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### **A Semester in the Lives of a Diversity Course: Tracing Students' Personal and Learning Pathways**

In this presentation, I will present my Carnegie SOTL project that I conducted from 2005 to the present. My project focuses on the lived/personal and learning experiences of students in an upper-division GE diversity course. My main research questions are as follows: 1) How do students in a diversity course integratively learn about diversity from their experiences, identities, accumulated knowledge, and the larger sociopolitical context?; 2) How do students live out and experience concepts of diversity?; and 3) What type of orientation(s) do students have towards diversity throughout the course (coming into, going through, and transitioning out)? In the last three years, I have collected a great variety of data regarding these questions (when I have taught the course). In conjunction with this data, I also honed in on specific evidence that was collected in the last year such as journal entries, student papers on specific assignments, minute papers, ethnographic fieldnotes of class discussions, pre/mid/post tests, and pre/mid/post interviews. I frame all such data as larger ethnographic case study profiles of students from different positionalities (in terms of gender, age, race/ethnicity, sexual orientation, generation in college, regional origin, nationality, linguistic background, differently abled backgrounds).

The objectives of the session will be to present this unique Carnegie project, its purpose, past research and literature, methods and design, and finding and implications. I plan to pose several questions to audience members for discussion and share case study excerpts and ask audience members to provide their readings of particular themes.

Attendees can expect to learn insights regarding a project that examines how students engage, traverse, experience, and learn in a required upper-division diversity course. Through an innovative ethnographic case study approach that highlights narratives and student learning, attendees will be able to examine the complex ways in which students affectively, cognitively, attitudinally, and behaviorally experience diversity curriculum and pedagogies.