

Guidelines for the FFC US Domestic Pluralism Requirement

General Rationale for the Cultural Diversity Requirement

In order to prepare our students to think and act as responsible global citizens in the 21st century and in accordance with our mission statement (“we embrace cultural diversity” and prepare our students “to become responsible citizens of the global community”), students are required to complete courses focused on two different aspects of cultural diversity: pluralism within the United States, and international perspectives. This requirement ensures that students gain a broad perspective on diversity and prepares them for productive and rewarding careers in an increasingly diverse and globalized world.

Learning Goals for the US Domestic Pluralism (DP) Requirement

Courses to be tagged as satisfying the US domestic pluralism requirement must fulfill the following learning goals: Upon successful completion of the domestic pluralism requirement, students should be able to:

1. explain how one or more categories of diversity (e.g., race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience, and
2. demonstrate an awareness of how issues of power, position, and privilege affect the history and experiences of groups and individuals in the U.S.

Criteria for the US Domestic Pluralism (DP) Designation

1. At least 50% of the course content must address issues of domestic pluralism.
2. The course must include specific activities and/or assignments designed to achieve the learning goals of the Domestic Pluralism requirement.

Guidelines for FFC Designation: US Domestic Pluralism (DP)

Domestic Pluralism (DP) tags are requested through either the New Course Proposal (NCP) process or the Course Change Request (CCR) process, both of which are governed by the Curricular Policies Committee (CPC). Both the NCP and CCR forms ask faculty to respond to the following prompts:

1. Will at least 50% of the course content address issues of domestic pluralism?
2. Describe the scope of the course and explain how much of it will be focused on addressing issues of domestic pluralism.
3. For assessment purposes, all DP courses must require students to submit a written assignment that directly addresses at least one of the learning goals listed above. Briefly describe such a written assignment.

Once approved by CPC, the course will begin carrying the new DP tag in the following academic year because the College Catalog can only be updated annually (e.g., if approved by CPC 2021-2022, the new tag will become active for 2022-2023).

In rare situations, a Course Change Request (CCR) can lead to a “tag transition issue” where a course is being taught with new tags in mind, but the new tags won’t actually take effect until the following academic year. In such cases, a student who prefers that their records reflect the new (not-yet-official) tags can submit an individual appeal to the Academic Appeals Board (AAB) for this exception.

Assessment of the FFC US Domestic Pluralism (DP) Requirement

In the year prior to assessment of the DP requirement, the Assessment Committee will ask faculty to identify an assignment from late in the semester in which students would be able to demonstrate that students had met the learning goals for Domestic Pluralism and to send the prompt for that assignment to the committee. At the end of the term, each faculty member will be prompted to send the assignments of three students drawn randomly from their class roster and stored by the Assessment Committee for future blind review.

In the year when the DP requirement is assessed, the Assessment Committee will conduct a blind review of the stored DP assignments using a standardized assessment rubric based on the DP learning goals (see sample rubric below).

If you are seeking guidance for developing useful assignment prompts to use for DP assessment, please consider the sample prompts below. You can also reach out directly to the Assessment Committee for further suggestions.

1. Question set.
 - a. How does Conflict/Critical Theory explain deviance? Distinguish among: Conflict (Dahrendorf), Cultural Conflict (Vold), Pluralistic Conflict (Turk), and Radical Criminology (Quinney/Spitzer). Explain (with examples) the concepts of principled deviance, problem populations, and perceived threat. How does this type of theory describe and explain the control and consequent criminalization of target populations such as Af-Ams and LGBTQ+?
2. Argumentative paper.
 - a. Introduce and illustrate the chosen stereotype, using selected readings and critical sources to discuss the stereotype in greater depth. Provide counter narratives to the chosen stereotype and conclude with own reflections.
3. Oral history project: How has gender shaped your life?
 - a. Interview a family member or friend over 40 years old. Write a 5- to 7-page paper that makes a historical argument about the role of gender in US history, using your interviewee’s experience as evidence.
4. Memoir project with a focus on feminism.
 - a. Reflect on: How has your perspective on feminism evolved, deepened, shifted, or grown more complicated? What were moments in the course that, either at the time or upon reflection now, have played important roles in your journey?

Sample Assessment Committee Rubric

RUBRIC FOR GEC GOAL III: CULTURAL DIVERSITY REQUIREMENT (Domestic Pluralism)

Definition

Upon successful completion of the domestic pluralism requirement, students should be able to:

- *Explain how one or more categories of diversity (race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience*
- *Demonstrate awareness of how power, position and privilege affect the history and experiences of different groups and individuals in the U.S. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance*

	Proficient 2	Developing 1
Knowledge of context <i>Demonstrates awareness of how power, position, and privilege affect the history and experiences of different groups and individuals in the U.S.</i>	Accurately identifies and summarizes how different groups in the U.S. (defined by race, ethnicity, national origins, social class, gender, religion, disability, sexual orientation, or gender identity) have been distinctly treated historically or in the contemporary moment. Draws from appropriate sources, analyzes them well, and avoids stereotypes or generalizing comments.	Shows minimal awareness of the role of power and privilege have shaped the U.S. American experience. Acknowledges differences in how different groups of U.S. Americans have been treated historically or in the contemporary moment but shows little discrimination between sources and shows susceptibility to stereotypes or generalizing comments.
Knowledge of effects <i>Explains how one or more categories of diversity (race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience</i>	Articulates how the history, values, politics, communication styles, economy, or beliefs and practices embodied in one or more categories of diversity (particularly relating to race, ethnicity, national origins, social class, gender, religion, disability, sexual orientation, or gender identity) have contributed both to improving quality of life for U.S. Americans and to creating conflict within the U.S. Demonstrates ability to recognize how differential treatment has affected feelings and experiences of different groups in a diverse environment.	Shows some understanding how elements important to members of an historically-underrepresented groups in the U.S. in relation to its history, values, politics, communication styles, economy, or beliefs and practices contribute to U.S. culture. Shows some recognition of differential treatment of different groups has contributed to how groups respond to diverse environments.