

DEADLINE: Dec. 30, 2018 extended to Feb. 10, 2019

CHECKLIST FOR SUBMISSIONS

- Papers should be 10-20 pages long, not including documentation.
- Writing should be in 12-point font, double-spaced with 1 inch margins.
- Papers should have a title page and page numbers. *Note:* Your name should appear only on the title page.
- Include a 2-3 page interpretive essay if submission is other than an academic essay.

STUDENTS AS SCHOLARS PROGRAM APPLICATION

Esther Kingston-Mann Student Achievement Award for Excellence in Diversity & Inclusion Scholarship

We seek submissions of work that 1) apply a gender, race, culture/ethnicity, religion, socio-economic class, age, disability, or sexual orientation analysis to research in any discipline, or 2) focus on the contributions of women and men of diverse backgrounds to society, history, culture, or thought in any area of study. Interdisciplinary approaches, and analyses that consider the intersection of multiple dimensions of diversity, are particularly encouraged. For more information, check our website: www.umb.edu/km-awards

There is a \$300 cash prize for 3 top awards and a \$150 cash prize for 4 honorable mentions. A student awards dinner for prizewinners and their families and faculty advisers is held each year at the University of Massachusetts Boston.

WHO IS ELIGIBLE?

Student work may be nominated by any faculty member at the student's institution. Students may also submit their work directly if they so choose. Participating institutions are as follows:

Emmanuel College

Lesley University

Massasoit Community College

Rhode Island College

University of Massachusetts Boston

University of Massachusetts Dartmouth

WHAT CAN BE SUBMITTED?

Research papers, essays (academic and personal), and other written work between 10 and 20 pages in length (exclusive of documentation) from undergraduate courses may be submitted. Interdisciplinary work is encouraged. Please note that a two- to three-page interpretative essay (including connections to inclusion scholarship) must accompany the following types of submissions: poetry, short fiction, architectural plans, computer programs, student teachers' portfolios (e.g., philosophy of teaching, lesson plans/curriculum unit, samples of Pre-K-12 students' writing as a result of student teacher's instruction), statistical or laboratory work, and visual arts. If you are submitting a DVD, two copies are required. If you are submitting a full-length essay, we require one electronic copy. Only one submission per student will be considered. All submissions should be sent by word file attachment to: patricia.peterson@umb.edu

E-MAIL

Patricia.peterson@umb.edu

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Kingston-Mann Student Achievement Awards
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DEADLINE

We have a rolling submission process. This year deadline is:
December 30 (extended to February 10, 2019)

QUESTIONS?

Contact **Patricia Peterson**, patricia.peterson@umb.edu

This awards competition for undergraduate students recognizes and honors original student research on issues of diversity and inclusion. The award is named for Esther Kingston-Mann, in honor of her local, regional, national, and internationally recognized service to student learning.

STUDENT ACHIEVEMENT AWARDS -- GUIDELINES

Format: Papers should be 10-20 pages long, excluding, appendices and Works Cited. Research proposals will not be accepted. Other submissions must include a 2-3 page interpretive essay. All writing should be double-spaced and paginated. Please submit in hard copy and by email attachment in Microsoft Word for papers (and DVD, if appropriate, for digital submissions). All copy should be double-spaced and paginated, with 1 inch margins and 12-point font. Papers should use a consistent form of documentation (MLA or APA). Include a works cited page or a bibliography. All papers should have a title page and page numbers. *Note:* Your name should appear only on the title page.

Content: The awards celebrate the academic achievement of students whose research reflects an inclusive perspective that takes account of at least two of the following: race, social class, gender, culture, age, disability and sexual orientation.

SOME APPROACHES TO INCLUSION SCHOLARSHIP

Below are some suggested topics, issues, and questions that might be the starting point for student research. See additional notes and bibliography on inclusion scholarship on pp. 4-6.

- Recover and examine the contributions of people of color, women, people with disabilities, lesbians and gay men, and/or working class people to a field, period of history, social movement, cultural arena; and/or
- Analyze the operation of gender, race/ethnicity, religion, class, age, sexual orientation, disability, and/or age in shaping the issue, person, text, practices, or social/cultural phenomenon under consideration. **In the best work, these issues are understood as interrelated and interdependent and are analyzed together rather than separately.**

Successful papers ask provocative questions; for example:

- Choose a text, theory, or primary source central to the field and examine its representation of, or assumptions about gender, race, ethnicity/culture, religion, class, sexual orientation, age, and/or disability.
- Choose a prominent or representative person and examine some aspect of their life and/or work from an inclusive perspective.
- Examine the language or key term(s) of a field and consider the underlying assumptions about gender, race, ethnicity/culture, religion, class, sexual orientation, age, and/or disability that are built into or implied by that language. Reflect upon how we might view the issues differently by taking an inclusive perspective.

Student Achievement Awards

COVER SHEET

Please enclose with submission

Contact Information (Please print or submit a typed version of this sheet)

Name:

Mailing address:

Street address

City, State, Zip code

Email address:

Telephone number(s):

College:

Year in college:

Faculty advisor for this paper:

Name of the course in which you worked on your submission:

The assignment (or summary of it) for which you began work on this submission:

Please explain in 100 words or fewer how your submission fits the criteria of “Inclusion Scholarship,” as indicated in the attached Notes (see pp. 4-6) or by some other criteria. Attach a separate sheet that includes this information, with your name at the top.

***Reminder:* Your name should only appear on the cover sheet and title page. Student Achievement Awards**

NOTES ON INCLUSIVE THINKING AND WRITING

On this page, we have highlighted some characteristics of inclusive approaches to thinking and writing. Not every scholar would necessarily agree with each and every point. Some would include additional points; others would place a different emphasis on the points raised. For a deeper understanding of the goals and methods of inclusion scholarship, refer to the attached bibliography of books and essays.

APPROACHES TO INCLUSION SCHOLARSHIP:

1. **ASSERTS THE CENTRALITY OF MULTICULTURAL CONTRIBUTIONS** to history, society, and culture. It seeks to recover the lost or unacknowledged work and thought of historically marginalized peoples in all areas of human endeavor. Such scholarship reveals contributions to the public and so-called “private” spheres in every historical period; it frequently shows that when previously ignored contributions are taken into account, traditional thinking about a particular period must be revised. (See bibliography, Anne Fausto-Sterling and Patricia Hill Collins.)
2. **BEGINS WITH AWARENESS THAT MUCH PREVIOUS SCHOLARSHIP HAS BEEN NARROWLY FOCUSED.** In contrast to a white, male, Eurocentric, heterosexist, and elite view of ‘reality,’ it seeks to uncover and examine the way that traditional perspectives have operated within a discipline or across disciplines. Multicultural research projects involve showing how particular groups, lifestyles, methodologies, categories, practices, metaphors, symbols, or art forms have been devalued or rendered invisible by the narrowness and exclusivity of traditional fields (See bibliography, Charlotte Bunch, Paul Gilroy, and Minh Nguyen.)
3. **DOES NOT TREAT THE EXPERIENCE OR PERSPECTIVE OF ANY ONE GROUP AS IF IT WERE UNIVERSAL.** It does not take the experience of white, European American, middle-class, heterosexual, abled men or women as the norm. It suggests that men and women from different races, socio-economic classes, and other statuses might view and experience the world in different ways. Inclusion scholarship is careful to reflect recognition of difference and diversity in the way it structures topics and formulates questions and answers. (See bibliography, Elizabeth Munich, Ronald Tamaki, and Janet Sandy.)
4. **IS DEFINED AS MUCH BY THE KINDS OF QUESTIONS IT ASKS AS BY THE WAYS IN WHICH THOSE QUESTIONS ARE ANSWERED.** It seeks to find new ways of thinking about people and the relations among them and new ways of thinking about nature and history by asking new and different questions that reflect an awareness of the preceding three points. (See bibliography, Eduardo Galliano, bell hooks)
5. **GENERATES NEW MODELS AND PARADIGMS** as the diverse voices it includes in its scholarship demand new starting points both for description and analysis. (See bibliography, Caroline Haul, Paula Maya.)
6. **TENDS TO BE INTERDISCIPLINARY** in its approach. This means that scholars do not allow traditional separations among the so-called ‘academic disciplines’ to get in the way of developing richer and more comprehensive explorations of critical issues or questions. (See bibliography Gloria Anzaldúa and Chandra Talpade Mohanty.)

SELECTED BIBLIOGRAPHY: INCLUSION SCHOLARSHIP

Gloria Anzaldua, Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Women of Color (1990)

Belenky, M.F., Clinchy, B.M., Goldberger, N.R. & Tarule, J.M., Women's Ways of Knowing: The Development of Self, Voice and Mind (1986)

Charlotte Bunch, Gender Violence: A Development and Human Rights Issue (1994)

Patricia Hill Collins, Black Feminist Thought (1990)

Anne Fausto-Sterling, Myths of Gender: Biological Theories about Women and Men (1985)

Michelle Fine & Lois Weis, Silenced Voices and Extraordinary Conversations: Re-Imagining Schools (2002)

Eduardo Galeano, Upside Down: A Primer for the Looking Glass World (2003)

Paul Gilroy, The Black Atlantic: Modernity and Double Consciousness (1993)

Caroline Hau, "On Representing Others: Intellectuals, Pedagogy and the Uses of Error," in Reclaiming Identity, ed. Paula Moya and Michael Hames-Garcia, 133-70 (2000)

bell hooks, Teaching to Transgress: Education as the Practice of Freedom (2000)

Elizabeth Minnich, Transforming Knowledge (1992)

Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, eds., Third World Women and the Politics of Feminism (1991)

Paula Moya, Learning from Experience: Minority Identities, Multicultural Struggles (2003)

Minh T. Nguyen, 'It Matters to Get the Facts Straight': Joy Kogawa, Realism, and Objectivity of Values," in Reclaiming Identity, ed. Paula Moya and Michael Hames-Garcia, 171-204 (2000)

Ronald Takaki, A Different Mirror: A Multicultural History of the United States (1996)

Janet Zandy, Liberating Memory: Our Work and Our Working Class Consciousness (2001)