

## **“Transforming Curriculum to Be More Inclusive”**

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*(this resource is for classroom use only)*

### Abstract:

This project showcases my on-going efforts to revise a course that I have taught for the last 4 years (GSWS 0550: Sex and Sexualities, an introduction to critical sexuality studies). The course fulfills general education requirements in “historical analysis” and “diversity.” GSWS 0550 provides an introduction to the social, cultural, and historical specificity of what we call sexuality. Students engage with diversity by analyzing sex and sexuality as social, historical, and political concepts that have become rich sites of power, difference, and regulation. In class and in course readings, we explore the obstacles to accepting human variation and diversity more broadly. Course readings and assignments reflect diversity as an on-going process.

### Context:

Interdisciplinary approaches to critical sexuality studies provide diverse research perspectives and they acknowledge the relevance of sexuality to disciplines outside of gender, sexuality, and women’s studies. Intersectionality (the study of intersecting forms of oppression and power) provides a valuable frame for thinking deeply and critically about sexual oppression. Diversity expands our awareness through a rich understanding of how our experiences shape our epistemological and ideological differences.

### Suggestions for transforming curriculum:

- Foster diversity/inclusivity via interdisciplinary and mixed method curriculum design
- Foster diversity/inclusivity by exploring how different methods and disciplinary standards shape our understanding of human variation, power, privilege, and access
- Develop new ways to equip students with the skills to assess diversity and inclusion in their home disciplines
- Develop productive ways to explore ideological differences in critical sexuality studies (and in shared spaces more broadly)
- Explore how research and research methods relate to diversity and inclusion
- Teach the history of Intersectionality as a method/concept from an interdisciplinary perspective

### Classroom practices & tips:

- Design assignments that invite students to explore the history of diversity and inclusion in their discipline (example: invite students to reflect on how diversity and inclusion has shaped the field)
- Design assignments that invite students to reflect on what's missing in existing curriculum (example: invite students to explore a topic that is related to the course but is not covered on the syllabus)
- Introduce research that is underrepresented in the field (example: include research that is not commonly covered)
- Explore the history and politics of research methods in the classroom (example: discuss how method shapes diversity and inclusion)
- Use mixed method/interdisciplinary approaches to explore the politics of research and what counts as knowledge (example: explore how different methods provide different forms of information and/or knowledge)
- Establish ground rules that allow for even-handed critique and exchange (example: ask students on the first day of class to define the tools for meaningful, productive exchange)

### Resources:

- *GLQ: A Journal of Lesbian and Gay Studies* <https://www.dukeupress.edu/glq/>
- *TSQ Transgender Studies Quarterly* <https://www.dukeupress.edu/tsq-transgender-studies-quarterly>
- *Sexualities* <http://journals.sagepub.com/home/sex>
- *Signs: Journal of Women in Culture and Society* <http://signsjournal.org/>
- *Journal of the History of Sexuality* <https://utpress.utexas.edu/journals/journal-of-the-history-of-sexuality>
- *Journal of Homosexuality* <https://www.tandfonline.com/loi/wjhm20>
- *Feminist Teacher* <https://www.press.uillinois.edu/journals/ft.html>

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