tr>
<td>11:55am-12:00pm</td>
<td>Break (5 min)</td>
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<tr>
<td>12:00pm-12:45pm</td>
<td>Participant Reports on (re)Innovations for course/module design</td>
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<tr>
<td>12:45pm-1:00pm</td>
<td>Conclusion: Takeaways/Next steps – Mealy, Cogburn, Ricks, Sanbonmatsu, Smith</td>
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Details:

This short course is consistent with and complimentary with the theme of the 2015 APSA Annual Meeting: Diversities Reconsidered.

Purpose: To share knowledge and strategies for effectively incorporating themes of diversity, inclusion, and equality into political science syllabi and the broader curricula.

Core themes and related political science fields of interest:

- Core Themes: Diversity, inclusion, accessibility, and equality
- Political Science fields of interest: social justice; democratic theory; equality; equity; political behavior; civil rights; civil liberties; race, ethnicity and politics; public policy; urban politics; gender; women and politics; LGBT politics and rights; accessibility; disability rights.
- Research methods: a diverse collection of research methods and approaches will be addressed
- Pedagogical themes: SoTL (scholarship of teaching and learning); Assessment; Learning outcomes; Simulations and role play; Experiential learning

Goals and Objectives: Diversity and Inclusive excellence in teaching and research
The goal of this short course is to provide a forum for professional development training, strategy formation, knowledge sharing, and discussion (short and long-term) on topics related to diversity and inclusion in political science education. Participants will also be connected to a community of scholars with whom they can collaborate with in the future on teaching and researching on diversity and inclusion topics related topics. This short course will be a(n):

- Refresher course for those who will be teaching courses with diversity-related content who are looking for information on recent developments, research, theories and findings on REP, Gender, LGBT, etc.
- Introduction for those who are interested in learning strategies for incorporating diverse themes and approaches into pre-existing political science syllabi and curricula
- Workshop, professional development experience: Participants will be invited to bring a syllabus and specific course assignment that they would like to enhance with diversity and inclusion theme and political science theories that address these topics. The workshop presentations will include space and time for action oriented and collaborative work shopping by participants.

This short course will provide participants with:

- Strategies, Resources and Tools
  - Diversity and Inclusion reading list compiled by organizer and presenters
  - A list of SoTL evidence based articles/research
  - Pedagogical Templates: Syllabi, assignments, simulations, course modules, assessment tools
  - Recommended student readings: Textbook list (from PS Textbook Status committee reports), articles, etc.
  - Strategies and toolkits for teaching current affairs (related to diverse themes)
  - Concrete examples and interactive discussion

- Access to an APSA Diversity and Inclusion Teaching and Research Network (forthcoming)
  - To create an open interactive community (with an online presence such APSA Connect or a shared drop box) for sharing best practices and tools to aid those teachers and researchers who seek to infuse their course materials and syllabi, with diverse content, examples, and approaches.
    - Participating individuals/groups: Short course participants and eventually the group could be open to additional interested parties, (e.g. graduate students, faculty members, departments, organized sections, related groups, practitioners).
Expected Outcomes:

1. Increased understanding on the important of incorporating diversity and inclusion-related theories into political science education and research.
2. Increased proficiency in diversity and inclusion themes that are relevant to political science education
3. Increased knowledge and understanding of strategies for incorporating diversity and inclusion theories and themes into course syllabi and the curriculum. Participants will have had an opportunity develop concrete steps for updating a course of their choosing with diversity, inclusion, and access themes.

Short Course presenter materials that were made available are shared below. Please contact presenter directly for additional information if needed.
Strategies for Incorporating Race, Ethnicity, and Gender Categories into Political Science Research and Teaching

Kira Sanbonmatsu, PhD
Rutgers University

(1.) Session: Approaches to incorporating the categories of gender and race/ethnicity into teaching and research agendas. Discussion will focus on American politics and is directed toward participants without substantial prior knowledge of these fields.

(2.) Expected learning outcomes/takeaways: This session is designed to introduce participants to sample strategies for incorporating gender and race/ethnicity into teaching and research. Examples will be provided of how to approach these categories in the classroom and how to navigate differences among students in terms of their prior knowledge. Participants will receive suggestions about how to use gender and race/ethnicity as analytic categories in their teaching and tips on how to incorporate current events. Sample approaches, classroom activities, and assignments:

- draw on interdisciplinary scholarship and data sources to illustrate the historical origins of categories, their contemporary significance, and the magnitude and import of intergroup and intragroup differences
- provide students with a background on central theoretical and empirical debates in the study of gender/race/ethnicity in order to convey the contested nature of categories
- provide students with hands-on opportunities to conduct their own gender/race analysis; examples:
  - conduct an in-class candidate evaluation experiment and discuss the results
  - screen and analyze recent campaign ads for their race/gender content
  - assign a research project about campaign media coverage related to race/gender

This session will also address strategies for incorporating gender/race/ethnicity into participants’ existing research agendas. Examples will be provided of how to expand research to take into account the central concerns of gender/race/ethnicity scholarship. Sample strategies:

- reconsider the historical origins, actors, and/or subjects involved in your topic from a race/gender/ethnicity perspective
- reflect on the assumptions and implications of your current theoretical framework and consider whether a race/gender/ethnicity perspective challenges or changes your perspective including research questions, hypotheses, concepts, and data sources
- extend your research by conducting group or subgroup analyses drawing on gender/race/ethnic categories
(3.) Online resources: Center for American Women and Politics at Rutgers University

www.cawp.rutgers.edu
presidentialgenderwatch.org/
cawp.rutgers.edu/research/research_inventory

(4). Short course exercise: The short course exercise will be to draft a strategy for adding a gender and/or racial/ethnic component to the participant’s existing teaching and/or research agenda. Your draft strategy should consider the following questions:

- How will incorporating categories impact how I teach this course/conduct my research?
- What is the added pedagogical or research inquiry value to incorporating these concepts?
- What theories/themes/concepts (that I currently use) can I draw upon to better incorporate these concepts?
- What additional/new theories will I consider incorporating?
- What recent or current events can be used as examples? What historical cases will I draw upon?
Diversity, Inclusion, Access and Equity:
Strategies and Justifications for Incorporating Diverse Approaches and Themes

Boris E. Ricks, PhD
California State University, Northridge

Approaches to teaching and researching on diverse themes:

Critical Race Theory
“Critical race theory (CRT) is a way of looking at race relations, particularly within the United States, in a broader context than the traditional civil rights approach. The theory began sometime in the mid-1970s, as a number of people in the legal profession began to worry about the slow rate at which laws were changing to promote racial equality. Learning to look critically at race relations is a key part of critical race theory. The objective of this proposal is to foster a broad and continuing dialogue among faculty, staff and students to find more effective ways to challenge oppressive systems and promote teaching and learning for racial equality”. [http://www.wisegeek.com/what-is-critical-race-theory.htm](http://www.wisegeek.com/what-is-critical-race-theory.htm)

Why Student Diversity?
There are several reasons why it is important to attend to student diversity. These reasons are clustered into moral, intellectual, and social grounds for multicultural teaching. --Karenga, M. 1995

Moral Grounds
The moral grounds focus on mutual respect between teachers and learners as people. Disappointing retention rates and discouragement on the part of many traditionally underrepresented students are indicators that higher education has not been successful in serving new learners.

Intellectual Grounds
The intellectual imperative highlights the importance to any intellectual undertaking of multiple perspectives, of seeing things from the fullness of human experience, of growth through challenge and contrast.

Social Grounds
Socially, the call is for justice and equity among people, both while they are in formal learning environments and as they subsequently live their lives.

Institutional Benefits of Faculty Diversity

- More student-centered approaches to teaching and learning (Jayakumar, Howard, Allen, & Han, 2009; Knowles & Harleston, 1997)
• More diverse curricular offerings (Knowles & Harleston, 1997; Milem, 2003)
• More research focused on issues of race/ethnicity, and gender and sexuality (Antonio, 2002; Jayakumar, Howard, Allen, & Han, 2009; Milem, 2003; Turner, 2000)
• Women and faculty of color more likely to be involved in community and volunteer service (Allen et al., 2000; Antonio, 2002; Astin et al., 1997; Villalpando & Delgado Bernal, 2002)

Immediate Benefits for Students

• Enhanced critical thinking ability (Antonio, 2004; Gurin, et al., 2002; Pascarella, 1996)
• Enhanced openness to diversity and challenges (Harper & Hurtado, 2007; Pascarella, 1996)
• Greater commitment to increasing racial understanding (Astin, 1997; Harper & Hurtado, 2007)
• Greater student engagement and greater satisfaction with college on campus (Astin, 1997; Espenshade & Radford, 2009)
• Positive perceptions of a more supportive campus racial climate (Harper & Hurtado, 2007; Hurtado, et al., 1998)

Long-Term Benefits for Students

• Improved racial and cultural awareness (Gurin, 1999; Harper & Hurtado, 2007)
• Higher levels of creativity and innovation & Better problem-solving abilities (Antonio, 2004)
• Cultivation of workforce with greater levels of cross-cultural competence (Gurin, 1999; Milem, 2003; Turner, Gonzalez, & Wood, 2008)
• More demonstrated occupational and residential desegregation later in life (Milem, 2003)

Diversity is not an end in itself

• Diversity is a means of achieving educational and institutional goals
• But adding diverse people to homogeneous environment does not automatically create more welcoming/ intellectually stimulating campus
• Requires long-term efforts, engagement, and substantial attention to diversity and equity issues

*See attached power point slides for full presentation materials shared by Dr. Ricks

Short course example: Teaching and Researching Black Politics and Political Behavior (Ricks and Mealy)

I. Intro: What is Black politics?
   a. Black Politics is American Politics through the experiential lens of African Americans, as well as an exploration of how Black politics interact with political institutions and engage in political behavior.
   b. Contextual Look –Where it fits within the political science discipline
   c. Who can teach Black politics?
II. Trends in Teaching and Researching on Black Politics
III. Course Materials
   a. What types of course materials should I use? And where do I find them.
c. Content
   In addition to textbooks, Racial and Ethnic politics courses draw a great deal from first-hand accounts, auto-biographies, oral histories, and primary documents such as speeches and letters. Therefore, as much as possible, course content should draw from first-hand accounts of political behavior and experiences. These are compelling and provide students with primary source examples of major political movements and events in history.

   i. Textbooks
   ii. Readers: it may be necessary to compile specialized readers
   iii. Peer-reviewed Articles
   iv. Media (documentaries, oral histories, blogs) — Electronic resources/ links/blogs
   v. Provide additional resources readings for those who wish to delve deeper

IV. Navigating Class Discussion
   a. Class discussions should be structured, but should also leave room for students to share related points.
   b. Link all discussions to the readings and course content or relevant political events
   c. Do not ask students to speak on behalf of the group; do not single out students of color.
   d. Be ready to moderate sensitive discussions
   e. Insensitive comments and hate speech should not be tolerated
   f. Creating an Inclusive environment that fosters Open dialogue is key

V. Intersectionality

VI. Implicit Bias

VII. Conducting Research on Black Politics

VIII. Publishing on the topic of Black Politics
   a. Refereed journals
   b. Publishers


Derrick Cogburn, PhD
American University


- The United Nations Sustainable Development Goals (SDGs):
  https://sustainabledevelopment.un.org/
  https://sustainabledevelopment.un.org/?menu=1300

- The United Nations Millennium Development Goals (MDGs):
  http://www.un.org/millenniumgoals/

- Please also find attached: "Standard Interpretation of the UN CRPD from a Female Perspective" and "Gender and Disability in the Lives of Women with Visual Impairment."

- Privilege and Poverty
  http://youtu.be/Cn9LY-Mag0s

*See also previously shared slides and articles
Diversity, Inclusion and Equity Resources and Opportunities (for teaching, research and recruitment)

Kimberly A. Mealy, PhD
APSA Director of Diversity and Inclusion Programs

On Campus

- University-wide Mission Statement / Commitment to Diversity and Inclusion
- Office of Diversity, Inclusion and Equity
- Teaching and Learning Resource Centers
  - E.g. Cornell University Center for Teaching Excellence
    http://www.cte.cornell.edu/teaching-ideas/designing-your-course/incorporating-diversity.html
- Faculty Professional Development Office
- Department/Classroom
- Interdisciplinary and Collaborative Work

APSA Resources:

- APSA Teaching and Learning Conference Track Summaries

  http://www.apsanet.org/files/Task%20Force%20Reports/TF_21st%20Century_AllPgs_webres90.pdf

- Boris Ricks, Masako Rachel Okura and Christopher Whitt. PS: Political Science & Politics / Volume 44 / Issue 03 / July 2011, pp 657-658. TLC Track Summaries on Diversity and Inclusion. American Political Science Association 2011. DOI: http://dx.doi.org/10.1017/S1049096511000941 (About DOI), Published online: 28 June 2011

- Organized Sections: http://www.apsanet.org/sections. Listservs and/or newsletters. Ex. Race Ethnicity and Politics, Women and Politics, Sexuality and Politics. Many organized sections have journals.

- APSA Status Committees
  Review Status committees reports/resources on professional development and pipeline issues. Each status committee has published a report on textbook representation of under-represented groups and a report on pipeline issues http://www.apsanet.org/status-committees
  - Committee on the Status of Asian Pacific Americans in the Profession
Discipline Wide Resources and Opportunities

- Political Science Caucuses: http://www.apsanet.org/RESOURCES/For-the-Public/Caucuses-in-Political-Science

- Summer Research Programs for Students from Under-represented backgrounds
  - APSA RBSI (held at Duke University) see above link and www.apsanet.org/rbsi
  - Council on Undergraduate Research http://www.cur.org/
  - McNair Scholars Program: http://mcnairscholars.com/
  - IBP-- Institute for Broadening Participation http://www.ibparticipation.org/
  - Native American Political Leadership Program http://semesterinwashington.gwu.edu/naplp

- Political Science Regional and sub-field Associations/conferences:
  - Find collaborators and scholars on listservs, caucuses. E.g., the Western, Midwest, IPSA, National Conference of Black Political Scientists—NCOBPS (www.ncobps.org), Northeast, New England and Southern political science associations, etc.
  - Contact representatives to affiliated groups and area studies, http://www.apsanet.org/ABOUT/Leadership-Governance/Representatives-To-Affiliated-Organizations

Diversity related resources outside of political science (publications, journals, associations)

- Insight http://www.insightintodiversity.com/

- American Indian Higher Education Consortium http://www.aihec.org

- Diversity Employers http://www.diversityemployers.com/


- Education Week http://www.edweek.org/ew/index.html
• Equal Opportunity Journal [http://www.blackoejoumal.com/]

• Hispanic-American Village

• The Hispanic Outlook in Higher Education [http://www.hispanicoutlook.com/]

• The Journal of Blacks in Higher Education [http://www.jbhe.com/]

• New England Board of Higher Education [http://www.nebhe.org/]

• Women in Higher Education [http://www.wihe.com/]

• American Association of University Women [http://www.aauw.org]

• Tribal College Journal of American Indian Higher Education
  • [http://www.tribalcollegejournal.org/]

• National Association of Asian American Professionals [http://www.naaap.org/]

• Hispanic Student and Faculty Recruitment
  • Outlook in Higher Education [https://www.hispanicoutlookjobs.com/]
  • American Association of Hispanics in Higher Ed. [http://www.aahhe.org/]

• Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
  [https://sacnas.org/]

• National Organization for Women (NOW) [www.now.org]

• Black Issues in Higher Education [http://www.diverseeducation.com/]

• Gay-Lesbian-Bisexual-Transgendered (GLBT) community
  • Human Rights Campaign [http://www.hrc.org/resources/entry/lgbt-recruitment]

• Recruitment Resources for Persons with Disabilities
  • American Disability Association [www.adanet.org]
  • Association of Disabled Professionals [http://www.adp.org.uk/]
  • Association on Higher Education and Disability [http://www.ahead.org/]
  • Job Accommodation Network [http://www.jan.wvu.edu/]
Historically Black Colleges and Universities (HBCU’s), The Hispanic Association of Colleges and Universities (HACU), Hispanic Serving Colleges and Universities, and similar agencies.

- Hispanic Association of Colleges and Universities (HACU) [http://www.hacu.net/](http://www.hacu.net/)

Additional Resources:
(Sample Syllabi forthcoming)

**References, books, articles:**

*Uneven Roads: An Introduction to US Racial and Ethnic Politics*

Todd Shaw, University of South Carolina
Louis DeSipio, University of California, Irvine
Dianne M. Pinderhughes, University of Notre Dame
Toni-Michelle C. Travis, George Mason University


Please contact Kimberly Mealy, APSA for additional information or if you have questions ([kmealy@apsanet.org](mailto:kmealy@apsanet.org))