

Radical Inclusivity Series


2019-2020

Spring 2020



THE OFFICE OF
DIVERSITY AND INCLUSION

College of Arts + Sciences



*“To educate as the
practice of freedom is
a way of teaching that
anyone can learn.”*

— **bell hooks**

RADICAL INCLUSIVITY SERIES

2019-2020

This year, through a series of presentations, workshops, and “tiny talks” organized by the Office of Diversity and Inclusion, the College of Arts and Sciences invites faculty and instructional staff to reflect upon how they engage with students in the classroom, including how their own embodied social positioning affects not only their students’ learning but the culture and climate of the university. We invite you to consider how your words, actions, and behavior in the classroom can affect both learning and culture, potentially reinforcing negative stereotypes, undemocratic practices, and even forms of oppression.

A rich and extensive body of research offers ways of teaching that fundamentally reconfigure the classroom as a truly creative and democratic space. Among others, bell hooks and Paulo Freire have provided a critical approach to pedagogy that encourages students and educators alike to recognize and reflect upon how the institutionalization of our social identities influences not only the lenses through which we view the classroom but also how we participate in that space.

We are partnering with departments inside and outside the College to feature local and national teacher-scholars who embrace such methods and who are committed to transforming teaching and learning from a purely top-down hierarchical enterprise into one that takes full advantage of the democratic potential of the classroom today, promoting critical self-awareness among teachers and students alike.

Some of the featured presentations will be followed by a “tiny talk” presented by some of our own teacher-scholars throughout the College and across campus with expertise on the series’ theme. Tiny talks are meant as more intimate and informal opportunities for faculty to engage meaningfully. As a result, our tiny talkers will present for twenty-five minutes and leave thirty-five minutes for faculty to ask candid and oftentimes difficult questions pertaining to students and the classroom climate.

Our sincere hope is that this series will generate deep reflection on and self-conscious engagement with the often unexamined dominant, normative practices and relationships in the classroom that hold us all back, with the overall goal of transforming it—radically.

— **Carmen Henne-Ochoa, PhD**

Assistant Dean for Diversity and Inclusion



SPRING
2020

**RADICALLY
RETHINKING
ENGAGEMENT &
EMPOWERMENT**

Radically Rethinking Engagement and Empowerment

Does our classroom infrastructure treat students as interchangeable? Or, does it treat students as individuals with personal characteristics and specific learning histories? Learning, it is often said, is the work of students. While this is true, our teaching impacts their participation in the learning environment and their confidence in their ability to learn. Indeed, students' self-actualization ostensibly depends on teachers' active commitment to their own self-actualization. The Radically Rethinking Engagement and Empowerment presentations in the spring 2020 semester ask us to interrogate the racist, sexist, classist, and colonial undertones of our classroom processes, assignments, metrics, and assessments such that teachers can provide students with ways of knowing that empower them to live fully and deeply.

THURSDAY, JANUARY 30, 2020

The Presidents' Room (University Club, IMU), 4:00-5:30 PM

THINKING THROUGH STANDARDS AND OTHER WHITE SUPREMACIST PRACTICES IN COLLEGE

Asao Inoue, PhD Pronouns: *he/him/his*

In his presentation, Asao Inoue will discuss the ways that White language supremacy is perpetuated in college classrooms despite the better intentions of faculty, particularly through the practices of grading writing. He'll make the case against the use of conventional standards in college courses that grade student writing by a single set of literacy standards and consider how the structures we often hold to tightly—that define what it means to be in college or to be a college student—are inherently racist and white supremacist.

This event is co-sponsored by the College's Division of Arts of Humanities, the Department of English, and the Department of Second Language Studies. Earlier in the day, Dr. Inoue will facilitate a workshop entitled, "Exploring More Inclusive and Antiracist Writing Assessments for Writing Intensive Classrooms."



Asao B. Inoue is Professor and Associate Dean for Academic Affairs, Equity, and Inclusion in the College of Integrative Sciences and Arts at Arizona State University. Among his many articles and chapters on writing assessment, race, and racism, his article, "Theorizing Failure in U.S. Writing Assessments" in *Research in the Teaching of English*, won the 2014 CWPAA Outstanding Scholarship Award. His co-edited collection, *Race and Writing Assessment* (2012), won the 2014 NCTE/CCCC Outstanding Book Award for an edited collection. His book, *Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future* (2015) won the 2017 NCTE/CCCC Outstanding Book Award for a monograph and the 2015 CWPAA Outstanding Book Award. More recently he has continued his scholarship in socially just classroom writing assessment through a co-edited collection, *Writing Assessment, Social Justice, and The Advancement of Opportunity* (2018), and a book, *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom* (2019).

THURSDAY, FEBRUARY 20, 2020

The Presidents' Room (University Club, IMU), 12:00-1:30 PM

WHAT'S THE FREQUENCY, KENNETH?: HIGH-CONTEXT VERSUS LOW-CONTEXT CULTURAL COMMUNICATION AND ITS IMPLICATIONS IN THE CLASSROOM

Richard Meyers, PhD Pronouns: *he/him/his*

How might thinking radically about how students are tokenized help us to begin to decolonize the classroom space, our syllabi, and, more generally, our disciplines? Tokenism and strategic essentialism often frame classroom situations for minoritized students. Although students' performance of identity in the classroom is contingent on imposed expectations within the structure of formal education, it is not often understood in this way. What may appear as an adjective to a formal-learning space identity for some (e.g., Native, Black, Latinx, etc.), is lived and experienced in a vastly different way outside of those spaces. How then do we move away from maintaining our Native American, Black, and Latinx students in the position of the "other"? This presentation will address ways in which we might not only challenge but correct essentialized claims about indigenous and other minoritized identities.

This event is co-sponsored by the College's Division of Social and Historical Sciences, the American Indian Studies Research Institute, and the First Nations Educational and Cultural Center.



Richard Meyers is a faculty member and the interim Director of Graduate Studies at Oglala Lakota College (OLC) on the Pine Ridge Indian Reservation. He holds Master's and PhD degrees in Anthropology from Arizona State University, as well as a Master's degree in English from the Breadloaf School of English at Middlebury College, where he was both a fellow and faculty member. At South Dakota State University, he served as Director of Tribal Outreach to the President, was Program Coordinator of American Indian Studies, and served as Assistant to the Dean in the College of Arts and Sciences on matters of inclusion, diversity, and equity. Meyers has served as a writer for the Assistant Secretary of Indian Affairs under both the Bush and Obama administrations, and was a fellow in the Anthropology department at the Smithsonian.

THURSDAY, MARCH 5, 2020

Faculty Room (University Club, IMU), 3:30-5:00 PM

**DOING DIVERSITY OR DOING DAMAGE: EXPLORING
LIBERAL PRIVILEGE IN THE DIVERSITY AND
INCLUSION SPACE**

John Gates, PhD Pronouns: *he/him/his*

The work of diversity and inclusion is complicated by often competing ideas of what diversity is, to whom it belongs, who can be included, and where the lines between right and wrong, good and bad exist—leaving us at odds with our stated values as we seek to advance equity. Has liberalism caused us to frame diversity and inclusion around stereotypes that deepen divides or damage the principles on which the very proposition stands? This talk will explore how liberal privilege fosters stereotypes, such as “the downtrodden black student,” “the deficient minority scholar,” “the straight white man as enemy,” and “conservative views don’t matter” that undermine the essential mission of diversity and inclusion.

This event is in collaboration with the SEISMIC project. Earlier in the day, Dr. Gates will facilitate a workshop with SEISMIC participants entitled, “Doing Justice: A Roadmap to Closing Achievement Gaps.”



John Gates joined Purdue University in early 2019 as the Vice Provost for Diversity and Inclusion and clinical professor in the Krannert School of Management. Prior to his appointment at Purdue, Gates served as the inaugural associate dean in the University of Virginia’s School of Engineering and Applied Science. Other prior academic posts include serving as associate dean for administration and finance at Harvard College, Harvard University and special assistant to the president and provost at the University of Vermont, where he focused on strategic initiatives, change management and diversity. Gates also launched and led his own consulting firm, Criticality Management Consulting, where he advised corporate clients on a range of workforce issues. A native of Gary, Indiana, Gates received a Bachelor’s degree from Morehouse College, a Master’s degree from New York University and a PhD from the University of London.

TINY TALKS

THURSDAY, MARCH 26, 2020

Faculty Room (University Club, IMU), 4:00-5:00 PM

**CHALLENGING
HETERONORMATIVITY AND
SILENCE ON RACE IN AN IUB
HUMAN BIOLOGY CLASSROOM**

Amy Berndtson, PhD

Pronouns: *she/her/hers*

Vivian Halloran, PhD

Pronouns: *she/her/hers*

What does it look like to challenge white privilege and heteronormativity in a Human Biology course? An interdisciplinary team of College professors share their approach: they explicitly discuss menstruation and pregnancy in non-binary and inclusive terms that acknowledge trans men's and genderqueer people's experience of these processes. Drawing on their course, "Human Gestation and Prenatal Care," Professors Berndtson and Halloran will engage participants in a hands-on demonstration of how they reworked standard assignments to teach students to engage critically with race and ethnicity information in data sets like the Indiana Mortality Report, and to explore how cultural perspectives and systemic bias pose barriers to access existing fertility treatment technologies.



Amy Berndtson is a Senior Lecturer in the Department of Biology at IUB where she has taught both introductory and advanced courses for the last

twenty years. Within the Human Biology Program, she has utilized her training as a reproductive endocrinologist to co-develop a course with Dr. Halloran that explores human gestation from multiple perspectives. She is the recipient of several teaching awards on campus, including the David and Cheryl Morley Career Distinguished Teaching Award in the College of Arts and Sciences.



Vivian Halloran is Professor of English and American Studies at IUB. She has been a core faculty member of the Human Biology Program since 2005. She is

*the author of *The Immigrant Kitchen: Food, Ethnicity, and Diaspora* (OUP 2016), and *Exhibiting Slavery: The Caribbean Postmodern Novel as Museum* (UVA Press 2009).*

The Office of Diversity & Inclusion

For questions or additional information, please contact—

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