

Goals, Objectives, and Guidelines for Core 2009 Diversity Courses

- Goals: Diversity, Perspective, Social Justice, Complexity
- Objectives: Students will
 - 1.1 Describe examples of diverse human experiences, identities, and cultures in the United States. (Diversity, Perspective)
 - 1.2 Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)
 - 1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. (Diversity, Complexity)
 - 1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability. (Diversity, Social Justice)

Guidelines

- Course content must focus primarily on historical or contemporary experiences and perspectives in the United States, but may additionally consider connections between local, national and global contexts as well as diasporic communities.
- Courses must centrally address intersections of social categories. Unlike the old core curriculum requirement of a course dealing with either gender alone or race alone, Core 2009 courses satisfying the “Diversity” requirement must address issues of both gender and race, how these intersect with each other, and with at least one additional social category such as ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. In addition the course must aim at a complex understanding of how these categories and their intersections relate to privilege and oppression.
- All curriculum proposals for the Diversity requirement must include a separate document (1-2 pages maximum) that helps the Faculty Core Committee understand the ways the course addresses the Diversity requirement. Please answer the following three questions, keeping in mind that committee members come from a variety of disciplines:
 - 1) How does the course require students to describe examples of diverse human experiences, identities, and cultures in the United States and how does it identify and discuss paradigms that lead to inequity and injustice? (Objectives 1.1 and 1.2)
 - 2) How does the course introduce the topic of intersectional diversity? (Objective 1.3) Specify assignments, readings, etc.
 - 3) Which specific assignments (readings, activities, projects, papers, exams, etc.) throughout the syllabus will address multiple, intersecting categories of diversity? (Objectives 1.3 and 1.4) A bullet-list of assignments and categories is sufficient.

Revised 6/17/11