

Diversity, Inclusion and Social Justice (DISJ)

This recommendation for the Diversity, Inclusion and Social Justice Core requirement reflects an integration of the principles, outcomes and curricular recommendations from the *Diversity Curriculum Proposal*. This document was widely disseminated, presented and discussed in open forums from Fall 2011 through Spring 2012, referenced in the *Core Curriculum Proposal*, passed by the Academic Assembly in the College, the SBA faculty, and accepted by the Senate in Spring, 2012.

Conceptions of inclusion and social justice hinge upon our understanding of diversity and its translation into the core curriculum. Diversity in the curriculum enhances critical thinking by raising new issues and perspectives, by broadening the variety of experiences shared, by confronting stereotypes on social, religious, economic, and political issues, on issues of gender, sexual orientation, and race/ethnicity, on substantive issues, on personal experiences. It engages and challenges students to tackle different perspectives, by allowing a broader variety of experiences to share, and by raising new issues and perspectives specific to an array of courses. The study of diversity is to be woven throughout USD's undergraduate curriculum. As such, diversity is a central theme of the core curriculum and stands alone in its singular importance. Specifically, we recommend that the DISJ requirement be listed by itself, distinguished from every other aspect (i.e., academic integration, breadth, CIT, and competencies). This model emulates many other core curricular models in the country.

Diversity means difference, understood as an historically and socially constructed set of value assumptions about what / who matters that figures essentially in power dynamics from the local to the global. Some differences have been made to matter more than others.

Five key elements of diversity in the curriculum include:

- Courses that investigate diversity through the lenses of power and privilege
- Courses that are interdisciplinary (integrated across disciplines)
- Courses that build vertically (two course minimum over time)
- Courses that examine diversity within local and global contexts
- Courses that emphasize *intersectionality* of race/ethnicity, nationality, class, gender, sexual orientation, religion, and ability.

Diversity becomes evident in the curriculum through the following outcomes:

KNOWLEDGE OUTCOMES:

Learning outcome I: Become self-aware

- Develop a critical and reflective understanding that affirms and challenges how you are situated in relationship to other people and the implications of this knowledge.
- Understand and articulate what you and others contribute to stories of determination, resistance, and success that challenge histories.

- Explore how language and images form and inform your perceptions from the personal to the structural.

Learning outcome 2: Recognizing and respecting difference

- Analyze the struggles of people to attain a complex and productive understanding of historical and contemporary stories of difference.

SKILLS OUTCOMES:

Learning outcome 3: Conceptualize and articulate the complexities of difference.

- Critically examine the intersections of race, ethnicity, religion, ability, class, gender and/or sexuality—from the local to the global—with the contexts of power relationships that lead to systemic inequities.

Students will select two courses:

Course 1: Must focus on diversity within a U.S. context

Course 2: May focus on diversity within a U.S. context or on diversity within transnational and/or international contexts.

The Diversity, Inclusion and Social Justice course proposal process will be the charge of a multi-disciplinary committee, the Diversity Curriculum Committee (DCC). The committee will provide guidelines, resources, and expertise in developing this area of the core; it can encourage faculty to create new DISJ courses and provide a clearing house of ideas for infusing diversity into the curriculum in the spirit of dialogue and an ongoing learning process.

The current Diversity Curriculum Committee emerged out of a grass roots process in which faculty with a commitment to diversity engaged each other in dialogue regarding the meaning and application of diversity in the curriculum. The Diversity Curriculum Proposal (with its literature review, and definition and learning outcomes for diversity) reflects the fruits of this discussion. The members of the 2012 Diversity Curriculum Committee are scholars of Art History, Communication Studies, Economics (School of Business Administration), English, Ethnic Studies, and Psychology. Working from a broad spectrum of perspectives, they have a track record of teaching and research in the arena of diversity.

As a proposed model of committee structure for future governance in the core, we recommend that the DISJ Committee be composed of faculty who teach undergraduate courses in the CAS, SBA, and SOE and who qualify based on the following criteria: 1. they offer courses that would satisfy the current list of diversity learning outcomes; 2. they have a strong record, and ongoing engagement, in teaching and research in the arena of diversity as it is elucidated in the DCP outcomes. We suggest that a call for nominations be made in the faculty assemblies of the CAS, SBA, and SOE. Future members of the Diversity Curriculum Committee would be selected from this pool by current members based on the two criteria. Membership would include an initial two-year term in order to organize a rotation schedule, create terms of office and establish

operating procedures. Reporting out by this committee would be in accordance with the processes developed for the new Core by the faculty senate and assemblies.

While we do not presume to offer a comprehensive view of governance for the core curriculum, we can testify to the effectiveness of the approach that we have chosen for the DISJ requirement. We encourage issuing broad invitations for the formation of faculty committees with interests and expertise in particular core curricular aspects. Committee members can work together to establish a shared understanding of learning outcomes and academic ambitions for each area.

Respectfully submitted,

Esteban del Rio, Carlton Floyd, Carole Huston, Gail Perez, Atreyee Phukan, Sandra Sgoutas-Emch, Steve Sumner, and Sally Yard

03-11-2014