
ALIGNING TO OUR MISSION:

TEACHING EXAMPLES FROM HONORS FACULTY

The faculty in the University of Colorado's Arts & Sciences Honors Program and Honors Residential Academic Program are committed to anti-racism and the dismantling of inequities. To that end, we utilize an intersectional approach to presenting our course material, recognizing the variety of lived experiences, backgrounds, identities, positions, and perspectives of our students. The following list comprises examples of teaching pedagogy utilized by our faculty. It is our hope that these practices help to make our classrooms inclusive and transformational.

"I lead by example. I believe that students' seeing me as their teacher shows them that not every successful person in the world is a white American. In my experience, this seems to be one of the strongest and most effective ways to empower underrepresented students..."

"In all the classes I teach, the books, articles, films, and essays are always written by diverse authors with global perspectives...By deconstructing the dominant story structure, we essentially unwind the ways in which stories are centered on the mainstream in order to break the mold and create new inclusive stories."

"I meet students where they are and engage with their experiences and perspectives. I design papers and projects so that students can express what the topics/content means to them, they have space to talk about how they are coming to it, and it is optional to share this with others."

"I encourage students to share their thoughts but do not allow attacking statements; they can disagree with what someone has said, but not with them as a person. We collectively watch for assumptions about 'we' and push for the use of 'I' statements instead."

"I teach the defining concept of cultural relativism. This is the idea that one should not judge cultures (or societies, or people) or try to rank them, but to try to understand. I teach students to work to separate their understanding of a people/place from their feelings about it."

"I encourage students to identify inequity in their social worlds (including at the personal, institutional, state, national, and global scales) and consider ways they might want to address that inequity, based in their own cultural and political values. I encourage students to be critical thinkers actively engaged in their political and cultural worlds."

"In my classes students learn about prejudice, stereotypes, and discrimination. We apply these ideas to LGBTQIA persons, age, gender, and racial and ethnic groups. They learn that prejudicial attitudes can be both explicit...and implicit. Implicit attitudes are beliefs and feelings about which we are unaware, but impact our perceptions and/or behaviors, nonetheless."

"I incorporate education about historical and contemporary experiences of racism through the environmental management and environmental activities of people of color who experience and fight racism."

"In groups, students are given a prompt by me that they have to bring to life after we have covered the readings. Example: they embody Malcolm X or Rev. Dr. King... This assignment really brings it to life and gives students the opportunity (and challenge) as to whether they agree with the thinker or not, (and to)... embody these thinkers AND make their work relevant/connected to today."

"I strive to incorporate a discussion of the importance of social change and recognition of our ability to be agents of change."