

## **Guidelines and Course Application Supplement for Diversity (Div) Designation for a UW Bothell Course University of Washington, Bothell**

Please complete this form to request a diversity (Div) designation for a UW Bothell Course. If you are proposing a *new* course, this form is required as a supplement to the New Course Application and Syllabus. If you are proposing a Diversity designation for an existing course, this form and a copy of the syllabus should be submitted to CCASC.

The UW Legislation states before graduating from the UW, all students must have "No fewer than 3 credits of courses, approved by the appropriate school or college, which focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. This requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences." (Full text of Faculty Senate Legislation: [http://www.washington.edu/faculty/facsen/legislation/class\\_b/classb\\_179.pdf](http://www.washington.edu/faculty/facsen/legislation/class_b/classb_179.pdf))

Three credits of Diversity designated work at UWB is interpreted to mean (a) a three-credit "Div" course completely focused on diversity, (b) one- or two-credit "Div" courses completely focused on diversity taken in combination to reach at least 3 "Div" credits, or (c) a "Diversity" designated, 5 credit course at UW Bothell which focuses at least 60% of its course content toward the objectives outlined by the Faculty Senate language. This means that one-, two-, or 3 credit courses designated as "Div" courses must be completely aligned with the Faculty Senate language rather than meeting a percentage target.

**Respond to appropriate items (those that apply) below for the most efficient review; then submit this form and the appropriate additional document—the syllabus for an existing course or the New Course form and Syllabus for a new course proposal.**

1) Course Number and Name:

For each of the following objectives, please provide evidence that demonstrates the spirit of this Diversity designation. Evidence can include: readings, lectures, the course description<sup>i</sup>, the course learning objectives/goals,<sup>ii</sup> learning activities,<sup>iii</sup> and assessments<sup>iv</sup> that provide evidence that the course meets the following criteria from the Faculty Senate Legislation cited above. Provide page numbers from the syllabus to help reviewers locate the evidence.

How does this course:

- a) focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales?
- b) support students' understanding of the complexities of living in increasingly diverse and interconnected societies?
- c) focus on cross-cultural analysis and communication?

- d) teach about historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, language, ability, religion, creed, age, or socioeconomic status. (Issues related to a specific discipline do not meet the diversity focus unless the focus is on a specific group within the discipline, for example, women in science or people of color in computer programming).
  - e) encourage thinking critically related to “power,” “inequality,” “marginality,” “oppression,” and “social movements?”
  - f) develop skills for effective communication across cultural differences?
- 2) Considering the evidence provided above, what percentage of this course would you estimate is focused on diversity?

**APPROVALS**

	Signatures	Date
Director/Dean of School or Program		
UWB CCASC Chair		

## Supplemental Information

The following information is intended to provide example responses to the prompts on the “Guidelines and Course Application Supplement for Diversity (D) Designation for a UW Bothell Course” form.

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<sup>i</sup> Sample catalog description: This course provides an introduction to theories, concepts, research, and policies that will provide a foundation for exploring connections between diversity and equity and for recognizing ways in which these connections are relevant to individuals, institutions, and the world.

<sup>ii</sup> Sample learning objective: Students will be able to connect current issues of diversity and equity to historical contexts (e.g. exploring the historical context of *Brown v. Board of Education of Topeka, Kansas* (1954), the influence of *Brown* and the civil rights movement on many groups, and how *Brown* is currently used in support of the banning of ethnic studies in Arizona).

<sup>iii</sup> Sample learning activities: The content and goals of the course require that all participants are actively engaged and prepared to create a safe community for the exploration of some of the most fundamental issues facing individuals, groups, society, and institutions. Course participants will be expected to come to class prepared to discuss various interpretations of texts rather than waiting to hear the instructor’s lectures on the readings. Group work, critical reflection, and tools of inquiry will be regular features of instruction.

<sup>iv</sup> Autoethnography Paper (approximately midterm due date; 5-8 pages double-spaced)

For this paper you need to

- use frameworks, theories and hypotheses from course readings to explore your process of development in the context of understanding issues of diversity and social justice
- discuss your experiences and education (in and outside of school) in a broad context and in relation to ideas and others (e.g., consider your personal experiences with cultural conditioning, issues of power, and advantages and disadvantages based on characteristics such as race, gender, class, sexual identity, language, ableism)
- adhere to principles of autoethnography (e.g., include descriptions that reflect emotions as well as experiences and tell stories with a specific purpose)
- theorize on the use of autoethnography as a learning strategy (its value and its limitations)