

**Committee on Diversity**  
**Minutes**  
**November 5, 2012**

**Committee Members Present:** Amy Ryken (chair); Bill Breitenbach, Ryan Coleman, Lisa Ferrari, John Lear, Aislinn Melchior, Czarina Ramsey, Carolyn Weisz

**Intro/Announcements**

Ryken called the meeting to order at 4:00 p.m. The minutes of the October 22 meeting were approved as circulated.

Ramsey announced that Puget Sound's 27<sup>th</sup> Martin Luther King, Jr. celebration would be held Tuesday, Jan. 22 in order to accommodate the schedule of the speaker, John Carlos, medal winner and civil rights protestor at the 1968 Olympics. She also invited nominations of students, faculty and staff for the annual "Keep Living the Dream Award," to be awarded at the next MLK celebration.

DC members Weisz and Ramsey, as members of BERT (the Bias-Hate Education Response Team which had met earlier in the day), asked for clarification on how to circulate and make useful information gathered by the subcommittee, particularly its annual report, given that no formal process had been created for reporting. Ryken and Ferrari noted the DC charge "to activate annually" BERT, and the deliberately ambiguous by-laws concerning DC oversight of its activities. The DC agreed to formally receive the report, preferably by April so that it could be included with the DC report to the senate, and noted that the process of DC review of the BERT report should not limit BERT's freedom to use the report and information gathered in other ways.

**Agenda**

The single agenda item was preliminary discussion of the DC charge to make recommendations to the Senate or full faculty about integrating a diversity component into the curriculum. In preparation, chair Ryken circulated a brief article (2001) about Diversity Requirements (<http://www.diversityweb.org/digest/w01/civic.html>) and an overview she had assembled of approaches used at our peer, next step and premier institutions (attached). Prompted by Ryken to share initial impressions, perceptions of needs for additional information and possible actions, a very general discussion followed, which I summarize at the broadest level.

Discussion began with a reflection on a past, unsuccessful attempt to introduce a diversity component that came out of the DC. One question and action discussed at length was how to put together information about current coursework offered and current student curricular choices that might reveal whether or to what extent we already accomplish much of what a diversity requirement might do. DC members noted past attempts to put together a list of courses with a diversity component (see: <http://www.pugetsound.edu/academics/diversity-curriculum/>), including problems rooted in the ad hoc efforts of a couple faculty members to gather and keep the information up to date, the overly broad categories for self-inclusion (for example, a course on a particular religion that may not intentionally address religious diversity), and the exclusion of other important categories (such as sexual orientation). In spite of these complications, several

DC members pushed for surveys or information gathering that might give us a better sense of what is offered and taken, and whether students with particular majors, such as the sciences or health sciences, have opportunities and are taking coursework that addresses diversity.

Much of discussion, whether about measuring or requiring diversity components, was directly or indirectly focused on definitions of a diversity component.

- Should a curricular diversity measure or requirement be oriented toward international awareness and world cultures, diversity in the United States, or both?
- Should it focus on an analytical understanding of diversity in specific historical or regional contexts, or should it more explicitly address issues of social justice?
- To qualify, must a course's subject matter be deliberately linked to the present, and should it develop specific cultural and civic competencies that can be directly applied outside of the classroom?

As is likely to be the case for any general faculty forum, discussion among DC members reflected various (and not mutually exclusive) initial positions:

Some expressed concerns that a very specific definition of diversity that went beyond what many of our courses already do might compromise the way faculty might otherwise organize a given course; that an additional diversity requirement might add additional strains on what existing faculty could offer and complicate hiring replacement faculty at a time when replacement of faculty on leave is not automatic.

Others noted that while the previous proposal for a diversity requirement was unsuccessful, it was then and is now part of an important conversation Puget Sound needs to have, that many students find a required diversity requirement to be something needed and valuable, and that now may be the time to move forward with another proposal.

There was agreement that, as part of the Senate charge, the DC should take the time to gather additional information on diversity in the Puget Sound curriculum and elsewhere, and consider the conceptualization of any potential diversity component, starting with the next meeting.

The meeting was adjourned soon after 5:00 p.m.

Respectfully submitted,

John Lear

## Peer Institutions

College/University	Diversity Requirement	General Education Requirements
Lewis & Clark College	No diversity requirement	Lewis & Clark's General Education requirements consist of the Core course (Exploration and Discovery) and courses in the areas of international studies, scientific and quantitative reasoning, creative arts, foreign languages, and physical education/activity. <a href="http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation/">http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation/</a>
Reed College	No diversity requirement	Humanities 110; two units from breadth group A (Lit, Phil, Religion, the Arts), two units from breadth group B (Hist, Social Sciences, Psychology), two units from breadth group C (science), two units from breadth group D (foreign language, logic, math, linguistics); additional breadth of two units outside major <a href="http://www.reed.edu/catalog/edu_program.html">http://www.reed.edu/catalog/edu_program.html</a>
Whitman College	<p>1b. The Cultural Pluralism requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity or interconnectedness of cultures. Such courses must offer in-depth coverage of, and must focus on, at least one of the following: cultural pluralism; power disparities among social groups; methodological or theoretical approaches used in the interpretation of cultural difference; marginality within categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of nondominant groups.</p> <p>Students must complete two courses totaling at least six credits designated as fulfilling the requirement in Cultural Pluralism.</p>	<p>Specifically, the General Studies Program is intended to provide: 1) breadth and perspective to allow exposure to the diversity of knowledge, 2) integration to demonstrate the interrelatedness of knowledge, 3) a community of shared experience to encourage informal continuation of education beyond the classroom, and 4) a context for further study in the many areas appropriate for a well-educated person. To achieve these goals, the faculty has devised the following curriculum:</p> <ul style="list-style-type: none"> <li>• The First-Year Experience: Encounters: two four-credit courses to be completed by all students during their first year of study.</li> <li>• Distribution Requirements for new students</li> </ul>

	<p><a href="http://www.whitman.edu/content/catalog/generalstudies">http://www.whitman.edu/content/catalog/generalstudies</a></p>	<p>Minimum of six credits in each of the following areas  Social Sciences  Humanities  Fine Arts  Science (including at least one course with a laboratory)</p> <p>One course of three or more credits in quantitative analysis; Two courses, totaling at least six credits, in Cultural Pluralism</p> <p><a href="http://www.whitman.edu/content/academic_resources/handbooks/parent_handbook/2012-2013/graduation-requirements">http://www.whitman.edu/content/academic_resources/handbooks/parent_handbook/2012-2013/graduation-requirements</a></p>
<p>Willamette University</p>	<p>World View theme changes ever 4 years; basically, students study a historical or foreign hermeneutic and bring it into conversation with their own outlook. Past themes include Victorian England, contemporary South America and the “New Work” model, formation of modern Middle-East, and 5<sup>th</sup> century Athenian Greece. Current cycle: War and Its alternatives (a little broader then past topics?)</p> <p><a href="http://www.willamette.edu/cla/catalog/archive/2003/overview/programs/interdisciplinary/index.php">http://www.willamette.edu/cla/catalog/archive/2003/overview/programs/interdisciplinary/index.php</a></p> <p>Also of interest, a specific degree in domestic diversity: AES major, American Ethnic Studies</p> <p><a href="http://www.willamette.edu/cla/aes/index.html">http://www.willamette.edu/cla/aes/index.html</a></p>	<p>Willamette: Freshmen Seminar called “World Views”; two quantitative reasoning course; four writing-centered courses (including world views); study in foreign language; credit from 6 “inquiry modes”: understanding the natural world, creating in the arts, analyzing arguments/reasons/values, thinking historically, interpreting texts, understanding society</p> <p><a href="http://www.willamette.edu/cla/catalog/overview/index.php">http://www.willamette.edu/cla/catalog/overview/index.php</a></p>

## Next Step Institutions

College/University	Diversity Requirement	General Education Requirements
Barnard College	<p>Cultures in Comparison mission statement:            “To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others”  <a href="http://barnard.edu/catalogue/curriculum/liberal-arts">http://barnard.edu/catalogue/curriculum/liberal-arts</a></p>	<p>Barnard: Two first year “foundations” freshmen English and a freshmen seminar (various topics).</p> <p>Credit required in the following areas:            Ethics and Values, Social Analysis, Historical Studies            Cultures in Comparison, Lab Science, Quantitative, Reasoning and deduction, Language Literature, Visual and Performing Arts</p>
Bates College	<p>No diversity requirements</p>	<p>Two concentration beyond declared major (4 units each); three writing intensive courses; one unit of science w/ lab; one unit of a course that requires “reasoning”; phys ed. two half credit.  <a href="http://www.bates.edu/entering/requirements/">http://www.bates.edu/entering/requirements/</a></p>
Colgate College	<p>“In addition to the four core classes, all students are required to take at least one of many courses that carry the Global Engagements designation. Such courses ask students to analyze the conditions and effects of cross-cultural interaction, so that they will be prepared to responsibly confront the challenges of the 21 century.”  <a href="http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum">http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum</a></p> <p>Core class 3 is called “Communities and Identities” and appears to be something of a diversity requirement although not designated as such.</p>	<p>Four core classes, taken in any order, to be completed by sophomore year: 1. Legacies of the Ancient World 2. Challenges of Modernity 3. Communities and Identities 4. Scientific perspectives</p> <p>“And in order to foster breadth, an Areas of Inquiry requirement ensures that students take six courses from a range of disciplines. This section is divided into three areas: Human Thought and Expression; Social Relations, Institutions, and Agents; and Natural Sciences and Mathematics.”  <a href="http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum">http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum</a></p>
Connecticut College	<p>No Diversity Requirement</p>	<p>General Requirements: Physical &amp; Biological Sciences; Mathematics &amp; Formal Reasoning, Social Sciences;</p>

		<p>Critical Studies in Literature &amp; the Arts; Creative Arts; Philosophical and Religious Studies; Historical Studies.</p> <p>Additional Requirements: Foreign Language, Writing Intensive Course, Technological Literacy  <a href="http://www.conncoll.edu/academics/general-education-requirements.htm">http://www.conncoll.edu/academics/general-education-requirements.htm</a></p>
Hamilton College	<p>Some aspects of the core curriculum don't seem to be set in stone. Although "Breadth in the Liberal Arts" as a concept does appear on the requirements page it is clarified that "Students will work with their advisors to determine how best to achieve this intellectual balance."</p> <p>Hamilton includes the study of diversity as a prerequisite for a truly robust liberal arts education: "Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States."  <a href="http://www.hamilton.edu/catalogue/college-purposes-and-goals">http://www.hamilton.edu/catalogue/college-purposes-and-goals</a></p>	<p>1. The Proseminar Program (1 unit)  2. The Writing Program (3 units)  3. Quantitative and Symbolic Reasoning Requirement (1 unit)  <a href="http://www.hamilton.edu/catalogue/college-purposes-and-goals">http://www.hamilton.edu/catalogue/college-purposes-and-goals</a></p>
Kenyon College	No Diversity Requirement	<p>1 unit Fine Art; 1 unit Natural science; 1 unit Humanities; 1 unit Social science</p> <p><a href="http://www.kenyon.edu/x23234.xml">http://www.kenyon.edu/x23234.xml</a></p>
Macalester College	<p>One of the First Year seminar's is called "The Problem of Race in U.S. Social thought and Policy"</p> <p>There is also a specific diversity requirement: "Internationalism and U.S. Multiculturalism graduation requirements are designed to prepare students to contribute as members of a thoughtful and principled citizenry in a global society. These courses provide specific knowledge about the complexity of internationalism and multiculturalism abroad, in the U.S., and in the rich</p>	<p>A first year seminar is required. This teacher is the advisor to all students and seminar assignments dictate living arrangements. A variety of topics are offered  <a href="http://www.macalester.edu/orientation/courseregistration/firstyearcourses/#AMST103-01">http://www.macalester.edu/orientation/courseregistration/firstyearcourses/#AMST103-01</a></p> <p>General Distribution Requirements break down into Humanities, Social Science, Fine Arts, and Natural Sciences &amp; Mathematics</p>

	<p>campus and local communities in which Macalester participates.”</p> <p><a href="http://www.macalester.edu/orientation/courseregistration/graduationrequirements/#INTL">http://www.macalester.edu/orientation/courseregistration/graduationrequirements/#INTL</a></p>	<p>Students Must also Meet the following requirements, either apart from or through the gen distribution: Second Language Proficiency (1 unit), Multiculturalism (1 unit). Quantitative Reasoning (3 Units) and writing (1 unite beside fresh. Seminar)</p> <p><a href="http://www.macalester.edu/orientation/courseregistration/graduationrequirements/#DR">http://www.macalester.edu/orientation/courseregistration/graduationrequirements/#DR</a></p>
Mount Holyoke College	<p>A “Multicultural Course” is a required although no information was given on the content of such a course.</p>	<p>“The College's distribution requirement is designed to acquaint students with a wide range of knowledge and encourage them to explore new areas of interest. At least 68 credits must be earned from course work outside the major department, across the three curricular divisions: humanities, science and mathematics, and social sciences. Mount Holyoke proudly requires not just this distribution across divisions of knowledge, but also a foreign language (intermediate knowledge of a language you have studied before, or elementary knowledge of a language new to you), and a multicultural course.”</p> <p><a href="https://www.mtholyoke.edu/acad/degrees">https://www.mtholyoke.edu/acad/degrees</a></p>
Oberlin College	<p>At least nine credit hours in courses dealing with cultural diversity, including foreign languages, are required. These must be taken in at least two departments or programs and may also count toward the nine hours required in each division.</p>	<p>In order to assist in achieving breadth, Oberlin has general requirements that emphasize study in each of the three broad divisions of the College (arts and humanities, social and behavioral sciences, and natural sciences and mathematics), while also insuring that a student has studied cultures different from his or her own and become familiar with a range of scholarly approaches in subjects studied. Students are also encouraged to achieve proficiency in a foreign language.</p> <p>The general requirements for the College of Arts and Sciences are described under the catalog section "Requirements for Graduation." They include the General Distribution Requirement (also known as the 9-9-9</p>

		Requirement), Cultural Diversity Credits, Quantitative Proficiency and Writing Proficiency.  <a href="http://www.oberlin.edu/catalog/college/req.html">http://www.oberlin.edu/catalog/college/req.html</a>
Smith College	<p>No set requirement but the stated goals of recommended breadth includes ideas about “global citizenship” that resonant with the idea of diversity studies</p> <p>“...<i>becoming an informed global citizen</i>, which requires</p> <ul style="list-style-type: none"> <li>• engaging with communities beyond Smith</li> <li>• learning tolerance and understanding diversity</li> <li>• applying moral reasoning to ethical problems</li> <li>• understanding environmental challenges”</li> </ul> <p><a href="http://www.smith.edu/academics/guidelines/curricular-requirements">http://www.smith.edu/academics/guidelines/curricular-requirements</a></p>	<p>First year students must complete a writing course</p> <p>Recommended breath covers Lit, History, Social Science, Natural Science, Arts, Math/Analytical Philosophy/Foreign Language.</p> <p>Only those students who cover the breadth recommendations are eligible for Latin honors and all students cover these topics get a “Liberal Arts Commendation” on their transcript <a href="http://www.smith.edu/academics/guidelines-and-procedures/curriculum">http://www.smith.edu/academics/guidelines-and-procedures/curriculum</a></p>
Trinity College	No diversity Requirement	<p>All students meet distribution requirements in five categories: the Arts, Humanities, Natural Sciences, Numerical and Symbolic Reasoning, and Social Sciences <a href="http://www.trincoll.edu/Academics/Pages/default.aspx">http://www.trincoll.edu/Academics/Pages/default.aspx</a></p>



## Premier Institutions

College/University	Diversity Requirement	General Education Requirements
<b>Bowdoin College</b>	<p>“Exploring Social Differences” and “International Perspectives” are in effect diversity requirements although not explicitly stated.</p>	<p>Mathematical/Computational/Statistical Reasoning, Inquiry in the Natural Sciences, Exploring Social Differences, International Perspectives, Visual or Performing Arts  <a href="http://www.bowdoin.edu/academics/curriculum/distribution-requirements.shtml">http://www.bowdoin.edu/academics/curriculum/distribution-requirements.shtml</a></p>
<b>Carleton College</b>	<p>“Global Citizen Requirement”            Tripartite sub-section of the Graduation Requirement program that includes 1 unit International Studies, 1 unit Intercultural Domestic Studies, and Language proficiency</p> <p>Course Descriptions:</p> <p>“International Studies (IS)</p> <p>Courses that meet this requirement will seek to develop in students the ability to see the world—its peoples and problems—from multiple perspectives. This will often take a comparative and/or historical approach. Approved off-campus studies courses may be used to fulfill the requirement.</p> <p>Intercultural Domestic Studies (IDS)</p> <p>Courses that meet this requirement will address the role of identity and status in shaping the disparate experiences of the peoples of the United States. Courses may also emphasize historical or comparative</p>	<p>First Year : Argument &amp; Inquiry Seminar; Writing Course</p> <p>General: 3 Quantitative Reasoning courses; 3 course Global Citizen requirement; 6 credits each of Humanistic Inquiry, Literary/Artistic Analysis, Arts Practice, Science, Formal or Statistical Reasoning, Social Inquiry  <a href="http://apps.carleton.edu/academics/requirements/#argument">http://apps.carleton.edu/academics/requirements/#argument</a></p>

	<p>perspectives and will include opportunities for reflection. Approved off-campus studies courses may be used to fulfill the requirement.”</p>	
<p><b>Colby College</b></p>	<p>Students are required to pass two three- or four-credit-hour courses that are centrally concerned with:  the structures, workings, and consequences of; and/or,  efforts at political and cultural change directed against; and/or,  progress in overcoming prejudice, privilege, oppression, inequality, and injustice.  One of these courses must deal with these issues as they concern the United States (U designation in course description), and one must deal with these issues in a context other than the United States (I).  <a href="http://www.colby.edu/administration_cs/student-affairs/deanofstudents/studentconduct/academic_life/academic_regulations/diversity-requirement.cfm">http://www.colby.edu/administration_cs/student-affairs/deanofstudents/studentconduct/academic_life/academic_regulations/diversity-requirement.cfm</a></p>	<p>Distribution (number of courses):  English Composition (1)  Foreign Language Arts (1)  Historical Studies (1)  Literature (1)  Quantitative Reasoning (1)  Natural Sciences (2)  Social Sciences (2)  Diversity (1 or 2)  FYSS/Wellness  <a href="http://www.colby.edu/academics_cs/catalogue/2005_2006/academic_program/">http://www.colby.edu/academics_cs/catalogue/2005_2006/academic_program/</a></p>