

# **Ten-Week Lesson Plan<sup>1</sup>: Diversity, Equity, and Social Justice (DESJ) Equity Lens Module & 2017-2018 Grant from Bringing Theory to Practice**

## Learning Objectives

- \* Understand how sociologists define the four elements of culture
- \* Explain to a peer the four elements of culture
- \* Find examples of the four elements of culture at Portland State University (PSU)
- \* Explain to a peer what is an equity lens.
- \* Understand white privilege & reflect on our privilege to create meaningful connections with peers and educators
- \* Create a group presentation based on four elements of PSU culture
- \* Reflect on this experience via an ePortfolio

## Outcomes

- \* Create an equity lens for FRINQ students.
- \* Explain the DESJ Learning Module to first-year University Studies (UNST) students in ten weeks.
- \* UNST students create group presentations at the end of the term
- \* UNST students reflect on this experience using their ePortfolio
- \* UNST students to be invited to next year's Race and Social Justice Dialogue Series, sponsored by UNST

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- Violate the rights of my faculty and members of the class by using the audio & video recording & written work in any manner other than for my personal study in this course. I (the student) understand that a violation of this agreement may subject me to discipline under the PSU Code of Student Conduct or subject me to liability under copyright laws.

## **Week 1:**

### ***What is an equity lens?***

### ***What is culture?***

The DESJ Learning Modules will apply a DESJ lens ("equity lens") to foster the evaluation of the following components of culture:

**a. Language**

*Outcome/Assignment:* Students will evaluate and re-define "language" at PSU through a DESJ lens. Students will write open-ended reflections and share & collaborate via their ePortfolios.

**b. Objects**

*Outcome/Assignment:* Students will create objects (works of art, virtual objects, for example). *I have modest funds to buy art supplies to create objects: please check with me about what I art supplies I can buy with my grant. You do not need to spend out-of-pocket money for this assignment.* Students will write open-ended reflections and share & collaborate via their ePortfolios.

**c. Symbols**

*Outcome/Assignment:* Students will re-create/revise PSU & UNST symbols. Students will write open-ended reflections and share & collaborate via their ePortfolios.

**d. Customs**

*Outcome/Assignment:* Students will re-create/revise PSU "customs." Students will write open-ended reflections and share & collaborate via their ePortfolios. UNST's Race and Social Dialogue Series aims to change the culture at PSU by offering a new "custom": the inclusion of undergraduate voices in a dialogue series.

**These module dialogues will primarily take during last the lecture and mentor session of the week**

(1) Read at home, "Elements of Culture."

**Where to find the source(s)?** Via this [link](#). Should the link be "dead," please access the PDF. D2L will have a file folder named "Equity Lens Module."

(2) Classroom discussion & find examples of the four elements of culture at PSU.

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|--|--|
| <p><b>LANGUAGE</b></p> <p>Examples of "language" at PSU:</p> <hr/> <hr/> <hr/> | <p><b>OBJECTS</b></p> <p>Examples of "objects" at PSU:</p> <hr/> <hr/> <hr/> |
| <p><b>SYMBOLS</b></p> <p>Examples of "symbols" at PSU:</p> <hr/> <hr/> <hr/>   | <p><b>CUSTOMS</b></p> <p>Examples of "objects" at PSU:</p> <hr/> <hr/> <hr/> |

(3) Why this type of work matters (personally, academically—both for students and educators—, institutionally)?

Connect with 2017 revised UNST diversity goal: Diversity, Equity, and Social Justice: "Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives." (Approved by PSU's Faculty Senate winter 2017.)

(4) Create one page within your ePortfolio entitled thus:

**Diversity, Equity, and Social Justice (DESJ) Equity Lens Module & 2017-2018 Grant from Bringing Theory to Practice**

## **Week 2:**

### ***What is an equity lens for undergraduate students?***

(1) Read at home. Portland Public Schools defines its Racial Equity Lens in this manner:

"Racial Equity Lens: Applying the Racial Equity Lens to key policies, programs, practices, and decisions in core business areas maximizes the user's ability to ensure equitable outcomes. When applied with intentionality, students and families of color will experience more equitable outcomes in the education and services they require." (Source: <http://www.pps.net/Page/2305>)

You can access the image below by going to the [website](#).

The image appears on the next page.



## Racial Equity Lens

**Objective:** By utilizing a racial equity lens, Portland Public Schools aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity and (b) produce policies, programs, practices and decisions which result in more equitable outcomes.

**Procedure:** For any policy, program, practice or decision, consider the following five questions:

- 1** Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
- 2** Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
- 3** How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
- 4** What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- 5** How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

(2) Fernández's approach to the equity lens using language and context relevant to UNST first-year students (materials below modified from "Racial Equity Lens," Portland Public Schools, PPS [website](#)).

Student names: \_\_\_\_\_

Group's selected element of culture (language, objects, symbols, or customs):  
\_\_\_\_\_

### Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

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|                  | <p><b>Objective:</b><br/>By utilizing a Diversity, Equity, and Social Justice (DESJ) Lens, the Immigration, Migration, and Belonging FRINQ aims to (a) provide a common vocabulary to evaluate policies, programs, practices, decisions for DESJ equity and (b) to evaluate and redefine aspects of PSU culture which result in more equitable outcomes.</p> <p><b>Procedure:</b> For any element of PSU culture (for example, language, objects, symbols, customs), consider the following five questions:</p> |
| <b>Questions</b> | <b>PSU cultural elements = language, objects, symbols, customs</b>  |
| <b>Q1</b>        | Who are the racial/ethnic groups affected by this policy, program, practice, decision, or PSU cultural elements?<br><br>Moreover, what are the potential impacts on these groups?   |
| <b>Q2</b>        | Does this policy, program, practice, decision or PSU cultural element ignore or worsen existing disparities or produce unintended consequences?   |
| <b>Q3</b>        | How would you intentionally involve the PSU members of the communities affected by (Q1) and (Q2)?   |
| <b>Q4</b>        | What are the barriers and challenges to more equitable outcomes for PSU's elements of culture?  |
| <b>Q5</b>        | How should PSU faculty, staff, administrators, students (a) decrease the negative impacts of these elements of culture and (b) address the barriers & challenges identified above (see Q4)?   |

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**Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture**

## **Weeks 3-4\*: *Unpacking white privilege***

(1) At home, watch this YouTube presentation and discuss "White Privilege, Racism, White Denial & the Cost of Inequality" by Tim Wise. The link is [here](#).

(2) Read two selections on "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh. Please note that both readings appear to be the same. Reading 1 provides context and history. Reading 2 provides a longer list of white privilege experiences based on the context and history of reading 1.

**Reading 1:** "White Privilege: Unpacking the Invisible Knapsack" (context & history)

Where to find the source(s)? Via this [link](#). Should the link be "dead," please access the PDF. D2L will have a file folder named "Equity Lens Module."

**Reading 2:** "White Privilege: Unpacking the Invisible Knapsack" (list)

Where to find the source(s)? Via this [link](#). Should the link be "dead," please access the PDF. D2L will have a file folder named "Equity Lens Module."

\*Let's acknowledge that this is a start of a lifelong dialogue.



## **Weeks 5-6: *Complete worksheet 1***

(1) Complete **Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture**

(2) Create objects. By the end of week 6, provide a list of possible supplies I should buy. *Remember: you do not need to use out-of-pocket funds for art supplies. Please check with me. I will buy the items.*

(3) Digging deeper: **Complete Worksheet 2, "De Anza College's Student Equity Walkthrough Evaluation Tool: Is our Campus a Student-Centered and Inclusive School?"** A copy of this worksheet will be in your D2L "Equity Lens" folder. Also find it [here](#).

**Please note.** This Walkthrough Evaluation is kindly borrowed from De Anza College's [Office of Equity](#). You will see references to De Anza College in this text. Please make the necessary changes that apply to PSU.

## **Weeks 7-8: *Complete worksheet 2 & prepare presentations***

(1) Digging deeper: Complete Worksheet 2, "Student Equity Walkthrough Evaluation Tool: Is our Campus a Student-Centered and Inclusive School?"

(2) Prepare presentations using a "gallery walk" approach. Your syllabus explains this approach.

## **Week 9: *Presentations & reminders about next year's Race and Social Justice Dialogue Series***

(1) "Gallery Walk" Presentation of Group Research. Your syllabus explains this presentation approach (see weeks 8-9).

(2) Work for this equity model ends during week 9. Week 10 is for individual student research.

**Week 10:**  
***Gallery walk presentations of IMB individual student research***

(1) Turn to the syllabus for week ten assignments.

**Week 11:**  
***Complete ePortfolio by noon, on the first Monday of week 11 (finals week)***

**Assignments to submit to the ePortfolio for spring term (15 pts)**

(1) Create one page within your ePortfolio entitled thus:

**Diversity, Equity, and Social Justice (DESJ) Equity Lens Module & 2017-2018 Grant from Bringing Theory to Practice**

Link this page (or add this page) to your existing "Diversity of Human Experience" goal.

(2) In this specific ePortfolio page, post your completed worksheets for the following:

Worksheet 1, "Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture" (5 pts)

Worksheet 2, "De Anza College's Student Equity Walkthrough Evaluation Tool: Is our Campus a Student-Centered and Inclusive School?" (5 pts)

**Do post these worksheets ALSO unto your Dropbox. Why D2L? My grade book is kept via D2L.**

(3) Write a two-page reflection on ALL of the following (5 pts):

- (a) Experiences completing worksheets 1 and 2;
- (b) Experiences working with an equity lens to evaluate an element of PSU culture;
- (c) After doing this equity lens work for ten weeks, explore what this revised goal language means to you.

Here's the language that PSU's Faculty Senate approved this past winter term 2017 for UNST's "Diversity of Human Experience" goal. "Diversity, Equity, and Social Justice: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives."

**Do post this two-page reflection ALSO unto your Dropbox. Why D2L? My grade book is kept via D2L.**