



Where Does My Course Fit?

Checklist for Courses with Diversity & Equity and/or World Cultures and Societies Attributes

Diversity and Equity - US (DE-US) Attribute Checklist:

Does my course do all three of the following?

_____ Center one or more marginalized populations inside the United States.
(These include *but are not limited to*: racial/ethnic minorities, women, LGBTQIA+ people, disabled people, people from marginalized communities and societies, socioeconomically disadvantaged communities and/or people from colonized societies.)

_____ Explore how relationships among diversity, power, equity and/or social justice have been analyzed and debated through the lens of one or more disciplinary perspectives inside the United States.

_____ Ensure that voices from the communities and/or societies that are studied in the course are centered in the syllabus.

Does my course also do at least one of the following?

_____ Focus on how social, environmental, institutional, political and/or other systemic structures influence how knowledge is constructed, whether historically or contemporarily.

_____ Support students in comprehending how individuals, communities, and societies experience privilege and oppression/marginalization.

_____ Support students in promoting meaningful action at whatever scale to create a more equitable society, articulating meaningful ethical responses to help create a more equitable society, or connecting classroom discussions to real-world situations.

Diversity and Equity - International/Comparative (DE-I/C) Attribute Checklist:

Does my course do all three of the following?

_____ Center one or more marginalized populations outside the United States. (These include *but are not limited to*: racial/ethnic minorities, women, LGBTQIA+ people, disabled people, people from marginalized communities and societies, socioeconomically disadvantaged communities and/or people from colonized societies.)

_____ Explore how relationships among diversity, power, equity and/or social justice have been analyzed and debated through the lens of one or more disciplinary perspectives.

_____ Ensure that voices from the communities and/or societies that are studied in the course are centered in the syllabus.

Does my course also do at least one of the following?

_____ Focus on how social, environmental, institutional, political and/or other systemic structures influence how knowledge is constructed, whether historically or contemporarily.

_____ Support students in comprehending how individuals, communities, and societies experience privilege and oppression/marginalization.

_____ Support students in promoting meaningful action at whatever scale to create a more equitable society, articulating meaningful ethical responses to help create a more equitable society, or connecting classroom discussions to real-world situations.

World Cultures and Societies (WCS) Attribute Checklist:

Does my course do all three of the following?

_____ Develop students' knowledge of the values, practices, cultural products and/or knowledge traditions of at least one culture or society outside the United States (whether historically or contemporarily) through the lens of one or more disciplinary perspectives.

_____ Provide students with analytical tools to understand how cultures, beliefs, values, and practices are shaped by a society's social, historical, political, environmental, and/or geographic contexts.

_____ Ensure that voices from the communities and/or societies that are studied in the course are centered in the syllabus.

Does my course also do least one of the following?

_____ Support students' reflection on how their own backgrounds have impacted their identities and perceptions of other societies in the world.

_____ Support students in developing an understanding of their place in the global community.