

Proposal for a Race and Ethnicity requirement for CoE

Proposed: The College of Engineering shall adopt the LSA Race and Ethnicity Requirement (attached).

Rationale: The rationale for this requirement is three-fold. First, the employers of our students increasingly demand that their employees be able to operate effectively in a diverse, multicultural environment. Second, ABET places a heavy emphasis on diversity, in ways that our current curriculum does not thoroughly address. Third, the pedagogical literature suggests that students learn more effectively in a multicultural environment. The University and College have made multiculturalism a high priority for these and other reasons. A copy of the CoE CC presentation from January 9, 2007, further exploring the rationale for this requirement, is attached.

Curricular Impact: Attached is a list of the 63 courses currently approved for this requirement in Fall 2007. The majority of these courses also satisfy the HU/SS requirement in CoE. Most students will likely fulfill this requirement by devoting one course from their allotment of 16 credits to courses that fulfill both the HU/SS requirement and the proposed R&E requirement.

Administration and Assessment: LSA has a standing committee to determine the set of courses that meet the R&E requirement. Courses are typically approved for five year periods, and must be re-evaluated to maintain approval. The application process and proposal form are attached. Courses approved or proposed for meeting the R&E requirement are also strongly encouraged to include two questions from the Teaching Questionnaire question inventory (attached). Additionally, if approved, the office of the Associate Dean for Undergraduate Education will assess the outcome of this requirement to ensure that it meets the needs of our College and its students.

Attachments:

- *LSA_RE_Requirement:* a general description of the Race & Ethnicity requirement for all LSA students.
- *LSA_RE_Process:* description of the LSA process for approving courses as satisfying the R&E requirement.
- *LSA_RE_Proposal_Form:* form used to request that a course be approved as satisfying the R&E requirement.
- *LSA_RE_Courses_Fall07:* list of courses offered in Fall 2007 that have been approved for the R&E Requirement.
- *LSA_RE_Assessment:* description of Teaching Questionnaire assessment questions.
- *2007 0109 Curriculum committee v2:* handout slides from DOC presentation to CoE CC on January 9th of this year.



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Race & Ethnicity

The LSA faculty added the Race & Ethnicity requirement in 1991 after long and thoughtful discussion. The faculty does believe that because racial and ethnic intolerance has fundamentally affected the development of contemporary American society and because its effects will continue to be felt well into the future, all students should take at least one course that deals on a fairly sophisticated level with topics such as the historical development of racism, and the social, political, and economic effects of racism and other types of discrimination.

Courses approved to meet the Race & Ethnicity requirement will address issues arising from racial or ethnic intolerance. In approving the requirement, the faculty of the College made the following statements:

Required content. All courses satisfying the requirement must provide discussion, consistent with disciplinary approaches, of:

1. the meaning of race, ethnicity, and racism;
2. racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere;
3. comparisons of discrimination based on race, ethnicity, religion, social class, or gender.

Required focus.

1. Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. Courses may meet this requirement by various means consistent with disciplines or fields of study, and faculty members from all departments are urged to think creatively about how their fields might contribute to the requirement.
2. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

Students who are new to the College of LSA (that is, first time enrolled as an LSA student) in the Fall Term of 1991, and thereafter, **must** (in any term before graduation) **receive credit for** one of the approved Race and Ethnicity (R&E) courses. Each term's listing will vary as courses are added or deleted by the College of LSA Curriculum Committee. The College offers several courses taught by a number of different departments each term. Although the list of courses that meet this requirement varies from term to term, all such courses are designed to give students exposure to questions focusing on the meaning of race and racism, racial and ethnic intolerance and resulting inequality, and comparisons with other types of discrimination.

This list is subject to change without notice.

College of Literature, Science, and the Arts
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Diversity and Outreach Council: Diversity in the Curriculum

Discussion with the CoE Curriculum Committee
January 9, 2007

Elijah Kannatey-Asibu, Mechanical Engineering
Cinda-Sue Davis, WISE
Megan DeFauw, Student
Cynthia Finelli, CRLT North
Gary Herrin, Undergraduate Education
Maurice Telesford, Student



Diversity and Outreach Council

- Tony England (Chair)
- Jill Andrews
- Cinda-Sue Davis, WISE
- Megan Defauw, Student
- Cindy Finelli, CRLT North
- Peretz Friedmann, Aerospace Engineering
- Gary Herrin, Undergraduate Engineering
- Elijah Kannatey-Asibu, Mechanical Engineering
- Kimberlee Kearfott, Nuclear Engineering
- Lorelle Meadows, Academic Affairs
- Brian Noble, Computer Engineering
- Derrick Scott, MEPO
- Maurice Telesford, Student
- Damon Williams, Student



Diversity and Outreach Council

- Goals:
 - To significantly increase diversity in CoE
 - To ensure that students experience a high likelihood of academic success that is uncorrelated with race, gender, or socio-economic background
- The DOC provides guidance and leadership for all college-funded diversity and outreach projects
- Subgroups
 - Diversity in the Curriculum
 - Coordinated 3-D Evolving Support Program
 - Climate in CoE
 - CoE Outreach Committee



Diversity in the Curriculum: The Employers' Perspective

- Alcoa, General Motors Corp, and a division of Proctor & Gamble Co. have stopped recruiting from UW-Madison, citing multicultural incompetence and low minority enrollment. (The Milwaukee Journal Sentinel, 04/08/06)
- Dow Chemical has cut recruiting efforts at Michigan Tech due to lack of diversity. (The Lode, 04/20/05)
- AT&T is developing measures of intercultural competence for campus recruiting. (Comments from VP of Human Resources)



Diversity in the Curriculum: The University's Perspective

- Students learn more, better in a multicultural environment. (Pat Gurin et. al., 2002)
- The CoE International Advisory Council agreed (to a person) that ability to function on multidisciplinary teams is one of the most important attributes of a college graduate. (Dave Munson, College Community Town Hall Meeting, 12/07/06)



Diversity in the Curriculum: The ABET Perspective

- Themes of diversity appear in 5 of 11 criteria
 - (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as *economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability*
 - (d) an ability to function on multi-disciplinary teams
 - (f) an understanding of professional and ethical responsibility
 - (h) the broad education necessary to understand the impact of engineering solutions in a *global, economic, environmental, and societal context*
 - (j) a knowledge of contemporary issues



Diversity in the Curriculum: The Students' Perspective

- The feeling of isolation, compounded with a few negative experiences, can make underrepresented students have a different experience or feel unwelcome (Panel Discussion on Climate and Academic Issues in the College, 03/22/05).
 - Most students have racially homogenous backgrounds, and many don't make the effort to know students of other races
 - Underrepresented students feel isolated in many group activities when groups are self formed
 - Stereotyping happens in group assignments or when students ask for help from peer tutors



Diversity in the Curriculum: Goals and Objectives

- Goal: CoE should graduate students who are able to thrive in a diverse global environment.
 - Objective 1: CoE should educate students to recognize and value the importance of diversity in engineering.
 - Objective 2: CoE should support the practice of inclusive pedagogy that emphasizes teamwork and instills an appreciation for the needs of the people for whom engineers develop products.



... educate students to recognize and value the importance of diversity

- Possible activities:
 - A required course in diversity
 - A 2-credit elective course on working on diverse teams
 - A theater sketch about students and diversity in ENG 100
 - More visibility of international programs
 - A North Campus "Expect Respect" campaign
 - An annual high-profile speaker on diversity and multicultural issues in engineering
- Which activities best accomplish this objective?



... support the practice of inclusive pedagogy

- Possible activities:
 - A high-profile workshop series for faculty
 - A "thread" of diversity topics through many classes
 - Internal and external benchmarking
 - More diverse team experiences throughout the curriculum
 - Training for students who study abroad
 - A set of best practices developed by a cohort of faculty who incorporate inclusive pedagogy
 - A prestigious award for commitment to diversity
- Which activities best accomplish this objective?



Curriculum Committee Support

- How can the curriculum committee support the Diversity and Outreach Council in accomplishing these objectives?

TEACHING QUESTIONNAIRE ITEMS FOR R&E COURSE EVALUATIONS

Race and Ethnicity (R&E) courses are recertified every five years. To assist the Curriculum Committee in reviewing proposals for renewal of an R&E course designation, the R&E Subcommittee recommends that faculty teaching R&E courses be strongly encouraged to use in their end-of-term teaching evaluations the following two questions from the Teaching Questionnaire (TQ) inventory of items

132. I learned to think critically about difficult issues of diversity.

186. The instructor was effective in handling multicultural issues and content.

When requesting recertification of the R&E designation, instructors would be asked to submit the teaching evaluation responses to these questions in addition to currently-requested materials.

R&E instructors also may find other questions, such as those listed below, relevant and useful. The full list of TQ questions may be found at <http://www.umich.edu/~eande/tq/tqreq.pdf>.

131. I became more aware of multiple perspectives on issues of diversity.

185. The instructor was sensitive to multicultural issues in the classroom.

187. The instructor promoted meaningful discussions of issues of diversity.

245. The instructor valued the diversity of life experiences among students.

251. The instructor saw cultural and personal differences as assets.

257. Writing assignments encouraged the inclusion of diverse perspectives.

258. Reading assignments covered material from diverse perspectives.

259. The course pack covered material from diverse perspectives.

910. How might the class climate be made more inclusive of diverse students?

911. How might the course content be more inclusive of diverse groups?

912. How might the course materials be more inclusive of diverse groups?

913. How might the teaching methods used be more sensitive to diverse needs?

914. How might working in groups be made more inclusive for diverse students?

[< back](#)[Send To Printer](#) **LSA Course Guide Search Results: UG, Fall 2007, Reqs = RE**

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Title Section Instructor	Term Credits Requirements
AAPTIS 289 - From Genghis Khan to the Taliban: Modern Central Asia Section 001, LEC Instructor: Northrop,Douglas Taylor; homepage	FA 2007 Credits: 4 Reqs: SS, RE
AMCULT 100 - Rethinking American Culture Section 001, LEC Instructor: Daligga,Catherine Elizabeth	FA 2007 Credits: 4 Reqs: SS, RE
AMCULT 103 - First Year Seminar in American Studies Section 002, SEM <i>Interracial America</i> Instructor: Briones,Matthew M	FA 2007 Credits: 3 Reqs: RE, HU Other: FYSem
AMCULT 210 - Introduction to Ethnic Studies Section 001, REC <i>Introduction to Arab American Studies.</i> Instructor: Naber,Nadine C	FA 2007 Credits: 3 Reqs: RE, SS
AMCULT 213 - Introduction to Latino Studies - Humanities Section 001, LEC Instructor: Cotera,Maria E; homepage	FA 2007 Credits: 4 Reqs: HU, RE
AMCULT 214 - Introduction to Asian/Pacific American Studies Section 001, REC Instructor: Akutsu,Phillip D; homepage	FA 2007 Credits: 3 Reqs: ID, RE
AMCULT 240 - Introduction to Women's Studies Section 001, LEC Instructor: Cole,Elizabeth Ruth; homepage	FA 2007 Credits: 4 Reqs: HU, RE
AMCULT 313 - Cuba and its Diaspora Section 001, LEC <i>Issues in Race & Ethnicity</i> Instructor: Behar,Ruth	FA 2007 Credits: 4 Reqs: RE, ULWR
AMCULT 342 - History of the Family in the U.S. Section 001, LEC <i>Issues in Race & Ethnicity</i>	FA 2007 Credits: 4 Reqs: RE, SS
AMCULT 464 - Race, Culture, and Politics in the Era of Civil War and Reconstruction Section 001, REC Instructor: Rosen,Hannah	FA 2007 Credits: 3 Reqs: RE
ANTHCUL 101 - Introduction to Anthropology Section 001, LEC Instructor: Shryock,Andrew J; homepage	FA 2007 Credits: 4 Reqs: SS, RE

ANTHRCUL 101 - Introduction to Anthropology
Section 026, LEC

Instructor: Peters-Golden,Holly; homepage

FA 2007
Credits: 4
Reqs: SS, RE

ANTHRCUL 202 - Ethnic Diversity in Japan
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Robertson,Jennifer E; homepage

FA 2007
Credits: 4
Reqs: RE, SS

ANTHRCUL 314 - Cuba and its Diaspora
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Behar,Ruth

FA 2007
Credits: 4
Reqs: RE, ULWR

ANTHRCUL 319 - Latin American Society and Culture
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Frye,David L; homepage

FA 2007
Credits: 4
Reqs: RE, SS

ANTHRCUL 346 - Latin America: The Colonial Period
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Mumford,Jeremy Ravi

FA 2007
Credits: 4
Reqs: RE, SS

ANTHRCUL 370 - Language and Discrimination: Language as
Social Statement
Section 001, LEC

FA 2007
Credits: 3
Reqs: SS, RE

ANTHRCUL 447 - Culture, Racism, and Human Nature
Section 001, SEM

Instructor: Williams,Melvin D; homepage

FA 2007
Credits: 3
Reqs: RE

ASIAN 207 - Southeast Asian Civilization
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Lieberman,Victor B

FA 2007
Credits: 4
Reqs: RE, SS
Other: WorldLit

ASIAN 289 - From Genghis Khan to the Taliban: Modern
Central Asia
Section 001, LEC

Instructor: Northrop,Douglas Taylor; homepage

FA 2007
Credits: 4
Reqs: SS, RE

CAAS 103 - First Year Social Science Seminar
Section 005, SEM
I, Too, Sing America: A Psychology of Race & Racism

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE, SS
Other: FYSem

CAAS 103 - First Year Social Science Seminar
Section 006, SEM
Justice For All? Difference & Oppression in U.S. Society

Instructor: Gurin,Patricia Y

FA 2007
Credits: 3
Reqs: RE, SS
Other: FYSem

CAAS 104 - First Year Humanities Seminar
Section 001, SEM
Interracial America

Instructor: Briones,Matthew M

FA 2007
Credits: 3
Reqs: RE, HU
Other: FYSem

CAAS 111 - Introduction to Africa and Its Diaspora
Section 001, LEC

Instructor: Whatley, Warren C; homepage
Instructor: Means Coleman, Robin Renee

FA 2007
Credits: 4
Reqs: HU, RE

CAAS 303 - Race and Ethnic Relations
Section 001, LEC

Instructor: Chen, Anthony S

FA 2007
Credits: 4
Reqs: SS, RE

CAAS 476 - Contemporary Afro-American Literature
Section 001, REC
Redesigning the House that Race Built: Issues in African American Literary & Cultural Studies, 1965-Present

FA 2007
Credits: 3
Reqs: RE

EDUC 118 - Introduction to Education: Schooling and Multicultural Society
Section 001, REC

Instructor: Moje, Elizabeth B

FA 2007
Credits: 3
Reqs: RE

ENGLISH 319 - Literature and Social Change
Section 001, LEC
Rhetorical Activism & U.S. Civil Rights Movements

Instructor: Portnoy, Alisse Suzanne; homepage

FA 2007
Credits: 3
Reqs: RE, HU

ENGLISH 478 - Contemporary Afro-American Literature
Section 001, REC
Redesigning the House that Race Built: Issues in African American Literary & Cultural Studies, 1965-Present

FA 2007
Credits: 3
Reqs: RE

ENVIRON 222 - Introduction to Environmental Justice
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Bryant Jr, Bunyan I; homepage

FA 2007
Credits: 3
Reqs: RE, SS

HISTORY 207 - Southeast Asian Civilization
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Lieberman, Victor B

FA 2007
Credits: 4
Reqs: RE, SS
Other: WorldLit

HISTORY 210 - Early Middle Ages, 300-1100
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Squatriti, Paolo

FA 2007
Credits: 4
Reqs: RE, SS

HISTORY 289 - From Genghis Khan to the Taliban: Modern Central Asia
Section 001, LEC

Instructor: Northrop, Douglas Taylor; homepage

FA 2007
Credits: 4
Reqs: SS, RE

HISTORY 347 - Latin America: The Colonial Period
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Mumford, Jeremy Ravi

FA 2007
Credits: 4
Reqs: RE, SS

HISTORY 368 - History of the Family in the U.S.
Section 001, LEC
Issues in Race & Ethnicity

FA 2007
Credits: 4
Reqs: RE, SS

HISTORY 386 - The Holocaust
Section 001, LEC

FA 2007
Credits: 4
Reqs: RE

HISTORY 464 - Race, Culture, and Politics in the Era of Civil War and Reconstruction
Section 001, REC

FA 2007
Credits: 3
Reqs: RE

Instructor: Rosen,Hannah

HONORS 251 - Sophomore Seminar
Section 003, SEM
Race, Racism, & Ethnicity

FA 2007
Credits: 3
Reqs: RE, HU
Other: Honors

JUDAIC 386 - The Holocaust
Section 001, LEC

FA 2007
Credits: 4
Reqs: RE

LING 370 - Language and Discrimination: Language as Social Statement
Section 001, LEC

FA 2007
Credits: 3
Reqs: SS, RE

MEMS 210 - Early Middle Ages, 300-1100
Section 001, LEC
Issues in Race & Ethnicity

FA 2007
Credits: 4
Reqs: RE, SS

Instructor: Squatriti,Paolo

MENAS 289 - From Genghis Khan to the Taliban: Modern Central Asia
Section 001, LEC

FA 2007
Credits: 4
Reqs: SS, RE

Instructor: Northrop,Douglas Taylor; homepage

NURS 220 - Perspectives in Women's Health
Section 001, LEC

FA 2007
Credits: 3
Reqs: SS, RE

Instructor: Bailey,Joanne Motino; homepage

PHIL 359 - Law and Philosophy
Section 001, LEC

FA 2007
Credits: 4
Reqs: HU, RE

Instructor: Anderson,Elizabeth S; homepage

PSYCH 310 - Processes of Intergroup Dialogues Facilitation
Section 001, SEM

FA 2007
Credits: 3
Reqs: RE

Instructor: Behling,Charles F

PSYCH 310 - Processes of Intergroup Dialogues Facilitation
Section 002, SEM

FA 2007
Credits: 3
Reqs: RE

Instructor: Behling,Charles F

PSYCH 310 - Processes of Intergroup Dialogues Facilitation
Section 003, SEM

FA 2007
Credits: 3
Reqs: RE

Instructor: Behling,Charles F

PSYCH 493 - Psychological Perspectives on Culture and Ethnicity
Section 001, LEC
Culture and Immigration

FA 2007
Credits: 3
Reqs: RE

Instructor: Mahalingam,Ramaswami

RCHUMS 333 - Art and Culture
Section 001, SEM
Race, Identity, and Western Art Music

Instructor: Andre,Naomi A
Instructor: Siegfried,Susan L

FA 2007
Credits: 3
Reqs: RE

REES 289 - From Genghis Khan to the Taliban: Modern
 Central Asia
Section 001, LEC

Instructor: Northrop,Douglas Taylor; homepage

FA 2007
Credits: 4
Reqs: SS, RE

SLAVIC 225 - Arts and Cultures of Central Europe
Section 001, LEC
Issues in Race & Ethnicity

Instructor: Eagle,Herbert J; homepage
Instructor: Toman,Jindrich; homepage
Instructor: Carpenter,Bogdana; homepage

FA 2007
Credits: 3
Reqs: RE, HU
Other: WorldLit

SOC 105 - First Year Seminar in Sociology
Section 001, SEM
Transforming America: Immigrants Then and Now

Instructor: Pedraza,Silvia

FA 2007
Credits: 3
Reqs: RE, SS
Other: FYSem

SOC 105 - First Year Seminar in Sociology
Section 002, SEM
Diversity, Democracy, Community

Instructor: Schoem,David

FA 2007
Credits: 3
Reqs: RE, SS
Other: FYSem

SOC 303 - Race and Ethnic Relations
Section 001, LEC

Instructor: Chen,Anthony S

FA 2007
Credits: 4
Reqs: SS, RE

SOC 320 - Processes of Intergroup Dialogues Facilitation
Section 001, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

SOC 320 - Processes of Intergroup Dialogues Facilitation
Section 002, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

SOC 320 - Processes of Intergroup Dialogues Facilitation
Section 003, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

UC 320 - Processes of Intergroup Dialogues Facilitation
Section 001, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

UC 320 - Processes of Intergroup Dialogues Facilitation
Section 002, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

UC 320 - Processes of Intergroup Dialogues Facilitation
Section 003, SEM

Instructor: Behling,Charles F

FA 2007
Credits: 3
Reqs: RE

WOMENSTD 220 - Perspectives in Women's Health
Section 001, LEC

Instructor: Bailey, Joanne Motino; [homepage](#)

FA 2007
Credits: 3
Reqs: SS, RE

WOMENSTD 240 - Introduction to Women's Studies
Section 001, LEC

Instructor: Cole, Elizabeth Ruth; [homepage](#)

FA 2007
Credits: 4
Reqs: HU, RE

WOMENSTD 360 - History of the Family in the U.S.
Section 001, LEC
Issues in Race & Ethnicity

FA 2007
Credits: 4
Reqs: RE, SS

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Race and Ethnicity: A College Requirement

Effective as of Fall 1991, each student entering the College of LSA is required to take at least one course approved for the **Race and Ethnicity (R&E) Requirement** intended to address issues arising from racial and ethnic intolerance. When appropriate these courses also may be used to satisfy a general distribution or concentration requirement.

1. Required focus

R&E courses must devote substantial but not necessarily exclusive attention to the required content. They may meet this requirement by various means consistent with disciplines or fields of study. Faculty members from all departments are urged to think creatively about how their field might contribute to the requirement. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the **R&E** requirement.

2. Certification of courses

The Curriculum Committee of the College will determine which courses meet the **R&E** requirement. Faculty members wishing to offer a course that satisfies the **R&E** Requirement must submit an [R&E Course Approval Form](#) along with a syllabus and a one- to two-page explanation of how the course will provide substantial discussion of the following issues:

- a. The meaning of race, ethnicity and racism.
- b. Racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere.
- c. Comparisons of discrimination based on race, ethnicity, religion, social class or gender.

3. Facilitation of new courses

The Curriculum Committee will annually collect and make available to interested faculty the syllabi from all courses approved for the program.

rev. May 1995

Content Author(s): pjmoran

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COURSE PROPOSAL TO FULFILL LSA'S RACE & ETHNICITY REQUIREMENT

DEPARTMENTAL INFORMATION	
Home Department	
Proposal Date	
Type (check one)	New Proposal <input type="checkbox"/> Recertification <input type="checkbox"/>
Level (check one)	Blanket <input type="checkbox"/> Topic-Specific <input type="checkbox"/>
Approval Duration	5-years <input type="checkbox"/> 1-year <input type="checkbox"/> (<i>visiting faculty</i>)
Effective Term	
SIGNATURE OF CHAIR	
COURSE DATA	
Subject	
Catalog #	
Cross Listed Course(s)	
Meet-Together(s)	
Course Title	
Topic/Subtitle	
INSTRUCTOR SPECIFICS	
Name(s)	
Uniqname(s)	
Rank/Title	
Campus Address/Zip	
R&E CONTENT	
<p><u>Proposals for the R&E Requirement must include <i>all</i> of the following:</u></p> <ol style="list-style-type: none"> 1. R&E Requirement Proposal Form. 2. Teaching Evaluations (summary IDQ statistics only) 3. <i>Annotated</i> syllabus with a detailed explanation of how the course meets the <i>attached</i> guidelines. 4. 1-2 page explanation of how the course provides <i>substantial</i> discussion of <i>all three</i> of the following issues: <ol style="list-style-type: none"> a. The meaning of race, ethnicity, and racism b. Racial and ethnic intolerance and resulting inequality as it occurs in the U.S. or elsewhere c. Comparisons of discrimination based on race, ethnicity, religion, social class or gender 	

Send proposal to: JoAnn Peraino, LSA Undergraduate Education, 2242 LSA 1382.
Send additional Word documents as attachments via email to jperaino@umich.edu.

GUIDELINES FOR COURSES THAT FULFILL THE RACE & ETHNICITY REQUIREMENT

REQUIRED FOCUS

R&E courses must devote *substantial* but not necessarily exclusive attention to *all three* of the following issues:

1. **The meaning of race, ethnicity, and racism.**
2. **Racial and ethnic intolerance and resulting inequality as it occurs in the U.S. or elsewhere.**
3. **Comparisons of discrimination based on race, ethnicity, religion, social class, or gender.**

Courses may meet this requirement by various means consistent with specific disciplines or fields of study. We urge faculty members from all departments to think creatively about how their field might contribute to the requirement. While many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the R&E requirement.

CERTIFICATION OF COURSES

- The LSA Curriculum Committee is charged with determining which courses fulfill the R&E requirement.
- Courses typically are approved for a period of 5 years.
- A course must be recertified every 5 years to remain on the list of courses approved for R&E.
- A course is certified as either “*Blanket*” or “*Topic-Specific*”
 1. ***Blanket***: For R&E courses approved as *blanket*, all instructors must use a syllabus that meets the three criteria listed above. We encourage departments to seek *blanket* approval whenever appropriate.
 2. ***Topic-Specific***: For a course approved as *topic-specific*, a topic or sub-title and a topic ID number must be attached to the class.
 - Ideally, the topic will reflect on R&E subjects. To illustrate: History 302, Topics in History, is approved for R&E when the topic, *Race & Nation in Latin America* is attached to the course.
 - When a *topic-specific* course is certified as R&E, our office will communicate with the Registrar’s Office asking that a “topic ID number” be associated with it.
 - We will then report the topic ID to the departments. As part of the *scheduling process*, departments will attach this topic ID to the approved class each term this class and topic is offered. As a result, the class will automatically be listed and counted as R&E regardless of the instructor for the term.