Criteria for Diversity, Globalization, and Non-Western Area Studies Courses

Submission Requirements:

To submit your course for certification for one of the three areas of DGNW, please send the following to the current certification committee Chair.

1. A detailed syllabus that includes the learning objectives, topic schedule, and a description of how the relevant learning objectives will be assessed. The relevant learning objectives listed below should be explicitly stated on your syllabus.
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.
3. Please copy your department Chair, as prior departmental approval is required.

Learning Objectives:

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<th>In Diversity Courses</th>
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<td>Students will develop understandings about and identify the experiences and contributions (political, social, economic, etc.) of particular cultural communities that have been systematically marginalized.</td>
<td>Students will critically analyze past and current theoretical debates over political and economic interdependence, democratization, and the evolution of capitalism, focusing upon the interaction and interdependence of contemporary global actors.</td>
<td>Students will be able to describe and discuss in depth the cultural content and distinctive features of one country or one region outside of North America and Europe from the perspective of its own people(s).</td>
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<td>Students will understand the complex, dynamic, and dialectical nature of culture and the political, historical, and economic conditions that shape it.</td>
<td>Students will critically analyze contemporary ethical and policy debates over tensions between hegemonic power, global interdependence, trade, state autonomy, environmental concerns and the rights of individuals.</td>
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<td>Students will describe and analyze issues of subordination and privilege, oppression and resistance in their own lives and the lives of other cultural groups.</td>
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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.