

Bubble rap

Multi culturalism, gender issues need not be mandated in every class



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It's that time of year again folks. We're talking about thousands of bubble sheets, No. 2 pencils and a guy named Merle with a stack of papers visiting each of our classes. That's right - it's instructor evaluation time.

OK, so we get out of class early. We get a chance to tell our professors what we really think about their classes. And since most evaluations affect instructor pay increases and decreases, we're actually taking part in a practice that influences university finances.

For the most part, these evaluations are not only legitimate, but even helpful. They make sure the professor did not discriminate against us, and that we were treated with respect. They insure organized courses and understandable subject matter.

We pay for our education, and once a semester have the ability to say where at least a small portion of our money goes. What a great feeling to put our measly sheets in that manila envelope. Ah, the satisfaction.

But before I ever take that piece of paper to the head of the class, I have to again endure the wrath of forced diversity. It comes in the form of two questions on every standard UNL Official Course and Instructor Evaluation. They are usually worded something to the effect of:

Did the instructor inte-

grate multicultural and ethnic issues into course material?

And ... Did the instructor integrate gender issues into the course material?

What in the world are these kind of questions doing on an evaluation form? Treating students fairly and without bias is one thing, but mandatory integration of minority issues is completely different.

Think about it for a moment, if Professor Doe fails to talk about the minority perspective in your Whatever 101 class, he or she can be downgraded, and in effect, lose pay because of it.

Section 5.3 of the Board of Regents bylaws states: "Each college or school shall provide a mechanism by which stu-

dents will have an opportunity to report their perceptions of courses and the methods by which they are taught."

I don't see where the Board of Regents are telling the colleges to stress multiculturalism and feminism.

I understand learning about other cultures and the female gender can be helpful in many classes. African-Americans had an entirely different take on the slave trade and Civil War, and if we didn't hear about their struggle, America could still be as racist today as it was 200 years ago. And in almost every political science class I've had, it's been good to take a look at most issues from a woman's vantage point.

But what about the classes that don't necessitate this diversity? Is there really an Asian-American outlook on math? Or do we need to see how Latinos have dealt with chemistry in the 20th century?

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Seriously, is there some kind of female perspective in physics?

Multicultural and gender issues are fine. Great. Tremendous. I hope that in every class where those perspectives can be helpful to a well-rounded education, the teachers try to bring in different viewpoints and outlooks. But they shouldn't be punished if they don't.

And what about the trend that these questions set? If we're going to make the instructors integrate a few types of minorities' issues, then why not make them integrate issues for all types of minorities?

If we need the multicultural perspective, then we no doubt need the physically handicapped perspective. If we need to learn about

gender issues, then I'm sure we need to learn about blind and deaf issues.

There are endless types of minorities out there, and we can learn from all of them. Teachers should be applauded for integrating these issues into classes, but not just for the standard race and gender differences.

Diversity does not just mean learning about racial minorities and women. It means encouraging the different experiences and backgrounds of every type of person.

Personally, I want the issues of people unlike myself, integrated into the classroom. Just not in a required, narrowly focused manner like these evaluations.

If we mandate this type of integration, who knows what our evaluations may look like in the future.

I've included my own example to give you a little sneak peak.

University of Nebraska-Lincoln
COURSE AND INSTRUCTOR EVALUATION

Instructor _____ Course _____ Date _____

Please answer the following questions about this course. Your responses will become part of the regular faculty and course evaluations at the University of Nebraska-Lincoln. Space is provided on the back for any comments you wish to make. Thank you.

Write instructor's name and course number on bubble sheet. Use bubble sheet for answers to questions 1-20.

		SA	A	D	SD
COURSE INFORMATION	(1)	(2)	(3)	(4)	
1. The instructor was completely politically correct throughout the course.					
2. The instructor always used the phrases "he or she" and "humankind."					
3. The instructor gave the perspective of abstract and random thinkers.					
4. The instructor presented the course content well, but in every single possible language.					
5. The course material respected students with body odor.					
6. The content of the course dealt with students from low-income families.					
7. The instructor told us about the plight of sweaty people, when applicable to course material.					
8. The course content represented students with bad cuticles.					
9. The assignments were clear and focused on the outlook of peoples of Mayan and Aztec descent.					
10. The instructor made the class interesting and stimulating to lactose-intolerant students.					
11. The subject matter was clear and understandable to midgets and bearded ladies.					
12. The instructor integrated transgendered issues into course material.					
13. The method of instruction was conducive to learning for people from western Nebraska.					
14. The course gave the perspective of people with extra digits and limbs.					
15. The instructor made the class applicable to students with contacts and eyeglasses.					
16. The teaching material covered hermaphroditic issues.					
17. The course material gave the viewpoints of peoples of many hair colors.					
18. The instructor integrated pedophilia and bestiality issues into course material.					
19. This type of evaluation is ludicrous.					
20. I hope our university never gets so P.C. that anything like this ever sees the light of a classroom.					

Strongly Agree
Agree
Disagree
Strongly Disagree
Leave blank for Not Applicable or I Don't Know