Curricular motivation

PEDAGOGICAL MOTIVATION

Pedagogical context

Pedagogical motivation

7 YEARS

KEY FINDINGS

STUDENTS SEE THE OTHER in a variety of contexts (gender, disability, socioeconomic, cultural, etc.), BUT AVOID RACE AND ETHNICITY when engaging THE OTHER in open-ended activities and discussions where the context doesn’t demand it.

STUDENTS FIND THE OTHER A USEFUL FRAMEWORK to support discussion of contemporary social, political, and cultural issues in a moment when students feel that AMERICA GETS A C- in managing ethnic, racial, and other important differences.

STUDENTS DRAW UPON THE FAMILIAR when they consider the dynamics of THE OTHER and DEMONSTRATE SOPHISTICATED UNDERSTANDINGS of THE OTHER, including linguistic signifiers, iconographic cultural markers of difference, and the common-enemy effect (see comics >>>).

METHODOLOGY

An organic methodology of CLOSE READING—deployed as phenomological qualitative analysis in other circles—provides insights into students’ initial grasp and manipulation of THE OTHER framework. Refinements in introducing the framework to future students will be based on this preliminary investigation.

NEXT STEPS

INVESTIGATE THE SOFT-PEDDLING OF THE OTHER: is it productive or counter-productive to include lower-stakes matters of difference (subcultural identity, interstate rivalry, sports team loyalty)? EXPAND EXAMPLES OF RACIAL AND ETHNIC OTHERING throughout the course so there is a larger and more diverse pool of examples to pull from.