PART 1: INTRODUCTION

GER P&D Subcommittee Charge

1. Reconfigure and revise Hunter's four existing Pluralism & Diversity (P&D) categories to do so 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

Membership

Lisa Anderson (co-chair)
Nicole Bennett (Associate Provost, ex-officio member)
Nadine Bryce
Sand Clarkson
Luz Lima (co-chair)
Janel 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.
**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

**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

**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 existing on 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 institutions. We see this revision of the Pluralism and Diversity requirement as one such change, one that can redress systemic injustices 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 socially 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 inequality 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.

**Category A: Migration, Diaspora, and Globalization**

Understanding various political, economic, and 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 contexts.
- Demonstrate intercultural competence as part of constructive discourse.
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 this 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.

Category C: Intersectionality and Social Justice

Understanding the social constructions of race, class, gender, sexuality, and disabilities 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, disabilities, 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.

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.

QUESTIONS AND CONTACTS

Contact GER P&D subcommittee co-chairs:

Lisa Anderson lisa.anderson@hunter.cuny.edu
Lázaro Lima lazaro.lima@hunter.cuny.edu

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