Diversity Requirement Course Proposal Form

Submit both an electronic and a hard copy of this form, along with the attachments (see below), to Christopher Goff, Assistant Provost for Diversity. Contact information for Christopher Goff: email: cgoff@pacific.edu, phone: 209-946-3236

Instructor’s Name: __________________________________________________________

School/Department: ___________________________ Date: _________________

Course Number and Title: ____________________________________________________

Course Prerequisite(s) (if applicable): _________________________________________

Unit Value of Course: ______ Normal Class Size: ______ Maximum Class Size: ______

Is the course required for any major?   Yes   No   If “Yes”, what major? ______________

Is the course a GE course?   Yes   No

Proposed Audience (check any that pertain):  Freshmen   Sophomores   Juniors   Seniors

How often is the course expected to be taught? ________________________________

Attachments

(1) Attach a brief rationale that explains how the course satisfies the “Learning Objectives” and “Criteria for Diversity Courses” (see next page).

(2) Attach a course syllabus that contains the following: a course description that includes a statement that the course satisfies the diversity requirement; a list of learning objectives that includes those required of diversity courses (see next page); and a list of readings, topics, and assignments.

(3) Mark on the checklist (see next page) the relevant diversity “Learning Objectives” and “Criteria for Diversity Courses” that are met by the course and list the related assignments.

University Diversity Committee Approval and Date ________________________________
Address the following when writing your rationale [see “Attachments,” item (1), on p. 1]. Then use this as the checklist called for in “Attachments,” item (3) by checking all that apply in the proposed course.

LEARNING OBJECTIVES FOR DIVERSITY COURSES

1. Students will be able to articulate, in both written and oral forms, how notions of difference work within frameworks of social hierarchy. (Difference may be defined by notions such as age, class, citizenship, disability, ethnicity, gender identity, language, nationality, race, religion, sexual orientation, and/or socioeconomic status.)

2. Students will also be able to do at least three of the following four tasks:
   a. articulate their own developing understanding of social difference and its impact on their discipline(s), personal life and society as a whole;
   b. express, in both written and oral forms, their understanding of how ideas and beliefs about diversity and difference in the United States have changed over time, identifying relevant historical movements and players;
   c. demonstrate a satisfactory understanding of how social institutions and individuals respond to issues of difference;
   d. apply their understanding of relevant theory and/or historical analysis of diversity to a specific “societal problem” for the purpose of developing solutions.

CRITERIA FOR DIVERSITY COURSES

Courses designated “diversity courses” at Pacific should:

1. Analyze issues of difference within one or more societal and cultural contexts.
   a. If the primary focus is on the United States, an effort should be made to place U.S. diversity issues within a global context.
   b. If focusing on a non-U.S. societal context, the course must make connections to issues of difference within the United States.

2. Accomplish at least four of the following five:
   a. analyze the intersections of social categories such as age, class, citizenship, disability, ethnicity, gender identity, language, marital status, nationality, race, religion, sexual orientation, and/or socioeconomic status;
   b. address how diversity (or the lack thereof) has influenced the discipline(s) of study;
   c. provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
   d. focus on issues of diversity and difference across cultural, economic, social, and political institutions in historical and contemporary terms;
   e. include the study of the unequal distribution of power within the framework of particular disciplines and course content.