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## CASE STUDIES ON DIVERSITY IN THE CURRICULUM

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### **I. Case study: Classroom Process**

During a discussion of reading materials, the professor in class notices that the students who are most talkative and who volunteer the most are the white men. Students from underrepresented groups and women speak noticeably less.

- a. Why might this be occurring?
- b. What steps can be taken to prevent this from occurring?
- c. How would the approach differ in class over 100 vs a class of around 25?

### **II. Case Study (Materials and process):**

In a section on conflict in a sociology class, the professor had the students read

Du Bois' "The Spawn of Slavery: The Convict-Lease System in the South." A young, white woman commented that black/white racial relations around the time of the American Civil War could be understood by comparing blacks to livestock and whites to caregivers. She said that she read diary entries of blacks who felt "lost" once they were freed from formal slavery because they lacked direction provided by master-slave relations. She went on to say that slave owners had a vested interest in caring for their slaves (just as they would have for their livestock), much like how slave owners would care for a family member, but once the livestock were not the responsibility of the caregivers (the slave owners), the caregivers stopped caring for their livestock (the slaves).

What should the professor do and say?

**Case study III. (Materials)** An economist claims that diversity issues are completely irrelevant to the teaching of economics. He argues that all economic principles are the same and that cultural, race/ethnicity or gender differences simply have had no effect upon the field.

- a. What kinds of curricular changes or additions could be made?