

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: Introduction to Political Science			
FACULTY NAME: Arnedra Jordan		DATE SUBMITTED:	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNOSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	I recognized that while my syllabus included diverse perspectives, including those of African Americans and women, it did not include contributions from Latino authors and scholars	I included more assignments that represent Latino and African Americans to create a culturally responsive syllabus. This approach helps diversify the perspectives and content that students are exposed to, which is a crucial step in creating an inclusive learning environment.	I have enriched the curriculum by integrating a range of Latino voices, ensuring that the course materials better represent the multifaceted nature of our society. This includes adding scholarly articles, literary works, and studies by Latino academics to provide a more comprehensive understanding of the subject matter from multiple cultural viewpoints
RESOURCES USED and where to find more information: JSTOR and Google Scholar to find scholarly articles by Latino and African American authors.			
Course Units	All Units were not culturally competent	All Units address some form of culturally competence	Students are able to reflect on situations that will affect them everyday.
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	I moved to using more online articles, which can provide more current and diverse viewpoints than some traditional textbooks.	I researched additional information, online academic databases, digital libraries, and open educational resources.	Students will not have to drop the class because of textbook cost.
RESOURCES USED and where to find more information: OER Websites like Project MUSE and the Directory of Open Access Journals (DOAJ) articles			
Instructional Methods	Students listened to me speak in class and lecture, although there was time for dialogue. I	Allowing more time for reading, in class which can help accommodate different learning paces and styles.	Opening time for students to move around and speak with other classmates about their views.

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	was really guiding the conversation.		
RESOURCES USED and where to find more information: Information on different instructional methods was researched through educational websites, teaching journals, and teacher-focused social media groups.			
Assignments	All assignments were tailored to the Federalist papers, death penalties, and from the book.	Response papers address Latino and African Americans in	Students will research people who they may have never heard of and write papers about the contributions of gays, Latinos, and African Americans
RESOURCES USED and where to find more information:			
Activities	Students had to meet outside of class to complete their group project.	Students will be able to take the first ten minutes of class to meet with their groups.	More hands-on activities versus lecturing, which supports experiential learning and can be more engaging for students.
RESOURCES USED and where to find more information:			
Instructional Methods	Although videos and movies were shown in class. I don't think students had time to process what exactly was going on.	Students will dialogue with one another about the podcast, videos and movies shown in class. I turned the research paper into a group paper to create more inclusion.	Creating a safe space to debate, understand one another and provide creative learning.
RESOURCES USED and where to find more information:			
Classroom Environment	My classroom was kind of silent.	More conversation, more speaking	More engagement
RESOURCES USED and where to find more information:			
Grading Policies	Work was not accepted late.	Changed the late policy, making it more flexible to accommodate diverse student needs.	Understanding that students have lives outside of class and giving them grace.
RESOURCES USED and where to find more information:			

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Learning Goals	I used to try and just meet the SLO's required by the district.	To be able to dialogue outside of class and feel confident speaking about political to bring more diverse options to students in the classroom	Students will be able to confidently dialogue outside of class about political topics, indicating a focus on practical application of knowledge and critical thinking skills.
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
• Seek-out, recognize, and address bias within the curriculum components.
• Highlight representations from the cultures that reflect the students we serve.
• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
• Highlight power dynamics, privilege, and historical oppression.
• Utilize multiple perspectives from different cultural groups.
• Seek to reach multiple learning styles / intelligences.