

Diversity, Identity, and Social Justice in the United States

In addition to the General Education Course Submissions Guidelines document (--available at https://www.oswego.edu/general-education/sites/www.oswego.edu/general-education/files/course_submission_guidelines-rev_2021_0.pdf--), what follows is additional information related to course submissions in our Diversity, Identity, and Social Justice in the United States category.

It bears noting straightaway that there is no one size fits, no single way to realize the various required sections of the Course Outline. For instance, the course outline section might hew to the structure of a traditional outline with roman numerals, letters, and numbers; it could just as easily opt to offer a narrative outline.

Please be sure to include verbatim the SUNY GE Learning Outcomes (LOs) for the new category it calls Diversity: Equity, Inclusion, and Social Justice (LOs included below). Submitted Course Outlines must include those learning outcomes, although additional LOs can also be included.

In spring 2022 the Faculty Assembly voted to maintain our specific focus on the United States for the Diversity, Identity, and Social Justice in the United States category. As you know, SUNY System has no difficulty with that focus.

Please be sure that the Course Outline makes explicit early on and throughout its whole the course's connection and commitment to the mandated learning outcomes. As the General Education Course Submissions Guidelines document indicates, this can best be done by linking those learning outcomes to the justification section and then showing in the outline section how the learning outcomes are to be realized over the course of the course. Making clear the through lines, if you will, will help guide the Council.

The General Education Course Submissions Guidelines document also highlights the important guiding role to be played by the cover memo sent with the Course Outline, for there you articulate how the submitted course enables students to meet the Diversity, Identity, and Social Justice in the United States.

You and your colleagues need not go it alone. In addition to General Education Council members, help can also be found from the diversity, equity, and inclusion committees/working groups in your college or school:

College of Liberal Arts and Sciences: contact Dean Kristin Croyle

School of Business: contact Assistant Professor Michele Thornton

School of Communication, Media, and the Arts contact Assistant Professor Francisco Suárez

School of Education: contact Associate Professor Ritu Radhakrishnan, Assistant Professor Tiphonie Gonzalez

Please remember that newly created courses must also be submitted to the Undergraduate Curriculum Committee (UCC) for consideration and approval; this submission can be simultaneous with submission to the General Education Council. Already existing courses

whose Course Outlines have simply been revised to make explicit what has always been the case regarding course focus and content must be submitted to the General Education Council but do need not to be resubmitted to UCC.

You should also bear in mind that, as has long been the case, a course can be approved in more than one general education category. Of course, it has also long been the case that a single course cannot be used by a student in more than one general education category even though it is approved in multiple categories.

Diversity, Identity, and Social Justice in the United States Learning Outcomes (what System calls Diversity: Equity, inclusion, and Social Justice):

Students will

Learning Outcome 1: describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; [local FYI note: please be sure that all three are included and integral to the Course Outline]

Learning Outcome 2: analyze the role complex networks of social structure and systems play in individual and group identity formation and the creation and perpetuation of dynamics of power, privilege, and oppression in the United States; and

Learning Outcome 3: apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.