

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--), you can find examples of Course Outlines that meet the Diversity, Identity, and Social Justice in the United States learning outcomes by clicking on the Course Numbers and titles below

ENG 347 Contemporary Native American Literatures [upper-division specialized offering]
HIS 202 History of the United States to 1865 [lower-division survey open to all students]

As you see, there is no one size fits all, 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.

What is critical, though, is that the Course Outline makes explicit early on and throughout its whole the course's connection and commitment to the Diversity, Identity, and Social Justice in the United States 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 the guidance provided above, 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.

Finally, and by way of reminder, the Diversity, Identity, and Social Justice in the United States learning outcomes will need to be present on the syllabi of all approved courses. The learning outcomes, again, are

Students will be able to:

Learning Outcome 1: investigate or 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 2: demonstrate an understanding of how one or more marginalized groups in the United States construct and maintain multidimensional individual and group identities and their underpinning worldviews.