

: Students will demonstrate an understanding of human diversity and the systems of structural inequality

1. Students will describe the ways in which race, ethnicity, gender, religion, social class, ability/disability, sexual orientation, nationality, and/or immigration status are socially constructed.
2. Students will explain how social and cultural systems develop out of adaptation to environmental

3. Students will analyze how discriminatory attitudes, practices, and systems can create barriers for some and opportunities for others.

5. Courses in this category highlight ways in which these groups pay a price for the advocacy of the
6. Courses in this category include an assessment that requires students to demonstrate each of the skills in the Human Diversity Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper

1. Ability/disability, category, orientation, stability, duration, ethnicity, gender, religion, social class,
2. Courses in this category will explore and analyze resources that were created by these
3. Courses in this category will explore the complex dynamics within societies that produce inequities,
4. Courses in this category explore the impacts of power dynamics within societies on particular

1. Ability/disability: A division of human society or a category of identity that is based on having or not having a sustained or continuing condition that limits activity.

2. Discriminatory attitudes, practices, and systems: Attitudes, practices, and systems that differentiate people or deny benefits or access based on race, ethnicity, gender, religion, social class, ability/disability, sexual orientation, nationality, or immigration status.

3. Social category: A social category reflecting attitudes and behaviors that shape conduct in given cultures, religions, and ethnicities and by given historical moments. Gender is distinguished from biological

4. Individualism: The concept that each human is unique and the reality created by individuals, groups, and communities and the pursuit of individual differences, equity, and respect for all.

5. Religion: The object of study in the academic discipline of Religious Studies in a liberal arts context, which includes traditions referred to by the colloquial designation "faith" (e.g., Christianity, Judaism) and the common designation "religion" (e.g., Buddhism, Confucianism, Daoism), institutions, and movements, practices, beliefs, shared by large populations, including those that are not traditionally religious, and are considered such by Religious Studies scholars (e.g., Mormonism, Scientology).

12. : An imbalance of power, resources, and/or status between groups of people that has been created, actualized, and perpetuated through political, economic, socio-cultural, technological, and/or legal frameworks, systems, and institutions.

Students may apply to fulfill the HD requirement through a co-curricular activity. These criteria apply to experiences that meet the HD curricular requirement and describe the characteristics of the experience, the steps a student must follow to petition the experience for approval, and the number and types of assignments students must submit to satisfy the requirement.

1. Students must obtain pre-approval for any activity used to satisfy this component. Approval must be obtained prior to the start of the activity.
2. Students must submit independent, third-party, verification of participation in the approved activity, by a supervisor or other authoritative individual, who is not a blood relation.
3. Activities in fulfillment of this requirement must comprise 15hours of involvement with a clearly defined community that falls under one of the identities outlined in the supporting skills.
4. Activities in fulfillment of this requirement must include mechanisms for third-party feedback about the quality of the participation in the activity.
5. Students fulfilling Human Diversity through an activity must submit a written statement with the petition outlining what the activity is that the student is requesting in fulfillment of the requirement, how he or she anticipates the activity will fulfill the requirement, and what he or she expects

opportunities for others; engages in critical analysis by examining the underlying causes and consequences of discrimination; offers insightful perspectives on how discriminatory attitudes and practices perpetuate inequity.

some critical thinking by discussing the causes and consequences of discrimination, but may not fully explore the depth of these issues or offer a breadth of perspectives.

limited critical analysis and may lack depth in discussing the causes and consequences of discrimination.

others;