TEACHING WITH DIVERSITY AND INCLUSION IN MIND (CAH)

Dr. M. C. Santana, Women’s and Gender Studies
INTERDISCIPLINARITY

- Women's and Gender Studies field
  - Social Class
  - Sexuality
  - Race
  - Ability
  - Place of Origin
  - Ethnicity
  - Age
CURRICULUM

- Sociology
- English
- Psychology
- Communication
- Philosophy
- History
- STEM
- WST Women’s and Gender Studies (over 18 classes)
WOMEN’S AND GENDER STUDIES AT UCF

• Established as an Area Study over 24 years ago
• Undergraduate Minor and Certificate on Gender
• Graduate Certificate on Gender
• Over 65 Faculty Affiliates in campus
• Over 20 Junior Affiliates (graduate students) in campus
• Seven scholarships for students
• Three research grants for faculty
COME CLOSER!
HTTPS://WGST.CAH.UCF.EDU/
• **Book Club** (always at the beginning of the term—first month preferably)
  • Student Survey for adopting the book.

• **Publisher** (take time once a year to look for other publishers in book fairs, conventions or a quick online search)

• **Sources** (opinions and analysis are two main components of Academia—use them!)

• **Authors** (allow others to bring their point of view—including non-academics, activists, politicians, youth…)
  • Think for a moment “Who is not at the table right now?

*DO NOT be afraid to use a part of a book, a chapter, quotes or simply suggest your students to read a book.*
ASK YOUR AUDIENCE!

Sometimes we forget the class is not for us but for our students!

- After three weeks into a term, I have a quick survey under “How are you doing in this class? It is anonymous. It works like magic! SPIs are higher, student satisfaction is also high and less emails all together!! Allow them a space at the end to add any comments– they do!

- **Navigation in this course on Webcourses is:**
  - Very easy, I feel good about navigating this course
  - Rocky at first, but I'm getting it now
  - Hard, I'm still confused

- **I feel that the reading difficulty in this course is:**
  - Good! I understand what I am reading, and I am able to demonstrate that within assignments
  - Tricky and I seem to be re-reading to understand
  - Very difficult, I do not understand anything that I am reading
HOW ARE YOU DOING IN THIS CLASS?

The expectations of this course are:

• Very thorough and clear
• A little confusing
• I do not understand at all what is expected of me within this course

The practice quizzes are very helpful.

• I agree, I feel that they help me know what to expect on the graded quizzes
• Neither agree nor disagree
• I disagree, they DO NOT help at all

There are many engaging activities in this course.

• I strongly agree
• I agree
• Neither agree nor disagree
• I disagree
• I strongly disagree

Instructions in this course are:

• Very Clear
• A little muddy
• I do not understand at all what I have to do for this course

The pace of this course is:

• Too fast
• Just right
• Too slow
ALLOWING OTHER VOICES

- Newer ideas (blogs, opinion, news…)
- Other books (perhaps part of a book)
- Opposite views (to further advance discussion)
- Critiques of famous work and authors.

LISTENING TO MY STUDENTS

- Allow them to suggest readings, authors, films...
- Give them a way of sending you ideas (extra credit) around the 6th week of the term.
- Ask them to write a question for a quiz, mid term or final exam.
ONLINE OR FACE TO FACE

• Scholar of the Day
  Students are assigned a day or Module when they post or ask questions to ponder based on the class material under that day or Module.

  They may compare an opinion, art piece, performance, or other ways of expression to what they are studying and contemporary times.

  They may ask for possible action, steps to take or initiatives to fight over necessary change.

MONTH CELEBRATIONS

• JANUARY Human Trafficking Month- read with questions to ponder current news on the issue (national as well as international)

• FEBRUARY Black History Month- Library of Congress, Mary Church Terrell papers- a class on using primary materials.

• MARCH Women’s History Month- Latinx Voices in Contemporary Literature Panel

• APRIL National Deaf History Month- (March 13 to April 15) -featuring Ashley Fiolek (born 1990) is an American former professional motocross racer and stunt actor and Haben Girma (born 1998), first deaf-blind individual to graduate from Harvard Law School.
COLLABORATE WITH OTHER FIELDS

GRAPHIC DESIGN

• Class projects with *GRA3202 Type & Design* class with Dr. Joo Kim, SVAD
  Working on two logos for Women’s and Gender Studies
  Working on titles and logos for History/WGST event.

LIBRARY SCIENCE

• Metadata original entries for Special Collection and Archives, John C. Hitt, Mr. Benjamin David, Mary Rubin and Christopher Saclolo.
• Collaboration for Women’s First at UCF project.
COLLABORATIONS

HISTORY DEPARTMENT

• Women’s First at UCF- digital interviews on faculty, student and staff who occupied the first time a position at UCF with Dr. Robert Cassanello and Dr. Anne Bubriski (WGST)

• Dr. Bubriski’s WST 3015 Introduction to Women’s Studies class trained with Dr. Cassanello and conducted interviews for the project.
ALL ABOUT STUDENTS!!!

STUDENT LED

• Reading Circles (last three classes of each term)
  Websites, readings, music given as choice to select.
  Students need to select a group and add two new sources to the list.
  Topics include:
    Reproductive Rights; Sexuality
    War & Violence; Motherhood & Families;
    Environmental Justice; Popular Culture

STUDENT CREATED

• ZINES - as a Mid Term Exam
  A zine is a small-circulation self-published work of original or appropriated texts and images, usually reproduced via a copy machine. Content has to match class.
**TRY BABY STEPS**

**IF...**
- You are not sure how to start, ask a friend if they might do it together with you.
- You don’t know where to start, start with content you love and are very comfortable with…but add a twist.
- You want to collaborate with me…send me an email santana@ucf.edu

**WHEN...**
- You are ready to implement, be open with your students and tell them this is new for you too.
- Things go bad...face it and move on. Not everything works out on the first try.
- Your students question your motivation, explain you want them to enjoy learning in different ways.
THANK YOU!