

**U.S. Multiculturalism/Internationalism Requirements**  
**Preliminary Report**  
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***Requirement Descriptions:***

**U.S. Multiculturalism:** at least one course devoted to the study of social groups (e.g. based on race, religion, class, gender, sexuality, language, national origin) in the U.S., including analysis of the forces that create, contest, or maintain power, identity, and difference.

**Internationalism:** at least one course devoted to the study of peoples and systems in regions outside the U.S., including analysis of issues underlying international, transnational, and global phenomena.

***Explanation/Rationale:***

The U.S. Multiculturalism and Internationalism graduation requirements are distinctive Macalester requirements designed to prepare students to contribute as members of a thoughtful, principled citizenry in a global society. These courses provide specific knowledge about the complexity of multiculturalism abroad, in the U.S., and in the rich campus and local communities in which Macalester participates. While internationalism and multiculturalism are distinguished as two components of the College mission, in reality they are intertwined. Peoples divided by national boundaries may, for example, be more homogeneous culturally and linguistically than peoples within a nation like the United States. Systems of power and privilege that help create and maintain hierarchical relations among peoples operate within the U.S. and other nations, among nations, and between the U.S. and the rest of the world. The two-part diversity requirement recognizes not only the conceptual interconnectedness of internationalism and multiculturalism, but also the need for students to engage with complexities of difference within the community where they live and work, as well as within an international and global context. In learning about other cultures and groups one dislodges presuppositions about others and, crucially, about one's individual and collective self. A rich campus life, language acquisition, study away, and interaction with diverse students and faculty all contribute to students' intellectual and experiential grasp of difference and of their own place in relation to the "other" and the world.

### ***U.S. Multiculturalism Learning Objectives***

- Understand the creative, cultural, literary, economic, environmental, historical, political, and/or social experiences and contributions of social groups within the U.S.;
- Explore the interrelationships among socially significant categories in the U.S., and how these work to shape complex, dynamic identities and social realities;
- Understand the ways in which unequal power and privilege have developed historically and continue to affect social groups in the U.S.; and
- Attend to efforts to promote equity and social justice among groups within the U.S.

### ***Internationalism Learning Objectives***

- Understand the creative, cultural, literary, economic, environmental, historical, political, and/or social experiences and contributions of peoples or societies outside the U.S.;
- Explore ways in which individual and collective identities are shaped by their position within larger national, transnational or global contexts;
- Explore the interconnections among peoples, nations, and/or transnational groups, including analysis of large scale phenomena such as diaspora or globalization; and
- Develop a comparative and/or historical perspective on ways in which access to power, privilege, and resources varies among different peoples and nations, as well as awareness of the continuing effects of these inequities.

### **Proposed Criteria and Thoughts on the Course Approval Process**

*Who would determine whether or not courses fulfill U.S. Multiculturalism or Internationalism requirements?*

Either EPAG or an advisory general education subcommittee appointed by the Provost and EPAG could serve as the body that approves courses for the M and I requirements. In either scenario, we recommend that the Dean for the Study of Race and Ethnicity and the Dean of International Studies be consulted as part of the course approval process.

*How would U.S. Multiculturalism and Internationalism courses to be evaluated?*

Instructors wishing to have their courses approved for the M or I requirement would submit a course approval form (please see Appendix I: Draft M/I Approval Forms). These forms will ask the instructor to link the desired learning objectives of the requirement to the specific course. The instructor should articulate how students will work on achieving each individual objective through course content (readings, lectures, performances), through course process (student work, presentations, discussion), and how

student achievement of the objective will be assessed. Explaining the course in relation to the requirement objectives should result in three to four paragraphs. In addition, instructors will affirm that the course in question provides a meaningful engagement with the issues articulated in the requirement, which we define as a devotion of two-thirds or more of the course (including readings, class time, student work, etc.) to the study of either hierarchically defined groups in the U.S. or peoples and systems in regions outside the U.S. Instructors will also submit a course syllabus, the catalog description and any other documents (assignments, etc.) which they feel will support their request.

We propose that courses be approved for the M or I requirement by course title and number. As with any course in the Macalester curriculum, a major change in the course will necessitate resubmitting appropriate materials to EPAG for reevaluation. In turn, if a particular iteration of a course will not meet the M or I requirement for which the course is generally approved (such as in the event of a sabbatical replacement), it will be the responsibility of the course's home department to notify EPAG and the registrar in time for this information to be included in the course schedule.

*How would study away, study abroad, and transfer courses be evaluated?*

Courses students complete while studying away from Macalester and transfer credits may be used to fulfill the M and/or I requirements. Students will need to petition EPAG utilizing a form similar to that used by instructors to have Macalester courses approved. Each student will need to articulate how the course in question helped them achieve each of the desired learning objectives in terms of course content, process and assessment. In addition, the student should provide a syllabus and brief narrative demonstrating that the course was meaningfully engaged with the issues at hand, which again we define as having a minimum of two-thirds of the course (including readings, class time, student work, etc.) devoted to the topic.

***Planning and Resource Issues and /Strategies***

### **Ensuring Opportunities for Continuing Professional Development:**

Continuing opportunities for faculty professional development, collaboration and support are required to sustain student engagement with U.S. Multiculturalism and Internationalism requirements that is both academically challenging and socially responsible. We propose that faculty be encouraged to participate in a range of opportunities responsive to their specific interests, resource constraints, and developing experience and expertise. Included might be:

- Faculty with significant academic preparation and teaching experience could be recruited to serve as Bush or CST Associates for each requirement. Associates would be available to work with faculty colleagues at their request, on a one-on-one basis, to support course development and implementation.

- Associates might also facilitate brief intensive course development workshops (3-4 half days?), perhaps once/year, in January or late May.
- Semester long reading/reflection/mutual support seminars (every other year?) might be offered for faculty engaged in teaching courses approved courses. Faculty members seriously considering contributing courses fulfilling these requirements would also be welcome.
- Requests could also be made to CST to program focused presentation (special speaker) or discussion sessions regarding challenges specific to the teaching of U.S. Multiculturalism/Internationalism courses.

Participation in such activities would be compensated with FTR or stipends as appropriate, and acknowledged as an important contribution via yearly addenda and personnel processes.

### **Ensuring Strong Curricular Presence and Sustainability**

1. Strategies to ensure viable course offerings:
  - Compile percentage of courses that are topics courses or regular offerings
  - Compile percentage of faculty offering requirement courses (by rank, department, and division)
  - Compile distribution of faculty offering 1 or more requirement courses
  - Provide incentives or resources to ensure requirement courses are regular offerings, not imbalanced by particular faculty or rank (consider role of Provost, Dean for Study of Race and Ethnicity, and Dean of International Studies in evaluating imbalance)
  - Compile information concerning how students are choosing to fulfill M and I requirements
2. Strategies to ensure effective dissemination of information about courses:
  - Semester course listing – (1) departmental listing – current courses that fulfill requirements; and (2) global Registrar’s listing – all courses that satisfy requirements; both lists updated each semester
  - Listing of previous (prior to current academic year) that count toward requirements – separate by topics courses (up to 4 years preceding academic year) and regular offerings; updated annually
3. Strategies to support widespread and predictable faculty contributions to the general education curriculum in areas not reliably reflected in departmental offerings (i.e., all proposed requirements/designations other than divisional distribution, language, and capstone requirements):

- Consider revising policy regarding faculty workload—Handbook Section 6. III. D. 1: Expectations of Service: Teaching—to reflect new expectations for contribution to the general education curriculum. For example, a sentence might be added to the effect that under normal circumstances, all faculty would be expected to contribute X courses over a period of X years to fulfill general education requirements/designations (M, I, Q, W, UE, CE, FYS) of their choosing. Current provisions ensuring opportunities to negotiate variances would be kept in tact.
- Consider developing a two part survey process to track faculty members’ individual plans for offering general education courses.
  - Phase One: Fall 2005. Following the lead of the Writing Group, an initial survey could be designed and distributed with the set of general requirement/designation proposals. Faculty could be asked to respond on a requirement-by-requirement basis to questions such as:
    - i. Would be you willing to offer a course responsive to the proposed requirement description/learning objectives/approval criteria?
    - ii. If so, when could you offer the course and how often?
    - iii. If not, why not? (with response prompts ranging from “Too distant from my professional preparation and interests,” “Not possible due to departmental constraints,” to “I do not support, or could not design a course to fulfill, the proposed objectives/criteria”; all with space for supporting commentary.
  - Phase Two: Once the new requirements/designations are in place, a section could be added to the annual faculty addendum requesting each faculty member to describe their short-term course design/offering plan as developed in cooperation with their department chair, e.g.:
    - i. Given the expectation that under normal circumstance all faculty will contribute X courses to the general education curriculum over a period of X years, what courses do you plan to offer? When are these likely to be scheduled?, etc.

**Consulting (still in process):**

Karin Aguilar San Juan  
 David Blaney  
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## **APPENDIX I: DRAFT COURSE APPROVAL FORMS**

### ***U.S. Multiculturalism Course Proposal Form***

Course Title:

Course Number:

To fulfill the U.S. Multiculturalism Requirement, a course must provide meaningful engagement with the study of social groups in the U.S., including analysis of the forces that create, contest or maintain power, identity and difference. At least two-thirds of the course must be devoted to this material, including readings, class time, assignments, etc.

Supporting Materials (please attach):

1. Catalog Description (required)
2. Syllabus (required)
3. Other Supporting Documentation (reading list, assignments, etc., as desired)

Please explain how your course enables students to achieve the following learning objectives from the U.S. Multiculturalism Requirement. Your response should articulate a) how the objective is reflected in course content (readings, lectures), b) how the objective is reflected in course processes or 'products' (student work, discussion), and c) how student achievement of each objective is assessed.

In what ways would the proposed course ensure that students:

1. Understand the creative, cultural, literary, economic, environmental, historical, political, and/or social experiences and contributions of social groups within the U.S.;
2. Explore the interrelationships among socially significant categories in the U.S., and how these work to shape complex, dynamic identities and social realities;
3. Understand the ways in which unequal power and privilege have developed historically and continue to affect social groups in the U.S.; and
4. Attend to efforts to promote equity and social justice among groups within the U.S.

## *Internationalism Course Proposal Form*

Course Title:

Course Number:

To fulfill the Internationalism Requirement, a course must provide meaningful engagement with the study of peoples and systems in regions outside the U.S., including analysis of issues underlying international, transnational, and global phenomena.

At least two-thirds of the course must be devoted to this material, including readings, class time, assignments, etc.

Supporting Materials (please attach):

1. Catalog Description (required)
2. Syllabus (required)
3. Other Supporting Documentation (reading list, assignments, etc., as desired)

Please explain how your course enables students to achieve the following learning objectives from the Internationalism Requirement. Your response should articulate a) how the objective is reflected in course content (readings, lectures), b) how the objective is reflected in course processes or 'products' (student work, discussion), and c) how student achievement of each objective is assessed:

In what ways would the proposed course ensure that students

1. Understand the creative, cultural, literary, economic, environmental, historical, political, and/or social experiences and contributions of peoples or societies outside the U.S.;
2. Explore ways in which individual and collective identities are shaped by their position within larger national, transnational or global contexts;
3. Explore the interconnections among peoples, nations, and/or transnational groups, including analysis of large scale phenomena such as diaspora or globalization; and
4. Develop a comparative and/or historical perspective on ways in which access to power, privilege, and resources varies among different peoples and nations, as well as awareness of the continuing effects of these inequities.