

## COVER SHEET

### MODELS OF INNOVATION & BEST PRACTICES IN TEACHING & LEARNING AT UND

NAME : Kathryn R.L. Rand  
DEPARTMENT: School of Law  
STRATEGY: Teaching Race Without a "Critical Mass" (a teaching module on affirmative action, and more broadly, teaching race issues with few if any students of color in the classroom)

CLASS(ES) AND CLASS(ES) SIZE WHERE UTILIZED SUCCESSFULLY: I utilize the affirmative action teaching module described in my application in my Constitutional Law II course (required course for first-year law students, typical enrollment 85 students). I also have used approaches informed by my experience with the exercise to teach issues related to race in the following courses at the School of Law:

Civil Rights Litigation (upper-level elective, typical enrollment 15 students, issues include race discrimination, police misconduct, racial profiling)

Race, Gender, & the Law (upper-level elective, typical enrollment 15 students, issues include Critical Race Theory, white privilege, feminist jurisprudence)

Indian Gaming Law (upper-level elective, typical enrollment 12 students, issues include tribal sovereignty and tribes' political status)

STRATEGY'S APPLICABILITY: WHAT KINDS OF STUDENTS (FRESHMEN/ MAJORS/ GRADS, ETC.), COURSES, LEARNING ENVIRONMENTS, ETC.? My courses are all law school courses, but include a mix of required and elective courses, as well as large and small class settings. The Constitutional Law II course is taught to first-year law students as an introductory course.

ABSTRACT OR SYNOPSIS OF STRATEGY YOU ARE SUBMITTING: Teaching subjects related to race at a school like UND presents particular challenges. Most UND students are from North Dakota, a state whose population is over 92% white, and many white students come to UND with little or no contact with people of color. As a result, few have given much thought to or see the inherent value of student-body diversity along racial or ethnic lines. In my Constitutional Law II course at the School of Law, I use affirmative action in university admissions as a case study of the interrelationship of constitutional interpretation and public policy implementation. My affirmative action teaching module draws on individual and group activities, PBS' *Frontline* documentary *Secrets of the SAT* and its companion web page, an overview of the history of affirmative action and university admissions, and, of course, the case law. The module, which I "tweak" each year, is adaptable to other settings and also has informed my teaching of race issues in other classes.