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Conducting a Cultural Curriculum Audit: A Faculty Journey of Redesigning Courses for Student Equity and Success



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Agenda

- I. Introduction to the Cultural Curriculum Audit
- II. Student Equity in Our Classrooms
- III. The Welcoming Online Classroom & Culturally Relevant Curriculum
- IV. Assignments, Assessments, and Continuing the Work
- V. Q&A



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What is a Cultural Curriculum Audit?

Why do we need one?

How do we get started?





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Disciplines
represented by
participants in the
cultural curriculum
audits

345 faculty
participants so far!

Administration of Justice
Allied Health
American Sign Language & Linguistics
Anatomy & Physiology
Anthropology
Architecture
Art History
Biology
Business Administration
Business Communications
Chemistry
Child Development
Communication Studies
Computer Science
Computer Applications
Counseling
Culinary Art
Economics
English
English as a Second Language
Fashion
Film Studies
Foreign Languages
Geography
Graphic Design
Health Education
History
Learning and Academic Resources
Library Science
Microbiology
Mathematics
Music
Performing Arts
Philosophy
Physical Sciences
Physics
Political Science
Psychology
Public Services
Reading
Real Estate
Social Sciences
Sociology
Studio Arts
Theatre
Trades



Online Audit

Designed Specifically for Online Instruction

- Since Summer 2020, the Cultural Curriculum Audit has taken place in an online format and has been modified to address equity in online classes. There have been five cohorts of this online version, with over 300 full and part-time faculty participants.
- Participants and co-facilitators had *90-minute Zoom sessions two times per week*, and an equivalent amount of *asynchronous learning* activities in Canvas. Faculty were required to participate in the twice-weekly Zoom meetings which featured *guest speakers, breakout room discussions*, and opportunities to *collaborate with colleagues*.
- The *Canvas-based* component consisted of *readings, video content, interactive activities, discussion forums, and assignments* that were submitted and evaluated at the end of each week.



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The Equity Building Blocks provide a framework for removing the institutional barriers that hinder the success of marginalized students.

EQUITY BUILDING BLOCKS



INTERSECTIONALITY

AWAKEN

WELCOME



PARTNERSHIP

REPRESENT

SPARK



VALIDATE

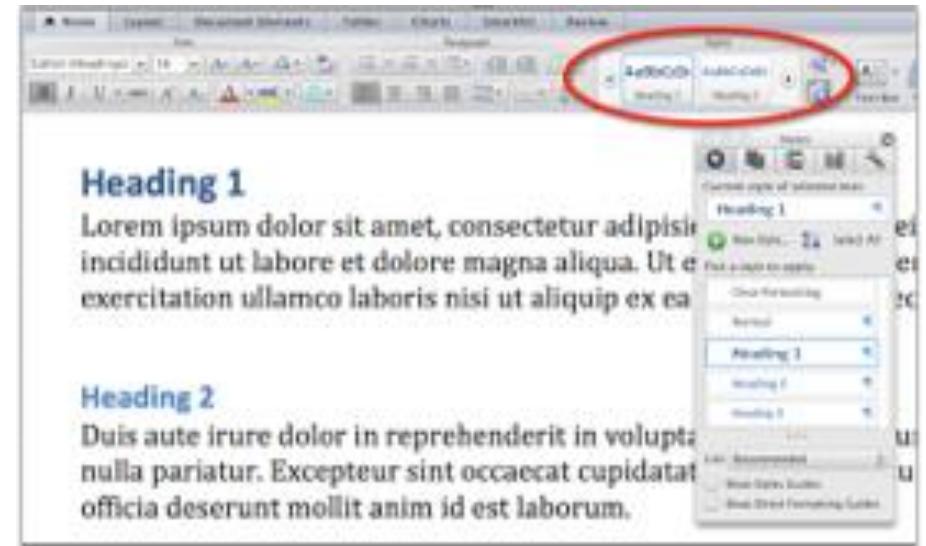
ELEVATE

DEMYSTIFY



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Applying the Lens of Universal Design and Accessibility



Universal Design goes a step beyond accommodation, and completely removes the barriers that students with or without disabilities may encounter.

We invite participants to view their classes, institutions, and society, through the critical lens of accessibility and Universal Design.



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The Welcoming Online Classroom and Culturally Relevant Curriculum

Before

INTRODUCTION TO CULTURAL ANTHROPOLOGY

ANTHR 2 — Fall 2014
 Section #74008, M/W 8:00—9:25am
 Classroom: LAC T-1327
 Long Beach City College
 Professor: Michael Robertson
 Email: mrobertson@lbcc.edu
 Office Hours: W 9:30-10:30am T-2323

Course Description:

This course is an introduction to the study of the concepts, theories, and methods used in the comparative study of sociocultural systems. This course includes a comparison of subsistence patterns, social structure, political organization, language, family, kinship, religion, and the arts as practiced by different cultures. It also explores social inequality, ethnicity, and gender and the application of anthropological perspectives to contemporary issues in the midst of culture change.

Student Learning Outcomes—After taking this course, students will be able to:

1. Analyze the origins and development of the human species from a cultural and technological perspective.
2. Compare and contrast variations in social customs unique to individual cultures.
3. Assess the importance of culture to the human species.
4. Analyze and evaluate the various theories set forth that explain the origins and development of human culture

Course Objectives

1. Describe and illustrate different societies in scientific terms.
2. Discuss the uniqueness of human culture and behavior.
3. Identify and describe characteristics of human culture.
4. Locate and discuss important cultural groups on a world map.
5. Discuss various scientific theories as to human cultural variation.
6. Discuss the importance of kinship and the family.
7. Trace the evolution of human culture from its beginning to the present.
8. Identify and discuss the important elements of various other aspects of culture such as: art, politics, economics, and other topics.

Required Textbook:

Cultural Anthropology: A Toolkit for a Global Age, by Kenneth J. Guest. W.W. Norton Publishing, 2013. ISBN: 0393929574

Students are asked to do the weekly reading assignments BEFORE coming into class.

Attendance Policy:

- Attendance is mandatory.
- Each unexcused absence deducts 20 points from your participation grade.
- TWO late arrivals/leaving early = ONE absence. Please be on time and plan to stay the entire class.
- If unable to complete the class, it is your responsibility to drop otherwise you will receive an F.
- Professional documentation is required for all excused absences.
- Advanced notice is required for all absences (Example: an email to "call out sick")
- **YOU** are responsible for all assignments, information, and updates even if you miss class.

After

Linguistic Anthropology



ANTHR 4, Section 31469, Spring 2022
 Long Beach City College, ONLINE

Welcome to my anthropology course at Long Beach City College. It is good to have you in class and I look forward to a great Spring semester as we learn together. Here are a few things you should know before moving to the next page:



Professor
 Michael Scott Robertson

Email:
mrobertson@lbcc.edu

Phone Call/Text:
 (562)452-3186

Class meetings: This online class is **asynchronous**, meaning we do not have required Zoom meetings. Access Canvas through the [Viking Portal](#)

Student/Office Hours:
 Zoom: Wednesdays,
 11:00am-12:00pm
and
 Online by appointment

This course is designed to be accessible for diverse students of many different backgrounds, and my job is to make sure everyone has what they need to succeed. Whether this is your first online class or your tenth, I am here to help you. Please let me know what you need.

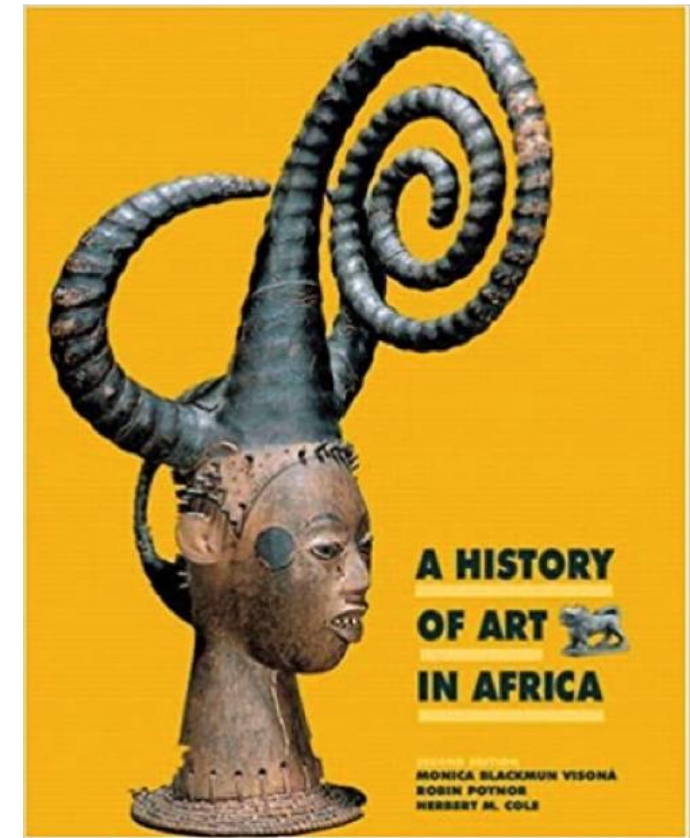
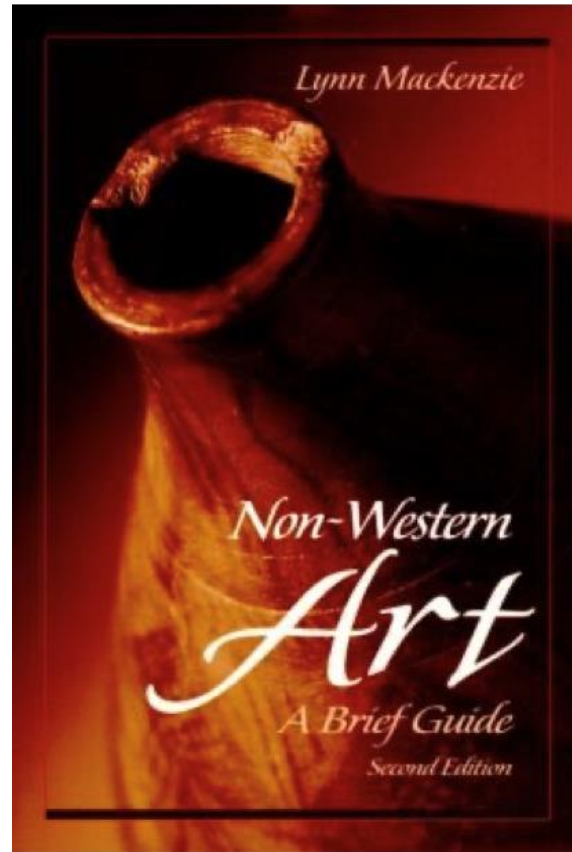
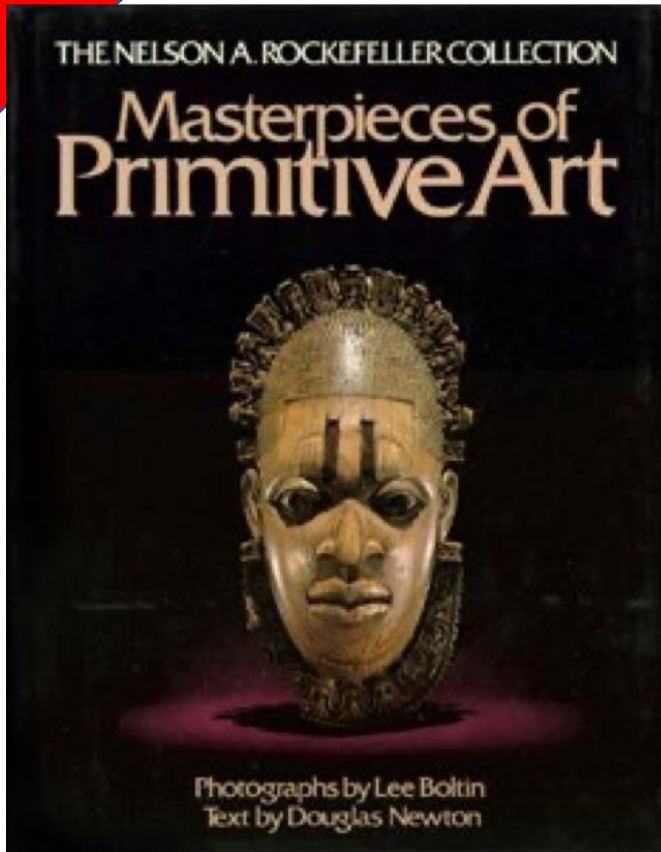
Additionally, anyone is able to earn high grades in this class if they are willing to put in some work. No previous knowledge of anthropology or linguistics is necessary to be successful. I will provide you with the tools to pass the course, and we will work together towards your success.

Lastly, together we will explore many aspects of linguistic behavior and patterns on a global scale and within our own community. We will not just learn about diversity--we will celebrate it. Thank you for enrolling, and I am excited to begin!



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Take a long look at the
textbooks/required course materials





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Making Science Culturally Relevant: In-Class Activity: The unethical removal and commercialization of Henrietta Lacks' cells

BIO 2: General Microbiology Example

1. Please take a few minutes to reflect on our previous discussion about Henrietta Lacks
2. After joining your breakout room, please read the assigned jigsaw piece of [Henrietta Lacks: science must right a historical wrong](#)
3. Please take 5- 10 minutes to reflect and then share your thoughts with your group
4. Be ready to share out your jigsaw piece with the class

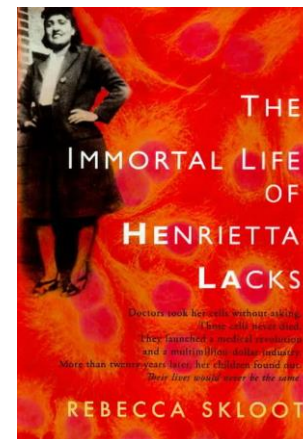
The international journal of science / 3 September 2020

nature

**Henrietta Lacks:
science must right
a historical wrong**

**In Henrietta Lacks's centennial year,
researchers must do more to ensure that
human cells cannot be taken without consent.**

(even though this was legal at the time), any use of them is unethical and perpetuates an injustice.
But that is not what many Lacks family members want. Henrietta Lacks has dozens of descendants, several of whom are leading a new effort in her centennial year, #HELA100 (<https://hela100.org>), that instead calls for people to celebrate her life and legacy. "I want scientists to acknowledge that HeLa cells came from an African American woman who was flesh and blood, who had a family and who had a story," her granddaughter Jeri Lacks-Whyte told *Nature*.
To her grandson Alfred Lacks Carter, the most important thing about HeLa cells is how they have advanced cancer

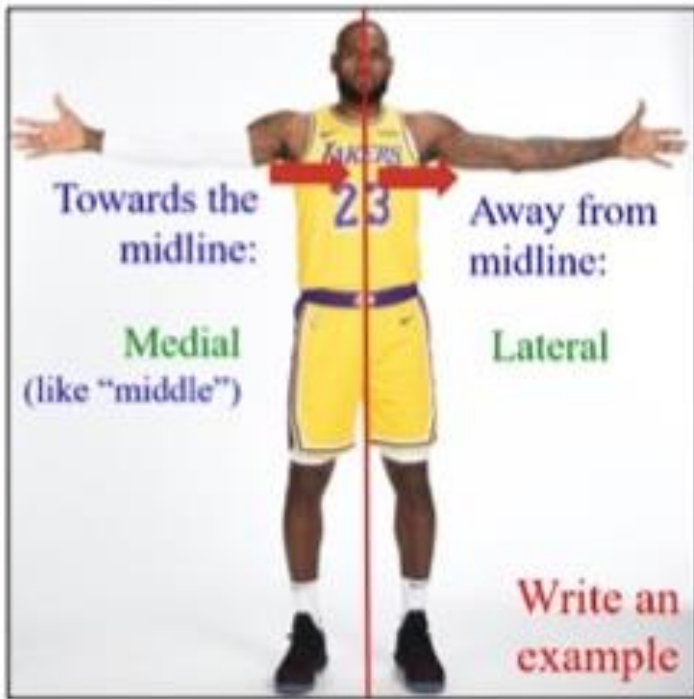


**HeLa cells
came from
an African
American
woman who
was flesh and
blood, who
had a family
and who had
a story."**



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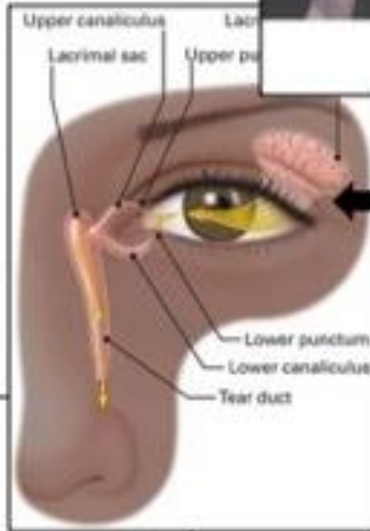
Culturally
Relevant Content
Featuring
Diverse Images
(ANAT 1)



Showcase
diversity in
my own
family



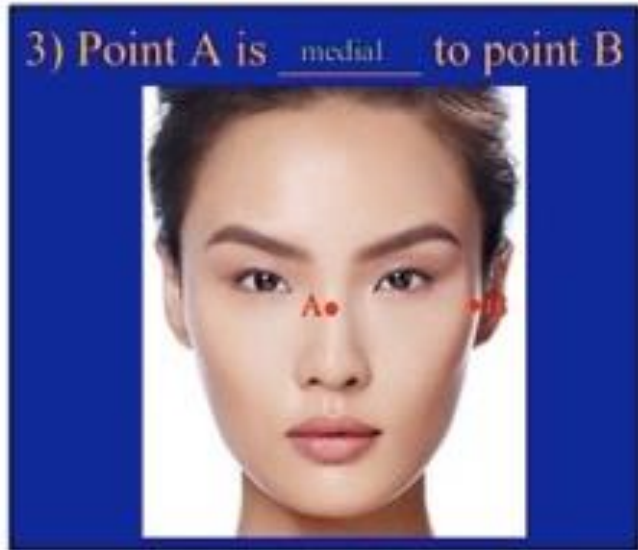
Why have less melanin?



Take the time to find
diverse diagrams (not easy!)



Vision
Photoreceptor





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Assignments, Assessments, and Continuing the Work



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Example of a Revised Assignment

- FOR MANY YEARS, ONE OF THE GROUP ASSIGNMENTS IN ART 1 WAS AN IN-CLASS DEBATE ABOUT THE **REPATRIATION OF THE PARTHENON (ELGIN) MARBLES**.
- GREECE HAS REQUESTED THE RETURN OF MARBLE STATUES AND METOPES THAT WERE TAKEN (ARGUABLY LEGALLY) FROM THE ACROPOLIS IN ATHENS IN THE EARLY 19TH CENTURY BY THOMAS BRUCE, LORD ELGIN. GREECE WAS THEN PART OF THE OTTOMAN EMPIRE.
- THE MARBLES HAVE BEEN OWNED BY THE BRITISH GOVERNMENT AND HOUSED IN THE BRITISH MUSEUM SINCE 1816.
- THE DEBATE WAS A GOOD METHOD TO ENCOURAGE COLLABORATION AND CLASS PARTICIPATION BUT I FEARED THAT THE TOPIC DID NOT HIT HOME FOR MANY STUDENTS.





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Culturally Relevant Examples of Repatriation



Rosetta Stone (Return to Egypt)



Hoa Hakananai'a (Return to Easter Island)



Benin Bronzes (Return to Nigeria)



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SINCE THERE ARE MANY EXAMPLES OF NATIONS OR PEOPLES REQUESTING THE RETURN OF WORKS OF CULTURAL HERITAGE, WHY NOT OPEN UP THE ASSIGNMENT TO ALLOW STUDENTS TO SELECT THEIR OWN TOPIC?

THEY ARE STILL LEARNING ABOUT THE CONCEPT OF REPATRIATION AND THEY ALSO HAVE THE OPTION TO INVESTIGATE AN EXAMPLE RELATED TO THEIR OWN HERITAGE OR THEIR OWN ARTISTIC INTERESTS.



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Using the “Transparent Assignment Template”

The Template requires that faculty explain the following in their assignment guidelines:

- Purpose
- Skills
- Knowledge
- Task
- Criteria for Success

[See Mary Ann Winkelmes, “The Unwritten Rules of College”](#)

The screenshot shows a Canvas LMS assignment page titled "Cell Drawing Assignment". The page includes a "Published" status indicator and an "Edit" button. The "Due date" is listed as "September 6, 2020", with a red arrow pointing to it and the text "Easy to find due date". The "Assignment Overview" section contains the instruction: "Draw a generic cell and label all cellular structures from the Practicum 1 Checklist." The "Purpose" section states: "The purpose of this assignment is to help you get a better understanding of the shapes and structures of a cell so that you can recognize them in your lab practical exam. It is important to approach course material in a variety of ways, and this is an opportunity to use a different area of your brain when you study." A red arrow points to this section with the text "Explain connection to course objectives". The "Task" section lists four steps: 1. Look at several cell diagrams to get a feel for the general shapes and structures of a cell; 2. Draw a generic cell; 3. Label all structures listed on the [Practicum 1 checklist](#); 4. Scan and upload your drawing using the "Submit" button on this page. A red arrow points to this section with the text "Clear instructions and expectations". The "Criteria for Success" section lists two bullet points: "Drawings will be graded for completion (all structures and labels), not for artistic ability" and "This is a 'quick draw' assignment, meaning shading and artistic detail are NOT necessary". Below this is an "Example video" link: <https://youtu.be/S-f5CrF81c>. A red arrow points to the video player with the text "Example".



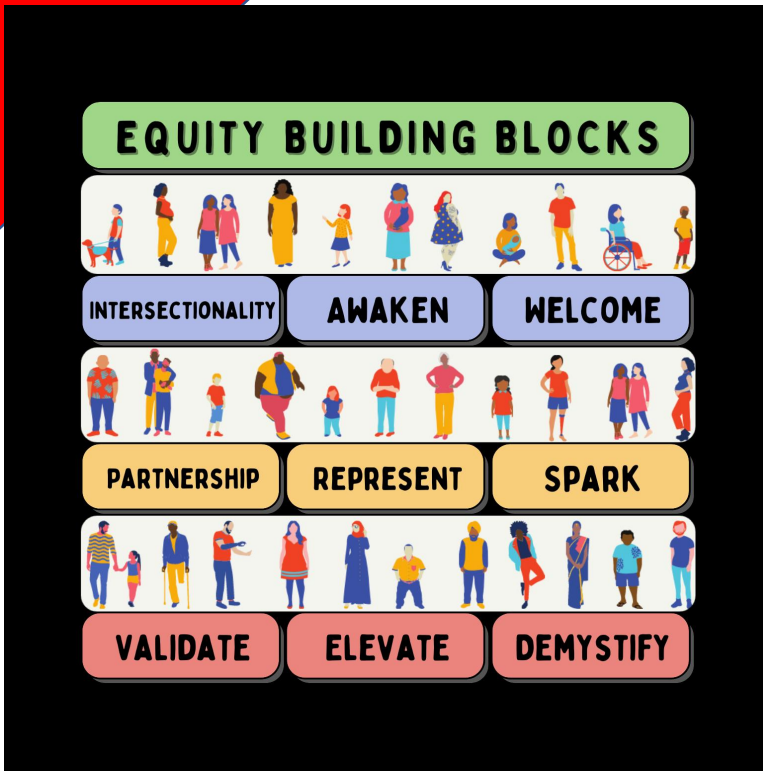
Equitable Grading and Feedback

The Wise Feedback Model

- Be Instructive Rather Than Evaluative
- Be Specific and in the Right Dose
- Set High Standards
- Show that You Believe they are capable of achieving the expectations
- Emphasize the Importance of Practice and Intentionality
- Create a Supportive Culture in which Failure is Seen as an Opportunity for Growth



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Please join us for the Winter 2023 Cultural Curriculum Audit

Details will be shared this fall semester via email