

Diversity, Globalization, and Non-Western Area Studies Courses

Submission Guidelines

Catalog Links: [Diversity](#), [Globalization](#), [Non-Western Area Studies](#)

Submission Requirements:

To submit your course for certification for one of the three areas of DGNW, please send the following to Stacy Olitsky (solitsky@sju.edu):

1. A detailed syllabus that includes the learning objectives, topic schedule, and a description of how the relevant learning objectives will be assessed. Your learning objectives should be keyed to the common course objectives listed under your chosen area.
2. Along with your syllabus, please submit a brief rationale (1 concise paragraph) addressing how your course satisfies the requirements for Diversity, Globalization, or Non-Western Area Studies.

Reminders:

- Please copy your e-mail to your department chair, as prior departmental approval is required.
- Because of the diverse subject matter included in this course category, the committee does not expect all of the listed course objectives to be relevant to a given course certified as satisfying this requirement.

Learning Objectives:

| In Diversity Courses, Students Will . . . | In Globalization Courses, Students Will . . . | In Non-Western Area Studies Courses, Students Will . . . |
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| <p>Scrutinize their assumptions about identity and difference.</p> <p>Examine issues of subordination and privilege in their own and others' lives.</p> <p>Understand the complex, dynamic, and dialectical nature of culture and the political, historical and economic conditions that shape it.</p> <p>Investigate patterns of oppression and resistance among particular cultural groups.</p> <p>Develop understandings about the experiences and contributions (political, social, economic, etc) of particular cultural communities that have been systematically marginalized.</p> <p>Develop an awareness of their roles as potential activists for social justice and agents for social change.</p> | <p>Study past and current theoretical debates over political and economic interdependence, democratization and the evolution of capitalism.</p> <p>Come to understand the historical emergence of key political and economic structures, such as the modern state system, regional integration agreements such as the European Union and NAFTA and formal institutions like the United Nations.</p> <p>Critically analyze ethical and policy debates over tensions between hegemonic power, global interdependence, trade, state autonomy, environmental concerns and the rights of individuals.</p> <p>Develop an ability to engage these issues in concrete historical, contemporary contexts, and in varied communicative and linguistic contexts.</p> | <p>Gain a better understanding of the distinctive features of one country or one region outside of North America and Europe (e.g., history, institutions, economy, societies, ethnic groups).</p> <p>Understand this one country or one region in greater depth than is possible in courses that emphasize globalization or comparison among cultural systems.</p> <p>Become familiar with cultural difference by studying the specified country or region from the perspective of its own peoples on their own terms.</p> <p>Acquire the ability to analyze and contextualize cultural and historical materials relevant to the specified country or region.</p> <p>Use the new knowledge and abilities described in the previous objectives to grow in critical thinking, appreciation for cultural diversity, and the articulation of these skills in standard forms of academic expression.</p> |

Criteria for Diversity Courses:

- Diversity should permeate the course. It should not be a single unit in the class, but be taught throughout the course.
- Diversity courses analyze the construction and maintenance of social categories such as race, class, religion, sexual orientation, gender, age, ability, culture as well as the material, political, economic, social and ethical consequences of these identities.
- In order for diversity to be taught effectively, it would be useful to establish a common vocabulary within the course so that diversity is interpreted in a systematic, rigorous, empirically grounded and/or theoretically driven way.
- Each diversity course employs theoretical frameworks that provide sustained analytical inquiry. Each course emphasizes the ways in which social categories overlap and interact to produce multiple identities and attends to the complex consequences of these intersections.
- A course should create an inclusive and challenging atmosphere. Where possible it should foster dialogue that is open and conducive to a diverse and inclusive learning environment. This will in turn enable students to break out of their comfort zones and openly discuss sensitive issues. The syllabus should demonstrate how this will be accomplished through classroom discussion, readings, assignments, guest lecturers etc.

Criteria for Globalization Courses:

Globalization courses should:

- Have a central focus on *interactions* and *interdependence* among global actors (nations, states, societies, cultures, peoples, organizations).
- Be *critical* and *analytic* in nature.
- Make substantial connections with the *contemporary world* and have demonstrated relevance to contemporary life.
- Use appropriate theoretical frameworks for investigating issues of globalization.
- Have a comparative aspect.

Criteria for Non-Western Area Studies Courses:

- Courses should focus on just one country or region.
- The country or region should be outside of North America and Europe (including both western and eastern Europe). Acceptable countries or regions include those in Africa, Asia, and Latin America. (For the purposes of this category, "Latin America" includes Mexico.)
- The focus should be on cultural content and distinctive features (e.g., history, institutions, economies, societies, cultures), as well as on the attempt to understand the country or region from the perspective of its own people(s).
- Not appropriate are courses emphasizing theory, methodologies, comparison with cultures of North America or Europe, interaction between the target country or region and other outside countries or regions, or relationships with global systems such as external political organizations or the international business community. (This does not prevent these concerns from being addressed to the degree that they contribute to the dominant focus areas listed above.)
- Language courses used to fulfill the requirement must deal with non-western cultures and must be above the intermediate level.

Note: While courses focused on just one country or region within this framework are generally given wide latitude for acceptance, the primary concern of this category is cultural difference. Thus, courses on other regions overwhelmingly dominated by transplanted western culture with few remnants of indigenous cultures (such as Australia) are usually not appropriate. In contrast, courses emphasizing the pre-Columbian phases of the indigenous cultures of North America would merit consideration (although usually not later phases). Most courses on Russia are not appropriate because Russia has been shaped by history and cultural developments definitive of "western culture" (e.g., Christianity, education in Greek and Roman classics, western ideas such as Marxism, and a long history of fluid interaction with western Europe). In some cases, a course on Russia may include an appropriate emphasis on cultural difference, so proposals for courses on Russia will be treated on a case by case basis.