

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD3022S
Date of Senate Approval 3/03/2022

Statement of Faculty Senate Action:

**APC Document 25 (LA): Add new course, LA 378
Race, Identity, Belonging, and Cultures in the Americas
Revise the Liberal Arts Core Diversity Intensive requirement;
Make editorial changes needed as a result of the addition of LA 378**

Effective Date: Fall 2022

1. **Add:** On page 218, new course **LA 378, Race, Identity, Belonging, and Cultures in the Americas:**

378 Race, Identity, Belonging, and Cultures in the Americas (4)

A seminar, ordinarily taken in the junior year, that examines how societies and cultures in the Americas have responded to the foundations and social construction of race as the organizing principle of humanity and knowledge, and cultural expressions in the Modern World (16th through the mid-20th century with the US civil rights movement). Besides humanities, sources are drawn from multiple disciplines in social and natural sciences. This course must be completed in residence. Students cannot receive credit for both LA 378 and HUM 324. Prerequisites: HUM 124, 214. Fall and Spring.

Impact for adding LA 378: LA 378 will provide an alternative way for students to complete the 300-level of the Humanities sequence that is not tied to the traditional structure of HUM 324. It will fulfill the 300-level requirement, just as LA 478 fulfills the capstone requirement for the Liberal Arts Core. The creation of this new course will require the creation of a coordinator for LA 378 and a stipend for that position.

Student Learning Objectives for LA 378:†

1. Students demonstrate knowledge of the intellectual and cultural trends of non-Western societies and cultures.
2. Students identify different values and worldviews, with an emphasis upon understanding relationships.
3. Students understand the transnational dynamics of race, migration, and ethnicity, and the relationships among history, culture, politics, and race.
4. Students understand social and political histories of migration to, from, and within the United States.
5. Students understand the nature of race and racism, systemic and institutional racism, racial injustice, and what it means to be an anti-racist.
6. Students understand the socially constructed nature of race in the United States
7. Students understand how individuals, organizations, and institutions create, perpetuate, or challenge racial inequality in the United States.

The class size of this seminar is anticipated to be 21, meeting 3.75 hours/week. As a Humanities class, it will draw faculty from across campus, and contribute 4 semester hours to their workload. There are a number of faculty from all three divisions that can teach the topics specific to LA 378.

The course is not part of the UNC Common Numbering System.

Rationale for adding LA 378: This proposed course will expand the ways that students can fulfill the US-race/ethnicity centric DI course requirement (DI-R) that was [added and approved by the Faculty Senate in APC 44 in academic year 2020-2021](#). In order to preserve the existing Liberal Arts Core requirements without an overhaul of the general education curriculum, LA 378 is being created to provide opportunities for students to “double-dip” and fulfill multiple requirements without increasing their total number of required hours. This expansion is necessary as the five courses in the original proposal will not meet the required seat offerings.

2. Delete: On page 53, the entry under Liberal Arts Core Requirements:

Liberal Arts Core Requirements

(the minimum number of required hours is listed)

First-Year Seminar	3 semester hours
Academic Writing and Critical Inquiry	4 semester hours
Humanities	12 semester hours
Laboratory Science	4 semester hours
Scientific Perspectives	3 semester hours
Quantitative Perspectives	4 semester hours
Social Science	3 semester hours
Second Language (proficiency through the second semester)	0-4 semester hours
Arts and Ideas	3 semester hours
Senior Capstone	4 semester hours
Diversity Intensive	3 semester hours

Add: On page 53, in place of the deleted entry:

Liberal Arts Core Requirements

Courses that satisfy some of the following LAC requirements can be found throughout the curriculum and may be used to fulfill multiple requirements.

First-Year Seminar	3-4 semester hours
Academic Writing and Critical Inquiry	4 semester hours
Humanities	12 semester hours
Laboratory Science	4 semester hours
Scientific Perspectives	3-4 semester hours
Quantitative Perspectives	4 semester hours
Social Science	3-4 semester hours
Second Language (proficiency through the second semester)	0-8 semester hours
Arts and Ideas	3-4 semester hours
Senior Capstone	4 semester hours
Diversity Intensive	6-8 semester hours

3. **Delete:** On page 55, the **Diversity Intensive** entry:

Diversity Intensive (3 semester hours):

Courses designated as Diversity Intensive focus on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference. Taught by faculty from various programs, these broadly defined courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power as it is manifested locally, statewide, countrywide, and across the globe.

- Add:** On page 55 in the place of deleted entry:

Diversity Intensive (6-8 semester hours):

Courses designated as Diversity Intensive focus on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference. Taught by faculty from various programs, these broadly defined courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power as it is manifested locally, statewide, countrywide, and across the globe. **Students are required to complete two Diversity Intensive courses. At least one course must have a DI-R designation, indicating it is a U.S. Race/Ethnicity-Centric course. The second course can be designated as either DI or DI-R.**

4. **Add:** On page 54, LA 378 as an option in the entry under **Humanities (12 semester hours):**

Students are required to complete HUM 124, 214, and **HUM 324 or LA 378**. Taught by faculty from various disciplines, this sequence of courses is devoted to the intellectual and cultural history of human civilization, including both Western and non-Western cultures. These courses consider subject matter from all of the liberal arts, especially history, literature and philosophy, but also religion, natural science, social science and fine arts. The courses must be taken sequentially, ordinarily beginning in the spring semester of the freshman year and continuing through the junior year.

5. **Add:** On page 178, in the description for HUM 324, the statement that students can't receive credit for both HUM 324 and LA 378:

324 The Modern World: Mid-17th to Mid-20th Century (4)

Ideas and values from the scientific revolution of the 17th century to the Second World War. Emphasis is placed on the global impact of various revolutions: scientific, political, industrial and social (e.g., the rise of feminism), and their influence on philosophy, religion, literature and the arts. **Students cannot receive credit for both HUM 324 and LA 378.** Prerequisite: HUM 124 and 214. Fall and Spring.

6. **Add:** On page 179, updated description for HUM 414:

414 Critical Perspectives on Contemporaneity (4)

As a senior capstone course for the Liberal Arts Core, HUM 414 engages the idea of "contemporaneity" as a historical construction tied to certain privileged, longstanding Euro-Western master narratives about the world and different ways of being human. Though it reaches back at various moments to periods explored in HUM 124, 214, **and HUM 324 or LA 378**, the primary coverage of this course spans the post-World War II period to the present. The course thematically examines an array of present-day historical, socio-cultural, ideological, and political forces impacting diverse human conditions and institutions while also addressing a range of critical responses thereto. Studied reflection about the future is incorporated as well. Students cannot receive credit for both HUM 414 and LA 478. This requirement must be fulfilled in residence. Prerequisites: 75 credit hours; HUM 124, 214; **HUM 324 or LA 378**; LANG 120. Fall and Spring.

7. **Add:** On page 218, updated prerequisites for LA 478:

478 Cultivating Global Citizenship (4)

A topical capstone seminar, ordinarily taken in the final year, that asks students to address an issue or a group of related issues of current and future importance from an interdisciplinary or multidisciplinary perspective. Students will be expected to integrate the knowledge they have acquired through their major with the wider perspectives provided in their Liberal Arts Core courses. This requirement must be fulfilled in residence. Students cannot receive credit for both LA 478 and HUM 414. Prerequisites: 75 credit hours and HUM 124, 214; **HUM 324 or LA 378**. Fall and Spring.

Overall Impact: On the surface, the new US-race/ethnicity-centric DI course is adding hours to the LAC, but we can prevent or limit the addition of hours through intentional advising and the careful selection of courses that will meet both the DI-R requirement and another degree requirement. We already see this in practice for the current DI requirement. For the graduating classes of 2019 and forward, roughly 71% of students took a DI course that overlapped with an LAC-fulfilling course.

The process for proposing a course to meet the new US-race/ethnicity centric DI requirement will be the same as proposing a course for the current DI requirement. Faculty will submit a proposal and other requested materials to the DI committee for consideration. Approved DI-R courses will engage actively with 5 of the 7 Student Learning Outcomes. These SLOs focus on race, ethnicity, and migration.

1. Students understand the socially constructed nature of race in the United States.
2. Students understand the significance of individuals' differing relationships to race and power in the United States, and how structural racism undergirds institutions.
3. Students understand how individuals, organizations, and institutions create, perpetuate, or challenge racial inequality in the United States.
4. Students are better equipped to reevaluate their ideas about racial diversity and difference.
5. Students understand the transnational dynamics of race, migration, and ethnicity, and the relationships among history, culture, politics, and race.
6. Students understand social and political histories of migration to, from, and within the United States.
7. Students understand the nature of race and racism, systemic and institutional racism, racial injustice, and what it means to be an anti-racist.

If approved, courses will be labeled with a "DI-R" designation in the course title. The five courses previously listed in APC 44 (AFST 130, AIIS 200, AIIS 305, ETHN 100, and SOC 320) have already been approved.

This new requirement is likely to increase the number of proposals that need to be reviewed and therefore increase the workload of the DI committee. It may necessitate additional resources for the DI committee director and additional faculty service, as peer reviewers may need to be called on to review applications. Professional development will be critical to providing faculty with the resources needed to seek this new designation. The University is committed to providing the funds needed to meet this curriculum change.

Currently enrolled degree-seeking students will remain under the present single DI course requirement. The new DI-R designated course will be required for newly admitted students (approximately 1000 each fall and 150 each spring) beginning Fall 2022. Students returning to UNCA after the absence of at least one year, and those returning as transfer students or to receive an additional degree, will also be required to complete the new DI-R requirement.

Additionally, departments have identified this [listing of possible courses](#) that could seek the designation. The department chairs have provided their concurrence that they will support their faculty to submit course proposals for this requirement.

Because the DI-R designation will be fulfilled primarily by existing courses within the curriculum, the need for additional faculty should be limited. There may be a need to shift faculty loads to meet the necessary seat offerings. The LAC

Taskforce, however, notes the need to continue hiring diverse faculty to increase faculty representation and lived experience.

Any student requesting to have the DI-R requirement fulfilled by transfer credit will need to go through the [current DI petition process](#).

Overall Rationale: Enabling students to earn credit for the additional DI-R requirement without increasing the size of the Liberal Arts Core requires identifying existing courses that can deliver the SLOs listed in APC 44. The creation of one new course, LA 378, assures that students who cannot choose any of those existing courses (because they are transfers or in large majors), will be able to make progress toward timely completion of their degree without increasing their required credit hours. The other courses will come from existing courses that will go through an approval process to be designated as DI-R.