

REVISED CULTURAL DIVERSITY REQUIREMENT

Approved by the College of Arts and Sciences Faculty Council, April 8, 2010

Effective for incoming Freshmen in Fall 2011

At its April meeting, the Faculty Council of the College of Arts and Sciences approved a change to the college core curriculum. Effective with the freshman class arriving in Fall 2011, in place of the present Cultural Diversity requirement, students will fulfill two requirements: "Cultural Diversity in the U.S." and "Global Citizenship" as described below.

Courses used to fulfill these two requirements can serve "double-duty": they can simultaneously satisfy other core, major, minor, or certificate requirements.

All classes proposed to fulfill these requirements must be submitted to and approved by the Core Curriculum committee of the College of Arts and Sciences.

Courses that meet the **Cultural Diversity in the U.S.** requirement should:

- Address issues of cultural diversity in the United States on the basis of factors such as race, ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation.
- Analyze possible conflict and cooperation arising from such diversity.
- Frame questions of diversity in terms of justice and injustice, equality and inequality.
- Prepare students to meet the challenges of responsible leadership and citizenship in a diverse society.
- Prepare students to live and work through cultural conflicts in ways that reflect the values of tolerance and inclusion articulated in the University's mission.

The Cultural Diversity in the United States requirement is designed to help students gain a better understanding of the cultural groups in the United States and their interactions. Students who complete a Cultural Diversity course in this category will gain a substantial subset of the following skills:

1. Analyze and evaluate how various underrepresented social groups confront inequality and claim a just place in society.
2. Examine how conflict and cooperation between social groups shapes U.S. society and culture.
3. Identify how individual and institutional forms of discrimination impact leaders, communities and community building through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Evaluate how their personal life experiences and choices fit within the larger mosaic of U.S. society by confronting and critically analyzing their own values and assumptions about individuals and groups from different cultural contexts.
5. Understand how questions of diversity intersect with moral and political questions of justice and equality.

Courses that meet the **Global Citizenship** requirement should:

- Provide students with the intellectual skills needed to analyze and understand sources of global and transnational cooperation, competition or conflict.
- Provide students with an understanding of the processes that have produced systems of inequality and injustice within and between various parts of the world.
- Address issues of cultural diversity outside the US involving factors such as ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation.
- Promote civic engagement by preparing students to understand the future challenges of global leadership and global citizenship.
- Provide students with opportunities to increase their awareness so to become competent, socially-responsible citizens of the world.

The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. In our interconnected world, the actions and decisions made by one government or group have a direct impact on people in other areas of the world. As global citizens and public intellectuals, our students must have the knowledge and tools required to make decisions with far-reaching impact. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.