

HUNTER COLLEGE, CUNY

General Education Requirements Committee
Pluralism and Diversity Subcommittee
Senate Briefing
March 22, 2023

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PART 1: INTRODUCTION

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Membership

Lisa Anderson (co-chair)
Nicole Bennett (Associate Provost, ex-officio member)
Nadine Bryce
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Laz Lima (co-chair)
Janet Neary*
Rupal Oza
Gina Riley (Senate Assessment Committee)
Abigail Rodriguez Morales*
Calvin Smiley*
Jeanne Weiler (Senate Undergraduate Course of Study Committee)

*Member of the Presidential Task Force on Racial Equity's "Curricular Enhancements" group.

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GER P&D Subcommittee Charge

1. Reconfigure and revise Hunter's four existing Pluralism & Diversity (P&D) categories so as to
 - expand upon and bring nuance to their late-20th-century concerns and understandings
 - emphasize structural inequality, social justice, and inclusive epistemologies
2. Convene town-hall-style conversations and workshops with stakeholders from across the college to
 - update the P&D categories as indicated above
 - develop an approval and expedited re-certification process for courses to fulfill P&D, in collaboration with the Undergraduate Course of Study Committee, the Committee on Academic Assessment, and Senate Leadership, and with additional support from Dean's Offices and the Office of Assessment
3. Work with schools, departments, and programs to provide students with a robust list of courses to fulfill each reconfigured category, ensuring that such course offerings address social issues of importance and provide students with a well-rounded education

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Brief Overview of Current P&D Categories

Pluralism & Diversity courses may simultaneously meet Common Core, Hunter Focus, Writing, major or minor requirements.

- A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas
- B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans
- C. Women and/or issues of gender or sexual orientation
- D. Europe, including ways in which pluralism and diversity have been addressed

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PART 2: PROPOSED CATEGORIES AND LEARNING OUTCOMES

The Hunter College Senate

P&D Subcommittee

List of Community Events and Documents

Link:

<https://www.hunter.cuny.edu/senate/sub-committee-on-pluralism-diversity>

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Preamble

Hunter College's Pluralism and Diversity requirement was initially established in 1993 to expose undergraduates "to a wide range of intellectual traditions, perspectives, and concerns arising from all corners of the globe." After the killing of George Floyd in May 2020, widespread global protests highlighted conversations about race, anti-Blackness, and the need to address systemic racism through structural change – including on our campus and in our curricula. We see this revision of the Pluralism and Diversity requirement as one such change, one that can redress systemic injustice while also accommodating future revisions attuned to evidence-based reasoning and ethical knowledge production.

Consistent with Hunter College's mission as a public liberal arts institution, we seek to develop the skills and knowledge necessary for civically minded students to understand and analyze the structures of power that diminish or advance justice. We understand justice to mean not just the absence of discrimination and inequity, but also the presence of deliberate systems to achieve and sustain racial and social equity. Our aim is to inspire students to break down the barriers to equity and justice through a transformative educational experience that prepares them to succeed and thrive on our campus and in the world.

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Category A: Migration, Diaspora, and Globalization

Understanding various political, economic, and/or cultural differences across the globe and how movements create, shift, and/or secure contested boundaries, borders, and identities.

After completing a course in the category, students will be able to

- Explain how and why **forms of migrancy and diaspora** have transformed over time, impacting people and resources in a global context.
- Assess the **impact of globalization** on the dispersal of ethnic, racial, gendered, "stateless," and/or religious groups over time in historical, social, cultural, and/or political context.
- Demonstrate **intercultural competence** as part of constructive discourse.

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Category B: Residency, Citizenship, and Human Rights in the U.S.

Understanding how rights are gained or lost via policies, legislation, and social customs in U.S. society.

After completing a course in the category, students will be able to:

- Explain the historical, social, cultural, and/or political context for how **rights and responsibilities** are accorded to citizens, citizens-in-the-making, the undocumented, and/or marginalized populations in the U.S.
- Identify how **human rights abuses** have contributed to the educational, cultural, social and/or political disenfranchisement of marginalized populations.
- Evaluate how **systemic violence** related to class, gender, poverty, race, and/or sexuality intersects with residency status, citizenship, and human rights in the U.S.

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Category C: Intersectionality and Social Justice

Understanding the social constructions of race, class, gender, sexuality, and dis/abilities through concepts of justice, fairness, and equity.

After completing a course in the category, students will be able to

- Demonstrate an understanding of **intersectionality** among gender, sexuality, race, ethnicity, religion, class, dis/abilities, and/or other critical variables.
- Identify the ways that social, economic, and/or political **power and privilege** play out across a range of human experiences.
- Explain how engagements with power and privilege contribute to and/or combat **systemic oppression and inequality**.

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Category D: Epistemologies, Environments, and Technologies

Understanding how power and knowledge are produced in society and how change/innovation can accelerate and alter established epistemological frameworks.

After completing a course in the category, the student will be able to

- Demonstrate an understanding of how the **production of knowledge** (epistemologies) is mediated by ecological, cultural, technological, institutional, historical, and/or socio-political environments.
- Identify **concepts, arguments, theories, and/or methodologies** in one or more of the three areas (Epistemologies, Environments, Technologies).
- Explain how these concepts, arguments, theories and/or methodologies impact **equity and justice**.

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QUESTIONS AND CONTACTS

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