

This quote from the Feb. 11 UGC meeting minutes summarizes where the discussion on the Multicultural requirement is at the moment:

“...discussion of the recommendations could be summed up under three questions:

- 1) How can Multicultural Course syllabi be made more informative for students?
- 2) Should Study Abroad satisfy part of the Multicultural requirement?
- 3) Should the criteria for the three multicultural categories be clarified?

One of the first questions that should be asked is **What is the purpose of the Multicultural Courses?** Do students understand this purpose?”

“After discussion on this point, the Council formulated the following recommendation:

Recommendation:

Descriptions of multicultural courses are not restricted by the 25-word limit on catalog copy and should be full enough to give students and advisors, who are not experts in the field, a clear understanding of the course content. Moreover, these descriptions should show how the course is related to the general purpose of the multicultural requirement and how it fits the particular multicultural category in which it is offered. These informative descriptions should be posted online in the Class Schedule and included in course syllabi, both online and in hard copy (if hard copies exist).”

For all multicultural courses to be offered during a particular term, faculty or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. Course descriptions should be full enough to give students and advisors, who are not experts in the field, a clear understanding of the course content. Moreover, these descriptions should show how the course is related to the general purpose of the multicultural requirement and how it fits the particular multicultural category in which it is offered. Beyond the Schedule of Classes, these expanded course descriptions should be posted in course syllabi, both online and in hard copy (if hard copies exist).”

Following are statements that are published in University documents that give the purpose of and criteria for General Education, Group-satisfying courses and Multicultural requirement courses offered at the University of Oregon. At the conclusion of this document are suggested uses and/or revisions of statements that can provide a Purpose Statement for the Multicultural requirement. Please add your own comments, revisions, and suggestions at the end of this document and return to me. I will compile everyone’s input and have it ready for distribution at the April 10 meeting for discussion.

Our purpose is to identify a short, clear statement explaining *why* we have a Multicultural requirement.

UO MISSION STATEMENT

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions [through].....

- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society

UNIVERSITY OF OREGON COURSE CATALOG 2007-8

General Education at the University of Oregon

Purpose

The liberal arts and sciences form the foundation of the General Education curriculum at the University of Oregon. The General Education curriculum provides a common educational experience for all students, and offers opportunities for mastery of linguistic, analytic and computational skills, as well as the development of aesthetic values. It fosters personal development and an expanded view of self. It offers a breadth of knowledge and a variety of modes of inquiry. It strives for coherence of learning through integration and synthesis. It seeks to impart enthusiasm for learning. It emphasizes critical thinking, logic, and effective reasoning along with a healthy skepticism. It encourages appreciation of heritage and culture and examines values and controversial issues.

The University of Oregon, as a comprehensive research university, offers opportunities through General Education to develop an understanding of and appreciation for:

1. the centrality of effective communication and language facility
 - * oral and written communication
 - * group, interpersonal and technological communication
2. the moral foundations of human interaction
 - * ethical judgment, personal and social responsibility
 - * the increasing interdependence and diversity of world cultures

- * the consequences of current actions and policies
3. the nature of the historical past and its relationship to the present
 - * the common concerns and diverse responses of societies, past and present
 - * historical approaches to understanding contemporary issues
 4. the diversity of human experience through the study of various cultures
 - * culture and its tangible achievements
 - * creative expression
 - * critical approaches
 - * aesthetic standards
 - * oral and written histories
 5. the importance of modern sciences and technology
 - * science as an interrelated body of knowledge, rather than a collection of isolated facts
 - * scientific methods of discovery
 - * scientific perspectives on major problems facing society
 - * quantitative reasoning and computational skills
 6. the fundamentals and interrelationship of the human mind and body
 - * human behavior
 - * perception and cognition
 - * diverse modes of thought and creativity
 - * self awareness
 - * health and physical activity
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Criteria for Group-Satisfying Courses

Courses approved for General Education provide perspectives that encourage students to integrate knowledge and develop skills that will enable them to pursue further knowledge effectively. A large proportion of General Education coursework is divided into three Groups: Arts and Letters, Social Science, and Science. The criteria of courses in each of these Groups are given below:

Group-satisfying courses in Arts and Letters create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Courses are broad in scope and demonstrably liberal in nature (that is, courses they promote open inquiry from a variety of perspectives).

Group-satisfying courses in the Social Sciences are liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course.

Group-satisfying courses in the Sciences introduce students to the foundations of one or more scientific disciplines, or provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses introduce students to the process of scientific reasoning.

[These criteria for Group-satisfying courses are edited and abridged from the original text.]

Criteria for Multicultural Requirement Courses

The University of Oregon believes in introducing students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society. Therefore, we ask you to complete two courses that engage these issues.

2007-08 STUDENT HANDBOOK

Bachelor's degree candidates must complete one course in two of the following categories: A: American Cultures; B: Identity, Pluralism, and Tolerance; C: International Cultures. A minimum of 6 credits in approved courses must be earned.

UO COURSE CATALOG 2007-8

Multicultural Requirement Categories

Category A: American Cultures

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American.

Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B - namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance - or explicitly describe and analyze a world view -- i.e., a system of knowledge, feeling, and belief -- that is substantially different from those prevalent in the 20th- and 21st-century United States.

SUGGESTED REVISIONS/PURPOSE STATEMENTS:

A PROPOSED STATEMENT-

The purpose of the Multicultural requirement is to expand educational breadth and prepare students to participate effectively in diverse personal, national, and global environments.

1. The purpose of the Multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society. The requirement asks you to complete two courses that engage these issues.

Based on Student Handbook statement

2. [Your comment or suggestion here.]