

JUDAIC STUDIES LEARNING CIRCLE: TEACHING RACE, GENDER, AND SEXUALITY ACROSS THE CURRICULUM

Faculty Communities for Inclusive Teaching, 2018

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Project Overview

A faculty working group gathered to share and evaluate techniques to integrate the study of race, gender, and sexuality across the Judaic Studies curriculum.

A Successful How-To

All Judaic Studies faculty affiliates were invited to participate in a series of Diversity, Equity and Inclusion working breakfasts. At each breakfast, two faculty members affiliated with Judaic Studies offered presentations on techniques they have developed for integrating materials on race, gender and sexuality into their courses and programs, particularly forums that are not explicitly dedicated to this content.

Presentations generally followed the format:

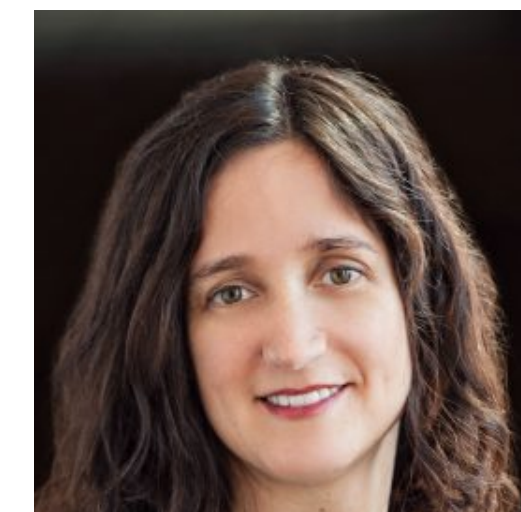
1. Some questions or issues the instructor sought to address.
2. Pedagogical or other materials that informed the solution with which they experimented.
3. An evaluation of how the technique worked (or didn't) in the classroom.
3. Theoretical and pedagogical questions for future development.

These framing presentations were followed by a broader discussion among those in attendance about the questions raised by the presenters, other techniques the participants had used to address similar issues in their own classrooms, and how the techniques presented might be adapted to or be deemed unsuitable for other contexts.

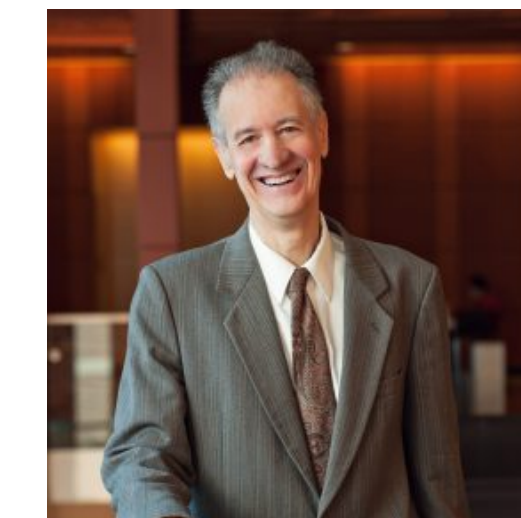
Each session was unique and we tried to pair presenters working in different historical periods and disciplines so that everyone's interests were touched on in some way in each session. Participants were encouraged to attend multiple meetings so that we could work together as an intellectual community to think more deeply about these issues and how to integrate them into our unique program culture.

Participants

Maya Barzilai



Gabriele Boccaccini



Karla Goldman



Mikhail Krutikov



Julian Levinson



Devi Mays



Deborah Dash Moore



Shachar Pinsker



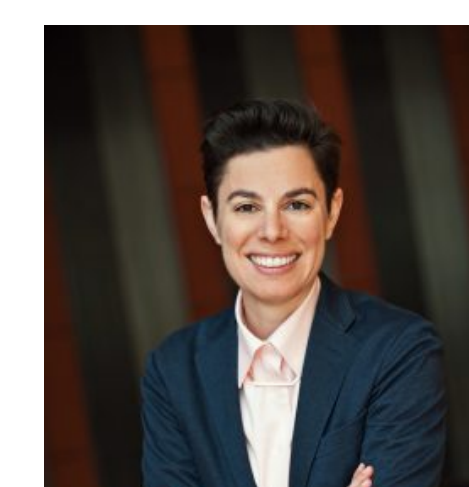
Adi Raz



Bryan Roby



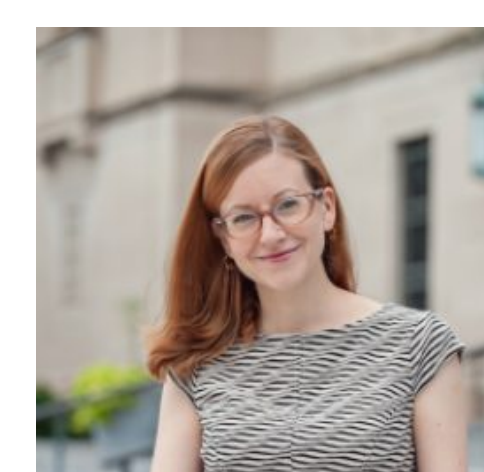
R. R. Neis



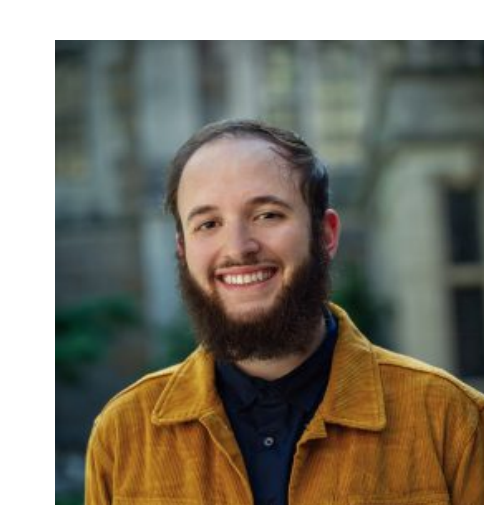
Jeffrey Veidlinger



Rebecca Wollenberg



Michael Yashinsky



Select Next Steps

- We agreed that it would be helpful to think of ways to market Judaic Studies courses to a broader demographic of students using: snowballing (from Bible courses into courses taken primarily by heritage students, for instance), turning over to course names that emphasize the thematic contents of courses over communal history identifiers, and thinking about advertising that highlights the ways in which Judaic Studies is a valuable lens on the American and international experience more broadly--among others.
- It was suggested that we make it a priority to be front and center as LSA rethinks the Race and Ethnicity requirement initiative encouraging faculty in all Judaic Studies courses to diversify their syllabi both in terms of scholarly voices and the experiences studied. In other words, we are hoping the program can be active in the college wide initiative to weave questions of race, gender and sexuality into the texture of all coursework at U-M rather than exclusively confining it to certain courses centered on those themes
- In our field at least, it makes sense to include disability issues in our future DEI work.