

Georgetown University's

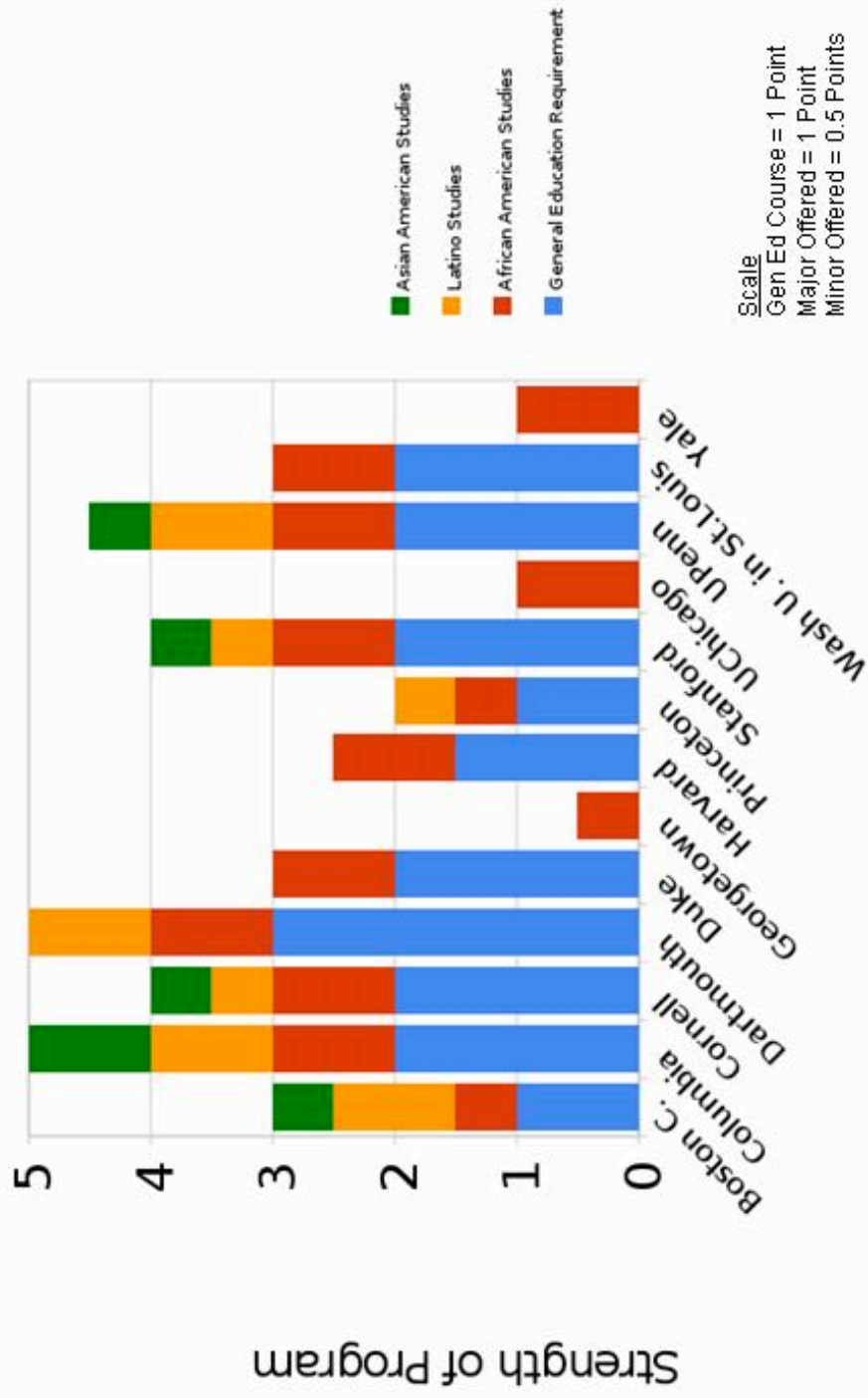
President's Diversity Initiative

Academic Working Group

Diversity in Elite Curricula Assessment

September 2009

Diversity in Elite Curricula



College or University

Diversity in Elite Curricula Assessment

Contents:

Cumulative Graph.....	2
Boston College.....	4
Columbia University	8
Cornell University.....	14
Dartmouth College.....	18
Duke University.....	24
Georgetown University.....	27
Harvard University.....	30
Princeton University.....	33
Stanford University.....	37
University of California - Berkeley.....	41
University of California - Los Angeles.....	45
University of Chicago.....	48
University of Pennsylvania.....	50
Washington University in St. Louis.....	55

Research compiled and arranged by Stephanie Frenel (SFS '12) and Brian Kesten (COL '10)

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Boston College		Rank and Affiliation: Private/Jesuit #34	
Acceptance Rate: 27.3%	Size: 9,081	Endowment: \$1.8 Billion	
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 5.6%	Asian American: 9%	Hispanic: 7.8%	Total: 22.4%
Students Receiving Financial Aid: 71%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: One Course			
<ul style="list-style-type: none"> ➤ 1 course in Arts (Fine Arts, Music, Theatre) ➤ 1 course in Cultural Diversity (The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another core requirement, a major requirement, or an elective) ➤ 2 courses in History (Modern History) ➤ 1 course in Literature (Classics, English, Germanic Studies, Romance Language and Literatures, Slavic and Eastern Languages) ➤ 1 course in Mathematics 		<ul style="list-style-type: none"> ➤ 2 courses in Natural Science (Biology, Chemistry, Geology-Geophysics, Physics) ➤ 2 courses in Philosophy ➤ 2 courses in Social Science (Psychology in Education, Economics, Political Science, Psychology, Sociology) ➤ 2 courses in Theology ➤ 1 course in Writing 	
Link: http://fmwww.bc.edu/core/courses.html			

Profile of Diversity Requirement

<p>Name</p>	<p>Cultural Diversity</p> <ul style="list-style-type: none"> ▪ One course required ▪ Cross-list system
<p>Description</p>	<p><i>“A critical component of a liberal education is the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Courses in cultural diversity, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.</i></p> <p><i>More specifically, the Task Force envisions a one-course cultural diversity requirement being fulfilled by a) courses on Asian, African, Middle Eastern and Latin American cultures, b) courses on minority cultures of the United States derived from these cultures, c) courses on Native American cultures, or d) courses that address the concept of culture from a theoretical and comparative perspective either separately or in the context of the courses listed in a), b) and c).”</i></p> <p>Rationale for Cultural Diversity in the Core Curriculum</p> <ul style="list-style-type: none"> ▪ http://fmwww.bc.edu/core/cd.desc.html
<p>History</p>	<p><i>“In the Goals for the Nineties, Boston College stated its ambition to ‘become the first choice of the majority of gifted students seeking an excellent undergraduate education in a Catholic setting.’ The same document criticized the present core curriculum as lacking coherence in its rationale and in its implementation, as having an ineffective governance structure, and as being no more than a series of disconnected distribution requirements administered by departments that did not communicate with one another. The report noted that rather than being prized as a vital element of undergraduate education, the core was viewed by many students and some faculty as primarily a freshman experience, as a series of hurdles to be jumped as quickly as possible so that attention could be turned to the student's major. Further, many core courses, especially in freshman year, needed to be more rigorous and challenging in order to meet the expectations of an increasingly talented and better prepared student body.</i></p> <p><i>In the Spring of 1989, the Academic Vice President appointed a Core Curriculum Task Force to address these issues. The Task Force was composed of 21 faculty members, administrators, and students, broadly representative</i></p>

	<p><i>of all schools of the University. In its first year, the Task Force consulted with core departments on their current programs and met with faculty, staff, and students who had a special interest in or concern about the core. After a year of listening, the Task Force developed preliminary statements on specific core requirements which became the basis for further discussion with departments in the Fall of 1990. A tentative report was issued on March 15, 1991 for review by educational policy committees, the Undergraduate Government of Boston College, departments, and the University community in general...</i></p> <p><i>While reaction to the March 15 report was generally positive, thoughtful reservations emerged about significant aspects of the report. As a result, the Task Force made substantial changes in its tentative proposals. The Task Force interpreted its role less as finalizing an ideal core and mandating its implementation, and more as initiating a process that will affect continuous review of the core as it pursues a common set of overall goals and ideals...</i></p> <p><i>The specific requirements of the revised core will become effective in September 1993 for undergraduates of the Class of 1997."</i></p> <p>Final Report of the Task Force</p> <ul style="list-style-type: none"> ▪ http://fmwww.bc.edu/core/Task.doc.html
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ BK 360 History of Racism <ul style="list-style-type: none"> ▪ <i>"A broad chronological survey of a topic of major social significance. Themes are drawn from different cultures in order to establish what is distinctive to racism in the modern Euro-American world. Moving beyond white-black polarities in the United States, this course will complicate our understanding of race and racism, categories which themselves must not be taken for granted, but instead must first be analyzed before the phenomena they supposedly define can be studied. These problematic categories must then be set in time and place so that we can understand how, when, and where, they do or do not emerge."</i> ▪ HS 152 China Pop: Chinese Society through Popular Culture <ul style="list-style-type: none"> ▪ <i>"An exploration of how the artifacts of visual, material, aural, and ritual culture illuminate the practices and beliefs of people at various levels of Chinese society from the late imperial period to the present. Topics will include arrangements of space and time, popular entertainment, religion and performance, the growth of mass media, and the relationship of cultural forms to politics, protest, and global forces."</i> ▪ PO 403 Rise and Rule of Islamic States <ul style="list-style-type: none"> ▪ <i>"This course explores the nature of Islamic political systems from</i>

	<p><i>the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, and Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated."</i></p> <ul style="list-style-type: none"> ▪ BI 224 Health and Science Education Disparities <ul style="list-style-type: none"> ▪ <i>"This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered."</i> <p>Courses chosen by the University Core Committee</p>
<p>Assessments/ Modifications</p>	<p>Yearly review of the curriculum with 25 juniors</p> <ul style="list-style-type: none"> ▪ <i>"There was agreement among these students (with one exception) that the core curriculum was in general a positive experience, in the sense that it broadened and enriched their academic experience. Several indicated that they changed majors as a result of core courses in fields that they never would have selected, had the courses not been required... A few students suggested that the History Core might be reorganized so as to provide one semester on European History and one semester on some non-Western approach. They suggested that this approach would add to the cultural diversity components of the core."</i> <p>See attached <i>The Boston College Class of 2007: Review of the University Core Curriculum</i></p>

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Columbia University		Rank and Affiliation: Private/COFHE #8	
Acceptance Rate: 10.6%	Size: 2,385	Endowment: \$7.1 Billion	
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 8%	Asian American: 16.2%	Hispanic: 9.1%	Total: 33.3%
Students Receiving Financial Aid: 59%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Two Course Requirements			
<ul style="list-style-type: none"> ➤ Literature Humanities HUMA C1001 and HUMA C1002 ➤ Frontiers of Science SCNC C1000 ➤ University Writing ENGL C1010 ➤ Art Humanities HUMA W1121 ➤ Music Humanities HUMA W1123 ➤ Contemporary Civilization COCI C1101 and COCI C1102 		<ul style="list-style-type: none"> ➤ Science Requirement SCNC C1000 and two terms from the <i>List of Approved Courses</i> ➤ Global Core Requirement two terms from the <i>List of Approved Courses</i> ➤ Foreign Language Requirement four terms or the equivalent ➤ Physical Education Requirement two terms and a swimming test 	
Link: http://www.college.columbia.edu/bulletin/core			

Profile of Diversity Requirement

<p>Name</p>	<p>Global Core Requirement</p> <ul style="list-style-type: none"> ▪ two courses required
<p>Description</p>	<p><i>“The Global Core requirement consists of courses that examine areas not the primary focus of Literature Humanities and Contemporary Civilization and that, like other Core courses, are broadly introductory, interdisciplinary, and temporally or spatially expansive. Courses in the Global Core are organized around a set of primary texts or artifacts, which may range from texts of literate traditions to media (e.g. film), ritual performances or oral sources, produced in the regions of the world in question. Global Core courses fall into two categories: those that focus on a specific culture or civilization, tracing its appearance and/or existence across a significant span of time and sometimes across more than one present-day country or region; and those that address several world settings or cultures comparatively (and may include Europe and the West), in terms of a common theme, a set of analytic questions, or interactions between different world regions.</i></p> <p><i>This requirement was formerly the Major Cultures requirements. Students in the classes of 2009, 2010 and 2011 should refer to the Bulletin for the details on opting to complete the requirement according to the previous Major Cultures guidelines.”</i></p>
<p>History</p>	<p>Previously the Major Cultures requirement, Columbia endeavored to balance the dominant western thought prevalent in the Contemporary Civilization courses. Although this requirement had been a fixture since the 1994, the Major Cultures requirement was criticized by students for not being held to the same standard as other requirements, particularly in terms of rigor and the seminar format featured in Contemporary Civilization and Literature Humanities programs. The Major Cultures program was additionally criticized for presenting foreign cultures from an outsider’s perspective and reinforcing a sense of global “otherness.”</p> <p>In 2007, a broad coalition of students pressured Columbia University through a series of protests, including a hunger strike. Columbia University responded when President Lee Bollinger formed The President’s Task Force for Undergraduate Curriculum, which, according to Bollinger, was commissioned: “The task force will review a number of broad aspects of our undergraduate education, including how well our</p>

	<p>curriculum serves the rapidly changing needs of an increasingly globalized world—a world that will require precisely the combination of highly specialized knowledge and broad general learning to which Columbia has long been committed.”</p> <p>In 2008, the Global Core replaced the Major Cultures requirement, featuring smaller class sizes enriched by critical analysis and featuring more authentic cultural perspectives.</p> <p>Levi, Scott and Tunnel, Amber. “Academics expand globalization, contract with budget cuts.” <u>Columbia Daily Spectator</u>. 10 May 2009. Spectator Publishing Company. 13 August 2009</p> <p>Schreiber, Laura. “Presidential Task Force Places Undergrads in a Global Context.” <u>Columbia Daily Spectator</u>. 30 November 2008. Spectator Publishing Company. 13 August 2009</p> <p>Tunnel, Amber. “Global Core to decrease class sizes.” <u>Columbia Daily Spectator</u>. 15 April 2009. Spectator Publishing Company. 13 August 2009</p>
<p>Courses and how they are chosen</p>	<p>The following courses are selected and organized by the Committee on the Core Curriculum, which consists of</p> <ul style="list-style-type: none"> ➤ Three Student Representatives ➤ Two Deans, ➤ One Associate Dean for the Core Curriculum, ➤ One Faculty Chair of the Committee on the Core ➤ Six Faculty members (all of whom are also Department of Program Chairs) <p><i>African American Studies [AFAS]:</i> C3200 African American and African thought</p> <p><i>African Civilizations [AFCV]:</i> C1020 African civilization</p> <p><i>American Studies [AMST]:</i> W3931 Hispanic New York</p> <p><i>Anthropology [ANTH]:</i> V1008 The rise of civilization V2010 Major debates in the study of Africa V2020 Chinese strategies: Cultures in practice V2025 Chinese societies V2100 Muslim societies V2130 Religion in modern society V3027 Archaeology and Africa: changing perceptions of the African past V3060 The Archaeology of ancient Egypt V3300 Pre-Columbian histories of Native America V3465 Women & gender politics in the Muslim World V3525 Introduction to South Asian history and culture V3931 Social life in ancient Egypt</p>

Courses and how they are chosen (continued)	<p>V3933 Arabia imagined ANHS W4001 The ancient empires W4065 Archaeology of idols <i>Art History and Archaeology [AHIS]:</i> V3201 The arts of China V3203 The arts of Japan W3205 Introduction to Japanese painting W3208 Arts of Africa AHUM V3340 Art in China, Japan, and Korea AHUM V3342 Masterpieces of Indian art and architecture AHUM V3343 Masterpieces of Islamic art and architecture G4073 African art, architecture, and ideas G4085 Andean art and architecture <i>Colloquia and Interdepartmental Seminars [INSM]:</i> W3920 Nobility and civility W3940 Science across cultures <i>Comparative Ethnic Studies [CSER]:</i> W1010 Introduction to comparative ethnic studies W3220 Native peoples of North America W3928 Colonization/Decolonization W3935 Political history of sexuality in the Caribbean <i>Comparative Literature and Society [CPLS]:</i> W3620 Islam and Europe <i>Dance [DNCE]:</i> BC3567 Dance in Asia: India-Perspectives & bodies <i>East Asian Languages and Cultures [EAAS]:</i> ASCE V2002 Introduction to major topics in Asian civilizations: East Asia ASCE V2359 Introduction to East Asian civilizations: China ASCE V2361 Introduction to East Asian civilizations: Japan ASCE V2363 Introduction to East Asian civilizations: Korea ASCE V2365 Introduction to East Asian civilizations: Tibet V3352 Major works in Japanese cinema W3338 Cultural history of Japanese monsters AHUM V3400 Colloquium on major texts: East Asia AHUM V3830 Colloquium on modern East Asian texts HSEA W3898 The Mongols in history AHUM W4027 Colloquium on major works of Chinese philosophy, religion, and literature, I AHUM W4028 Colloquium on major works of Chinese philosophy, religion, and literature, II AHUM W4029 Colloquium on major works of Japanese philosophy, religion, and literature, I AHUM W4030 Colloquium on major works of Japanese philosophy, religion, and literature, II HSEA W4881 Gods, ghosts, and ancestors: social history of Chinese</p>
----------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Courses and how they are chosen (continued)	<p>religion</p> <p><i>English and Comparative Literature [ENCL]:</i> CLEN W4640 Revolution in/on Caribbean Literature</p> <p><i>History [HIST]:</i> W3417 Asian American history W3618 The Caribbean in the 19th and 20th centuries W3657 Medieval Jewish cultures W3660 History of Latin American civilization I, pre-Columbian to 1810 W3661 Latin American civilization II W3665 Economic history of Latin America W3711 Islamo-Christian civilization W3719 History of the modern Middle East W3760 Main currents in African history W3772 West African history W3800 Ghandi's India, I W3801 Ghandi's India, II HSEA W3898 The Mongols in history HSME W3916 Africa, empire and the twentieth century world W4404 Native American history HSEA W4881 Gods, ghosts, and ancestors: social history of Chinese religion</p> <p><i>Latino Studies [LATS]:</i> W1600 Latino history and culture W3935 Historical anthropology of the U.S./Mexico border</p> <p><i>Middle East and Asian Languages and Cultures [MDES]:</i> ASCM V2001 Introduction to major topics in Asian civilizations: the Middle East and India ASCM V2003 Introduction to Islamic civilization ASCM V2008 Contemporary Islamic civilization ASCM V2357 Introduction to the civilization of India W3000 Theories of culture: Middle East and South Asia CLME G4241 Sufism across Arabic literature (in English)</p> <p><i>Middle East and Asian Languages and Cultures [MDES] continued:</i> W3004 Islam in South Asia AHUM V3399 Colloquium on major texts: Middle East and Asia CLME W4031 Cinema and society in Asia and Africa CLME W4200 Themes in the Arabic novel SPME W4200 Andalusian symbiosis: Arabs and the West CLME G4224 Islam in modern Arabic literature W4251 Introduction to political thought in the modern Middle East CLME G4323 Hagop Oshagan: Prison to prison</p> <p><i>Music [MUSI]:</i> V2020 Salsa, soca, and reggae: popular musics of the Caribbean AHMM V3320 Introduction to the musics of East Asia and</p>
----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Courses and how they are chosen (continued)</p>	<p>Southeast Asia AHMM V3321 Introduction to the musics of India and West Asia Philosophy [PHIL]: G4740 History of philosophy in the Muslim world Political Science [POLS]: V3604 Civil wars and international interventions in Africa W4445 Politics of the Middle East and North Africa G4461 Latin American politics Religion [RELI]: V2005 Buddhism: Indo-Tibetan V2008 Buddhism: East Asian V2205 Hinduism V2305 Islam V2640 Chinese religious traditions V2802 Introduction to Asian religions V2803 Religion: An introduction V3000 Buddhist ethics V3410 Daoism Spanish and Portuguese [SPAN]: W3265 Latin American literature in translation W3468 Cuba and the United States W3349 Hispanic culture: Islamic Spain through the colonial period W3350 Hispanic culture: Enlightenment to the present W3490 Latin American humanities, I (in English) W3491 Latin American humanities, II (in English) SPME W4200 Andalusian symbiosis: Arabs and the West Sociology [SOCI]: V2225 Global: Empirical and theoretical elements Women’s Studies [WMST]: W4300 Gender and genre in African literature</p>
<p>Assessments/ Modifications</p>	<p>This model is a new replacement of the former Major Cultures requirement, as detailed in the “History” section of this report/</p>

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Cornell University		Rank and Affiliation: Private/COFHE #14	
Acceptance Rate: 21.4%	Size: 13,510	Endowment: \$5.4 Billion	
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 5.3%	Asian American: 16.2%	Hispanic: 5.5%	Total: 27%
Students Receiving Financial Aid: 53%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: One Requirement and One Optional			
<ul style="list-style-type: none"> ➤ Math Proficiency (Test) ➤ Social Sciences and Humanities (Choose 1 each from 4 subgroups) <ul style="list-style-type: none"> ○ Cultural Analysis (CA) ○ Historical Analysis (HA) ○ Knowledge, Cognition, and Moral Reasoning (KCM) ○ Literature and the Arts (LA) ○ Social and Behavioral Analysis (SBA) ○ Foreign Language (FL) 		<ul style="list-style-type: none"> ➤ Physical and Life Sciences (6 courses) ➤ Written & Oral Expression (3 courses) ➤ Human Diversity Requirement (1 course) 	
Link: http://www.cals.cornell.edu/cals/current/registrar/current-students/cals-graduation/distribution.cfm			

Profile of Diversity Requirement

<p>Name</p>	<p>Human Diversity</p> <ul style="list-style-type: none"> ▪ One course required ▪ Cross-listing system <p>Cultural Analysis</p> <ul style="list-style-type: none"> ▪ A sub-option within the Social Sciences and Humanities
<p>Description</p>	<p>Human Diversity</p> <p><i>“These courses address several of the College's stated goals for undergraduate education, specifically, the expectation that in the course of earning a degree, students will enhance their abilities to communicate with people of different cultural perspectives; to listen carefully and respectfully to the views of others, especially views with which they disagree; and to employ ethical reasoning in judging ideas, actions, and their implications. These courses explore the challenges of building a diverse society, and/or examine the various processes that marginalize people and produce unequal power relations in terms of race, nationality, ethnicity, sexuality, religion, gender, age, or economic status.”</i></p> <p>CALS College Distribution Requirements</p> <ul style="list-style-type: none"> ▪ http://www.cals.cornell.edu/cals/current/registrar/current-students/cals-graduation/distribution.cfm
<p>History</p>	<p><i>The College Curriculum Committee was created about six years ago and consists of faculty and students. The committee has since been discussing the requirement. The requirement was created a year ago but will not be fully implemented until the Fall semester of 2009.</i></p> <p><i>Major resistance was from the social sciences department. The faculty thought it would take students away from social sciences because the obligation to take such courses would cause them to lose interest. However, the faculty in this department supports the requirement and has even created a minor.</i></p> <p>Conversation with Associate Dean and Director Don Vianes</p>

<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ ASRC 1600 Black Families and the Socialization of Black Children <ul style="list-style-type: none"> ▪ <i>This course explores the historic and contemporary dynamics of the African American family in U.S. society. We will begin our work by focusing on the socio-historical, -political, and -cultural contexts of black family formations and functions in the African Diaspora. Students will be challenged to consider the continuation of African heritage in black family organization. We will review Afrocentric, feminist, and sociological frameworks for understanding black families. The course proceeds to consider more contemporary topics including gender roles, divorce and marriage dissolution, sexuality and love, mate selection, parenting and fatherhood, and the well-being of black children. We will pay special attention to how black families are (re)imagined in popular culture, including representations in the news, film and television, and music</i> ▪ HIST 3470 Asian American Women’s History <ul style="list-style-type: none"> ▪ <i>This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women both in the U.S. questions of identity and power are at the heart of this course as we explore the intertwined nature of race, gender, and nation.</i> ▪ SOC 3570 Schooling, Racial Inequality, and Public Policy in America <ul style="list-style-type: none"> ▪ <i>After examining alternative explanations for why individuals obtain different amounts and types of educational training, the course focuses on how an individual’s family background and race affect his or her trajectory through the educational system. The course covers the specific challenges that have confronted urban schooling in America since the 1960s, including the classic literature on the effects of school and community resources on student achievement and as well as the development and later evaluation of school desegregation policies. Also considers case studies of current policy debates in the United States, such as housing segregation and school resegregation, voucher programs for school choice, and the motivation for and consequences of the establishment of state-mandated testing requirements. Throughout the course, emphasis is placed upon the alternative modes of inquiry and writing which opposing scholars, policymakers, and journalists use to address these contentious topics.</i>
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessments/ Modifications	<p>Making Human Diversity required for all students</p> <ul style="list-style-type: none"> ▪ Originally, Human Diversity was one of the seven categories under the Social Sciences and Humanities requirements. Students were required to choose four of the seven categories in which Human Diversity was an option. As of fall 2009, one of the four must be in the Human Diversity Category. <p>Diversity and Inclusiveness</p> <ul style="list-style-type: none"> ▪ //www.cornell.edu/diversity/ <p>No assessments</p> <p>Senior Survey</p> <ul style="list-style-type: none"> ▪ <i>"...at least 40 percent of seniors report that they have seriously questioned or rethought their beliefs about religion, politics, race/ethnicity, and sexual orientation."</i> ▪ http://www.cornell.edu/diversity/howarewedoing/climate.cfm
---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Dartmouth College		Rank and Affiliation: Private/COFHE #11	
Acceptance Rate: 15.3%	Size: 4,164	Endowment: \$4.2 Billion	
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 5.3%	Asian American: 16.2%	Hispanic: 5.5%	Total: 26.9%
Students Receiving Financial Aid: 62%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Three Courses			
Ten Courses in the following Distributive Fields: <ul style="list-style-type: none"> ➤ Arts ➤ International or Comparative Study ➤ Literature ➤ Systems of Traditions of Thought, Meaning, and Value ➤ Social Analysis ➤ Natural and Physical Science ➤ Quantitative and Deductive Science ➤ Technology or applied Science 		Three courses that emphasize three different cultural perspectives: <ul style="list-style-type: none"> ➤ Non-Western Cultures ➤ Western Cultures ➤ Culture & Identity 	
Link: http://www.dartmouth.edu/apply/generalinfo/overview/curriculum.html			

Profile of Diversity Requirement

<p>Name</p>	<p>World Culture</p> <ul style="list-style-type: none"> ▪ One course required from each cultural perspective: <ol style="list-style-type: none"> 1. Non-Western Cultures 2. Western Cultures 3. Culture and Identity
<p>Description</p>	<p><i>“Western Cultures (W). The cultures of the classical Judeo-Christian and Greco-Roman Mediterranean, and of Europe and its settlements. The disciplines of the Arts and Sciences as they are studied at Dartmouth developed in these cultures, as did the institution of the liberal arts college itself. For this reason, Dartmouth students are required to take at least one course with a focus on the cultures of the West.</i></p> <p><i>Non-Western Cultures (NW). Non-Western cultures, including those with a history of colonialism. The world in which Dartmouth graduates will function demands an understanding of its non-Western majority. Knowledge of non-Western peoples, cultures, and histories is thus an increasing practical necessity as well as a form of intellectual enrichment. Courses that satisfy this requirement have as their primary focus understanding the diverse cultures of the non-Western world.</i></p> <p><i>Culture and Identity (CI). All students are required to take a course studying how cultures shape and express identities. Courses satisfying this requirement examine how identity categories develop in cultures and as a result of interactions between cultures. Forms of identity to be studied may include but are not limited to those defined by race, gender, sexuality, class, religion, and ethnicity. Courses in this category may study the relations of culture and identity with reference to cultural productions from any part of the world.”</i></p> <p>GENERAL EDUCATION REQUIREMENTS: CATEGORIES</p> <ul style="list-style-type: none"> ▪ http://www.dartmouth.edu/~reg/regulations/undergrad/degree-req.html
<p>History</p>	<p><i>“In 1992, under the leadership of then-Dean of the Faculty James Wright, the Arts and Sciences faculty adopted new undergraduate degree requirements. These went into effect with the Class of 1998 so as to ensure that in this case,</i></p>

	<p><i>as always, enrolled students or others were not detrimentally affected by the change...</i></p> <p><i>Dartmouth had already required one course dealing with some aspect of the culture of a part of the world outside the Euro-American tradition. This requirement was retained, and, in addition, students were required to take a course focused on European culture and another focused on North America – thus creating a three-course world culture requirement. Courses satisfying one of these world culture areas could also continue to satisfy a distributive category (so that, for example, a course in Chinese art would satisfy the Art distributive area and the Non Western world culture requirement). Finally, because new knowledge in so many fields continues to develop across the lines of established disciplines, each undergraduate must also now take a multidisciplinary or interdisciplinary course taught by two faculty members from different fields.”</i></p> <p>Dartmouth's Reaccreditation Standards</p> <ul style="list-style-type: none"> ▪ http://www.dartmouth.edu/~oir/pdfs/standards.pdf
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ Non Western Cultures <ul style="list-style-type: none"> ➤ African and African American Studies 41. Women in Africa <ul style="list-style-type: none"> ➤ <i>This course will examine different aspects of the female experience in Africa. Beginning with a consideration of roles of women in pre-colonial African societies, with particular reference to descent, marriage and the family, ritual and religion, productive and reproductive systems, and political organization, the focus will then move through the colonial and contemporary periods to assess changes in female roles. Contrasting experiences for contemporary African women will be emphasized through exploration of their participation in national liberation and politics, of urban and rural lifestyles, Muslim, Christian, and animist religious traditions, educational background, and status differences arising out of social class. The focus for the course includes an analysis of formal political, social, and economic institutions; yet it assumes that African society has been shaped as well by the ‘muted’ perceptions and models of society held by women themselves, and by social processes to which both females and males have contributed.</i> ➤ Asian and Middle Eastern Studies 5. Thought and Change in the Middle East and Central Asia <ul style="list-style-type: none"> ➤ <i>The region’s wars, revolutions, and political upheavals echo a turbulent past in which religious perceptions of the world are inextricably bound up with politics. World economic and political currents shape, and are shaped by, the history, culture, and traditions of the Middle East and Central Asia. The Middle East, birthplace of three universal faiths, continues to be the setting for</i>

major developments that frame the course of human history. Newly independent Central Asian republics are restoring the cultural and economic ties that earlier linked them to the Middle East. This course introduces the region's religions, societies, and politics. It also suggests how interpreting thought and change in the Middle East and Central Asia contribute to rethinking anthropology, related social sciences, and issues in social thought.

- **Western Cultures**

- Public Policy Minor 42. Ethics and Public Policy

- *This course examines the nature and validity of arguments about vexing moral issues in public policy, focusing on different frameworks for thinking about justice and the ends of politics. Students will address the following questions, among others: Are policies that permit torture justifiable under any circumstances? Should economic distribution be patterned for the sake of social justice? Should people be permitted to move freely between countries? Is abortion wrong in theory or in practice?*

- Religion 17. Introduction to Black Religion in the United States

- *This course explores and analyzes the highly diverse religious expressions and postures among persons of African descent in the United States. While the direction of the course is largely chronological, it is not intended as a comprehensive survey of black religion in the United States. This course will, however, situate black religious practice and thought in the larger terrain of American religious history and explore several themes that will help us grapple with how black people have shaped their religious culture and thought since slavery.*

- **Culture and Identity**

- Philosophy 22. Feminism and Philosophy

- *This course examines the relationship between feminism and philosophy. The focus is on such questions as: Is the Western philosophical canon inherently sexist? How should feminist philosophers read the canon? Are Western philosophical concepts such as objectivity, reason, and impartiality inherently masculinist concepts? The course may focus on either the ways in which feminists have interpreted great figures in the history of philosophy (e.g., Plato, Aristotle, Descartes, Hume, Kant, Nietzsche), or on the ways in which feminists have rethought basic concepts in core areas of philosophy (e.g., epistemology, ethics, metaphysics, political philosophy, philosophy of science), or both.*

- Women's and Gender Studies Program 19. Contemporary Issues in Gay, Lesbian, Bisexual and Transgender Studies

- *In 09S, (Section 2), Sexuality, Identity, and Legal Theory (Identical to Philosophy 50 in 09S, pending faculty approval). This*

	<p><i>course will examine sexual orientation, gender identity, and the law in the United States. Topics to be discussed will include: The roles of sex, gender, and sexual orientation in the law and the law's role in shaping these categories; the rights to privacy, equal protection, free speech, and association; workplace discrimination; family law and same-sex marriage.</i></p> <p><i>In 09F, (Section 1), Queer Marriage, Hate Crimes and Will and Grace: Contemporary Issues in GLBT Studies. We will look at three important areas of discussion: challenges to the legal system; evolving social constructions of GLBT life; and the threat of queer sexuality. Using primary source material and readings in critical theory, popular film, and television, we will examine how race, class, gender, and "the body" are integral to these topics and how queer representation in popular culture shapes both public discourse, and the GLBT cultural and political agendas.</i></p>
<p>Assessments/ Modifications</p>	<p><i>"The issue of diversity, a subject of focused self-study in the 1988 reaccreditation process, remains a central issue for Dartmouth, as it does for many American colleges and universities. Dartmouth's location, its size, its history, and its commitment to the education of Native Americans, which stems from the very founding of the College, are all part of the context in which the issues of race, ethnicity, class, and gender play themselves out at Dartmouth. Dartmouth has made significant strides in a variety of ways in the last decade in this area, but as everyone in higher education understands, there are no simple solutions or answers...</i></p> <p><i>In 1998 the Dean of the Faculty of Arts and Sciences initiated a full-scale review of the new curriculum. The Class of 1998 was the first class to matriculate and graduate under the new requirements, and it was an appropriate time to assess the success of the new curriculum. The Dean established a committee, chaired by himself, composed of faculty and students; the committee met during the 1998-99 academic year to assess not only the new requirements and how both the faculty and students have received them, but also to consider the petition made by the Student Assembly to add a graduation requirement on race, gender, and ethnicity."</i></p> <p>Dartmouth's Reaccreditation Standards</p> <ul style="list-style-type: none"> ▪ http://www.dartmouth.edu/~oir/pdfs/standards.pdf <p><i>"The new curriculum has recently been reviewed by an ad hoc committee for the Committee on Instruction. The review surveyed a wide range of faculty and students. In the review report and in our conversations with students, faculty, and administrators, we found that two areas of the new requirement present issues for further consideration: the Multidisciplinary or Interdisciplinary Course Requirement and the Culminating Experience."</i></p> <p>Report of the Evaluation Team Representing the Commission on</p>

	<p>Institutions of Higher Education of the New England Association of Schools and Colleges</p> <ul style="list-style-type: none">▪ http://www.dartmouth.edu/~oir/pdfs/final_report.pdf
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Duke University		Rank and Affiliation: Private/COFHE #8	
Acceptance Rate: 23%		Size: 4,926	Endowment: \$5.3 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 9.9%	Asian American: 19.2%	Hispanic: 6.1%	Total: 35.2%
Students Receiving Financial Aid: 47%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Two Cultural Perspectives			
Areas of Knowledge (2 each) <ul style="list-style-type: none"> ➤ Arts, Literatures, and Performance (ALP) ➤ Civilizations (CZ) ➤ Natural Sciences (NS) ➤ Social Sciences (SS) ➤ Quantitative Studies (QS) Other Requirements <ul style="list-style-type: none"> ➤ First Year Seminar ➤ Small Group Learning Experiences (SGLE) - Two required. 		Modes of Inquiry <ul style="list-style-type: none"> ➤ Cross-Cultural Inquiry (CCI) 2 courses required ➤ Ethical Inquiry (EI) 2 courses required ➤ Science, Technology, and Society (STS) 2 courses required ➤ Foreign Language (FL) 1-3 courses required ➤ Research (R) 1 or 2 courses required ➤ Writing (W) Writing 20 and 2 additional courses coded W required 	
Link: http://t-reqs.trinity.duke.edu/curriculum/modes.html			

Profile of Diversity Requirement

Name	Cross Cultural Inquiry (CCI) <ul style="list-style-type: none"> ▪ two courses required
Description	<p><i>“CCI provides an academic engagement with the dynamics and interactions of culture(s) in a comparative or analytic perspective. This type of inquiry provides a scholarly, comparative, and integrative study of political, economic, aesthetic, social and cultural differences. It seeks to provide students with the tools to identify culture and cultural difference across time or place, between or within national boundaries. This includes but is not limited to the interplay between and among material circumstances, political economies, scientific understandings, social and aesthetic representations, and the relations between difference/diversity and power and privilege within and across societies...”</i></p> <p>See the attached Curriculum 2000 Report (1998)</p>
History	<p><i>“Cumulatively, the changes in the world in which universities operate and for which they prepare their students, coupled with the piecemeal changes in the current curriculum and the interest of faculty, signaled a propitious moment for curricular review. What was needed was a comprehensive assessment of the strengths and weaknesses of the current curriculum and an integrated vision for the years ahead.”</i></p> <p>Website for the entire Curriculum 2000 Report (1998)</p> <ul style="list-style-type: none"> ▪ http://www.aas.duke.edu/admin/curriculum2000/report/intro.html
Courses and how they are chosen	<p>Examples</p> <ul style="list-style-type: none"> ▪ PHIL 163 - Chinese Philosophy <ul style="list-style-type: none"> ▪ <i>The major schools of classical Chinese philosophy: Confucianism, Moism, and Taoism. Confucianism on the ideals of harmonious human life; Moism's charge that Confucianism encourages an unjustified partiality toward the family; Taoism's claim that no logically consistent set of doctrines can articulate the "Truth." Debates and mutual influences among these philosophies. Comparisons between Chinese and Western cultures with respect to philosophical issues and solutions.</i> ▪ SOCIOL 99 - A Single Europe? Dreams and Reality <ul style="list-style-type: none"> ▪ <i>The cultural effects of European integration and how European Union policies affect collective identities in Europe. Topics include: emergence of European identity, regionalism, nationalism/post-nationalism, immigration and inter-group</i>

	<p><i>violence.</i></p> <ul style="list-style-type: none"> ▪ ENGLISH 123FD - Women Writers of the Renaissance: Spain and England <ul style="list-style-type: none"> ▪ <i>Readings in the work of major women writers of the Spanish and English Renaissance: Zayas, Wroth, Navarre, and their literary contexts, Cervantes, Boccaccio, Sidney. Course includes in-depth examination of ideals and conflicts of English and Spanish culture, as well as consideration of the intersection in their writing between Christian (Protestant and Catholic) and Muslim civilizations.</i> ▪ ECON 159 - Development Economics: Theory, Evidence and Policy <ul style="list-style-type: none"> ▪ <i>An exploration of leading issues in economic development. Policy examining roles of education, health, gender, demographic change, and urbanization. Analysis of structural change including roles of agriculture, technical change, industrialization, and international trade. Eclectic empirical emphasis using cross national evidence, the historical record, and country case studies. A "research mind set" based in part on critical analyses of exemplary empirical research, emphasized throughout.</i> <p>See the attached <i>The Trinity College CCI Code</i></p>
<p>Assessments/ Modifications</p>	<p>Clarification of the CCI Modes of Inquiry Codes</p> <ul style="list-style-type: none"> ▪ <i>"The concern was that the criteria for assigning this designation are so broadly worded that the Committee on Courses often had difficulty judging whether a particular course was appropriate for the code, thus potentially losing the value of this designation as a meaningful element of Duke's curriculum..."</i> ▪ See the attached <i>Report of the Curriculum 2000 Review Committee (Feb. 2004)</i> <p>Office of Assessment Website</p> <ul style="list-style-type: none"> ▪ https://eruditio.aas.duke.edu/cgi-bin/acadassess/publicrpt.pl

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Georgetown University		Rank and Affiliation: Private/COFHE/Jesuit #23	
Acceptance Rate: 20.8%		Size: 7,038	Endowment: \$1 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 6.7%	Asian American: 9.5%	Hispanic: 6.4%	Total: 22.6%
Students Receiving Financial Aid: 46%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: No requirement			
Georgetown College ➤ Humanities and Writing 2 courses ➤ History 2 courses ➤ Philosophy 2 courses ➤ Theology 2 courses ➤ Math/Science 2 courses ➤ Social Science 2 courses ➤ Mastery of a foreign language through the intermediate level SFS ➤ 1 Pro-Seminar ➤ 2 Philosophy ➤ 2 Theology ➤ 2 Humanities & Writing ➤ 2 Government ➤ 3 History (2 non Western) ➤ 4 Economics ➤ Map of the Modern World		MSB 13 Business Courses - 1 Social Responsibility of Business 2 Economics 2 Humanities and Writing 1 Calculus 2 Philosophy 2 Theology 2 Social Sciences 2History/Government/Classics 5 Electives NHS 2 English 2 Philosophy 2 Theology Program of Study varies beyond these requirements.	
Link: http://bulletin.georgetown.edu/			

Profile of Diversity Requirement

Georgetown University does not have a diversity requirement.

Pluralistic Courses

The Diversity Action Council has a list of courses that they believe “focus typically underrepresented populations, religions, and cultures.” DAC calls them Pluralistic Courses. They are listed here:

<http://views.georgetown.edu/?ViewID=387>.

The Center for New Designs in Learning and Scholarship (CNDLS) seeks to create new learning environments, bridging “pedagogy and technological advances” and using the latest educational technology. Their “team of experienced educators facilitates a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.”

The Doyle Initiative

The Doyle Initiative is a project run by CNDLS.

Engaging Difference: Doyle Faculty Fellows: The Doyle Faculty Fellowships will support and challenge Georgetown faculty seeking to foster active student engagement with difference and the diversity of human experience. Fellows will create transformational pedagogies that push students to reflect critically on the ethical and social responsibilities of global citizenship; to recognize the intellectual and personal challenges often implicit in cultural misunderstandings; to engage in debate and disagreement with respect; and to build empathy and open-mindedness. Through innovative and inclusive teaching approaches, faculty can integrate on-going discussions of diversity and inclusion with the intellectual themes of their courses. More information about the fellowship can be found here: <http://cndls.georgetown.edu/view/projects/doyle-fellowships.html>.

Related degrees and Programs

The following is a list of degrees and programs in International, Regional and Ethnic studies:

<http://explore.georgetown.edu/disciplines/index.cfm?Action=ViewLearning&DisciplineID=9>.

The following degrees and programs qualify as Multi- and interdisciplinary studies:

<http://explore.georgetown.edu/disciplines/index.cfm?Action=ViewLearning&DisciplineID=6>.

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Harvard University		Rank and Affiliation: Private/COFHE #1	
Acceptance Rate: 9.2%		Size: 6,648	Endowment: \$34 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 7.3%	Asian American: 14.3%	Hispanic: 6.6%	Total: 28.1%
Students Receiving Financial Aid: 77%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: One Course, and two potential courses			
One course in each (new for class of 2013)			
<ul style="list-style-type: none"> ➤ Aesthetic and Interpretive Understanding ➤ Culture and Belief ➤ Empirical and Mathematical Reasoning ➤ Ethical Reasoning ➤ Science of Living Systems ➤ Science of the Physical Universe ➤ Societies of the World ➤ United States in the World. 			
Link: http://www.generaleducation.fas.harvard.edu/icb/icb.do?keyword=k37826&tabgroupid=icb.tabgroup87208			

Profile of Diversity Requirement

Name	Societies of the World <ul style="list-style-type: none"> ▪ One course required
Description	<p><i>“Harvard undergraduates have grown up in a single-superpower world. The influence around the world of the United States culturally, economically, militarily, and scientifically is unprecedented. Yet, for that very reason, it is difficult for students inside the United States to understand this country from an international perspective, as a nation in continuous engagement with societies around the world, sometimes cooperatively and sometimes confrontationally. Students may be easily persuaded, by the manner in which other societies are represented in the press and in the culture of public life, that other people are, in some universal sense, “essentially” Americans. An important aim of the courses in the Societies of the World category is to help students overcome this parochialism by acquainting them with values, customs, and institutions that differ from their own, and by helping them to understand how different beliefs, behaviors, and ways of organizing society come into being.”</i></p> <p>Website of the Program in General Education http://generaleducation.fas.harvard.edu/icb/icb.do?keyword=k37826&pageid=icb.page269241</p>
History	<p><i>“The world has changed since the last time the Faculty instituted a general education curriculum. So has the state of knowledge, and so has Harvard. We think that a general education curriculum needs to take these changes into account. We do not think, however, that this means that we should teach courses that simply train students to deal with today’s issues. Professors routinely make connections in class between what they are teaching and what is going on around us. We wish to stress how important this kind of connection can be for students. We do not propose that we teach the headlines, only that the headlines, along with much else in our students’ lives, are among the things that a liberal education can help students make better sense of. All of us believe that what we teach is important for students to know. General education is a place where we can explain why it is important.”</i></p> <p>Website of the Report of the Task Force on General Education</p> <ul style="list-style-type: none"> ▪ http://isites.harvard.edu/fs/docs/icb.topic433396.files/General_Education_Final_Report.pdf <p>“Getting at the Core” by Keller</p> <ul style="list-style-type: none"> ▪ History and structure of previous curriculum

<p>Courses and how they are chosen</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ Societies of the World 17 (formerly Social Studies 50). Genocide <ul style="list-style-type: none"> ▪ <i>This lecture course examines the theory and history of genocide. It compares and contrasts the dynamics of genocide from Sparta to Darfur, with particular reference to the Ottoman Empire, Germany, Cambodia, the former Yugoslavia, Rwanda, and Sudan. The course sheds light on the origins of "final solutions" and their disastrous effects as well as the problem of prevention. Insights are drawn from a variety of disciplines, including law, political science, sociology, psychology, and history.</i> ▪ Societies of the World 22. Asia in the Making of the Modern World <ul style="list-style-type: none"> ▪ <i>This course spotlights familiar aspects of everyday life in contemporary America, and reveals how a deeper understanding of them often requires study of peoples and events in distant places and times.</i> ▪ Societies of the World 25 (formerly Anthropology 1825). Health, Culture and Community: Case Studies in Global Health <ul style="list-style-type: none"> ▪ <i>Examines, through lecturers and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.</i> <p>Courses are reviewed by a subcommittee of the Standing Committee on General Education</p>

Modifications/ Assessments	<i>Report of the Task Force on General Education</i> <ul style="list-style-type: none">▪ http://isites.harvard.edu/fs/docs/icb.topic433396.files/General_Education_Final_Report.pdf No Assessment
---------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Princeton University		Rank and Affiliation: Private/COFHE #2	
Acceptance Rate: 9.7%		Size: 4,918	Endowment: \$16 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 8.6%	Asian American: 14.1%	Hispanic: 7.5%	Total: 30.2%
Students Receiving Financial Aid: 55%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: One Course			
<ul style="list-style-type: none"> ➤ Writing Seminar – one course ➤ Foreign Language – one to four terms to complete, depending on the language students study and the level at which they start ➤ Epistemology and Cognition (EC) – one course ➤ Ethical Thought and Moral Values (EM) – one course 		<ul style="list-style-type: none"> ➤ Historical Analysis (HA) – one course ➤ Literature and the Arts (LA) – two courses ➤ Quantitative Reasoning (QR) – one course ➤ Science and Technology, with laboratory (ST) – two courses ➤ Social Analysis (SA) – two courses 	
Link: http://www.princeton.edu/pr/catalog/ua/07/general/			

Profile of Diversity Requirement

<p>Name</p>	<p>Ethical Thought and Moral Values</p> <ul style="list-style-type: none"> ▪ One course required
<p>Description</p>	<p><i>“The requirement in ethical thought and moral values is designed to engage students in disciplined reflection on human conduct, character, and ways of life. Through inquiry into questions of ethics and morality as presented in works from one or more cultural traditions, these courses will help students to discern, understand, and appreciate ethical issues and to articulate, assess, and defend moral judgments in an informed and thoughtful way. Source materials may include theoretical works in various disciplines, political deliberations, autobiographies, and utopian and dystopian novels, among others. Regardless of the particular genres and the traditions to which these works belong, courses in this area focus on the ethical thought and moral values that shape individual and collective life.</i></p> <p><i>Every society draws distinctions between good and evil, right and wrong, noble and ignoble. Courses in this category focus on ethical questions and moral deliberations, regardless of the historical, cultural, or religious context in which they occur. They are drawn largely, though not exclusively, from the Departments of Philosophy, Politics, and Religion. The aim of these courses is to help students explore and understand different value systems, to think about the possibility of commonalities across historical and cultural boundaries, and to introduce ways of making reasoned moral judgments.”</i></p> <p>Undergraduate Announcement: General Education Requirements § http://www.princeton.edu/pub/ua/requirements/</p>
<p>History</p>	<p><i>No history available.</i></p>
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ NES 334 Modern Islamic Political Thought <p>§ <i>An examination of major facets of Islamic political thought from</i></p>

	<p><i>the late nineteenth century to the present in a broadly comparative framework and against the backdrop of medieval Islamic thought. Topics include: the "fragmentation" of religious authority and its consequences for Muslim politics; conceptions of the shari'a and of the Islamic state; and Islamist discourses on gender, violence, and relations with non-Muslims.</i></p> <p>§ FRE 327 / COM 357 <i>Tales of Hospitality: France, North Africa, and the Mediterranean</i></p> <p>§ Since the Revolution, France has declared itself a haven for refugees from all countries. Yet, a series of laws and often fierce debates have recently marred this benevolence with sometimes dramatic limitations. Keeping in mind different models of hospitality in the Western, Mediterranean, and Arab traditions, we will examine the 'case study' of France and North Africa by comparing ethical and political, individual and collective models of hospitality. We will address issues such as immigration, nationality, and cultural identity and reflect on what it means to welcome a stranger.</p> <p>§ AMS 323 / JDS 323 / REL 394 <i>America in Judaism</i></p> <p>§ Although the idea of an "American Judaism" emerged in the early decades of the nineteenth century, scholars have yet to define this concept in precise terms and explain how it differs from a simpler historical understanding of "Judaism in America." Our seminar will examine the Americanization of Judaism beginning with the earliest transplanted Iberian concepts of Judaism in the "new world" to the transformation of Jewish religious life in the United States. Special attention will be paid to Jewish theology, the rabbinate, gender, denominationalism and the polity of the American synagogue.</p>
<p>Assessments/ Modifications</p>	<p>Fall 2009-2010 Courses Listed by Race, Ethnicity, and Cross-Cultural Encounter</p> <ul style="list-style-type: none"> ▪ <i>“Cultural and ethnic diversity is one of the major defining characteristics of intellectual as well as community life at Princeton. Just as achieving and maintaining diversity in the faculty, staff, and student population on campus is a top priority, so diversity in the curriculum is of vital importance to the University’s intellectual mission. As the faculty-student Committee on Diversity and Liberal</i>

	<p><i>Education affirmed in May 1994: "Understanding diversity is central, not peripheral, to our academic objectives" as an institution of higher learning seeking "to promote scholarly inquiry, facilitate broad intellectual conversation, and provide training for national and global citizenship." These aims, the committee went on to say, require that faculty and students engage in rigorous "critical analysis of cultural, ethnic, racial," and other related differences.</i></p> <p><i>A wide range of courses in the Princeton curriculum offer students the opportunity to analyze cultural diversity and cross-cultural encounter. The following is a list of courses in many different fields that deal specifically with cultural, ethnic, and racial diversity and with cross-cultural encounter. By intention, it is illustrative rather than exhaustive. The majority of the courses listed focus directly on racial and ethnic identity and diversity in the United States; a smaller number deal more broadly with cross-cultural encounter within and beyond the Americas."</i></p> <ul style="list-style-type: none">▪ http://registrar.princeton.edu/course-offerings/whats-new/RaceEthnicityCourses.pdf (attached)
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Stanford University		Rank and Affiliation: Private/COFHE #4	
Acceptance Rate: 10.3%		Size: 6,584	Endowment: \$17 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 9.5%	Asian American: 24%	Hispanic: 11.5%	Total: 45%
Students Receiving Financial Aid: 72%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: 1-2 Education for Citizenship			
<ul style="list-style-type: none"> ➤ Introduction to the Humanities ➤ Disciplinary Breadth (one in each) <ul style="list-style-type: none"> ○ Engineering and Applied Sciences ○ Humanities ○ Mathematics ○ Natural Sciences ○ Social Sciences 		<ul style="list-style-type: none"> ➤ Education for Citizenship (Choose 2) <ul style="list-style-type: none"> ○ Ethical Reasoning ○ The Global Community ○ American Cultures ○ Gender Studies 	
Link: http://www.stanford.edu/dept/registrar/bulletin/4877.htm			

Profile of Diversity Requirement

<p>Name</p>	<p>Education for Citizenship</p> <ul style="list-style-type: none"> ▪ Two courses required from the following subject areas: <ol style="list-style-type: none"> 4. Ethical Reasoning 5. Global Community 6. American Cultures 7. Gender Studies
<p>Description</p>	<p><i>“Ethical Reasoning – Courses introduce students to the pervasiveness, complexity, and diversity of normative concepts and judgments in human lives, discuss skeptical concerns that arise about normative practices, review ways in which people have engaged in ethical reflection, and consider ethical problems in light of diverse ethical perspectives.</i></p> <p><i>The Global Community – Courses address the problems of the emerging global situation. They may compare several societies in time and space or deal in depth with a single society, either contemporary or historical, outside the U.S. Challenges of note: economic globalization and technology transfer; migration and immigration; economic development, health; environmental exploitation and preservation; ethnic and cultural identity; and international forms of justice and mediation.</i></p> <p><i>American Cultures – Courses address topics pertaining to the history, significance, and consequences of racial, ethnic, or religious diversity in the culture and society of the U.S. Challenges of note: equity in education; employment and health; parity in legal and social forms of justice; preserving identity and freedom within and across communities.</i></p> <p><i>Gender Studies – Courses address gender conceptions, roles, and relations, and sexual identity in a contemporary or historical context; they critically examine interpretations of gender differences and relations between men and women. Challenge of note: changing sexual and physiological realities in contemporary and historical perspective.”</i></p> <p>General Education Requirements</p> <p>Ø http://www.stanford.edu/dept/registrar/bulletin/4877.htm</p>

<p>History</p>	<p>During Autumn Quarter 2004-05, the Academic Senate approved modifications to undergraduate General Education Requirements that become effective Autumn Quarter 2005-06 for all matriculated undergraduates who entered Stanford in Autumn Quarter 1996 and thereafter. The purpose of these modifications was 1) to give students a fuller and more articulate understanding of the purposes of the requirements and of a liberal arts education that these requirements embody; 2) to make a place in the curriculum for ethical reasoning to help make students aware of how pervasive ethical reasoning and value judgments are throughout the curriculum; and 3) to provide some greater freedom of choice by reducing the GERs by one course.</p>
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ Ethical Reasoning: <ul style="list-style-type: none"> Ø PHIL 72: Contemporary Moral Problems (ETHICSOC 185M) Ø <i>“Moral problems faced by individuals and societies. Topics include global poverty, access to education, punishment, and abortion. Do affluent individuals have a duty to aid poor foreigners? How might such a duty depend on whether others are doing their share? Can people harm others through inaction? Should society punish successful crimes more severely than failed attempts?”</i> ▪ The Global Community: <ul style="list-style-type: none"> Ø AMELANG 31: The Contemporary Arab World and Culture through Literature Ø <i>Readings from prominent authors dealing with topics such as gender and women, kinship and social concepts, nationalism, and religion. Texts delineating the cultural uniqueness of the Arab world include works by Naguib Mahfouz, Nawal El-Saadawi, Ghassan Kanafani, Tayyeb Salih, Etel Adnan, and short stories and poetry. No knowledge of Arabic required; extra unit for readings in Arabic. Limited enrollment.</i> ▪ American Cultures: <ul style="list-style-type: none"> Ø AFRICAAM 255: Racial Identity in the American

	<p>Imagination (HISTORY 255D, HISTORY 355D)</p> <p>Ø <i>“Major historical transformations shaping the understanding of racial identity and how it has been experienced, represented, and contested in American history. Topics include: racial passing and racial performance; migration, immigration, and racial identity in the urban context; the interplay between racial identity and American identity; the problems of class, gender, and sexuality in the construction of racial identity. Sources include historical and legal texts, memoirs, photography, literature, film, and music.”</i></p> <ul style="list-style-type: none"> ▪ Gender Studies: <ul style="list-style-type: none"> Ø ANTHRO 180: Science, Technology, and Gender Ø Why is engineering often seen as a masculine profession? What have women's experiences been in entering fields of science and technology? How has gender been defined by scientists? Issues: the struggles of women in science to negotiate misogyny and cultural expectation (marriage, children), reproductive issues (surrogate motherhood, visual representations of the fetus, fetal surgery, breast feeding, childbirth practices), how the household became a site of consumerism and technology, and the cultural issues at stake as women join the ranks of scientists.
<p>Assessments/ Modifications</p>	<p>No assessment available.</p>

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: University of California - Berkeley		Rank and Affiliation: Public #21	
Acceptance Rate: 23.3%	Size: 24,636	Endowment: \$317 Million	
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 3.4%	Asian American: 41.7%	Hispanic: 11.5%	Total: 56.6%
Students Receiving Financial Aid: 61%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: One Course			
<ul style="list-style-type: none"> ➤ Entry Level Writing ➤ American History and Institutions (2) 		<ul style="list-style-type: none"> ➤ Berkeley Campus American Cultures Breadth ➤ Reading and Composition 	
Link: Link: http://catalog.berkeley.edu/undergrad/requirements.html#univ http://americancultures.berkeley.edu/ http://sis.berkeley.edu/OSOC/osoc?p_term=FL&x=44&y=7&p_classif=--+Choose+a+Course+Classification+--&p_deptname=--+Choose+a+Department+Name+--&p_dept=&p_course=&p_title=&p_instr=&p_exam=&p_ccn=&p_day=&p_hour=&p_bldg=&p_units=&p_restr=&p_info=satisfies+american+cultures%2C+%2B+cultures			

Profile of Diversity Requirement

<p>Name</p>	<p>American Cultures</p> <ul style="list-style-type: none"> ▪ One course required ▪ Cross-listing; can count as departmental prerequisites for a major
<p>Description</p>	<p><i>“A Berkeley faculty committee determines which courses satisfy the requirement. Faculty members from many departments teach American cultures courses, but all courses have a common framework. The courses focus on themes or issues in United States history, society, or culture; address theoretical or analytical issues relevant to understanding race, culture, and ethnicity in American society; take substantial account of groups drawn from at least three of the following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino Americans, and European Americans; and are integrative and comparative in that students study each group in the larger context of American society, history, or culture.”</i></p> <p>American Cultures Website</p> <ul style="list-style-type: none"> ▪ http://americancultures.berkeley.edu/about.html <p>The American Cultures requirement was an excuse to get faculty together because it was based on a multidisciplinary framework.</p> <p><i>Information also obtained through conversation with Victoria Robinson, Coordinator and Director of the American Cultures Center</i></p>
<p>History</p>	<p><i>“The American Cultures requirement is a Berkeley campus requirement, the one course that all undergraduate students at Cal need to take and pass in order to graduate. The requirement was instituted in 1991 to introduce students to the diverse cultures of the United States through a comparative framework. Courses are offered in more than forty departments in many different disciplines at both the lower and upper division level.”</i></p> <p><i>“From fall 1991, when the American cultures requirement went into effect, through the 2004 spring term, over 110,000 students enrolled in 1230 American cultures courses. In 2003-2004, departments and programs offered</i></p>

	<p>118 courses enrolling over 9,600 students.”</p> <p>American Cultures Website</p> <ul style="list-style-type: none"> ▪ http://americancultures.berkeley.edu/ <p>Archived Documents</p> <ul style="list-style-type: none"> ▪ http://americancultures.berkeley.edu/archives.html ▪ “...historical documents, reflecting some of the deliberation and discussion that prefaced the Academic Senate adoption of the American Cultures breadth requirement for all undergraduates, effective Fall 1991.”
<p>Courses and how they are chosen</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ ETHNIC STUDIES 10AC S 102 DIS <ul style="list-style-type: none"> ▪ A History of Race and Ethnicity in Western North America, 1598-Present ▪ <i>This course explores the role of "race" and ethnicity in the history of what became the Western United States from the Spanish invasion of the Southwest to contemporary controversies surrounding "race" in California. Rather than providing a continuous historical narrative, or treating each racialized "other" separately, the course works through a series of chronologically organized events in which issues of racial differences played key roles in creating what became a western identity.</i> ▪ GEOGRAPHY 159AC S 102 DIS <ul style="list-style-type: none"> ▪ The Southern Border ▪ <i>The southern border--from California to Florida--is the longest physical divide between the First and Third Worlds. This course will examine the border as a distinct landscape where North-South relations take on a specific spatial and cultural dimension, and as a region which has been the testing ground for such issues as free trade, immigration, and ethnic politics.</i> ▪ EARTH AND PLANETARY SCIENCE 170AC S 102 DIS <ul style="list-style-type: none"> ▪ Crossroads of Earth Resources and Society ▪ <i>Intersection of geological processes with American cultures in</i>

	<p><i>the past, present, and future. Overview of ethnogeology including traditional knowledge of sources and uses of earth materials and their cultural influences today. Scientific approach to study of tectonic controls on the genesis and global distribution of energy fuels, metals, and industrial minerals. Evolution and diversity of opinion in attitudes about resource development, environmental management, and conservation on public, private, and tribal lands. Impending crisis in renewable energy and the imperative of resource literacy.</i></p>
<p>Assessments/ Modifications</p>	<p>Report of the Committee to Review the Center for the Teaching and Study of American Cultures</p> <ul style="list-style-type: none"> ▪ http://americancultures.berkeley.edu/archives/ReviewRpt.html

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: University of California - Los Angeles		Rank and Affiliation: Public #25	
Acceptance Rate: 23.6%		Size: 25,928	Endowment: \$319 Million
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 3.3%	Asian American: 38.4%	Hispanic: 14.7%	Total: 56.4%
Students Receiving Financial Aid: 59%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Three Courses			
Foundations of Knowledge (10 courses) <ul style="list-style-type: none"> ➤ Foundations of the Arts and Humanities (3, one of each subgroup) <ul style="list-style-type: none"> ○ Literary and Cultural Analysis ○ Philosophical and Linguistic Analysis ○ Visual and Performance Arts Analysis and Practice ➤ Foundations of Society and Culture (3, minimum one from each) <ul style="list-style-type: none"> ○ Historical Analysis ○ Social Analysis 		<ul style="list-style-type: none"> ➤ Foundations of Scientific Inquiry (4, two from each subgroup) <ul style="list-style-type: none"> ○ Life Sciences ○ Physical Sciences ➤ Freshman General Education Cluster Program 	
Link: http://www.registrar.ucla.edu/ge/GE-LSFr08-09.pdf			

Profile of Diversity Requirement

<p>Name</p>	<p>Foundations of Society and Culture</p> <ul style="list-style-type: none"> ▪ Divided into two subgroups: <ul style="list-style-type: none"> ▪ Historical Analysis ▪ Social Analysis ▪ One course required in each subgroup ▪ A third course is required but can be chosen from either subgroup
<p>Description</p>	<p><i>“The aim of courses in this area is to introduce the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern...”</i></p> <p>UCLA’s General Education Curriculum</p> <ul style="list-style-type: none"> ▪ http://www.college.ucla.edu/ge/society_culture.html
<p>History</p>	<p><i>“In 1994, a faculty-student workgroup was organized to examine the General Education curriculum at UCLA. After two years of intensive research and discussion, this group issued a report in June 1997 entitled General Education at UCLA: A Proposal for Change. This document called for GE requirements that were “simpler, fewer, more coherent, and clearer in purpose;” a common campus-wide GE curriculum and course list; first year clusters; and a permanent GE oversight authority.”</i></p> <ul style="list-style-type: none"> ▪ See the attached <i>Self Review Report on the General Education Curriculum, Foundations of Society and Culture</i> <p>Archives Website</p> <ul style="list-style-type: none"> ▪ http://www.college.ucla.edu/ge/archive.html

<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ CHICANO 10A. Introduction to Chicana/Chicano Studies: History and Culture <ul style="list-style-type: none"> ▪ <i>“Interdisciplinary survey of diverse historical experiences, cultural factors, and ethnic/racial paradigms, including indigenouness, gender, sexuality, language, and borders, that help shape Chicana/Chicano identities.”</i> ▪ LGBTS M137. Gay and Lesbian Perspectives in Pop Music <ul style="list-style-type: none"> ▪ <i>“Survey of English-language popular music in the 20th century, with focus on lesbians, gay men, and members of other sexual minorities as creators, performers, and audience members.”</i> ▪ AFRO-AM M5. Social Organization of Black Communities <ul style="list-style-type: none"> ▪ <i>“...field trips. Analysis and interpretation of social organization of black communities, with focus on origins and development of black communities, competing theories and research findings, defining characteristics and contemporary issues.”</i>
<p>Assessments/ Modifications</p>	<p>Self-Review of Foundations of Society and Culture</p> <ul style="list-style-type: none"> ▪ <i>“The Ad Hoc Committee, however, also found several areas in which there could be improvement...1. Better developed and standardized course syllabi that clearly demonstrate the way that a course carrying SC (Society and Culture) GE credit fulfills the aims of this foundation area. At the very least, SC syllabi should include information regarding course content, educational aims, assignments, grading policy, readings, and weekly topics. These syllabi should also be archived and made available to future faculty teaching these courses, Senate committees conducting reviews of the GE curriculum, College, School, and departmental advisers, and undergraduate students.”</i> ▪ In depth course reviews ▪ Student surveys ▪ See the attached <i>Self Review Report on the General Education Curriculum, Foundations of Society and Culture</i>

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: University of Chicago		Rank and Affiliation: Private/COFHE #8	
Acceptance Rate: 34.7%		Size: 4,926	Endowment: \$5.8 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 5.2%	Asian American: 13.3%	Hispanic: 8%	Total: 27.5%
Students Receiving Financial Aid: 63%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: No Diversity-related Program			
<ul style="list-style-type: none"> ➤ Humanities, Civilization Studies, and the Arts (6 quarters) <ul style="list-style-type: none"> ○ <i>Interpretation of Historical, Literary, and Philosophical Texts.</i> ○ <i>Dramatic, Musical, and Visual Arts</i> ○ <i>Civilization Studies</i> ➤ Natural and Mathematical Sciences (6 quarters) 		<ul style="list-style-type: none"> ➤ Social Sciences (3 quarters) ➤ Language Competence ➤ Physical Education (3 credits) 	
Link: http://collegecatalog.uchicago.edu/pdf_10/Curr.pdf			

Profile of Diversity Requirement

University of Chicago's undergraduate curriculum does not require academic engagement in class, ethnicity or gender studies. There are some courses offered within the Civilization Studies component of the Humanities, Civilization Studies and the Arts requirements. Within that single component, the following courses are offered:

ANTH 20701-20702. Introduction to African Civilization
CRPC 24001-24002-24003. Colonizations
EALC 10800-10900-11000. Introduction to the Civilizations of East Asia
HIPS 17300-17400-17501 (or 17502). Science, Culture, and Society in Western Civilization
HIST 13001-13002 (13003). History of European Civilization
HIST 13100-13200-13300. History of Western Civilization
HIST 13500-13600-13700. America in World Civilization
HIST 16700-16800-16900. Ancient Mediterranean World
JWSC 20001-20002-20003. Jewish History and Society
JWSC 20004-20005-20006. Jewish Thought and Literature
LACS 16100-16200-16300. Introduction to Latin American Civilization
MUSI 12100-12200. Music in Western Civilization
NEHC 20001-20002-20003. Ancient Near Eastern History and Society
NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature
NEHC 20011-20012-20013. Ancient Empires
NEHC 20414-20415-20416. Semitic Cultures and Civilizations
NEHC 20501-20502-20503. Islamic History and Society
NEHC 20601-20602-20603. Islamic Thought and Literature
SALC 20100-20200. Introduction to the Civilizations of South Asia
SOSC 24000-24100. Introduction to Russian Civilization

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: University of Pennsylvania		Rank and Affiliation: Private/COFHE #6	
Acceptance Rate: 16%		Size: 9,687	Endowment: \$6.6 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 7.2%	Asian American: 15.6%	Hispanic: 5.2%	Total: 28%
Students Receiving Financial Aid: 63%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Two Courses			
Sector Requirements <ul style="list-style-type: none"> ➤ Society ➤ History and Tradition ➤ Arts and Letters ➤ Humanities and Social Science ➤ Living World ➤ Physical World ➤ Natural Sciences and Mathematics 		Foundational Approaches <ul style="list-style-type: none"> ➤ Quantitative Data Analysis ➤ Formal Reasoning and Analysis ➤ Cross Cultural Analysis ➤ Writing ➤ Language ➤ Cultural Diversity in the U.S. 	
Link: http://fusion.sas.upenn.edu/col/genreq/index.php			

Profile of Diversity Requirement

<p>Name</p>	<p>Cultural Diversity in the U.S.</p> <ul style="list-style-type: none"> • One Course Required
<p>Description</p>	<p><i>“The Cultural Diversity in the U.S. Requirement complements the Cross Cultural Analysis Requirement and aims to develop students’ knowledge of the history, dynamic cultural systems and heterogeneous populations that makes up the national culture of the United States...Through historical inquiry, the study of cultural expressions and the analysis of social data, students will develop their ability to examine issues of diversity with a focus on race, ethnicity, gender, sexuality, class and religion. The goal is to equip graduates with the ability to become perceptive and engaged members of society.”</i></p> <p>Cultural Diversity in the U.S. Requirement: Class of 2012 and Later</p> <ul style="list-style-type: none"> • http://www.college.upenn.edu/curriculum/cultural_diversity.php <p><i>“Courses taken to satisfy the Cultural Diversity in the U.S. Requirement must be taken for a letter grade, not pass/fail.</i></p> <p><i>A course used to satisfy the Cultural Diversity in the U.S. Requirement may not be double counted toward the Cross Cultural Analysis, Writing or Foreign Language Requirements. However, a course fulfilling this requirement may be doubled counted toward any other General Education requirement as well as a major or minor.</i></p> <p><i>Pre-College credit, transfer credit, credit away and credit earned studying abroad may be counted toward the Cultural Diversity in the U.S. Requirement. A few courses are approved for both the Cross Cultural Analysis and the Cultural Diversity in the U.S. Requirements, in which case a student may count it toward either requirement but will still have to take a second course to fulfill the other one.</i></p> <p><i>Advanced Placement credit may not be used to fulfill the Cultural Diversity in the U.S. Requirement.”</i></p> <p>Policies Governing Cultural Diversity in the U.S. Requirement: Class of 2012 and Later</p>

	<ul style="list-style-type: none"> • http://www.college.upenn.edu/curriculum/policies/cultural_diversity.php <p>see Attached Proposed Requirement for the Study of U.S. Cultural Diversity</p>
<p>History</p>	<ul style="list-style-type: none"> • <i>Began reform in late 1990s</i> • <i>Launched a five-year pilot programs</i> <ul style="list-style-type: none"> • <i>200 students chosen randomly from each class</i> • <i>Program shed light on their current practices. For example, committee decided there were too many requirements.</i> • <i>Wanted to create new curriculum with fewer requirements that still provided a well-rounded education for students</i> • <i>Created faculty student-faculty committee (only three students)</i> • <i>Result was curriculum of 2006 which did not include Cross Cultural Analysis and Cultural Diversity in the U.S.</i> • <i>A diversity requirement was proposed by students but it was turned down</i> • <i>Final stages of curriculum reform</i> <ul style="list-style-type: none"> • <i>Debate on various possible requirements</i> • <i>Faculty felt that diversity component should not be required because it was readily available in current curriculum</i> • <i>A group of faculty appeared that wasn't at original meetings and advocated for an addition to curriculum because it was too narrow</i> • <i>Added cross cultural analysis requirement (2006)</i> • <i>Another group of faculty appeared the following year and pressed strongly for a diversity in the U.S. requirement</i> <ul style="list-style-type: none"> • <i>In 2008 Cultural Diversity in the U.S. requirement was created</i> • <i>Number of requirements unfortunately remained the same</i> • <i>If original committee had considered cross-cultural analysis and cultural diversity in the U.S. earlier, number of requirements</i>

	<p><i>could have been more economical</i></p> <ul style="list-style-type: none"> • <i>Committee developed the requirement in terms of what they believed diversity meant</i> <ul style="list-style-type: none"> • <i>The diversity requirement is still the hardest to define.</i> • <i>There is a shared idea of what classes do or do not fulfill the requirement</i> • <i>Still trying to decided what an ideal requirement would be</i> • <i>Debate: showing perspective/life experiences of minorities vs. teaching about diversity in general</i> • <i>How do we define diversity for U.S. (religion, socioeconomic class, gender, ethnicity, race, etc.)?</i> <p>Conversation with Dr. Kent Peterman, Associate Dean of the College</p> <p>Curriculum Review Initiative: Briefing Materials for Discussion of the College Curriculum</p> <ul style="list-style-type: none"> • http://www.sas.upenn.edu/ugrad/curriculum_review/index.html#gethere ▪
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> • SM 010. (AFRC041, SOCI041) Homelessness and the Urban Crisis <ul style="list-style-type: none"> • <i>“This Urban Studies seminar introduces students to many of the major social issues confronting our nation's cities by focusing specifically on the problem of urban homelessness. The course examines the treatment of homelessness and extreme impoverishment as social problems historically, as well as through contemporary debates. Several areas of intensive study will include the prevalence and dynamics of homelessness, the affordable housing crisis, urban labor market trends, welfare reform, health and mental health policies, and urban/suburban development disparities. Particular attention is also paid to the structure of emergency services for people who have housing emergencies. The course concludes by examining current policies and advocacy strategies.”</i> • (SOCI103) Asian Americans in Contemporary Society <ul style="list-style-type: none"> • <i>“This course presents an overview of sociological research on Asian Americans in the U.S., framed around the evaluation of</i>

	<p><i>Asian Americans as "model minorities." We begin with a brief overview of popular images of Asian Americans as seen through recent portrayals in mainstream media (movies, television). We review general sociological frameworks used to understand racial and ethnic groups in the U.S. and move quickly to document the history of Asian immigration to the U.S. We explore how Asian Americans fare in educational attainment, labor market experiences, political organizations, urban experience, and Asian interracial marriage and biracials. We examine whether and how "Asian American" is a meaningful label."</i></p> <ul style="list-style-type: none"> • 218. (LGST218) Race, Racism, and American Law <ul style="list-style-type: none"> • <i>"The goal of this course is to study the role the law has played, and continues to play, in addressing the problems of racial discrimination in the United States. Contemporary issues such as racial profiling, affirmative action, and diversity will all be covered in their social and legal context. The basis for discussion will be assigned texts, articles, editorials and cases. In addition, interactive videos will also be used to aid class discussion. Course requirements will include examinations and class discussions."</i> <p>On-going standing committee reviews proposals from departments</p>
<p>Assessments/ Modifications</p>	<p>No current assessment, program in its first year. See attached documents for supplement.</p>

Georgetown University
Diversity in the Academic Curriculum Working Group

Diversity in Elite Curricula Assessment

Name: Washington University in St. Louis		Rank and Affiliation: Private/COFHE #12	
Acceptance Rate: 17.3%		Size: 7,253	Endowment: \$5.7 Billion
Profile of the Student Body (According to National Center for Education Statistics)			
African American: 9.6%	Asian American: 12.2%	Hispanic: 2.7%	Total: 25.5%
Students Receiving Financial Aid: 64%			
Undergraduate Core Curriculum			
Diversity Requirement Structure: Two Courses, cross listed			
Core Skills ➤ Writing 1 ➤ Writing Intensive (Junior/Senior) ➤ Quantitative Analysis Social and Cultural Perspectives ➤ Social Differentiation ➤ Cultural Diversity		Coherent Course Work ➤ Natural Sciences & Mathematics (3) ➤ Social Sciences (3) ➤ Language & the Arts (3) ➤ Textual & Historical Studies (3)	
Link: http://college.artsci.wustl.edu/node/210#link6			

Profile of Diversity Requirement

<p>Name</p>	<p>Social and Cultural Perspectives</p> <ul style="list-style-type: none"> • Social and Cultural Perspectives <ol style="list-style-type: none"> 1. Social Differentiation 2. Cultural Diversity
<p>Description</p>	<p><i>“<u>Social Differentiation (SD)</u> Courses designated SD consider the organization and possible division of societies by social categories, such as race, class, ethnicity, and gender.</i></p> <p><i><u>Cultural Diversity (CD)</u> Courses designated CD deepen your understanding of the diversity of cultures beyond those that are Anglo-American. Such courses may also explore diversity of values and cultures within nati</i> <i>Social Differentiation</i></p>
<p>History</p>	<p>As part of a major curricular overhaul, Washington University in St. Louis revamped its requirements officially for the 2001-2002 school year, including courses in Cultural Diversity and Social Differentiation, which may cross list with other requirements.</p>
<p>Courses</p>	<p>Examples</p> <ul style="list-style-type: none"> ▪ Social Differentiation <ul style="list-style-type: none"> ➤ L90 AFAS 3101 "GIVE UP THE MIC": Black Feminism in the United States ➤ <i>It is a mistaken, but widely held assumption that Black feminism in the United States emerged from the second wave women’s movement of the 1960s. This course offers a different view: the black feminist movement has a long history with roots in the slavery era. This course will chart the historical evolution of black feminist theory and praxis from the 19th century to the present through reading texts from a variety of black feminists including abolitionists, anti-lynching advocates, clubwomen, blues artists, unionists, communists, civil rights and black power movement activists, poets, leaders of formal feminist organizations, and hip hop feminists. We will examine essays and books that articulate the</i>

complexity of black American women's demand for social, economic and political equality, as well as the desire for a vision of liberation based on historical and ongoing struggles against race and gender oppression. We will identify the central concerns of black feminist thought, salient theoretical models such as the intersection of race, gender, sexuality and class, and how the movement changed over time.

➤ L97 IAS 3260 Race, Class and Gender: Cultural Readings of Brazil and Its Cities

➤ *Cities are spectacles of humanity. In Brazil, the construction and management of its metropolitan areas have been intended as a showcase of modernity and cultural development for the outside world (especially Europe and later the United States) to see. Brazilian cities are also the settings and results of intense social relationships. In this course we will try to understand the relationship between spatial design and socio-cultural identity through particular discussions of (im)migration, globalization, architecture, history, and ideology. In our conversations about Sao Paulo, Rio de Janeiro, Brasília, Salvador, and Porto Alegre, we will come to understand that places are always social and thus necessitate an analysis of race, class, gender and sexuality.*

▪ **Cultural Diversity**

➤ L48 Anthro 141 Medicine and Society

➤ *This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.*

➤ L84 Lw St 2020 The Immigrant Experience: CL3524 Contact of Cultures in America

	<p>➤ Although most people acknowledge the term as a cliché, the concept of the melting pot remains the way that students and faculty often talk about the convergence of peoples in North America. And yet intercultural contact remains not only a historical reality, but a crucial factor in the way people understand what it means to be American. This cluster uses a multidisciplinary approach to help students develop more sophisticated understandings of the demographic and cultural complexity that has shaped the United States, and the ways that contact shapes culture. This cluster examines that process by exposing students to a broad range of periods and methodologies, in the process considering the way contact has shaped the way people define what it means to be American.</p>
Assessments/ Modifications	No assessment or modification available.