

Diversifying the Curriculum & Learning Activities



Representation

Who and what does your course feature? Does your selection of authors make an implicit argument about whose ideas are more or less relevant? Does the selection of types of sources—e.g., genres, modes, venues—suggest how students might find and construct knowledge in diverse ways? Do the topics of class meetings connect to a range of experiences, and are students invited to consider a wider range of experiences?



Location

What places and spaces does your course feature? What ways of theorizing and relating to space/place? Are there implicit arguments about who the places are for? Are there any implicit “centrisms” in your course when it comes to *where* the course content may be located, whether that be a particular geographic region or a specific way that a region or place has come to occupy the cultural imagination?



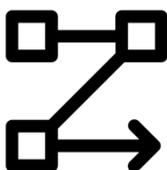
Expression

How are students invited to engage with and express knowledge? What kinds of students benefit from instructional choices, and who might be excluded? Are there implicit arguments in the course about what knowledge (especially in an academic context) looks like and sounds like? Does the course implicitly privilege certain ways of participating and providing evidence of learning?



Activities

How might activities and assignments invite students to reflect on others’ experiences as well as their own? Are there any issues related to inclusion and equity that would be relevant to the lesson(s) at hand, e.g., stereotype threat for math, standard English for writing and communication? What are the ways that diversity and equity (or a lack thereof) have affected your discipline and/or profession, historically or currently?



Methods

How does the course convey different ways of constructing knowledge? Do you make implicit arguments about where (more valuable) knowledge comes from, and/or what “counts” as knowledge in the first place? How might course material and activities model a wide range of locating, constructing, verifying, and synthesizing knowledge?