

College of Arts and Sciences  
Meeting of Faculty Assembly  
SK 102

December 2, 2016

2:00-3:15 PM

**ATTENDANCE:**

ANTHROPOLOGY: F. Crespo, J. Haws, S. Parkhurst, J. Peteet, C. Tillquist  
BIOLOGY: C. Corbitt, L. Fuselier, P. Himes, D. Schultz  
CLASSICAL & MODERN LANG.: L. Baixauli-Olmos, W. Cunningham, M. Dalle, T. Edison, B.  
Fonseca-Gruber, J. Gabbard, M. Groenewold, G.  
Hutcheson, A. Leidner, A. Mastri, F. Nuessel, W. Pfeffer, L.  
Wagner, M. Wu, W. Yoder, L. Zeng  
COMMUNICATION: M. D'Silva, J. Ferré, A. Futrell  
COMPARATIVE HUMANITIES: P. Beattie, A. Hall, P. Pranke, E. Wise  
CRIMINAL JUSTICE: D. Keeling  
ENGLISH: D. Billingsley, K. Chandler, A. Clukey, J. Dietrich, P.  
Griner, B. Horner, T. Johnson, K. Kopelson, A. Olinger, G.  
Ridley, S. Ryan, S. Schneider, S. Smith, I. Stansel, D.  
Tanner, J. Turner  
FINE ARTS: L. Friesen, D. Lai, R. Singel  
GEOGRAPHY/GEOSCIENCES: C. Day, A. Gaughan, C. Hanchette, P. McCutcheon, F.  
Stevens  
HISTORY: B. Beattie, T. K'Meyer, T. Keeley, K. Massoth, J. Westerfeld  
MATHEMATICS: B. Bradley, T. Riedel, S. Seif, D. Swanson  
PAN-AFRICAN STUDIES: T. Rajack-Talley  
PHILOSOPHY: A. Kohlers, D. Owen  
PHYSICS: D. Brown  
POLITICAL SCIENCE: A. Caldwell, D. Clayton, S. Hua, L. Moyer, R. Payne, S.  
Wallace  
PSYCHOLOGY: E. Ross  
SOCIOLOGY: P. Gagné, R. Schroeder  
THEATRE ARTS: N. Burton, J. Calvano, R. Hillmer, J. Segal, R.  
Vandenbroucke  
WOMEN'S & GENDER ST: K. Christopher, C. Fosl, D. Heinecken, S. Jarosi, K. Story

Dr. Karen Christopher, Chair, called the Faculty Assembly to order at 2:04 PM.

Dr. Christopher made two announcements:

- The next meeting of the Faculty Assembly will be held on January 27, 2017, in SK 102. This is a change from the original Faculty Assembly calendar, which planned a meeting on January 20, 2017. Proposed items of business for that meeting must be submitted to Dr. Christopher no later than 5 PM on January 20, 2017.
- Dr. Patty Payette of the Delphi Center will be presenting an update on the QEP at the January 27<sup>th</sup> meeting. Faculty are encouraged to read and comment on the QEP prior to this meeting through this link: <http://louisville.edu/oapa/2017-quality-enhancement-plan-1>

The faculty approved the slate of graduate and undergraduate candidates for December graduation unanimously.

Dr. Christopher recognized Dr. Theresa Rajack-Talley to offer a review of responses to, and subsequent revisions of, the proposed Cardinal Core general education program, after the comment period's November 30<sup>th</sup> close.

According to Dr. Rajack-Talley, general feedback on the Cardinal Core proposal has been positive with some parties offering "a few editorial suggestions" and/or recommendations to provide clarity. Concerns were raised about the proposal's professional development plan for faculty teaching general education courses and about how ongoing assessment of the Cardinal Core would be handled. The revised proposal offered additional language to address these concerns.

Dr. Rajack-Talley's presentation focused on the proposed D1 and D2 requirements and the proposed revision to the WC requirement that would reduce the number of required WC hours from 6 to 3.

The proposed D1 and D2 diversity requirements provoked what Dr. Rajack-Talley described as "passionate feedback." A subcommittee met to review the responses and to make revisions. For D1 (U.S. Diversity), the committee revised the language to incorporate consideration of socioeconomic class and to ensure that the descriptive language also matched the student learning outcomes presented later in the proposal.

Discussion turned to the following sentence concerning D1 courses:

**These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics**

Dr. Rajack-Talley made it clear that D1 courses will be expected to address race, class, and gender. A course that is exclusively focused on one or two of those areas will not be approved for D1. Faculty would be free to determine what to emphasize in their individual courses, but each of the above categories should be incorporated. These courses may be offered at the 100-, 200-, or 300-level. This occasioned several questions and comments from faculty wondering how much would be enough (e.g. would one lecture on a topic be enough to consider an area to have been covered); how the CCCC would assess a proposed D1 course; whether faculty would want to propose a D1

course if such courses are required to cover so many areas and whether we would actually lose general education seats if D1 is passed as conceptualized, etc.

Questions were also raised about whether this definition of U.S. diversity is too narrow. For example, Dr. Karen Kopelson asked if a disability studies would be precluded from courses about “the difference that differences make.” Prof. Elaine Wise recommended new language that would make the study of religion part of D1. In response to these and related questions, Dr. Rajack-Talley that the committee decided not to enumerate a list of possible diversity categories, preferring instead to allow faculty freedom in developing D1 courses.

Dr. Susan Jarosi asked why “interaction” was chosen in the following sentence instead of “intersection”:

**Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.**

Dr. Rajack-Talley observed that language was selected that would be understood by both faculty and student populations. Intersectionality is a concept that may be unfamiliar to students and, as further discussion elucidated, intersectionality is a particular interpretive model that would limit the theoretical apparatuses available to faculty teaching D1 courses.

The D2 (Global Diversity) language has been revised to remove what some concluded was a bias towards an American interpretive lens. One faculty comment on D2 focused on whether the emphasis on “social stratification” would result in courses that emphasized negative aspects of global cultures, thus reinforcing prevailing stereotypes. Another faculty member questioned whether this emphasis on social stratification and how it impacts lived experience in non-U.S. cultures would prevent faculty from exploring meaningful cultural differences unrelated to social stratification that profoundly impact an individual’s or group’s life experiences.

Discussion of the proposed WC changes was brief. Dr. Rajack-Talley noted that the only way that the task force has identified to put 3 additional WC hours back into the Cardinal Core without once again making UoL have the largest number of required general education in Kentucky would be to eliminate the general education elective sought by the students.

No definitive answers to these questions have been developed, so faculty are encouraged to provide suggestions/comments to the GECC through its e-mail address: [gecc@louisville.edu](mailto:gecc@louisville.edu) or to leave comments on the Cardinal Core proposal’s Blackboard site. All instructional faculty should already have a link to that site.

The meeting was adjourned at 2:57 PM.

## Diversity (D1 and D2)

Diversity refers to the difference **that differences make**. All courses in Diversity will examine the ways in which components of identity and social and material stratification affect positively or negatively life experiences, opportunities, and sense of belonging in national or global contexts.

Courses in US Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

Courses in Global Diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-US societies are shaped by the various historical, cultural and social structures and processes of stratification locally or globally.

Students must take one course in US Diversity (D1) and one course in Global Diversity (D2).

## US Diversity (D1)

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

## Global Diversity (D2)

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of social stratification in non-U.S. societies.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in non-U.S. societies.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.