

**Task Force on Global Education
Curriculum Subcommittee
Global and Diversity/Multicultural Education Focus
April 30th, 2008**

Present: Blase Scarnati, Harvey Charles, Michelle Harris, Cindy Anderson, Tom Paradis, Louise Lockhardt, Tom Haygood, Neil Goodell, Sara Sullivan

Minutes:

Blase began the meeting by thanking everyone for attending. He explained that the Curriculum Subcommittee has expanded considerably to include faculty and staff on both the curricular and co-curricular sides. These next meetings will focus on the three themes of the task force: global education, diversity/multicultural education, and environmental sustainability. This particular meeting is focused on global and diversity/multicultural education. The meeting will be a brainstorming session with the outcome being a list of student learning outcomes that explore student's skills, knowledge, and abilities/values.

Blase also mentioned that this brainstorming process is very open. He passed out a handout that listed the student learning outcomes that were generated from the last meeting focused on global and diversity/multicultural education. The list is as follows:

1. Demonstrate transcultural/translingual competence
2. Eliminate ethnocentrism
3. Have knowledge of the scope of racial and ethnic diversity both in the US and globally
4. Fight monolingualism
5. Develop understanding of power relations in cultural structures
6. Develop understanding of how race and racism structure our world
7. Develop the ability to demonstrate cross-cultural empathy
8. Develop understanding of the interconnectedness of culture, community, environment, and language
9. Develop understanding of global political economy and its intersection with the human experience
10. Develop understanding of ourselves in relation to the world
11. Knowledge of history, politics, and cultural forces that shape our understanding of racial/ethnic relations today
12. Develop the ability to work effectively in culturally diverse teams
13. Develop insight in the practical application of ones skills, knowledge and values in different cultural settings
14. Develop understanding of how race and ethnicity intersect with other socio-demographic factors such as gender, class, sexuality, religion, age ablebodiness
15. Develop understanding of the centrality of cultural diversity to human survival
16. Develop understanding of how language shapes thought and determines how we interpret reality

The group then came up with additional student learning goals:

17. Deconstruct the meaning of diversity in all of its forms
18. Understand the multiplicity of meanings of diversity
19. Understand how the material landscape can be interpreted to reflect various cultural and ethnic populations
20. Understanding the role of religion in terms of how it affects culture
21. Understand the historical evolution of human values and beliefs
22. Understand the factors that help to construct identity
23. Understand linguistic diversity in social settings
24. Global ethics and human rights

From a co-curricular perspective, Cindy Anderson added that the language of the student learning outcomes should be in a student's vernacular. Also, it is important to link global curriculum in a way that students use this knowledge outside the classroom.

After the group completed the list of student learning goals, they sought to place these learning goals into categories. The categories are as follows:

1. Linguistic Competence
2. Race, Racism, and Ethnicity
3. Interconnectedness/Interdependence of the Human Experience
4. Self, Identity, and Society
5. Political Economy and Power Relations
6. Cultural Systems and Values

The group then placed each student learning outcome within a category. The completed list is as follows:

Linguistic Competence

1. Demonstrate transcultural/translingual competence
2. Fight monolingualism
3. Develop understanding of the interconnectedness of culture, community, environment, and language
4. Develop understanding of how language shapes thought and determines how we interpret reality
5. Understand linguistic diversity in social settings

Race, Racism, and Ethnicity

1. Have knowledge of the scope of racial and ethnic diversity both in the US and globally
2. Develop understanding of how race and racism structure our world
3. Develop the ability to work effectively in culturally diverse teams
4. Develop understanding of how race and ethnicity intersect with other socio-demographic factors such as gender, class, sexuality, religion, age ablebodiness

Interconnectedness/Interdependence of the Human Experience

1. Develop understanding of the interconnectedness of culture, community, environment, and language
2. Knowledge of history, politics, and cultural forces that shape our understanding of racial/ethnic relations today
3. Develop understanding of how race and ethnicity intersect with other socio-demographic factors such as gender, class, sexuality, religion, age ablebodiness

Self, Identity, and Society

1. Eliminate ethnocentrism
2. Develop understanding of ourselves in relation to the world
3. Understanding the role of religion in terms of how it affects culture
4. Understand the factors that help to construct identity

Political Economy and Power Relations

1. Develop understanding of power relations in cultural structures
2. Develop understanding of global political economy and its intersection with the human experience

Cultural Systems and Values

1. Develop the ability to demonstrate cross-cultural empathy
2. Develop insight in the practical application of ones skills, knowledge and values in different cultural settings
3. Develop understanding of the centrality of cultural diversity to human survival
4. Deconstruct the meaning of diversity in all of its forms
5. Understand the multiplicity of meanings of diversity
6. Understand how the material landscape can be interpreted to reflect various cultural and ethic populations
7. Understand the historical evolution of human values and beliefs
8. Global ethics and human rights

Blase hopes the subcommittee in its entirety can meet in a half day retreat the week before fall classes begin.