

**Diversity in the U.S.
Learning Outcomes Subcommittee
Report to General Education Committee
April 12, 2018**

Context: In April of 2016 the BFC passed a Resolution on Diversity which states: “The Bloomington Faculty Council adopted a resolution calling on the Educational Policies Committee for 2016-17 to explore the addition of an enhanced diversity requirement to the General Education requirements.”

This subcommittee of the General Education committee was formed in late February of 2018 and has met six times. The charge of this subcommittee was to create learning outcomes for the Diversity in the United States Shared Goals requirement.

It is the recommendation of this subcommittee that for courses to fulfill the Diversity In the United States (DUS) requirement, they must go through an approval process similar to that done with Common Ground GenEd courses. It is further recommended that courses must successfully complete the CITL Course Development Institute before being approved to fulfill the DUS requirement.

After this report is approved by the General Education Committee and that approval endorsed by the BFC, we recommend that it be sent to academic units for comment. After that comment period a committee should be formed to recommend how to implement the DUS requirement with the learning outcomes provided in this report. We strongly recommend that the committee be formed as early in the Fall semester as possible to allow time for this complex discussion.

We recommend the following learning outcomes for the Diversity in the United States requirement. We recommend that approved courses meet at least two learning outcomes from each of the three skill categories listed below .

Knowledge

Students will:

1. Know about the social constructions of identities created through legal, cultural, political, and historical practices.
2. Understand the personal protections guaranteed by the US Constitution, its amendments, and legal code and how federal, state and local laws do and do not provide a foundation for equity and social justice.
3. Know about social, political, and historical movements that shape and challenge systems of power, privilege, and oppression.
4. Be able to identify the ways in which power differentials operate, are experienced, and are reinforced at individual, group, community, institutional, and global levels.
5. Be able to identify the concerns of Indigenous populations and issues related to marginalization, sovereignty, and colonization within borders, territories, and other State boundaries.

Analysis and Interpretive Skills

Students will:

1. Be able to identify, analyze, and evaluate the ways in which individuals and groups in the US have unequal experiences, access to opportunity, or life outcomes based on the intersections of race, gender, social class, citizenship, (dis)ability, indigeneity, sexual orientation, religion and creed, or other dimensions of difference.
2. Be able to identify, analyze, and critique tropes, narratives, and other discursive strategies around race, gender, social class, citizenship, (dis)ability, indigeneity, sexual orientation, religion and creed, or other dimensions of difference.
3. Be able to develop and support an argument that accounts for needs and concerns of marginalized groups reacting to systems of control and that brings to bear evidence from a range of sources, artifacts, and worldviews.
4. Acknowledge and affirm cultural practices and artifacts that represent the pasts, the present, and the self-determined futures of communities other than their own.
5. Analyze and critique the methods, goals, and actions of groups and individuals within movements towards political, social, and legal change.

Intra- and interpersonal Skills

Students:

1. Will learn and employ communicative tools for the practice of civil discourse while seeking common ground in discussing concepts of diversity, inclusion, and equity.
2. Will be able to identify and challenge their implicit biases and inherited assumptions and will ask questions to understand backgrounds and perspectives different than their own.
3. Will cultivate a growth mindset of openness and tolerance and be willing to stretch beyond their comfort while learning about their position in relationship to others.
4. Can practice relevant skills of civic engagement and can address equity and inclusion at different levels of advocacy.

The Diversity in the U.S. Learning Outcomes Subcommittee consists of:

Cara C. Caddoo: History

Selene Carter: Theatre, Drama, and Contemporary Dance

Justin R. Garcia: Gender Studies & Kinsey Institute

Paul Charles Gutjahr: Dean of English Arts and Sciences

Israel Fernando Herrera: Center for Study of Global Change

Michael Kaulana Ing: Religious Studies

Katherine Dowell Kearns: Center for Innovative Teaching and Learning

Marcia M. Laux: Nursing

Jennifer Catherine Lee: Sociology

Sylvia Martinez: Latino Studies

Rasul A. Mowatt: School of Public Health

Richard G. Mynark: IUSM

Ashlyn Nelson: Public & Environmental Affairs

Tammi L. Nelson: Social Work

Josh Perry: Kelley School of Business

Ranu Samantrai: English

Greg Siering: Center for Innovative Teaching and Learning

Michael D. Stucker: Jacobs School of Music

Tom Sweeney: IUSA

Michael Aubrey Vivier: Near Eastern Languages and Cultures

Mary Waldron: School of Education

Eryicka J.G. Wesley: IUSA

Yuzhen Ye: Computer Science