

Global Diversity Distribution Requirement

Guidelines for Faculty and Supplemental Information for Course Approval

The following information is to guide faculty interested in offering a course for global diversity credit and to assist the Global Diversity (GD) coordinator in deciding whether a course will satisfy the requirement.

A working group met in Summer and Fall 2016 to develop an assessment protocol for global diversity courses. In the process, Bulletin language describing this requirement was updated:

“Global Diversity: In the U.S., dominant intellectual and cultural traditions derive primarily from Europe. Courses that fulfill the global diversity requirement encourage students to examine societies and cultures that have been shaped predominantly by other historical traditions.”

The following student learning outcomes for this requirement were approved by the faculty in February 2017. Students will be able to:

- Understand the distinctiveness and complexity of past or present societies and cultures that have been shaped predominantly by historical traditions other than those deriving primarily from Europe.
- Think critically about past or present societies and cultures that have been shaped predominantly by historical traditions other than those deriving primarily from Europe.
- Engage in respectful dialogue with or about people whose life experience has been shaped by diverse historical traditions.

Guidance for Faculty and Supplemental Information for GD Course Approval:

To have your course considered for the GD designation, please read the enumerated guidelines, fully answer the questions below them, and return the completed document via email to the [Global Diversity Coordinator](#).

NOTE: *In all answers below, please explain academic perspectives and theories in a manner that colleagues unfamiliar with them will understand. Please avoid using the names of authors as shorthand for a theoretical perspective or genre.*

While the intellectual and cultural traditions of Europe are not covered by this requirement, some courses focusing on diasporic communities in Europe, North America, Australia, and New Zealand may satisfy it.

1. A Global Diversity course must make an effort to come to grips with the distinctiveness and complexity of at least one society or culture shaped by historical traditions other than those deriving primarily from Europe. The course cannot merely apply Eurocentric modes of thought (e.g., modernization theory, cultural evolution, evolutionary psychology, etc.) to such societies and cultures.

a) Please explain how your course comes to grips with the **distinctiveness** and **complexity** of a society or culture that has been shaped predominantly by historical traditions other than those deriving primarily from Europe.

b) Please explain how your course avoids applying Eurocentric modes of thought.

2. At least half of the course must consider historical traditions other than those deriving primarily from Europe in an integrated and sustained way. The course cannot focus on Euroamerican society or culture without giving as much attention to other formations of society or culture.

a) Please explain how your course **considers historical traditions other than those deriving primarily from Europe in an integrated and sustained way.**

b) If your course treats more than one society or cultural tradition outside Europe, please explain your rationale for selecting these societies and describe how their cultural distinctiveness will be communicated to students.

3. The course must provide a rich context for cultural artifacts such as works of music, art, or literature, avoiding superficial treatment. (If your course does not incorporate cultural artifacts in a substantive way, please indicate so here.)

a) Please explain how your course provides a rich context for the cultural artifacts it treats (e.g., works of music, art, or literature).