

Diversity Course Objectives Revised and approved 4/6/22

For a course at UWW to be considered for a U.S. Racial/Ethnic Diversity designation, the course proposal must state how Course Objectives 1, 2, and 3 below are met. In addition, it must state how at least one additional Course Objective (4 and/or 5) is met. Each course syllabus would list the four to five Diversity Course Objectives that the course meets. In those cases where a course meets all five Diversity Course Objectives, the instructor would list all five objectives.

The *syllabus* would include the diversity content to be covered in the course, the diversity objectives addressed, a detailed list of course readings and evidence (i.e. assignments) of how diversity learning objectives are met, and when the content is covered in the course schedule.

The syllabus should be submitted with the initial course proposal via the university curriculum software system. Applicable course proposals will be heard at monthly Committee meetings. Proposers will be invited to attend the meeting by the Chairperson at least seven business days before the diversity curriculum committee's meeting date. The committee meets the first Wednesday of every month.

Course Objectives:

1. Examines how the interactions and contributions of at least one historically underrepresented racial/ethnic group have shaped and continue to shape United States society.
2. Relates the core of the course content to at least one historically underrepresented racial/ethnic group within the United States.
3. Examines how the cultural practices of at least one historically underrepresented racial/ethnic group in the United States are expressed and how a group's differences in relation to the majority group and/or other minority groups evolve, overlap, and intersect in a variety of contexts, and how the key diversity concepts of power and privilege, and access, impact one's life and the lives of others.
4. Engages students to participate in multicultural activities (for example, travel study, guest speakers, experiential learning) of historically underrepresented racial/ethnic groups of the United States.
5. Fosters the skills and abilities of students which demonstrate intercultural competence. These may include the ability to reflect on one's own perspectives, to relate to and empathize with others whom we perceive as different from ourselves, and to use appropriate language and behavior while interacting across differences among historically underrepresented racial/ ethnic groups within the United States.

THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY, University of Wisconsin Board of Regents (1988). This requirement was later continued in THE UNIVERSITY OF WISCONSIN SYSTEM PLAN 2008.

Historically underrepresented (see #1 above) refers to groups who have been denied equitable access to education, employment, housing, etc., and/or suffered past institutional discrimination in the United States. In addition, their contributions to United States history have not been fully or accurately included in mainstream school curricula. Within the context of both THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY and THE UNIVERSITY OF WISCONSIN SYSTEM PLAN 2008, historically underrepresented groups refer to African American, Latino/a American, Asian American, Native American.

Course content (in #2 above) refers to course readings; instructor, student, guest speaker and/or multimedia presentations; classroom and/or online discussions; and written, oral, and/or multimedia assignments.

Power and privilege (in #3) refer to relationships that, in certain contexts, define the interactions between minority/majority subjects, where the majority subject often occupies a position of power and privilege over the minority subject. Access (in #3) refers to opportunities for educational, economic, political participation of historically underrepresented racial and ethnic groups within the United States.

The concepts of group dynamics and power relations in #3 are drawn from the UWW's Diversity Learning and Intercultural Competence Rubric, 2014.