**MODEL #3**

# DIVERSE PERSPECTIVES, INCLUSIVE COMMUNITIES

## A. <u>Executive Summary: Model Mission and Structure</u>

This Core Model is animated by Colgate's Third Century Plan for Diversity, Equity, and Inclusion (DEI Plan). Model 3 foregrounds *diverse perspectives*, cultivating students' ability to appreciate, understand, and synthesize different sources of knowledge and ways of knowing. Core components primarily conceptualize diverse perspectives as examining one topic with the lenses of two academic divisions. These Core classes instill the importance of using multiple approaches to understand and interact with the world.

This Model equally emphasizes *inclusive communities*, contributing to a campus culture that values diverse perspectives and works to build coalitions across lines of difference. Inter-divisional Core classes necessarily bring together groups of faculty and students who might not otherwise meet. Moreover, Model 3 requires every Core class to situate themes of inclusion within the class topic. This might take the form of engaging with texts from multiple cultural frameworks. Or, it could include discussing issues of power, privilege, and inequity as they relate to the focus of the course. Therefore, the Core will become a pillar in promoting a campus culture of appreciation of, and respect for, difference.

The Model is organized into three components, each situated at the intersection of two divisions (i.e., NASC/AHUM; SOSC/NASC; AHUM/SOSC). The component courses are menu-driven; instructors within the component select a topic and approach it using the evidence and ways of knowing from both divisions. Each component has distinct, but overlapping, goals that represent the essence of each division. All components share the goal of contextualizing class topics in terms of diversity and inclusion.

Students are required to **take classes from two of the three components, thereby encountering complementary sources of knowledge and ways of knowing from three divisions**. Therefore, this Model reduces the footprint of the Core. Students also repeatedly see that themes of diversity and inclusion are universal, not confined to one area of the world or of academia.

## B. <u>Description of the Components and their Courses</u>

1. **"The Art of Science" (NASC/AHUM):** Courses in this component explore the intersection of the Natural Sciences and the Arts/Humanities, illustrating how these two ways of knowing combine to produce a more holistic understanding of the world.

**Primary component goals:**

- Explore the process and nature of science, in order to understand the role of science in contemporary society.
- Examine the myriad modes of human creative expression across time and place by grappling with challenging texts.
- Address issues of diversity and inclusion as they relate to the topic of the course

**Example Courses:**

- Science and Science Fiction
- Environmental Activism, Science, and the Arts
- The Story of Colorants
- Math & Sculpture
- Science of Music

2. **"Science and its Agents" (SOSC/NASC):** Courses in this component explore the intersection of the Social and Natural Sciences, illustrating how these two ways of knowing combine to produce a more holistic understanding of the world.

   **Primary component goals:**

   - Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.
   - Explore the process and nature of science in order to understand the role of science in contemporary society.
   - Address issues of diversity and inclusion as they relate to the topic of the course

   **Example Courses:**

   - The Advent of the Atomic Bomb
   - Ecology and the Quality of the Environment
   - Shifting Boundaries of Science and Law
   - The (Ir)Rationality of Everyday Decisions

3. **"Social Relations and Expressions" (AHUM/SOSC):** Courses in this component explore the intersection of the Arts/Humanities and the Social Sciences, illustrating how these two ways of knowing combine to produce a more holistic understanding of the world.

   **Primary component goals:**

   - Examine the myriad modes of human creative expression across time and place by grappling with challenging texts.
   - Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.

- Address issues of diversity and inclusion as they relate to the topic of the course

**Example Courses:**
- Colonial Legacies, Cultural Property & Heritage
- Black Lives Matter
- Internet Culture
- Russia in Arts and Politics

## 3. Governance and Logistics:

Each Component is led by two University Professors, one representing each division, and staffed by the group of faculty interested in teaching within that component. Core courses can be developed and taught in (at least) three ways. A) One faculty member develops a course that fulfills the goals of the component. B) Two (or more) faculty members, from different divisions but with shared topical interests, collaborate to develop a component course. (i) Then, they each teach their own section of the class. Doing so during the same time slot creates opportunities to occasionally swap instructors or engage with outside speakers. (ii) Or, collaborators might team-teach a larger section of the course (ie. ~50 students). This model supports various forms of collaboration and mentorship. UNST faculty may teach in whichever component best fits their academic interests. This model can support the continuation of current arrangements where a small number of Core component classes can count for UNST program major/minor credit, though the courses would be "homed" in the Core and not in the program. If all three components agree, Model 3 can support shared texts.