

HUMBOLDT STATE UNIVERSITY
Academic Senate

RESOLUTION ON DIVERSITY AND COMMON GROUND
(#13-99/00-EX)

WHEREAS, Humboldt State University "requires study of cultural diversity and common ground (DCG) as part of the baccalaureate degree program" [1999-2000 Humboldt State University Catalogue]; and

WHEREAS, Members of the university community have raised legitimate concerns regarding the quality of the current DCG program; and

WHEREAS, The University Curriculum Committee (UCC) appointed a Subcommittee on Diversity and Common Ground to examine the current DCG program and that Subcommittee's completed report has been accepted by the UCC and forwarded to the Academic Senate; therefore, be it

RESOLVED: That the Academic Senate of Humboldt State University commend the UCC Subcommittee on Diversity and Common Ground for its commitment to purpose, excellence of response and thoroughness in addressing this important institutional priority; and be it further

RESOLVED: That the Academic Senate of Humboldt State University recommend that Humboldt State University maintain its commitment to the principle of the study of DCG as an integral part of the undergraduate educational experience; and be it further

RESOLVED: That the Academic Senate of Humboldt State University reaffirm its position that the courses used to fulfill the DCG requirements be used to satisfy more than one graduation requirement so that they will not create a net increase in the units required for graduation [Senate Resolution #33-90/91-EP]; and be it further

RESOLVED: That the Academic Senate of Humboldt State University propose that the following recommendations regarding DCG be adopted, with reference to the attached Memorandum to the UCC from the Subcommittee on Diversity and Common Ground, revised April 14, 1999, which contains information essential to understanding the broader context and intent of these recommendations:

Recommendation #1 Any approved DCG course will be centrally organized around the aims of one of the four pedagogical models below.

A. *Multicultural Studies: Educational Objectives*

- To comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another

- To explore and evaluate concrete examples of the student's own cultural heritage in relation to others
- To develop in students the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture

B. *Identity Politics: Educational Objectives*

- To study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
- To evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
- To understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)

C. *Differential Power and Privilege: Educational Objectives*

- To become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
- To study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
- To expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, disability, class, etc.

D. *An Integrative Approach*

- An integrative approach which substantively incorporates aims from two or more of the models.

Recommendation #2 Departments will review the DCG guidelines with all faculty assigned to teach DCG courses, and individual instructors will highlight for students, in class and on the course syllabus, the principal aims of their courses with respect to DCG.

Recommendation #3 At least one of the two courses used to satisfy the DCG requirement will be domestic, i.e. focused on the United States, and the second of the mandatory courses may take an approach that recognizes wider international or transnational forces.

Recommendation #4 Approval for DCG courses will reside with the UCC, which will create a standing Subcommittee for DCG charged with the responsibility of reviewing applications for DCG approval. The UCC will ensure that the membership of the Subcommittee for DCG includes adequate representation from each of the colleges and the student body. [This incorporates Recommendation #6 of the April 14, 1999 document cited above.]

Recommendation #5 Current DCG offerings will undergo a recertification process during the next three years, beginning with the term following final approval of this document.

Recommendation #6 The UCC will conduct a program review of DCG on a five-year cycle based upon a program review process that has been approved by the UCC and the Academic Senate.

Recommendation #7 Faculty development opportunities and resources will be provided that are specifically targeted toward inclusion of diversity and common ground criteria in the curriculum.

ATTACHMENT (available in University Senate Office)

Academic Senate: Passed 04/04/00

President McCrone: Approved 04/21/00